YEARBOOK 2020

FACULTY OF EDUCATION
POSTGRADUATE

Contact the Registrar's Unit

Address all correspondence to:

The Registrar
University of Zululand
Private Bag X1001
KwaDlangezwa
3886

Tel: (035) 902-6000
Internet: http://www.unizulu.ac.za

PLEASE MENTION YOUR STUDENT/REFERENCE NUMBER IN ALL CORRESPONDENCE
The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at http://www.unizulu.ac.za/yearbooks

Please note: Although the information in this Yearbook has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted

FACULTY OF EDUCATION

UNIVERSITY OF ZULULAND

VISION

To be a renowned centre of excellence for teacher education, relevant to local and global needs and characterised by dynamic partnerships and scholarship.

MISSION

To provide high quality education, training and support to students from diverse backgrounds, using best practices in a caring and stimulating environment, incorporating the culture of research, partnerships and community engagement

VALUES

The interaction amongst the staff of the Faculty, as well as with stakeholders and partners, will reflect the following values: Excellence, Commitment, Honesty, Transparency, Integrity, Professionalism and Customer orientation.

UNIVERSITY OF ZULULAND (UNIZULU): OFFICE BEARERS

CHANCELLOR
Deputy Chief Justice RMM, Zondo

VICE-CHANCELLOR
Prof X. Mtose

DEPUTY VICE-CHANCELLOR: RESEARCH AND INNOVATION
Vacant

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING
Prof M Mahlomaholo

EXECUTIVE DIRECTOR: RICHARDS BAY CAMPUS
Vacant

EXECUTIVE DIRECTOR: HUMAN RESOURCES
Mr R Ngcobo

EXECUTIVE DIRECTOR: FINANCE
Mr P. Du Plessis

EXECUTIVE DIRECTOR: INSTITUTIONAL PLANNING
Mr NO Cele

EXECUTIVE DIRECTOR: STUDENT LIFE/AFFAIRS
Prof Seepe

REGISTRAR
Vacant

UNIZULU FACULTY DEANS

Faculty of Arts
Prof. MA Masoga

Faculty of Commerce, Administration and Law
Prof L Greyling

Faculty of Education
Prof MC Maphalala

Faculty of Science and Agriculture
Prof NW Kunene

FACULTY OF EDUCATION (FED) OFFICE BEARERS

DEAN

Prof MC Maphalala, B. Paed, B. Ed Hons, M. Ed, D.Ed. (UNIZULU), ABET Cert (UNISA), Service Learning Cert (UFS), Leadership in Higher Education Management (WITS Business School).

DEPUTY DEANS

Teaching and Learning - Acting

Dr MS Mabusela, BPaed, B. Ed Hons (VISTA) MEd (RAU), PhD (UNIZULU), Certificate in Economics and public Finance (UNISA), University Leadership, (US)

Research and Innovation

Prof DR Nzima, BA(UNIZULU), BAHons – Psych, B. Ed Hons (UNISA), MA –Clinical Psych, PhD- Comm. Psych (UNIZULU)

DEAN'S OFFICE CONTACT DETAILS

DEAN'S OFFICE :   First Floor

New Education Building

POSTAL ADDRESS : THE DEAN

Faculty of Education

University of Zululand

Private Bag X1001

KwaDlangezwa

3886

DEAN'S SECRETARY: Miss AS MHLONGO

Phone :   035-902 6348

Fax :   086373242

e-mail :   MhlongoA@unizulu.ac.za

HEADS OF DEPARTMENTS

Arts and Language Education
P Pillay, BPaed, (UDW), B. Ed Hons (UNISA), BAHons (*Cum Laude*), MA (UDW), PhD (UNIZULU).

Curriculum and Instructional Studies
Dr. S. Govender, BA (UDW), BEd Hons, EMD, MEd (Cum Laude)(RAU), D. Ed (UNIZULU), HDE (UDW).

Early childhood Education
Dr. ECA Kok, B.Sc (UNPmB), B.Sc Hons (UNPmB), Masters in Higher Education Studies (UFS), PhD(UJ).

Educational Foundation and Management
Dr SI Kapueja, JSTC, PGDip, (Natal) BPaed, BEd (UNIZULU), MEd (UFS), D.Ed. (UNIZULU).

Educational Professional Practice
Mr MM Mngomezulu, Salesmanship Dip (Damelin), Computer Tech Cert, BA, BEd Hons (UNIZULU), MEd (UFS), D. Ed (UNIZULU), M. ED (Miami)

Educational Psychology and Special Education
Prof MM Hlongwane, JSTC, BA, BA Hons Counselling (UNIZULU), MEd (Ed Psych) Natal, DPhil (UNIZULU), EDP (USB)

Mathematics, Science and Technology Education
Dr B Ndawonde, (BSc, BSc (Hons), PGCE, M.Ed., D.Ed. (UNIZULU), Certificate in Research Design and Methods (Wageningen University-Netherlands), PGDip (HE), (Rhodes University).

Social Science Education
Dr BT Gamede, SSTD, PGDip –Dev Studies, BPaed, BEd Hons (UNIZULU), Business Mngmt Cert, Business Studies Dip (MANCOSA), ABET Cert, Local Gov Dip, HRM Dip (UNISA), MBA (MANCOSA), DEd (UNIZULU).

ACADEMIC STAFF

Bele, LLP Miss. ....Arts and Languages Education

Gazu, KA Dr ....HoD: Arts and Languages Education

Hlatshwayo, ZV Ms..Arts and Languages Education

Khumalo, NP Ms..Arts and Languages Education

Magwaza, TF Mr...Arts and Languages Education

Mngomezulu, TF Miss. ....Arts and Languages Education

Moyo, G Prof ....Arts and Languages Education

Msweli, ZP Ms ....Arts and Languages Education

Mthembu-Ngema, WNZ Dr ....Arts and Languages Education

Nyathikazi, CP Dr ....Arts and Languages Education

Nzama, MV Dr...Arts and Languages Education

Pillay, P Dr ....Arts and Languages Education

Govender, SA Dr ....HoD: Curriculum and Instructional Studies

Khumalo, PN Ms... Curriculum and Instructional Studies

Mabusela, MSN Prof .... Curriculum and Instructional Studies

Maluleke, N Dr.. Curriculum and Instructional Studies

Mhlongo, HR Dr.. Curriculum and Instructional Studies

Kok, ECA Dr .... HoD: Early Childhood Education

Luthuli, C Ms .... Early Childhood Education

Mbatha-Ngubane, TA Prof.. Early Childhood Education

Msimango, WN Ms .... Early Childhood Education

Mtshali, ZE Mrs .... Early Childhood Education

Xulu, SCB Dr... Early Childhood Education

Bender, CJG Prof. .... Educational Foundation and Management

Buthelezi, AB Dr. .... Educational Foundation and Management

Kapueja, IS Dr ....HoD: Educational Foundation and Management

Mthethwa, LC Mrs. ....Educational Foundation and Management

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Sibaya, DC Prof............................... Mathematics, Science and Technology Education
Talasi, T Mr .... Mathematics, Science and Technology Education
Tshabalala, MG Mr .... Mathematics, Science and Technology Education
Xulu, T Mr... Mathematics, Science and Technology Education

Brett, MR Mr... Social Sciences Education
Chalufu, NM Ms.. Social Sciences Education
Dube, MC Dr .... Social Sciences Education
Ezesele, SL Mr .... Social Sciences Education
Gamede, BT Dr .... HoD: Social Sciences Education
Khumatake, MR Mrs.. Social Sciences Education
Kutame, AP Prof.. Social Sciences Education
Mkhwanazi, KG Ms.. Social Sciences Education
Mncube, DW Dr... Social Sciences Education
Mokoena, S Mr .... Social Sciences Education

SUPPORT STAFF

Chetty-Sherief, D Mrs .... Curriculum and Instructional Studies
Feketshane, S Mr. .... Deans Office: Resource Centre
Gumede, S Miss... Education Professional Practice Unit
Khanyile, V ....Educational Psychology and Special Education
Maistry-Reddy, J Mrs... Arts and Languages Education
Manyoni, MP Mr .... Education Professional Practice Unit
Mdletshe, T Ms... Deans Office: Resource Centre
Mhlongo, AS Miss..Dean's Office: Faculty Secretary
Mkhonza, ZH Mrs .... Mathematics Science and Technology Education
Mthembu, TK Mr.. Dean's Office: Faculty Administration
Mtotywa, P Mrs.. Dean's Office: Faculty Office
Nyawo, N Miss. .... Dean's Office: Faculty Office
Viljoen, HL Mr.. Education Professional Practice Unit
Zuma, N Mr .... Educational Foundation and Management

ACRONYMS

FED = Faculty of Education

EDED = Doctoral qualification codes

EMED = Masters qualification codes

C = Core: Major modules

A = Ancillary: Supporting modules, not in the curriculum

E = selective modules, flexible to choose

S = Substitutes: if you do not see one check another

P = Prerequisite, not proceed to next level if lower is missing

FT = Full time

PT = Part time

NQFL = National Qualification Framework level

Cr=Credit module

NB:
For those who are viewing on website, colour coding, tables and shapes are for ease of reference where: -

Yellow Tables	=	Honours Programmes
Blue Tables	=	Masters Programmes
Green Tables	=	Doctoral Programmes
RED TEXT	=	Emphasise programmes phasing out or to phase out
BLUE shape	=	Emphasise NO Modules during the period.
RED shape	=	Emphasise NO INTAKE

FACULTY BOARD

In terms of the stipulations of section 37(5) of the UNIZULU Statute each faculty shall have a faculty board constituted in accordance with the Rules. The function of the faculty board is to regulate the activities of the faculty in line with the Policies and Rules of the University.

Faculty Boards are co-responsible for the **quality**, **actuality** and **career-orientation** of learning programs and their content, training and tuition methods, research and innovation, and community service programs.

1.   **Composition**
        A Faculty Board is a subcommittee of the Senate.

2.   **Ex Officio members**
        Vice-Chancellor
        Deputy Vice Chancellors
        Registrar

3.   **Full members**
        ✓ Dean
        ✓ Heads of departments of the faculty
        ✓ Full professors
        ✓ One additional representative of each department, which representatives shall be elected by departments. The departments could elect academic sectional heads as second representatives to the faculty board.
        ✓ Directors/General managers of institutes/centres of excellence/Centre's of service delivery
        ✓ Faculty Officer
        ✓ Faculty Research Officer
        ✓ Faculty Secretary
        ✓ Student representation – consisting of one representative from the central SRC and one representative from the faculty" elected in terms of the rules of the SRC. If possible, both student representatives should be registered students from the faculty concerned.

4.   **Associate members**
        ✓ One representative of the labor union, selected by the union from the   staff members of the faculty concerned.
        ✓ Representatives of other faculties by invitation; with the principle of service subjects taken into account.

- ✓ A staff member of the Secretariat to act as secretary. A representative of the library.
- ✓ Co-opted persons without voting rights.

5. Chairperson

The dean of the faculty is ex officio the chairperson of the faculty board. The Associate Dean (If applicable) should act as chairperson of the faculty board in the absence of the dean. Should a faculty not have an Associate Dean, the faculty board should annually appoint, from its ranks, a deputy chairperson to act as chairperson in the absence of the dean.

6. QUORUM

Two-thirds of the faculty board members (with full membership) constitutes a quorum

7. MEETINGS

The secretary shall send each member an agenda, accompanied by the minutes of the previous meeting, at least five workdays before an ordinary meeting and at least two days before a special meeting of the faculty board. The agenda shall indicate the time of and the venue for the meeting and the matters to be discussed.

The agenda shall contain those matters to be handled internally, and the matters to be referred to the Senate.

8. COMMITTEES OF FACULTY BOARDS

The following committees shall be standing committees of the faculty board:

- ✓ Faculty Research Committee (FRC)
- ✓ Executive of Faculty Board

9. FUNCTIONS OF THE FACULTY BOARD

Please refer to the Terms of Reference for detailed functions of the Faculty Board.

FACULTY OF EDUCATION STRUCTURE

FACULTY OF EDUCATION

EXECUTIVE DEAN

DEPUTY DEAN	DEPUTY DEAN
RESEARCH AND INTERNATIONALISATION	**TEACHING AND LEARNING**

DEPARTMENTS

Early childhood Education	Arts and Language Education	Curriculum and Instructional Studies
Educational Foundation and Management	Educational Professional Practice	Social Science Education
Mathematics, Science and Technology Education		Educational Psychology and Special Education

ACADEMIC SUPPORT SERVICE

RESOURCE CENTRE

TABLE OF CONTENTS

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FED.1.   RULES

FED 1.1.   **FACULTY RULES AUTHORITY OF THE GENERAL RULES**
The faculty rules valid for the different qualifications, programmes and curricula of this faculty and contained in this faculty calendar are subject to the General Rules of the University, as determined from time to time by the Council of the University on recommendation by the Senate.   The faculty rules should therefore be read in conjunction with the General Rules.

FED 1.2.   **FACULTY-SPECIFIC RULES**
The faculty rules valid for the different qualifications, programmes and curricula of this faculty and contained in this faculty handbook are subject to the General Rules of the University, as determined from time to time by the Council of the University on the recommendation by the Senate.   The faculty rules should therefore be read in conjunction with the General Rules.

Below are the detailed Faculty Specific Rules: -

FED.1.2.1   **General rules supersede Faculty rules.**
Therefore, the following applies:
a)   Faculty rules should be in line with those of the University.
b)   Where Faculty rules are in conflict with those of the University, General university rules will apply.

FED.1.2.2   **Registrations**
Once registered, a student is bound to all rules and regulations applicable to students**;** General Rule G5 (3)

FED.1.2.3   **Continuation of studies.**
a)   On taking an appropriate Bachelor degree; students are not automatically admitted to the postgraduate programmes of the Faculty.
b)   Admission and registration for postgraduate programmes take place in accordance with the General Rules.
c)   Prospective postgraduate students are advised to consult the University's Manual for Postgraduate Studies **before applying for admission**.

FED.1.2.4   **International Students**
a)   An international student must have his or her qualifications verified by USAf for undergraduates and SAQA for postgraduates who have foreign undergraduate qualifications.
b)   For professional qualifications**,** students must register with the appropriate Professional Board.

	c)	The Office for international students should be contacted for additional information.

FED.1.2.5   **Examinations and Pass requirements**

a) Admission to examinations, the number of examination possibilities, pass requirements of modules and curricula, repetition of endorsed modules and

b) the requirements that mini-dissertations, dissertations and theses must conform to are extensively discussed in the General Rules and/or Postgraduate Guide.

FED.1.2.6   **South African Council for Educators**

All student teachers are strongly advised to apply for SACE during their final year of registration which is the Professional Council for Educators, that aims to enhance the status of the teaching profession through appropriate Registration, management of Professional Development and inculcation of a Code of Ethics for all educators.

FED.1.2.7   **Professional status (SACE) and School Experience**

Any student who has obtained a qualification in the Education field at any University in South Africa and has acquired experience during Teaching Practice may register as a Professional teacher with the South African Council of Educators (SACE).

FED.2.   **WARNING AGAINST PLAGIARISM**

Assignments are individual tasks and not group activities (unless

explicitly indicated as group activities). Students are therefore cautioned not to

plagiarise other individual's work without acknowledging the author or the

source of that work. Should a student or a researcher use someone else's

work without proper acknowledgement, that will be regarded as plagiarism as

it is unethical. Plagiarism Policy rule of the University will be applied to

address such cases.

FED.3   LANGUAGE MEDIUM

The language of instruction in all undergraduate and postgraduate contact

sessions is English. All study guides, tests and examination papers are made

available to students in English. Students may answer any written or oral test

or examination in English.

FED.4   GENERAL ADMISSION REQUIREMENTS

FED.4.1.   **ADMISSION REQUIREMENTS FOR POSTGRADUATE PROGRAMMES**

Prospective postgraduate students are advised to consult the University's Manual for Postgraduate Studies carefully beforehand. On

taking an appropriate baccalaureus degree students are not automatically admitted to the postgraduate programmes of the Faculty. Admission and registration for postgraduate programmes take place in accordance with the General Rules.

FED.4.2.   **APPROVAL OF STUDY PROGRAMMES**

Approval of study programmes for master's (M. Ed) and doctorate (D. ED)) degrees is given in accordance with General Rules. **Prospective postgraduate students are advised to study these rules carefully beforehand.**

FED.5   **SUBMISSIONS AND DEADLINES**

Students must beforehand make sure of the official deadlines for submitting examination documents, i.e. mini-dissertations, dissertations and theses. These dates are determined annually. A student who submits his examination documents after the prescribed deadline will most probably not receive his degree at the next graduate ceremony and he/she will have to wait to the next graduation ceremony.

The implication of this negligence will be that the student will have to register and pay class fees for another year.

FED.6 FACULTY DEPARTMENTS

FED.6.1. Breakdown of the different departments that are in the faculty

Names of Departments	Departmental Abbreviations	Head of Department	Corporate Secretaries and contact numbers
Arts and Language Education	DALE	Dr K Gazu	Mrs Jerusha Maistry-Reddy ReddyJ@unizulu.ac.za Phone No.035902 6233
Curriculum and Instructional Studies	CIS	Dr SA Govender	Mrs Deshnee Chetty-Sherief SheriefD@unizulu.ac.za Phone No. 0359026569
Early childhood Education	ECE	Dr ECA Kok	Mrs Deshnee Chetty-Sherief SheriefD@unizulu.ac.za Phone No. 035902 6569
Educational Foundations and Management	EFM	Dr IS Kapueja	Mr Nhlanhla Zuma ZumaN@unizulu.ac.za Phone No. 035902 6725
Education Professional Practice Unit	EPPU	Mr MM Mngomezulu	Ms Samkelisiwe M Gumede GumedeSA@unizulu.ac.za Phone No. 035902 6677
Educational Psychology and Special Education	EPSP	Prof MM Hlongwane	Mrs Zamambo H. Mkhonza MkhonzaZ@unizulu.ac.za Phone No. 035902 6714
Mathematics, Science and Technology Education	MSTE	Dr BG Ndawonde	Mrs Zamambo H. Mkhonza MkhonzaZ@unizulu.ac.za Phone No. 035902 6714
Social Science Education	SSE	Dr BT Gamede	Mr Nhanhla Zuma ZumaN@unizulu.ac.za Phone No. 035902 6725

FED.7   POSTGRADUATE PROGRAMMES IN THE FACULTY

University of Zululand is authorised to award a number of postgraduate degrees in the Faculty of Education. These qualifications are not necessarily presented in all subjects and also not necessarily full-time and/or part-time in all subjects. They are: -

FED.7.1.   HEQSF ALIGNED PROGRAMMES 2019 AND AFTER

Department	Qual. Code	Specialization in	Campus
MASTER OF EDUCATION DEGREES			
Edu Psycho and Special Edu Education	3MED01	MASTERS DISSERTATION IN EDUCATIONAL PSYCH	Main
Edu Psycho and Special Edu Education	3MED02	MASTER OF EDUCATION IN RESEARCH METHODOLOGY (CW)	Main
Edu Psycho and Special Edu Education	3MED03	MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY(CW)	Main
Curric and Instruct. Studies	3MED21	MASTER OF EDUCATION IN CURR AND INSTRUCT	Main
Edu Foundations and Mgmt.	3MED31	MASTERS DISSERTATION IN FOUNDATIONS OF ED	Main
Edu Foundations and Mgmt.	3MED32	MASTERS DISSERTATION IN EDUCATIONAL MANAGEMENT	Main
	3MED33	MASTERS DISSERTATION IN RESEARCH METHOD	Main
	3MED71	MASTER OF EDUCATION BY DISSERTATION	Main
DOCTOR OF EDUCATION DEGREES			
Mathematics Science Technology Education	3DED11	D.ED (MATHEMATICS, SCIENCE & TECH)	Main
Curriculum and Instructional Studies	3DED21	DOCTOR OF PHILOSOPHY(CURRICULUM STUDIES)	Main
	3DED71	DOCTOR OF EDUCATION	Main

FED.7.2.   MINISTERIAL PROGRAMMES PRIOR 2019-NON HEQSF ALIGNED.

Department	Qual. Code	Specialization in	Campus
MASTER OF EDUCATION DEGREES			
Educational Psychology and Special Education	EMED01	MASTER OF EDUCATION IN EDUCATIONAL PSYCH	Main
Curriculum and Instructional Studies	EMED21	MASTER OF EDUCATION IN CURR AND INSTRUCT	Main
Educational Foundations and Management	EMED31	MASTER OF EDUCATION IN FOUNDATIONS OF ED	Main
Educational Foundations and Management	EMED32	MASTER OF EDUCATIONAL MANAGEMENT	Main
	EMED71	MASTER OF EDUCATION BY DISSERTATION	Main
DOCTOR OF EDUCATION DEGREES			
Mathematics Science Technology Education	EDED11	D.ED (MATHEMATICS, SCIENCE & TECH)	Main
Curriculum and Instructional Studies	EDED21	DOCTOR OF PHILOSOPHY(CURRICULUM	Main
	EDED71	DOCTOR OF EDUCATION	Main

FED.7.3.   PHASED OUT MINISTERIAL (NON-HEQSF) ALIGNED PROGRAMMES

Department	Qual. Code	Specialization in	Campus
BACHELOR OF EDUCATION HONOURS DEGREES			
Bachelor of Education Honours	302ZZZ	GENERAL	Main

Please note that this B. Ed Honours programme has been phased out. Detailed curriculum to accommodate pipeline student is starting from page 20 to page 56 of this document.

NO INTAKE FOR THIS PROGRAMME

FED.8   **QUALIFICATIONS, PROGRAMMES AND CURRICULA**

Different qualifications can be obtained in one Faculty. A specific qualification may be obtained in one or more programmes. The term *programme* indicates a specific field of study), and in each programme one or more curricula are available.

A prospective student must therefore first decide which qualification he/she wants to obtain. For example, after a student has decided he/she would like obtain a B. Ed degree, he has to select a programme, for instance *Language and Social Sciences or Language and SMTE etc.* If the student decides on the Language and Social Sciences, he/she must then study the different curricula offered in this programme and finally decide on a curriculum. Information and the rules for the different qualifications, programmes and curricula are explained in this yearbook.

FED.9   **PROGRAMME STRUCTURE**

Each programme structure, method of delivery and presentation that are included in this Faculty yearbook programme are subject to the policy laid down by the Institutional Committee for Academic Standards (ICAS) of the University of Zululand (UNIZULU) and consistent with the requirements of the Council on Higher Education (CHE), the Higher Education Qualifications Framework (HEQSf), the Department of Higher Education and Training (DHET), the South African Qualifications Authority (SAQA) and **the** Minimum Requirements for Teacher Education Qualifications (MRTEQ).

FED.10   MASTER OF EDUCATON PROGRAMMES

FED.10.1   1 YEAR FT OR 2 YEAR PT MASTERS DEGREES – 180 CREDITS

MASTERS DEGREES – HEQSf Aligned				
Qualification and Specialisation	**Ministerial Module code (PRIOR TO 2019)**	**HEQSf Aligned Module code (2019 AND AFTER)**	**Campus**	**NQF level**
MASTER OF EDUCATION IN EDUCATIONAL PSYCH	EMED01	3MED01	Main	9
MASTER OF EDUCATION IN RESEARCH METHODOLOGY	EMED02	3MED02	Main	9
MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY	EMED03	3MED03	Main	9
MASTER OF EDUCATION IN CURR AND INSTRUCT	EMED21	3MED21	Main	9
MASTER OF EDUCATION IN FOUNDATIONS OF ED	EMED31	3MED31	Main	9
MASTER OF EDUCATIONAL MANAGEMENT	EMED32	3MED32	Main	9
MASTER OF EDUCATION IN RESEARCH METHODOLOGY	EMED33	3MED33	Main	9
MASTER OF EDUCATION BY DISSERTATION	EMED71	3MED71	Main	9

FED.10.2   MODULE LIST FOR MASTERS PROGRAMMES – 180 CREDITS

Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Descriptive name	Credits	NQFL
EAP704	3AP704	Article For Publication (RM)	15	9
ECA701	3CA701	Childhood And Adolescence Problems (EP)	12	9
ECA703	3CA703	Computer Applications (RM)	15	9
ECI700	3CI700	Masters Dissertation In Curr & Instru Studies	180	9
EDG700	3DG700	Dissertation In Master of Education	180	9
EDM705	3DM705	Mini Dissertation (RM)	120	9
EMD705	3MD705	Mini Dissertation (EP)	120	9
EEP700	3EP700	Masters Dissertation In Educational Psych	180	9
EFE700	3FE700	Masters Dissertation In Foundations Of Ed	180	9
EMC700	3MC700	Masters Dissertation In Educational Mgmt.	180	9
EOE704	3OE704	Oral Examination (EP)	12	9
EPA702	3PA702	Psychological Assessment (EP)	12	9
EPP706	3PP706	Professional Practice (EP)	12	9
ERM702	3RM702	Research Methods (RM)	15	9

None	3RM700	Masters Dissertation in Research Method	180	9
ETC701	3TC701	Test Construction Theory & Proj Mgmt. Skills (RM)	15	9
ETP703	3TP703	Therapeutic Intervention Procedures (EP)	12	9

FED.10.3   **CURRICULUM FOR MASTER PROGRAMME**

An applicant may be admitted to Masters programme if he/she is in possession of B. Ed Honours. Duration of the course extends over a period of one year full-time and two years part-time.

Important: Psychology department students must register with HPCSA as a psychology student. After completing the first year of study the student must register as an intern educational psychologist. Upon completion of all course requirements, the candidate must apply for registration with the HPCSA as an Educational Psychologist. A requirement for this course is 80% attendance of lectures, of seminars, of practical work, and of visits to institutions.

FED.10.3.1.   **COURSEWORK MASTERS WITH MINI DISSERTATION**

The coursework Master's in the Faculty of Education consists of *six modules* and a minor dissertation. The degree extends over two years: one full-time academic year plus a year for completion of a dissertation. You must have a pass mark of at least 50% in each of the modules, including the research, for the degree to be awarded to you. The ratio of the course work modules to the research component is 50:50. Successful completion of the oral examination is a prerequisite for beginning the dissertation. Each unit in the programme constitutes 100%. Students must complete all the required examination papers at the end of the year of study. All examination papers will also involve external examiners from other universities.

FED.10.3.1. QUALIFICATION NAME: MASTER OF EDUCATION IN RESEARCH METHODOLOGY (CW)
QUALIFICATION CODE: 3MED02 (OLD CODE: EMED02)
CAMPUS KWADLANGEZWA.
DELIVERY MODE: FULL/PART TIME

Coursework and Mini Dissertation					
Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Module Name	Core/Ancillary/Elective	NQFL	Cr
EAP704	3AP704	Article for Publication (RM))	C	9	15
ECA703	3CA703	Computer Applications (RM)	C	9	15
EDM705	3DM705	Mini Dissertation (RM)	C	9	120
ERM702	3RM702	Research Methods (RM)	C	9	15
ETC701	3TC701	Test Constr. Theory & Project Mgmt. Skills	C	9	15
Total credits					180

FED.10.3.2. QUALIFICATION NAME: MASTER OF EDUCATION IN EDUCATION PSYCHOLOGY (CW)
Qualification Code: 3MED03 (Old Code: EMED03)
CAMPUS: KwaDlangezwa
DELIVERY MODE: FULL/PART TIME

Coursework and Mini Dissertation					
Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Module Name	Core/Ancillary/Elective	NQFL	Cr
ECA701	3CA701	Childhood and Adolescence Problems (EP)	C	9	12
EMD705	3MD705	Mini Dissertation (EP)	C	9	120
EOE704	3OE704	Oral Examination (EP)	C	9	12

EPA702	3PA702	Psychological Assessment (EP)	C	9	12
EPP706	3PP706	Professional Practice (EP)	C	9	12
ETP703	3TP703	Therapeutic Intervention Procedure (EP)	C	9	12
Total credits					180

FED.10.3.3. **MODULE CONTENT AND OUTCOMES FOR MASTERS PROGRAMMES -COURSEWORK**

Module code: 3AP704	YEAR MODULE	NQF level: 9

Title: Article for publication3

Content: Components/structures of a research report/article/paper. Planning for the title, abstract, introduction, methods, results/findings and discussion. Discussion of findings: Tie up the loose ends. Research Ethical Codes and APA referencing system.

Module outcomes: By the end of the module, students should be equipped with: - knowledge and skills how to present and publish research results. To acquaint the students with ethical codes for researchers.

Method of delivery: Part/Full Time

Assessment modes: This module is assessed by: - continuous formative assessment through participation in class discussions, presentations and written assignments. production of an article for publication in scientific journal. this article is examine internally and externally.

Module code: 3CA701	YEAR MODULE	NQF level: 9

Title: Childhood and adolescence problem

Content: Developmental psychology; physiological psychology; personality psychology; cognitive psychology; education support services; sports and community psychology; in-service training.

Module outcomes: By the end of the module, students should be equipped with: -Knowledge relevant to problems experienced by infants, children, adolescents and young adults. The module, among other things, place specific emphasis on a wide variety of possible problems that training psychologists are likely to encounter during the course of their daily practice. Participants will be able to comprehend and use the American Psychological Association's

Diagnostic and Statistical Manual IV-TR, as well as place other social issues that are relevant to the uniquely Southern African milieu into context

Method of delivery: Part/Full Time

Assessment modes: This modules is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment: examinations.

Module code: 3CA703	YEAR MODULE	NQF level: 9

Title: Computer Applications

Content: General understanding of computers and computing, including knowledge and use of computer hardware, software, and operating systems. The key applications software includes word processing, spreadsheet and presentation. Also included are aspects of working in an Internet or networked environment, including basic knowledge of networks and the Internet, skills in specific applications such as electronic mail software and Web browsers, skills required to find and evaluate information, and an understanding of issues related to computing and the Internet being used at work, home and school (ergonomics, security, ethics, Internet rules (netiquette).

Module outcomes: By the end of the module, students should be equipped with: - the relevant computer skills that will enable them to finesse around their studies. The module takes students through data capturing skills, information processing skills as well as research using various search engines. Layout and presentation skills will also be integral parts of this module.

Method of delivery: Part/Full Time

Assessment modes: This modules is assessed by:- continuous formative assessment through in-class tests, exercises, assignments, portfolios, professional and subject mentors' reports, and lecturers' reports; and summative assessment through a terminal examination at the end of the semester.

Module code: 3DM705	YEAR MODULE	NQF level: 9

Title: A Mini Dissertation for Master's Degree

Content: Supervision of the process of determining the research ability of a topic. Supervision of the process of writing a research proposal. Supervision of the process of reviewing relevant

recent literature and choice of appropriate designs and methodology. Supervision of empirical study, data analysis, discussion of findings and workmanship.

Module outcomes: By the end of the module, students should be equipped with: - To provide students with experiences in designing, conducting and writing about a research study. To help the student secure the senior. To document the students' research. To produce a document that allows other scientists to see what the work was and how it was performed.

Method of delivery: Part/Full Time

Assessment modes: This module is assessed by a dissertation. A dissertation is evaluated by means of internal and external examinations.

Module code: 3MD705	YEAR MODULE	NQF level: 9

Title: Dissertation

Content:

Module outcomes: By the end of the module, students should be equipped with: - competencies in writing a mini-dissertation. Students will be encouraged to work independently and supervision will be provided by suitable senior staff within the Department of educational Psychology and Special Education. The participants will be exposed to research methodology techniques applicable to the study of social science and emphasis will be place on the American Psychological Association guidelines for referencing. The module will, among other options, provide learners with a strong background in terms of proposal writing, writing of literature reviews, methodology and referencing.

Method of delivery: Part/Full Time

Assessment modes: This modules is assessed by:- one-on-one interviews and consultation with mentors and supervisors, seminars and support sessions with senior staff.

Module code: 3EP700	YEAR MODULE	NQF level: 9

Title: Dissertation in Educational Psychology

Content: Application of research knowledge and skills learnt on a topic of interest chosen by the candidate in consultation with the supervisor.

Module outcomes: Practical application of psychological assessment and provision of counselling and/ or psychotherapy. By the end of the module, students should be equipped with:- assessment, counselling and psychotherapeutic skills

Method of delivery: Part/Full Time

Assessment modes: This modules is assessed by:-

Module code: 3OE704	YEAR MODULE	NQF level: 9

Title: Oral examinations

Content: Application of psychological assessment ad psychotherapeutic skills on children and adults

Module outcomes: By the end of the module, students should be equipped with: -knowledge and skills associated with verbalized methods and procedures relevant to the discipline of Educational Psychology. The module will include preparation for an examination of case studies that students have worked on throughout the year. The participants will as a result have an appreciation of, collaboration with stakeholders, the synthesis of the dynamic process of assessment, diagnosis, providing support through relevant therapeutic intervention and eventually providing effective feedback. The practical component of the degree will, in conjunction with other crucial elements, prepare students for this module.

Method of delivery: Part/Full Time

Assessment modes: This modules is assessed :- through seminars, group discussions, and practical sessions at the clinic and at relevant sites, therapy sessions, one-on-one interviews and consultation with mentors and supervisors, oral examination

Module code: 3PA702	YEAR MODULE	NQF level: 9

Title: Psychological assessment

Content: Psychometric testing and psychological assessment; consultation to and/or referrals to other specialists/experts, writing of a clinical/psychological report.

Module outcomes: By the end of the module, students should be: - well-grounded in the knowledge, skills, principles, methods, procedures and applicability of assessment and evaluation procedures relevant to the field of Educational Psychology. Learners are exposed to

a wide range of assessment tools and are expected to familiarize themselves with the operationalization of both the tools and the test library during the duration of this module. The participants will also have an understanding of the Health Professions Council of South Africa's requirements for the use and management of psychological tools. This module will, together with other key factors, assist in the preparation of student psychologists for the practical component of the programme

Method of delivery: Part/Full Time

Assessment modes: This modules is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment: examinations.

Module code: 3PP706	YEAR MODULE	NQF level: 9

Title: Professional practice

Content: Basic principles in the code of conduct for psychologists; client information; confidentiality, privacy and records; contracting in a therapeutic relationship; fees and financial arrangements in therapeutic relationships; government policies, acts and regulations relevant to practice as a psychologist; malpractice and managing the risk of malpractice claims; professional competence and professional relations in psychology; professional misconduct; psychological activities; South African code of conduct for psychologists**.**

Module outcomes: By the end of the module, students should be equipped with:- A solid framework in the professional practices and ethical 12 behaviour expected of them in all applicable situations. The participants will have an understanding of issues related to the law, issues related to ethics and finally the law and ethics will be discussed from a practical perspective allowing students to receive both a theoretical and practical competence. It also aims to engage learners in debate around moral and social issues that are unique to the Southern African setting. While international issues are discussed and deliberated emphasis is placed on the South African code of conduct for psychologists

Method of delivery: Part/Full Time

Assessment modes: This modules is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment: examinations.

Module code: 3RM702	YEAR MODULE	NQF level: 9

Title: Research Methods
Content: Research designs, methods and techniques. Research questions, planning and process. Literature review and determining the research ability of a topic. Qualitative and quantitative methods of data collection and analysis. Analysis of descriptive and inferential statistics.
Module outcomes: By the end of the module, students should be equipped with: -knowledge and skills for application of research designs, methods and techniques. To teach the students what is scientific method? What is a research proposal? To enable the students to use both quantitative and qualitative methods of data collection and analysis. To enable students to use both descriptive and inferential statistics.
Method of delivery: Part/Full Time
Assessment modes: This module is assessed by: - continuous formative assessment through participation in class discussions, presentations and written assignments. summative assessment in the form of internal and external examinations.

Module code: 3TC701	**YEAR MODULE**	**NQF level: 9**

Title: Test Construction theory and Project Management Skills
Content: Principles of test construction/development. How to work out validity and reliability of an instrument. Standardization process of an instrument. Selection between standardized and non -standardized instruments. Variables and measurement: levels/scales of measurement.
Module outcomes: By the end of the module, students should be equipped with: - knowledge and skills for construction of research instruments. To teach the students methods of establishing psychometric properties. To expose the students to a wide spectrum of methods and techniques for data collection.
Method of delivery: Part/Full Time
Assessment modes: This module is assessed by: - continuous formative assessment through participation in class discussions, presentations and written assignments. summative assessment in the form of internal and external examinations.

Module code: 3TP703	**YEAR MODULE**	**NQF level: 9**

Title: Therapeutic intervention procedures
Content: Psychotherapeutic procedures; intervention models/ programmes; prevention models, various modalities of psychotherapy; behaviour therapy; life skills training to other specialists/ experts; writing of a clinical/ psychological report.
Module outcomes: By the end of the module, students should be equipped with: - fundamental expertise and insight into the application of therapeutic procedures relevant to the field of Educational Psychology. The module includes a diverse coverage of various therapeutic techniques relevant to the unique multicultural South African environment. The students should be able to contribute to the dynamic process of assessment, diagnosis and providing support through relevant therapeutic intervention and will also have an understanding of the Health Professions Council of South Africa's (HPCSA) requirements for the professional standards in terms of therapeutic intervention conducted by student psychologists. This module together with other key factors, assist in the preparation of student psychologists for the practical component of the programme.
Method of delivery: Part/Full Time
Assessment modes: This modules is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment: examinations

FED.10.3.2.   **MASTER'S BY DISSERTATION ONLY**

The Master's by dissertation only is a research degree on an advanced topic under supervision offered by any department in the Faculty. Examination is by dissertation alone (180 NQF credits). Prospective candidates should consult the appropriate Head of Department concerned to discuss both the proposed topic and the availability of suitable supervision. The Faculty Office through postgraduate admissions office should be contacted for details regarding the application process. Entry is by selection and election is based on academic performance and confirmed research ability and the availability of suitable supervision.

FED.10.3.2.1. **QUALIFICATION NAME: MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY**

Qualification Code: 3MED01 (Old: EMED01)

CAMPUS: KwaDlangezwa.

DELIVERY MODE: FULL/PART TIME

By Dissertation				
Ministerial Module code (PRIOR TO 2019)	**HEQSf Aligned Module code (2019 AND AFTER)**	**Module Name**	**NQFL**	**Cr**
EEP700	3EP700	Masters Dissertation in Educational Psychology	9	180
Total credits				180

FED.10.3.2.2. **QUALIFICATION NAME: MASTER OF EDUCATION IN CURRICULUM AND INSTRUCTIONAL STUDIES**

Qualification Code: 3MED21 (Old: EMED21)

CAMPUS: KwaDlangezwa.

DELIVERY MODE: FULL/PART TIME

By Dissertation				
Ministerial Module code (PRIOR TO 2019)	**HEQSf Aligned Module code (2019 AND AFTER)**	**Module Name**	**NQFL**	**Cr**
ECI700	3CI700	Masters Dissertation In Curriculum & Instructional	9	180
Total credits				180

FED.10.3.2.3.   **QUALIFICATION NAME: MASTER OF EDUCATION IN**
FOUNDATION OF EDUCATION
Qualification Code: 3MED31 (Old: EMED31)
CAMPUS: KwaDlangezwa. DELIVERY MODE: FULL/PART TIME

By Dissertation				
Ministerial Module code (PRIOR TO 2019)	**HEQSf Aligned Module code (2019 AND AFTER)**	**Module Name**	**NQFL**	**Cr**
EFE700	3FE700	Masters Dissertation in Foundations of Education	9	180
Total credits				180

FED.10.3.2.4.   **QUALIFICATION NAME: MASTER OF EDUCATIONAL**
MANAGEMENT
Qualification Code: 3MED32 (Old: EMED32)
CAMPUS: KwaDlangezwa. DELIVERY MODE: FULL/PART TIME

By Dissertation				
Ministerial Module code (PRIOR TO 2019)	**HEQSf Aligned Module code (2019 AND AFTER)**	**Module Name**	**NQFL**	**Cr**
EMC700	3MC700	Masters Dissertation in Educational Management	9	180
Total credits				180

FED.10.3.2.5. **QUALIFICATION NAME: MASTER OF EDUCATION IN RESEARCH METHODOLOGY**
Qualification Code: 3MED33 (Old: EMED33)
CAMPUS: KwaDlangezwa. DELIVERY MODE: FULL/PART TIME

By Dissertation				
Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Module Name	NQFL	Cr
EFE700	3RM700	Masters Dissertation in Research Methodology	9	180
Total credits				180

FED.10.3.2.6. **QUALIFICATION NAME: MASTER OF EDUCATION BY DISSERTATION**
Qualification Code: 3MED71 (Old: EMED71)
CAMPUS: KwaDlangezwa.
DELIVERY MODE: FULL/PART TIME

By Dissertation				
Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Module Name	NQFL	Cr
EDG700	3DG700	Masters of Education By Dissertation	9	180
Total credits				180

FED.11 DOCTOR OF EDUCATION PROGRAMMES

FED.11.1. 1 YEAR FT OR 2 YEAR PT DOCTORAL DEGREES – 360 CREDITS

DOCTORAL DEGREES – 2 years				
Qualification and Specialisation	Old Qual. code	New Qual. code	Campus	NQF level
D.ED (MATHEMATICS, SCIENCE & TECH)	EDED11	3DED11	Main	10
DOCTOR OF PHILOSOPHY(CURRICULUM STUDIES)	EDED21	3DED21	Main	10
DOCTOR OF EDUCATION	EDED71	3DED71	Main	10

FED.11.2. MODULE LIST FOR DOCTORAL PROGRAMMES – 360 CREDITS

Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Descriptive name	Credits	NQF level
ECS800	3CS800	PhD (CURRICULUM STUDIES)	360	10
EDU800	3DU800	D. Ed (Education)by Thesis	360	10
EST800	3ST800	D.ED (Mathematics, Science And Technology)	360	10

FED.11.3.   **DOCTORAL DEGREES**

FED.11.3.1.   **QUALIFICATION NAME: DOCTOR OF EDUCATION IN MATHS,**
                    SCIENCE & TECHNOLOGY
                    QUALIFICATION CODE: 3DED11 (OLD CODE: EDED11)
                    CAMPUS: KwaDlangezwa
                    DELIVERY MODE: FULL/PART TIME

By Thesis				
Ministerial Module code (PRIOR TO 2019)	**HEQSf Aligned Module code (2019 AND AFTER)**	**Module Name**	**NQFL**	**Cr**
EST800	3ST800	D. ED (Mathematics, Science and Technology)	10	360
Total credits				**360**

FED.11.3.2.   **QUALIFICATION NAME: DOCTOR OF PHILOSOPHY IN**
                    CURRICULUM STUDIES
                    Qualification Code: 3DED21 (Old Code: EDED21)
                    CAMPUS: KwaDlangezwa **DELIVERY MODE:** FULL/PART TIME

By Thesis				
Ministerial Module code (PRIOR TO 2019)	**HEQSf Aligned Module code (2019 AND AFTER)**	**Module Name**	**NQFL**	**Cr**
ECS800	3CS800	PhD (Curriculum Studies)	10	360
Total credits				**360**

FED.11.3.3.   **QUALIFICATION NAME: DOCTOR OF EDUCATION**

Qualification Code: 3DED71 (Old Code: EDED71)

CAMPUS: KwaDlangezwa **DELIVERY MODE:** FULL/PART TIME

Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Module Name	NQFL	Cr
EDU800	3DU800	D.ED (Education) By Thesis	10	360
Total credits				360

FED.12   **BACHELOR OF EDUCATION HONOURS PROGRAMMES**

PHASED OUT PROGRAMMES

NB! The final year for teaching this qualification is 2022

FED.12.1.   **1 YEAR FT OR 2 YEAR PT HONOURS DEGREES – 120 Credits**

N.B: This Programme is Phasing out. There will be no intake as of 2020.

HONOURS PROGRAMMES – 2 years				
Qualification and Specialisation	Qual. Code	Mode of delivery	Campus	NQF level
B. Ed Honours General – Foundations and Management – Educational Psychology and Special Education – Education Support Services – Special Education – Mathematics Science and Technology – Primary Education Science	**302ZZZ**	**Contact**	**Main**	**7**

FED.12.2. **MODULE LIST FOR HONOUR'S PROGRAMMES – 120 CREDITS**

Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Descriptive name	Credits	NQFL
Educational Foundations and Management				
ECE591	3CE591	Comparative Education	20	8
ECI591	3CI591	Curriculum and Instructional Studies	20	8
EEP591	3EP591	Educational And Child Psychology	20	8
EER591	3ER591	Educational Research Methods	20	8
EMC591	3MC591	Educational Management	20	8
EPE591	3PE591	Philosophy Of Education	20	8
EPL591	3PL591	Educational Planning	20	8
ESE591	3SE591	Special Education	20	8
ESY591	3SY591	Socio pedagogics	20	8
Educational Psychology and Special Education				
ECA591	3CA591	Childhood and Adolescence Psychology	20	8
EEP591	3EP591	Educational And Child Psych.	20	8
EER591	3ER591	Educational Research Methods	20	8
EGC591	3GC591	Guidance And Counselling	20	8
EPA591	3PA591	Psychological Assessment & Psychology	20	8
ESE591	3SE591	Special Education	20	8
Education Support Services				
ECA591	3CA591	Childhood and Adolescence Psychology	20	8
EEP591	3EP591	Educational And Child Psychology	20	8

EER591	3ER591	Educational Research Methods	20	8
EGC591	3GC591	Guidance And Counselling	20	8
EPA591	3PA591	Psychological Assessment & Psychology	20	8
ESE591	3SE591	Special Education	20	8
Special Education Needs				
ESE501	3SE501	Foundations Of Special Education	10	8
ESE502	3SE502	Learning & Communication Disorders	10	8
ESE503	3SE503	Behavioural / Emotional Disorders	10	8
ESE504	3SE504	Mental Challenges	10	8
ESE505	3SE505	Physical & Sensori-Motor Disorders	10	8
ESE506	3SE506	Assessment And Evaluation	10	8
ESE507	3SE507	Learning And Teaching	10	8
ESE508	3SE508	Curriculum Development	10	8
ESE509	3SE509	Educational Research Methods	20	8
ESE510	3SE510	Educational Research Project	20	8
Mathematics Science and Technology				
ECD591	3CD591	Curric. Develop. In Mathematics/Science	20	8
ECP591	3CP591	Cognitive Psychology	20	8
EEC591	3EC591	Educational Computing	20	8
EFE591	3FE591	Foundation Of Education	20	8
EIM591	3IM591	Instructional Management	20	8
ERM591	3RM591	Research Methods In Maths and Science	20	8
Primary Education Science				
ERE591	3RE591	Educational Research	12	8
EST591	3ST591	Teaching and Learning Issues	12	8

EFA591	3FA591	Advanced Computing	12	8
ESC591	3SC591	Curriculum Development	12	8
ESS591	3SS591	Science In The World	12	8
EEN591	3EN591	Environmental Education	12	8
ESA591	3SA591	Advanced Studies In Science	12	8
ESG591	3SG591	Advanced Graphic Comm, & Design	12	8
ESI591	3SI591	Information Technology And Systems	12	8
ESM591	3SM591	Material Design In Technology	12	8
EFG505	3FG505	Geometry and ITS application	12	8
ESB591	3SB591	Algebra	12	8
ESW591	3SW591	Working With Numbers	12	8

FED.12.3.   CURRICULUM FOR HONOURS PROGRAMME

After completion of the 2 year part-time or 1 year full-time B.Ed. Honours, a student can either exit with honours qualification or could proceed to register for a Master of Education qualification provided they have consulted the University's Manual for Postgraduate Studies beforehand, have applied for and application approved by the Faculty. Following any of the B.Ed. Hons programmes requires proficiency in English medium language.

Important: Psychology student's practical's can be done during the year of full-time study. If, for whatever reason, a student fails to complete his/her 150 hours of practical work during his/her year of full-time study, he/she will have to return the following year, on either a part-time on a full-time basis to complete his/her practical in order to qualify for the degree B.Ed., (Educational Psychology option). A student who fails to complete the required period of 150 hours practical but passes six subjects in his/her examinations will qualify for an

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ordinary B.Ed. degree. Upon successful completion of this degree, all prospective psychometrists will be required to sit for a national psychometry examination of the Professional Board for Psychology (HPCSA).

The final intake of students for the BEd Hons degree at NQF Level 7 will be December 2019, and these students must complete the qualification by the end of 2022. The BEd Hons degree at NQF Level 7 will be retained until 2022 to accommodate students who are already in the system.

FED.12.3.1. **QUALIFICATION NAME: B. ED HONOURS: FOUNDATIONS AND MANAGEMENT**

Qualification Code:302ZZZ

CAMPUS: KwaDlangezwa

DELIVERY MODE: PART TIME

IMPORTANT NOTE: **This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022.**

Curriculum: Year Modules					
Ministerial Module code	**HEQSf Aligned Module code**	**Module Name**	**Core/Ancillary/ Elective**	**NQF L**	**Cr**
EPE591	3PE591	Philosophy of Education	C	8	20
EEP591	3EP591	Educational Child and Child	C	8	20
ECI591	3CI591	Curriculum and Instructional	C	8	20
Choose any three of the following electives:-					
EPL591	3PL591	Educational Planning	E	8	20
ECE591	3CE591	Comparative Education	E	8	20
EER591	3ER591	Educational Research	E	8	20
ESE591	3SE591	Special Education	E	8	20
ESY591	3SY591	Socio Pedagogics	E	8	20
EMC591	3MC591	Educational Management	E	8	20
Total Credits					**120**

FED.12.3.2. **QUALIFICATION NAME: B. ED HONOURS: EDUC. PSYCH. AND SPECIAL EDU**

Qualification Code:302ZZZ

CAMPUS: KwaDlangezwa

DELIVERY MODE: PART TIME

IMPORTANT NOTE: **This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022**

Curriculum: Year Modules					
Ministerial Module code	HEQSf Aligned Module code	Module Name	Core/Ancillary/ Elective	NQFL	Cr
ECA591	3CA591	Childhood and Adolescence Psychology	C	8	20
EEP591	3EP591	Educational And Child Psychology	C	8	20
EER591	3ER591	Educational Research Methods	C	8	20
EGC591	3GC591	Guidance And Counselling	C	8	20
EPA591	3PA591	Psychological Assessment & Psychology	C	8	20
ESE591	3SE591	Special Education	C	8	20
Total Credits					**120**

FED.12.3.3.   QUALIFICATION NAME: B. ED HONOURS: EDUCATION SUPPORT SERVICE

Qualification Code: 302ZZZ

CAMPUS: KwaDlangezwa

DELIVERY MODE: PART TIME

IMPORTANT NOTE: **This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022**

Curriculum: Year Modules					
Ministerial Module code	**HEQSf Aligned Module code**	**Module Name**	**Core/Ancillary/ Elective**	**NQFL**	**Cr**
ECA591	3CA591	Childhood and Adolescence Psychology	C	8	20
EEP591	3EP591	Educational And Child Psychology	C	8	20
EER591	3ER591	Educational Research Methods	C	8	20
EGC591	3GC591	Guidance And Counselling	C	8	20
EPA591	3PA591	Psychological Assessment & Psychology	C	8	20
ESE591	3SE591	Special Education	C	8	20
Total Credits					**120**

FED.12.3.4. **QUALIFICATION NAME: B. ED HONOURS: SPECIAL EDUCATION NEEDS**

Qualification Code: 302ZZZ

CAMPUS: KwaDlangezwa

DELIVERY MODE: PART TIME

<u>**IMPORTANT NOTE:**</u> **This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022**

Curriculum: Year Modules					
Ministerial Module code	HEQSf Aligned Module code	Module Name	Core/Ancillary/ Elective	NQFL	Cr
ESE501	3SE501	Foundations Of Special Education	C	8	10
ESE502	3SE502	Learning & Communication Disorders	C	8	10
ESE503	3SE503	Behavioural / Emotional Disorders	C	8	10
Choose any three of the following electives:-					
ESE504	3SE504	Mental Challenges	E	8	10
ESE505	3SE505	Physical & Sensori-Motor Disorders	E	8	10
ESE506	3SE506	Assessment And Evaluation	E	8	10
ESE507	3SE507	Learning And Teaching	E	8	10
ESE508	3SE508	Curriculum Development	E	8	10
ESE509	3SE509	Educational Research Methods	E	8	20
ESE510	3SE510	Educational Research Project	E	8	20
Total Credits					120

FED.12.3.5. **QUALIFICATION NAME: B. ED HONOURS: MATHS, SCIENCE & TECHNOLOGY**

Qualification Code: 302ZZZ

CAMPUS: KwaDlangezwa

DELIVERY MODE: PART TIME

IMPORTANT NOTE: **This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022**

Curriculum: Year Modules					
Ministerial Module code	**HEQSf Aligned Module code**	**Module Name**	**Core/Ancillary/ Elective**	**NQFL**	**Cr**
ECD591	3CD591	Curriculum Development In Mathematics/Science	C	8	20
ECP591	3CP591	Cognitive Psychology	C	8	20
EEC591	3EC591	Educational Computing	C	8	20
EFE591	3FE591	Foundation Of Education	C	8	20
EIM591	3IM591	Instructional Management	C	8	20
ERM591	3RM591	Research Methods In Mathematics And Science	C	8	20
Total Credits					**120**

FED.12.3.6.   QUALIFICATION NAME: B. ED HONOURS: PRIMARY EDUCATION SCIENCE

Qualification Code: 302ZZZ

CAMPUS: KwaDlangezwa

DELIVERY MODE: PART TIME

IMPORTANT NOTE: This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022

Curriculum: Year Modules					
Ministerial Module code (PRIOR TO 2019)	**HEQSf Aligned Module code (2019 AND AFTER)**	**Module Name**	**Core/Ancillary/ Elective**	**NQFL**	**Cr**
ERE591	3RE591	Educational Research	C	8	12
EST591	3ST591	Teaching and Learning Issues	C	8	12
EFA591	3FA591	Advanced Computing	C	8	12
ESC591	3SC591	Curriculum Development	C	8	12
Choose any three of the following electives:-					
ESS591	3SS591	Science In The World	E	8	12
EEN591	3EN591	Environmental Education	E	8	12
ESA591	3SA591	Advanced Studies In Science	E	8	12
ESG591	3SG591	Advanced Graphic Communication And Design	E	8	12
ESI591	3SI591	Information Technology And Systems	E	8	12
ESM591	3SM591	Material Design In Technology	E	8	12
EFG505	3FG505	Geometry and ITS application	E	8	12
ESB591	3SB591	Algebra	E	8	12
ESW591	3SW591	Working With Numbers	E	8	12
Total Credits					**120**

FED.12.3.7.   QUALIFICATION NAME: B. ED HONOURS: SPECIAL EDUCATION NEEDS

Qualification Code:302ZZZ

CAMPUS: KwaDlangezwa

DELIVERY MODE: PART TIME

IMPORTANT NOTE: This programme is phasing out in 2019. Only pipeline students will be accommodated in 2020 and these students must complete the qualification by the year end 2022

<table>
<tr><td colspan="6" align="center">Curriculum: Year Modules</td></tr>
<tr><td align="center">Ministerial
Module code</td><td align="center">HEQSf Aligned
Module code</td><td align="center">Module Name</td><td align="center">Core/Ancillary/
Elective</td><td align="center">NQFL</td><td align="center">Cr</td></tr>
<tr><td align="center">ESE501</td><td align="center">3SE501</td><td align="center">Foundations Of Special Education</td><td align="center">C</td><td align="center">8</td><td align="center">10</td></tr>
<tr><td align="center">ESE502</td><td align="center">3SE502</td><td align="center">Learning & Communication Disorders</td><td align="center">C</td><td align="center">8</td><td align="center">10</td></tr>
<tr><td align="center">ESE503</td><td align="center">3SE503</td><td align="center">Behavioural / Emotional Disorders</td><td align="center">C</td><td align="center">8</td><td align="center">10</td></tr>
<tr><td align="center">ESE504</td><td align="center">3SE504</td><td align="center">Mental Challenges</td><td align="center">C</td><td align="center">8</td><td align="center">10</td></tr>
<tr><td align="center">ESE505</td><td align="center">3SE505</td><td align="center">Physical & Sensori-Motor Disorders</td><td align="center">C</td><td align="center">8</td><td align="center">10</td></tr>
<tr><td align="center">ESE506</td><td align="center">3SE506</td><td align="center">Assessment And Evaluation</td><td align="center">C</td><td align="center">8</td><td align="center">10</td></tr>
<tr><td align="center">ESE507</td><td align="center">3SE507</td><td align="center">Learning And Teaching</td><td align="center">C</td><td align="center">8</td><td align="center">10</td></tr>
<tr><td align="center">ESE508</td><td align="center">3SE508</td><td align="center">Curriculum Development</td><td align="center">C</td><td align="center">8</td><td align="center">20</td></tr>
<tr><td align="center">ESE509</td><td align="center">3SE509</td><td align="center">Educational Research Methods</td><td align="center">C</td><td align="center">8</td><td align="center">20</td></tr>
<tr><td align="center">ESE510</td><td align="center">3SE510</td><td align="center">Educational Research Project</td><td align="center"></td><td align="center"></td><td align="center"></td></tr>
<tr><td colspan="5" align="center">Total Credits</td><td align="center">110</td></tr>
</table>

FED.12.4. TESTS AND ASSIGNMENTS WEIGHTINGS FOR HOUNOURS MODULES

Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Descriptive name	Tests	Assign.	Pract.	TOT	DP	EXAM
				100%		100	50	50
Educational Foundations and Management								
ECE591	3CE591	Comparative Education	60		40			
ECI591	3CI591	Curriculum and Instructional Studies	60		40			
EEP591	3EP591	Educational And Child Psychology		50	50			
EER591	3ER591	Educational Research Methods		50	50			
EMC591	3MC591	Educational Management	60	40				
EPE591	3PE591	Philosophy Of Education	60	40				
EPL591	3PL591	Educational Planning	60	40				
ESE591	3SE591	Special Education		50	50			
ESY591	3SY591	Socio pedagogics	60	40				
Educational Psychology and Special Education								
ECA591	3CA591	Childhood and Adolescence Psychology		50	50	100	50	50

EEP591	3EP591	Educational And Child Psychology		50	50	100	50	50
EER591	3ER591	Educational Research Methods		50	50	100	50	50
EGC591	3GC591	Guidance And Counselling		50	50	100	50	50
EPA591	3PA591	Psychological Assessment & Psychology		50	50	100	50	50
ESE591	3SE591	Special Education		50	50	100	50	50
Education Support Services								
ECA591	3CA591	Childhood and Adolescence Psychology		50	50			
EEP591	3EP591	Educational And Child Psychology		50	50			
EER591	3ER591	Educational Research Methods		50	50			
EGC591	3GC591	Guidance And Counselling		50	50			
EPA591	3PA591	Psychological Assessment & Psychology		50	50			
ESE591	3SE591	Special Education		50	50			
Special Education Needs								
ESE501	3SE501	Foundations Of Special Education		50	50			
ESE502	3SE502	Learning & Communication Disorders		50	50			

ESE503	3SE503	Behavioural / Emotional Disorders		50	50			
ESE504	3SE504	Mental Challenges		50	50			
ESE505	3SE505	Physical & Sensori-Motor Disorders		50	50			
ESE506	3SE506	Assessment And Evaluation		50	50			
ESE507	3SE507	Learning And Teaching		50	50			
ESE508	3SE508	Curriculum Development		50	50			
ESE509	3SE509	Educational Research Methods		50	50			
ESE510	3SE510	Educational Research Project		100	Not Examinable			
Mathematics Science and Technology								
ECD591	3CD591	Curriculum Development In Mathematics/Science		20+30	20+30			
ECP591	3CP591	Cognitive Psychology		50	50			
EEC591	3EC591	Educational Computing						
EFE591	3FE591	Foundation Of Education		33x3				
EIM591	3IM591	Instructional Management						
ERM591	3RM591	Research Methods In						

		Mathematics And Science					
Primary Education Science							
ERE591	3RE591	Educational Research					
EST591	3ST591	Teaching and Learning Issues		20+30	20+30		
EFA591	3FA591	Advanced Computing	40	40	20		
ESC591	3SC591	Curriculum Development	60	40			
ESS591	3SS591	Science In The World	50	50			
EEN591	3EN591	Environmental Education					
ESA591	3SA591	Advanced Studies In Science	50+50				
ESG591	3SG591	Advanced Graphic Communication And Design	50	50			
ESI591	3SI591	Information Technology And Systems	50	50			
ESM591	3SM591	Material Design In Technology	50	50			
EFG505	3FG505	Geometry and ITS application	33x3				
ESB591	3SB591	Algebra	50	50			
ESW591	3SW591	Working With Numbers	40x2	20			

FED.12.5. **MODULE CONTENT AND OUTCOMES FOR HONOURS PROGRAMMES**

Module code: 3CE591	YEAR MODULE	NQF level: 8
Title: Comparative Education		

Content:

The focus is on comparative study of contemporary educational issues and problems, e.g. equality of educational opportunities (including gender issues and multicultural education); linking formal and non-formal education, curriculum reform; adult education.

International comparisons (with selected countries) will be done with the intention of looking at similarities and differences with regard to educational aims, policies and practice.

Module outcomes:

- To demonstrate an understanding of contemporary educational problems and issues
- To compare and contrast educational practices of selected countries around the world
- To demonstrate the ability to identify the most suitable education system for South Africa, in terms of educational aims, policies and practices.

Method of delivery: Part Time

Assessment modes: Continuous formative assessment through tests, assignments, teaching journals, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination

Module code: 3CI591	YEAR MODULE	NQF level: 8
Title: Curriculum Development in Mathematics/ Science		

Content: Background to educational transformation related to curriculum in South Africa: NQF, Curriculum 2005, OBE, and NSC. Curriculum Studies as a field of study: description, definitions (conceptions) of curriculum. The processes of curriculum development: phases, approaches and orientations of curriculum development. Curriculum design: levels, process, models, components of curriculum design. Classroom management: Approaches to classroom management, general classroom management principles, maintaining effective teaching and learning environment.

Module outcomes:

By the end of the module, students should be equipped with: -

- Create arguments on the analysis and evaluation of the views and perspectives from various sources.
- Consolidate and deepen expertise in issues of curriculum design and development.
- Apply research methodologies and techniques in completing an assignment in the discipline of Curriculum.
- Demonstrate high level of theoretical engagement and intellectual independence.
- Reflect and develop a systemic survey of current thinking, practice research methods in Curriculum Studies

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of examination; compulsory one 3-hour paper

Module code: 3EP591	YEAR MODULE	NQF level: 8

Title: Educational and Child Psychology

Content: Terminology used to designate Educational Psychology, How the study of Educational Psychology developed? Approaches to and areas of specialization within Educational Psychology. Why Educational Psychology is an essential area of study for prospective teachers? Empirical studies on cognitive, affective and conative aspects of the child. Empirical studies relating to the preschool, primary school and secondary school child in respect of social development, learning and contemporary issues in education in the South African context. An in-depth study of the exponents of the following theories of learning:

✓ Behavioural view of learning

✓ Cognitive view of learning.

✓ Gestalt view of learning.

✓ Humanistic view of learning.

✓ Phenomenological/ Psych pedagogic view of learning.

✓ Emphasis on learning theorists like Bruner, Vygotsky, Feuerstein and Sternberg.

And Research trends and paradigms in Educational Psychology.

Module outcomes:

By the end of the module, students should be equipped with: - To expose students in the theory of Educational Psychology; build a strong foundation of the subject and introduce students to practical work of problem identification, screening and limited intervention procedures. By the end of the module, students should be equipped with all the requisite skills expected at their level as indicated above.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of examination; One 3-hour paper		

Module code: 3ER591	**YEAR MODULE**	**NQF level: 8**

Title: Educational Research Methods

Content: The course will focus on: Principles and methods in educational research. The nature and meaning of educational research. Classification of research: applied versus basic research. Approaches to research: experimental, descriptive, historical, philosophical, ethnography, action-research etc. Planning or designing of educational research: steps in the planning of research; guidelines for writing research proposal. Samples and sampling designs. Tools and techniques of research: research instruments. Validity and reliability of research instrument. Quantitative and qualitative methods in research. Research and experimental designs. Descriptive statistics: levels of measurements; organization and presentation of data; measures of central tendency; variability and relative performance; the normal distribution curve and its deviations, correlation techniques and their computations. Inferential statistics: statistical inference, sampling distribution and test of significance; testing hypotheses about proportions and the use of appropriate statistics; testing hypotheses about more than two means and the use of appropriate statistics; multivariate statistics. The use of a computer in research. Practicum: students are expected to review articles from scientific journals e.g. SAJE and SAJP to enhance their level of understanding of scientific parlance and technical literature.

Module outcomes: By the end of the module, students should be equipped with: - with research skills necessary to write a research proposal and produce a mean project.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

Module code: 3MC591	**YEAR MODULE**	**NQF level: 8**

Title: Educational Management

Content:

1 BASIC CONCEPTS IN EDUCATIONAL MANAGEMENT

1.1 School Governance as a perspective of educational management

1.2 Basic tenets of educational management (Principles/beliefs that a theory is based**)**

• Planning

- Organising

- Leading

- Controlling

- Empowerment

2 THEORIES AND MODELS OF EFFECTIVE EDUCATIONAL MANAGEMENT

2.1 The functions of theories and models in educational management.

2.2   Selected Theories / Models

-      Situational theory

-      The Characteristics theory

-      The theory of interaction between relationship and task

-      Systems models/theories

-      Bureaucratic models/theories

-      Hierachial models/theories

-      Democratic models/theories

-      Ambiguous models/theories

3. MANAGEMENT OF HUMAN RESOURCES: AN INTRODUCTORY OVERVIEW

3.1 The role and function of HRM in educational institutions

3.2 The systems approach to Human Resources Management in the

     educational institutions

3.3 The Human Resources Planning process

-      Recruitment

-      Selection

-      Interviews

-      Induction and Orientation

3.4 Human Resources Management Throughput Processes

| TASKS AND RESPONSIBILITIES IN EDUCATIONAL MANAGEMENT |

4.1   Motivation and reward in educational management

4.2   Prevention of stress and burnout in education institutions

4.3   Dealing with organizational conflict in educational institutions

4.4   Change management in educational institutions

4.4   Decision-making and Problem solving in educational institutions

•   Time management

•   Self-management

•   Working with teams

 5 LEGAL FRAMEWORK GOVERNING SCHOOLING IN SOUTH AFRICA

5.1 Constitution,

5.2 Schools Act (SASA),

5.3 Labour Relations Act

5.4 Employment of Educators' Act (Act 76 1998)

5.5 Education Laws Amendment Act no 53 of 2000

5.6 Educational laws amendment Act (Act 31of 2007)

Method of delivery: Part Time

Module outcomes:

By the end of the module, students should be equipped with skills and competencies of managing and leading schools.

Module code: 3PE591	YEAR MODULE	NQF level: 8

Title: Philosophy of Education

Content: The study of philosophy of education in South Africa referring to various ideologies influencing it. Classical and contemporary philosophies with special reference to anti-racism campaigns, multicultural education, African philosophies. More emphasis on metatheories and recent trends of philosophy of education

Module outcomes:

By the end of the module, students should be equipped with: -

- Ability of student's teachers' to demonstrate broad understanding of modern philosophical concepts issues and relate them to educational settings. Student teachers are taught how to identify, explain and apply modern classical philosophical propositions and concepts to contextual issues in education in contemporary society
- Identify and explain some key classical philosophical concepts and theoretical propositions that help teachers to understand different educational realities and settings.
- Analyse the difference between the theories and the metatheories in philosophy
- Describe qualities of each philosophical trend
- Demonstrate the application of each approach in the relevant scenario
- Application of research methodologies and techniques in formulation of assignments and presentation regarding relevant issues in philosophy of education.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. Formative assessment in this module comprised of test, assignment and presentations. This module is coursework which is assessed by means of summative assessment which will be examination, compulsory three hour paper, which is externally moderated

Module code: 3PL591	YEAR MODULE	NQF level: 8

Title: Educational Planning

Content: Economics and Educational Planning. Educational Planning in relation to social and economic planning, Educational Planning and development, Education, manpower and employment. The process of planning. Current educational issues. Education, race and cultural pluralism; Education and inequalities; Non-formal education; Reconstruction and transformation. 0A study of Educational Planning in one of the following: Zimbabwe, Mozambique, Namibia, Botswana

Module outcomes:

By the end of the module, students should be equipped with:- Educational Planning and Educational Policy.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of…………………

Module code: 3SE591	YEAR MODULE	NQF level: 8

Title: Special Education

Content: The course will focus on: The foundations of special education: Defining special education. Scope and task of special education. Professionals in special education. Defining normality and abnormality: statistical, medical and social models; the third world approach. The legal basis for special education: administration, social political and economic realities of special education. Categories of exceptionality: High prevalence categories of exceptionality. Moderate-prevalence categories of exceptionality. Low-prevalence categories of exceptionality. Teaching exceptional children: Delivering services to students with special needs. Concepts guiding placement decisions: least restrictive environment and mainstreaming. Special education programmes: instruction in a resource room; special schools; residential schools; home-based instructions; 'pull-out' and 'stay put' programmes. Individualized education programmes (IEP). Special teaching methods: precision teaching; co-operative learning; peer-directed learning, learning strategies training; social skills. Behaviour therapy and child therapy. Helping parents cope with specific problems of children. Research trends and paradigms of special education. Practicum (6 hours per week)

Module outcomes: By the end of the module, students should be able to: - to analyze the foundations of special education, understand the established categories and be able to teach exceptional learners.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination

Module code: 3SY591	YEAR MODULE	NQF level: 8

Title: Socio Pedagogics

Content: This module at empowering students on the vast reflection of sociology of education within the country and globally.

Module outcomes:

By the end of the module, students should be equipped with: -

- Understanding sociological perspectives and concepts and the role of Sociology in understanding modern society
- Developing arguments on sociological issues related to sociology and education
- Application of research methodologies and techniques in formulation of assignments and presentation regarding relevant issues in socio pedagogics.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. Formative assessment in this module comprised of test, assignment and presentations. This module is coursework which is assessed by

means of summative assessment which will be examination, compulsory three hour paper, which is externally moderated.

Module code: 3CA591	YEAR MODULE	NQF level: 8

Title: Childhood and Adolescence Psychology

Content: The course will provide an: Introduction to childhood and adolescence problems. The context of childhood in South Africa; the ecological and socio-political context of education and development; cross-cultural studies. Normal growth problems e.g. enuresis and encopresis. Social, political upheavals and youth problems. Socio-political problems and the needs of youth. Pupil's peer-group and family problems and learning. Street children, environmentally-deprived child and learning. Behaviour problems, impulsivity and violence in society. Some prominent youth problems: Emotional problems e.g. school phobia, school refusal etc. Conduct disorders e.g. truancy, juvenile delinquency, maladjustment, teenage pregnancy and sex education. Substance abuse and addiction e.g. glue sniffing, alcoholism, smoking, drugs etc. School discipline e.g. failure rate and attrition, classroom problems, attention deficit etc. Systems-level assessment and interventions. Research trends and paradigms in social pathology.

Module outcomes: By the end of the module, students should be equipped with:- information necessary for an effective understanding of the childhood and adolescence problems influencing learners behaviours in South Africa and globally.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations; summative assessment through examinations in June.

Module code: 3GC591	YEAR MODULE	NQF level: 8

Title: Guidance and Counselling

Content: The nature of guidance and counselling. Principles and approaches to guidance and counselling. Organization and administration services. Guidance and counselling process. Communication skills in guidance and counselling. Modern trends in guidance and counselling

Module outcomes: By the end of the module, students should be equipped with:- knowledge and understanding of guidance and counselling approaches to deal with learners having special needs.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances,

seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

Module code: 3PA591	YEAR MODULE	NQF level: 8

Title: Psychological Assessment & Psychology

Content: Introduction to psychological assessment; psychometric testing; classification of psychological measures; importance of psychological tests; ability testing; academic assessments; career assessment and inventories; behavioural checklists and rating scales; personality testing; future trends, prospects and limitations.

Module outcomes:

By the end of the module, students should be equipped with: - significant ability to deal with the basic knowledge, skills, methods and procedures involved in psychological assessment and evaluation procedures relevant to the field of Educational Psychology. Learners are exposed to a range of assessment tools and are expected to familiarize themselves with the basic range of tools as well as understand the operationalization of Department of Psychology and Special Education's test library. The participants of this module will also have a basic understanding of the Health Professions Council of South Africa's (HPCSA) requirements for the use of psychological tools. This module will, together with other key factors, assist in the preparation of students for the practical component of the programme.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of formative assessment: assignments, tests, practical work. Summative assessment: Examinations.

Module code: 3SE591	YEAR MODULE	NQF level: 8

Title: Special Education

Content: The course will focus on: The foundations of special education: Defining special education. Scope and task of special education. Professionals in special education. Defining normality and abnormality: statistical, medical and social models; the third world approach. The legal basis for special education: administration, social political and economic realities of special education. Categories of exceptionality: High prevalence categories of exceptionality. Moderate-prevalence categories of exceptionality. Low-prevalence categories of exceptionality. Teaching exceptional children: Delivering services to students with special needs. Concepts guiding placement decisions: least restrictive environment and mainstreaming. Special education programmes: instruction in a resource room; special schools; residential schools; home-based instructions; 'pull-out' and 'stay put' programmes. Individualized education programmes (IEP). Special teaching methods: precision teaching; co-operative learning; peer-directed learning, learning strategies training; social skills. Behaviour therapy and child therapy. Helping parents cope with specific problems of children. Research trends and paradigms of special education. Practicum (6 hours per week).

Module outcomes: By the end of the module, students should be able:- to analyze the foundations of special education, understand the established categories and be able to teach exceptional learners

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination

Module code: 3SE501	YEAR MODULE	NQF level: 8

Title: Foundations of Special Education

Content: History of special education theories and the development of special education. Teaching exceptional learners.

Module outcomes: By the end of the module, students should be equipped with:- To equip post graduate students with knowledge skills and attitudes they need in understanding the history, theories and the development of special education.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This modules is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

Module code: 3SE502	YEAR MODULE	NQF level: 8

Title: Learning & Communication Disorders

Content: The module will define learning disorders, communication disorders; analyse the various diagnostic characteristics of learning disorders such as reading, writing, mathematics and ADHD; communication disorders such as expressive and receptive language, speech sound errors, distortions and fluency disorders; second language difficulties in South Africa.

Module outcomes: By the end of the module, students should be equipped with:- the ability to identify learning and communication disorders, and support such learners with relevant teaching and learning activities

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios,

attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination

Module code: 3SE503	YEAR MODULE	NQF level: 8

Title: Behavioural/ Emotional Disorders

Content: Characteristics and Prevalence; types of emotional and behavioural disorders in children; emotional and behavioural disorders in the classroom; teaching students with emotional and behavioural disorders; accommodations for students with emotional and behavioural disorders Behaviour and Mental Health ; A Continuum of Support; Multi-tiered Support for Behaviour; Responding to Inappropriate Behaviour; TIER 1: WHOLE-SCHOOL OR CLASSROOM APPROACHES; TIER 2: SMALL GROUP OR INDIVIDUAL APPROACHES; TIER 3:INTENSIVEINDIVIDUALISED APPROACHES.

Module outcomes: By the end of the module, students should be equipped with:- relevant knowledge and skills they can use to guide and counsel learners presenting behavioural and/ or emotional disorders.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This modules is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination

Module code: 3SE504	YEAR MODULE	NQF level: 8

Title: Mental Challenges

Content: The course addresses: Mental challenges (definitions, giftedness, mental retardation). Giftedness (characteristics, cognitive, academic, physical, behavioural, communication). Instructional approaches (enrichment, acceleration or advancement, enrichment tactics, acceleration tactics, trends and issues). Gifted and talented in perspective (underachievement, causes of under-achiever, intervention). Mental retardation (characteristics, causes). Instructional approaches (improving functional skills, improving academic skills, improving school adaptive skills, improving leisure and work skills). Support services.

Module outcomes: By the end of the module, students should be able: - to understand various mental challenges experienced by learners and how these barriers experienced impact on the processes of teaching and learning. This module further seeks to facilitate the appropriate use of relevant instructional techniques in various classrooms providing diverse levels of support and encourage multilevel stakeholders support with special emphasis on parental involvement.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

Module code: 3SE505	YEAR MODULE	NQF level: 8

Title: Physical & Sensori-Motor Disorders

Content: Physical Impairment - Motor and Mobility Impairments: What is Motor Impairment? What is Mobility Impairment? Practical Tips for Teaching Children with Physical Impairments; Cerebral Palsy; Practical Tips for Teaching Children with Cerebral Palsy; **Accommodation Ideas for:** Getting In and Around the School and Classroom; Communicating with Students and School (Teaching and learning, One-on-One); Reading or Writing (Assignments, Class Activity Materials); Managing Work and Time (Planning and Scheduling); Using a Computer; Working in the Lab or Field.

Module outcomes: By the end of the module, students should be equipped with:- the knowledge to identify some common characteristics of Physical Impairment (PI) and the associated educational impact, and recognize special considerations for teaching and assessment for children with known or suspected PI.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

Module code: 3SE506	YEAR MODULE	NQF level: 8

Title: Assessment and Evaluation

Content: Definition of assessment; tools of assessment and purposes, methods and effects of assessments; interpreting and using assessment results; keeping records of assessment; assessing language, assessing reading, assessing reading comprehensions; assessing written language; assessing mathematics and assessing science and social studies; integrating assessment.

Module outcomes: By the end of the module, students should be equipped with:- requisite knowledge and skills to carry out assessment and evaluation functions for the purpose of teaching and learning of learners with special needs education.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios,

attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

Module code: 3SE507	YEAR MODULE	NQF level: 8

Title: Learning and Teaching

Content: Teaching learners with special needs, special education in an Era of inclusion and standards, strategies for collaboration, strategies for classroom management and behavior support.

Module outcomes:

By the end of the module, students should be equipped with:- knowledge, skills and applied competencies to enable them to be competent users of strategies for teaching learners with special needs

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of ccontinuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

Module code: 3SE508	YEAR MODULE	NQF level: 8

Title: Curriculum Development

Content: CURRICULUM DEVELOPMENTCURRICULUM THEORY: Traditions of curriculum thought; current issues in curriculum theory; perspectives (historical, sociological, political, psychological) on curriculum; a personal philosophy of curriculum. ISSUES IN CURRICULUM DESIGN: Curriculum aims and objectives; priorities and resources in curriculum design; curriculum organization and structure; curriculum design and needs analysis; integration and the structures of disciplines. BALANCING A CURRICULUM: Coherent curriculum structures; writing aims and objectives; the modular curriculum; the negotiated curriculum; the accreditation of prior learning and experience; modes of assessment; accreditation and certification. EVALUATING THE CURRICULUM: An introduction to the concept and methodology of curriculum evaluation. MEETING SPECIAL EDUCATIONAL NEEDS - CURRICULUM, TEACHING AND LEARNING: key concepts in the development of the curriculum for pupils and students with special educational needs. The nature and purpose of different models of curriculum are discussed in the context of an historical overview. Ideas about the curriculum both facilitating learning and presenting barriers to participation are explored. It examines the development of meaningful access to learning: through processes of curriculum adaptation and differentiation; through planning for individual learning; and through an examination of aspects of the assessment process.

Module outcomes: By the end of the module, students should be equipped with:- a good working knowledge of curriculum development theory and instructional design practice and will create awareness among the students of

the range of issues to be considered in the process of curriculum development, instructional design and implementation.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of ccontinuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

Module code: 3SE509	YEAR MODULE	NQF level: 8

Title: Educational Research Methods

Content: Definition of assessment; tools of assessment and purposes, methods and effects of assessments; interpreting and using assessment results; keeping records of assessment; assessing language, assessing reading, assessing reading comprehensions; assessing written language; assessing mathematics and assessing science and social studies; integrating assessment

Module outcomes:

By the end of the module, students should be equipped with:-

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of

Module code: 3SE510	YEAR MODULE	NQF level: 8

Title: Educational Research Project

Content: The contents of the course are: What is an educational research project? Outline of an educational research project. Selection and framing an appropriate topic. Basic terminology. Steps to follow when conducting an educational research project. Appropriate referencing style – APA. Select topic. Plan introduction and motivation for the study. Statement of the problem (research questions). Objectives of the study. Hypotheses. Methodology and research design. Ethical considerations. Value of the study. Operational definitions. Proposed plan of the study references.

Module outcomes: By the end of the module, students should be equipped with:- ability to develop sensitivity towards issues regarding educational research with specific interest in special needs education viz, the background to basic social science research methodology, purposes of educational research projects, various basic concepts, legal and ethical considerations in educational research projects, sources of data, data gathering techniques, the value of research projects and use of the American psychological Association (APA) style of referencing.

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Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through tests, assignments, teaching journals, portfolios, attendances, seminars and participation, long essays/research paper presentations and summative assessment through externally moderated final examination.

Module code: 3CD591	YEAR MODULE	NQF level: 8

Title: Curriculum Development in Mathematics/ Science

Content: Background to educational transformation related to curriculum in South Africa: NQF, Curriculum 2005, OBE, and NSC. Curriculum Studies as a field of study: description, definitions (conceptions) of curriculum. The processes of curriculum development: phases, approaches and orientations of curriculum development. Curriculum design: levels, process, models, components of curriculum design. Classroom management: Approaches to classroom management, general classroom management principles, maintaining effective teaching and learning environment.

Module outcomes:

By the end of the module, students should be equipped with: -

- Create arguments on the analysis and evaluation of the views and perspectives from various sources.
- Consolidate and deepen expertise in issues of curriculum design and development.
- Apply research methodologies and techniques in completing an assignment in the discipline of Curriculum.
- Demonstrate high level of theoretical engagement and intellectual independence.
- Reflect and develop a systemic survey of current thinking, practice research methods in Curriculum Studies

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of examination; compulsory one 3-hour paper

Module code: 3CP591	YEAR MODULE	NQF level: 8

Title: Cognitive Psychology

Content: Logical and psychological considerations, discovering and constructing mathematics, further implications for the curriculum.

Module outcomes: By the end of the module, students should be equipped with ability:- to study issues and theories concerned with the learning of school mathematics, consider implications for classroom implementation and acquire familiarity with the relevant literature.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This modules is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January

Module code: 3EC591	YEAR MODULE	NQF level: 8

Title: Educational Computing

Content: Develop a short research paper (project) on a relevant topic using MS Word MLA style documentation with group presentations on this topic. Advanced spread-sheet skills with focus on formulas like VLOOKUP, NPV analysis, PMT, What-if-Analysis and goal seek. Part of the course is an introduction to project management and analysis of a LMS like Moodle. Other topics covered are basic concepts, managing files, Web browsing and communication.

Module outcomes: By the end of the module, students should be able: - to build on computer literacy by expanding on the knowledge about and use of computers and related technologies for

- ✓   Integration of technology and curriculum to support learning
- ✓   Effective use of computers as an aid to problem solving
- ✓   School and classroom management
- ✓   Educational research
- ✓   Electronic information access and exchange
- ✓   Personal and professional productivity
- ✓   Technical assistance and leadership

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of one practical test, research project and presentation and a final examination that is 20% theory and 80% testing practical skills.

Module code: 3FG505	YEAR MODULE	NQF level: 8

Title: Geometry and its application

Content: Polygons, angles, mensuration and trigonometry.

Module outcomes: By the end of the module, students should be equipped with:- the deeper knowledge and understanding of geometry and its application.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.

Module code: 3IM591	YEAR MODULE	NQF level: 8

Title: Instructional Management

Content: Definition and the main elements of instructional leadership management, shift from administrator to instructional leader, instructional management duties and functions of the principal/deputy, implications for the SA situation, duties of the HoD, Implications to mathematics science teaching and learning, instructional duties of the teacher, role of the community in instructional management (ideal and realized).

Module outcomes: By the end of the module, students should be able: - to engage in issues pertaining to instructional management in school, the key elements of instructional management as well as duties and behaviour of personnel delegated for this function. To be competent in the understanding and application of instructional management functions in SA education systems.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.

Module code: 3RM591	YEAR MODULE	NQF level: 8

Title: Research Methods in Mathematics and Science

Content: Mathematics and science research-concepts, Research proposals, Research instruments, Sampling, Quantitative research methods, Qualitative research methods.

Module outcomes:

By the end of the module, students should be equipped with:-

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of one 3-hour paper plus research project.

Module code: 3RE591	YEAR MODULE	NQF level: 8

Title: Educational Research

Content:

Module outcomes:		
By the end of the module, students should be equipped with:-		

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This modules is coursework/research which is assessed by means of examination,.

Module code: 3ST591	YEAR MODULE	NQF level: 8
Title: Teaching and Learning Issues		

Content: Introduction to philosophies held by different teachers about teaching and learning, inclusive education, the theories of learning and the nature of teaching, the strategies, methods and techniques in science and mathematics.

Module outcomes: By the end of the module, students should be able:- to enforce the deeper knowledge and understanding of some principles related to education in general as well as science education.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January

Module code: 3FA591	YEAR MODULE	NQF level: 8
Title: Advanced Computing		

Content: Recognizing Computers, Using Microsoft Windows 7.

Module outcomes: By the end of the module, students should be equipped with: - the needed computer skills to excel in today's digital world, make them to be capable of using a broad range of computer technology – from basic hardware and software, to operating systems, applications and the Internet. It will prepare them for what the work place needs you to know. Also enhance your personal competency technologically.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.

Module code: 3SC591	YEAR MODULE	NQF level: 8
Title: Curriculum Development		

Content: Background to educational transformation related to curriculum in South Africa: NQF, Curriculum 2005, OBE, and NSC. Curriculum Studies as a field of study: description, definitions (conceptions) of curriculum. The processes of curriculum development: phases, approaches and orientations of curriculum development. Curriculum design: levels, process, models, components of curriculum design. Classroom management: Approaches to classroom management, general classroom management principles, maintaining effective teaching and learning environment.

Module outcomes:

By the end of the module, students should be equipped with: -

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of examination; compulsory one 3-hour paper

Module code: 3SS591	YEAR MODULE	NQF level: 8

Title: Science in the World

Content: Critical view on the following issues: Nature of science and teaching; models in science teaching, Bloom's taxonomy; teaching strategies, communication in science; multiple intelligences; misconceptions in teaching science, matter and materials. It equips students with the requisite knowledge and pedagogical skills essential for teaching about the nature of science at the Intermediate Phase.

Module outcomes: By the end of the module, students should be equipped with ability: - to critically examine ideas and concepts in recent theories of learning about science and relate them to practice in science classrooms

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of lectures, group activities, independent learning, projects, continuous formative assessment through participation in class, assignments, presentations, summative assessment.

Module code: 3EN591	YEAR MODULE	NQF level: 8

Title: Environmental Education

Content: Purpose and elements of communication, skills of graphic communication and design including freehand pencil drawing and instrument drawing, two-and-three dimensional drawing techniques, aesthetics, ergonomics, computer based drawing and graphical representation.

Module outcomes: By the end of the module, students should be equipped with: - knowledge and understanding of graphic communication and design skills in the context of Technology Education.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January.

Module code: 3SA591	YEAR MODULE	NQF level: 8

Title: Advanced Studies in Science

Content: Curriculum and Assessment Policy Statement-Grades 4-6, strategies for teaching science, Understanding the nature of science and scientific progress: A theory building approach, scientific reasoning and argumentation

Module outcomes: By the end of the module, students should be equipped with: - continued professional development and the reflective competences needed to take initiative and responsibility in an academic and professional context.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of continuous formative assessment through assignments and tests, summative assessment through examinations in January.

Module code: 3SG591	YEAR MODULE	NQF level: 8

Title: Advanced Graphic Communication and Design

Content: Purpose and elements of communication; The skills of graphic communication and design including freehand pencil drawing and instrument drawing; Two-and-three dimensional drawing techniques including – freehand sketching, line types, block method, shading, drawing instruments, orthographic projection, isometric drawing, oblique, perspective, sections, exploded views, signs and symbols, monograms, procedure charts, scales, dimensioning; Aesthetics – proportion, area division, spatial relationships, related shapes, stylisation, colours, texture; Ergonomics – anthropometry; Computer based drawing and graphical representation.

Module outcomes: By the end of the module, students should be equipped with:- knowledge and understanding of graphic communication and design skills in the context of Technology Education.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This modules is coursework/research which is assessed by means of continuous Assessment CASS: 50%; summative Assessment : 50%; A variety of methods, strategies and tools will be used to assess achievement of competences e.g. tests, practical's, assignments, case-studies, projects, examinations

Module code: 3SI591	YEAR MODULE	NQF level: 8

Title: Information Technology and Systems

Content: Content Topics are IT in education and Technology Education; Historical background of computers in education; IT in society: social and ethical issues; Integrating IT in the school curriculum; A framework for IT in education: instructional applications; Computer hardware; Operating systems and software; Word processors, spreadsheets and graphic tools; Communication tools: The Internet To advance the students' knowledge and understanding of graphic communication and design skills in the context of Technology Education.

Module outcomes: By the end of the module, students should be equipped with: - knowledge and understanding about Information Technology and Systems in the context of Technology Education.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This modules is coursework/research which is assessed by means of Assignment 10%; Test 20%; Practical 20%;Summative Examination 50%.

Module code: 3SM591	YEAR MODULE	NQF level: 8

Title: Material Design in Technology

Content: The Technological Process, Integrated Lesson Planning for Science and Technology, following the project approach, Developing activities for Technology, Assessment in Technology: forms and tools, Spatial Intelligence

And Higher order Thinking skills according to Bloom's taxonomy

Module outcomes: By the end of the module, students should be equipped with:- the necessary skills in order to become an effective designer of learning programmes in Technology Education

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is coursework/research which is assessed by means of ccontinuous assessment CASS: Assignment 50%, Test 50%, Summative:Examination 100%

Module code: 3SB591	YEAR MODULE	NQF level: 8

Title: Algebra

Content: Sequences, arithmetic sequences, geometric sequences, series, sigma notation, infinite geometric series, sum to infinity of a geometric series, functions, inverse of a function, exponential functions and their graphs, logarithmic functions, logarithmic equations, laws of logarithms, using logarithms to solve exponential equations, the graph of logarithmic functions, polynomials, remainder and factor theorem, gradient and average gradient, limits, differentiation,

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derivative at a point, rules of differentiation, higher derivatives, increasing and decreasing functions, points of inflection, maxima and minima, calculus of motion, styles and strategies of teaching mathematics at GET level.

Module outcomes: By the end of the module, students should be equipped with:- advanced knowledge and skills associated with the content and pedagogy of algebra at GET level and to develop in them an awareness of mathematics education as a field of study with special emphasis on algebra

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This module is assessed by means of tests, examination, assignments, projects and presentations. The final examination is given a weighting of 50% while the rest of the assessment types are collectively given a weighting of 50%.

Module code: 3SW591	YEAR MODULE	NQF level: 8

Title: Working with Numbers

Content: History of numbers, numerical system, numbers in different cultures, number bases, and index numbers.

Module outcomes: By the end of the module, students should be able:- to engage with current issues, debates and discussions in mathematics education, to expose themselves to both the historical developments and current applications of mathematics and to use the relevant strategies and theories of teaching mathematics such as investigations, problem solving and constructivist approaches.

Method of delivery: Part Time

Assessment modes: Honours degrees comprise coursework and research modules. This modules is assessed by continuous formative assessment through participation in class, assignments (academic and professional) and presentations, summative assessment through examinations in January