

**YEARBOOK 2026**

**FACULTY OF EDUCATION  
POSTGRADUATE STUDIES**

## Registrar's Unit Contact

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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 of the University Calendar](#).

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 handbook. 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**

A renowned centre of excellence for teacher education

### **Mission**

The Faculty of Education seeks:

- To produce globally competitive Education graduates relevant to local and global needs
- To develop dynamic and solution-oriented partnerships with communities

### **Values**

Our interactions both internally and externally are informed by the following values:

Enquiry

Inclusivity

Teamwork,

and,

Accountability

## **UNIVERSITY OF ZULULAND (UNIZULU): OFFICE BEARERS**

### **CHANCELLOR**

Vacant

### **VICE-CHANCELLOR**

Prof N Kunene

### **DEPUTY VICE-CHANCELLOR: RESEARCH AND INNOVATION**

Prof B Brown

### **DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING**

Prof JN Mashiya

### **DEPUTY VICE-CHANCELLOR: INSTITUTIONAL SUPPORT**

Vacant

### **EXECUTIVE DIRECTOR: RICHARDS BAY CAMPUS**

Vacant

### **EXECUTIVE DIRECTOR: INFRASTRUCTURE**

Dr N Xhala

### **EXECUTIVE DIRECTOR: HUMAN RESOURCES**

Dr NC Ngxito

### **EXECUTIVE DIRECTOR: FINANCE**

Mr J Du Plessis

### **EXECUTIVE DIRECTOR: INSTITUTIONAL PLANNING**

Vacant

### **REGISTRAR- Acting**

Mr M Kheswa

## **UNIZULU DEANS**

### **Faculty of Humanities and Social Sciences**

Prof AL Shokane

### **Faculty of Commerce, Administration and Law**

Prof MF Vezi-Magigaba

### **Faculty of Education**

Prof SS Ntombela

### **Faculty of Science and Agriculture**

Prof K Lehloenya

### **Dean of Students**

Dr T. A. Ncokazi

## **FACULTY OF EDUCATION (FED) OFFICE BEARERS**

### **DEAN**

Prof SS Ntombela, BA; UED (UNIZULU), B. Ed Hons, Dip in Special Education (Remedial Education), (University of Natal), MEd (University of Manchester), PhD (UKZN).

### **DEPUTY DEANS**

#### **Teaching and Learning**

Prof S Govender, BA (UDW), Bed Hons, EMD, MEd (RAU), D. Ed (UNIZULU), HDE (UDW).

#### **Research and Innovation - Acting**

Prof BT Gamede, SSTD, PGDip –Dev Studies, B. Paed, B. Ed Hons (UNIZULU), Business Mngmt Cert, Business Studies Dip (MANCOSA), ABET Cert, Local Gov Dip, HRM Dip (UNISA), MBA (MANCOSA), D. Ed (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

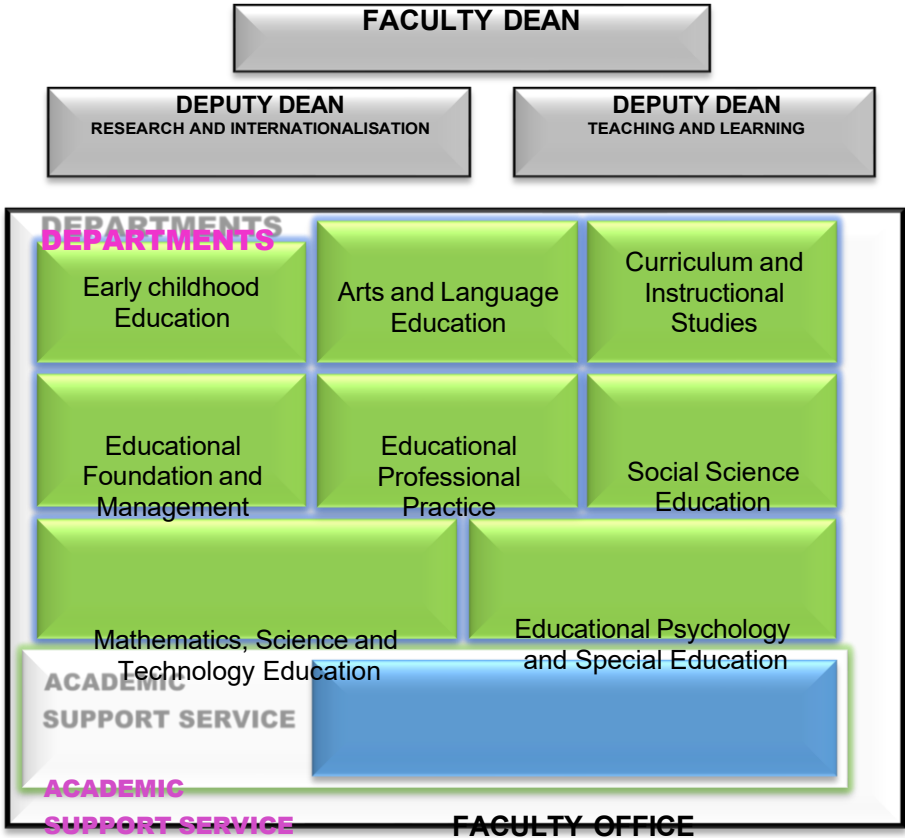
**DEAN'S SECRETARY :** Ms SM Gumede (Acting)

**Phone :** 035-902 6348

**e-mail :** GumedeSA@unizulu.ac.za

## FACULTY OF EDUCATION STRUCTURE

### FACULTY OF EDUCATION



## HEADS OF DEPARTMENTS

**Prof MSN Mabusela**; B. Paed, B. Ed Hons (VISTA) MEd (RAU), PhD (UNIZULU), Certificate in Economics and public Finance (UNISA), University Leadership, (US)

- **Curriculum and Instructional Studies**
- **Educational Foundation and Management**
- **Educational Professional Practice Unit**
- **Educational Psychology and Special Education**

**Dr ZE Mtshali** B. Arts in IsiZulu (UNIZULU); B.Arts Honours (US), M. Arts (IsiZulu) (UNIZULU), Advanced Qualification Research Design and Methodology (US), Strengthening Supervision Course (RU), PhD (Early Childhood) (UKZN); PGDip (UKZN)

- **Early childhood Education**

**Dr. T Talasi**, BSc, PGDip (Education) (NUL), BScHons (Science Education), MSc (Science Education) (WITS), DEd (Science Education) (UNIZULU)

- **Mathematics, Science and Technology Education**

**Dr S Mokoena**, B. Com (Banking) (UNIZULU), B. Com Honours in Business Management (UNIZULU), M. Com (UNIZULU), PGCE (UNISA), D. Ed (UNIZULU)

- **Social Science Education**
- **Arts and Language Education**

## ACADEMIC STAFF

Buthelezi, AB Prof.....	Educational Foundations and Management
Chibisa, A Dr .....	Mathematics, Sciences and Technology Education
Chinaka, TW Dr .....	Mathematics, Sciences and Technology Education
Gamede, BT Prof.....	Social Sciences Education
Govender, Samantha Prof.....	Curriculum and Instructional Studies
Govender, Sumeshni Prof.....	Educational Psychology and Special Education
Gumbi, NM Dr.....	Mathematics, Sciences and Technology Education
Hlatshwayo, ZV Ms.....	Arts and Languages Education
Kent, CD Dr .....	Educational Psychology and Special Education
Khumalo, PN Dr.....	Curriculum and Instructional Studies
Khumatake, MR Mrs .....	Social Sciences Education
Kok, PJ Dr .....	Mathematics, Sciences and Technology Education
Krishnannair, A Dr .....	Mathematics, Sciences and Technology Education
Langa MN Mr.....	Social Sciences Education
Luthuli, C M .....	Early Childhood Education
Mabusela, MS Prof .....	HoD: Curriculum and Instructional Studies
Makhubu, SS Dr .....	Educational Psychology and Special Education
Masuelele, OP Dr.....	Arts and Languages Education
Mbobu PP Miss.....	Social Sciences Education
Mkhasibe, RG Dr .....	Educational Professional Practice Unit
Mkhwanazi, KG Ms.....	Social Sciences Education
Mnethu, O Ms .....	Mathematics, Sciences and Technology Education
Mngomezulu, TF Miss.....	Arts and Languages Education
Mngomezulu, TP Dr.....	Educational Psychology and Special Education
Mokoena, S Dr.....	Acting HoD: Social Sciences Education
Mokoena, TD Mr.....	Curriculum and Instructional Studies
Msimango, WN Dr.....	Curriculum and Instructional Studies
Msweli, ZP Dr .....	Arts and Languages Education
Mthethwa, LC Dr.....	Educational Foundations and Management
Mtshali, ZE Dr.....	HoD: Early Childhood Education

Mzimela, AM Dr.....	Educational Psychology and Special Education
Ndaba, NH Dr.....	Educational Professional Practice Unit
Ngidi, TZ Dr.....	Educational Foundations and Management
Ngubane, PB Dr.....	Curriculum and Instructional Studies
Nhlumayo, MB Mr.....	Mathematics, Sciences and Technology Education
Nkwanyana, BP Dr.....	Educational Psychology and Special Education
Ntshangase, TC Dr.....	Curriculum and Instructional Studies
Ntuli, PCP Ms.....	Mathematics, Sciences and Technology Education
Nyathikazi, CP Dr.....	Arts and Languages Education
Nzuza, ST Mr.....	Curriculum and Instructional Studies
Sabela, C Mr.....	Arts and Languages Education
Sondlo, A Dr.....	Mathematics, Sciences and Technology Education
Talasi, T Dr.....	HoD: Mathematics, Sciences Technology Education
Xaba, N Ms.....	Mathematics, Sciences and Technology Education
Xulu NS Mr.....	Mathematics, Sciences and Technology Education
Xulu, SCB Dr.....	Early Childhood Education

## SUPPORT STAFF

Feketschane, S Mr.....	Deans Office: Resource Centre
Gumede, S Mrs.....	Dean's Office
Khanyile, V .....	Educational Psychology and Special Education
Maikoo, MI Mrs .....	Mathematics Science and Technology Education
Maistry-Reddy, J Mrs .....	Curriculum and Instructional Studies
Manyoni, MP Mr.....	Educational Professional Practice Unit
Mdletshe, T Ms .....	Deans Office: Resource Centre
Mkhonza, ZH Mrs.....	Mathematics Science and Technology Education
Mthembu, TK Mr.....	Dean's Office: Administrative Assistant
Mtotywa, P Mrs.....	Dean's Office: Faculty Office
Sibiya, MW Mr.....	Early Childhood Education
Zuma, N Mr.....	Dean's Office: Faculty Office

## ACRONYMS

FED	Faculty of Education
3DED	Doctoral qualification codes
3MED	Masters qualifications codes
C = Core	Major modules
A	Ancillary: Supporting modules, not in the curriculum
E	Elective 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

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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.

#### FED.1.2.1

#### **Below are the detailed Faculty Specific Rules: - General rules supersede Faculty rules.**

Therefore, the following applies: Faculty rules should be in line with those of the University.

Where Faculty rules 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 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.2**

##### **WARNING AGAINST PLAGIARISM**

Students are cautioned not to plagiarise other individuals' 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 postgraduate contact sessions is English. All guides are made available to students in English.

**FED.4**  
**FED.4.1**

**GENERAL ADMISSION REQUIREMENTS**  
**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  
BREAKDOWN OF THE DIFFERENT DEPARTMENTS THAT  
ARE IN THE FACULTY**

<b>Names of Departments</b>	<b>Departmental Abbreviations</b>	<b>Head of Department</b>	<b>Corporate Secretaries and contact numbers</b>
Early Childhood Education	ECE	Dr ZE Mtshali	Mr M W Sibiya <a href="mailto:Sibiyamw@unizulu.ac.za">Sibiyamw@unizulu.ac.za</a> Phone No. 035902 6725
Mathematics Science and Technology Education	MSTE	Dr T Talasi	Ms Z Mkhonza <a href="mailto:MkhonzaZ@unizulu.ac.za">MkhonzaZ@unizulu.ac.za</a> Phone No. 035902 6714
Arts and Languages Education	DALE	Dr S Mokoena	Ms Z Mkhonza <a href="mailto:MkhonzaZ@unizulu.ac.za">MkhonzaZ@unizulu.ac.za</a> Phone No. 035902 6714
Social Science Education	SSE	Dr S Mokoena	Ms Z Mkhonza <a href="mailto:MkhonzaZ@unizulu.ac.za">MkhonzaZ@unizulu.ac.za</a> Phone No. 035902 6714
Educational Foundations and Management	EFM	Prof MSN Mabusela	Mrs J Reddy-Maistry <a href="mailto:ReddyJ@unizulu.ac.za">ReddyJ@unizulu.ac.za</a> Phone No.035902 6233
Educational Psychology and Special Education	EPSE	Prof MSN Mabusela	Mrs J Reddy-Maistry <a href="mailto:ReddyJ@unizulu.ac.za">ReddyJ@unizulu.ac.za</a> Phone No.035902 6233
Curriculum and Instructional Studies	CIS	Prof MSN Mabusela	Mrs J Reddy-Maistry <a href="mailto:ReddyJ@unizulu.ac.za">ReddyJ@unizulu.ac.za</a> Phone No.035902 6233
Educational Professional Practice Unit	EPPU	Prof MSN Mabusela	Mrs J Reddy-Maistry <a href="mailto:ReddyJ@unizulu.ac.za">ReddyJ@unizulu.ac.za</a> Phone No.035902 6233

**FED.7 POSTGRADUATE PROGRAMMES IN THE FACULTY**

University of Zululand is authorised to award a few postgraduate degrees in the Faculty of Education. They are: -

## FED 7.1. HEQSF ALIGNED PROGRAMMES 2019 AND AFTER

Department	Qual. Code	Specialization in	Campus
<b>BACHELOR OF EDUCATION HONOURS</b>			
Department of Curriculum and Instructional Studies	3HON01	CURRICULUM AND INSTRUCTIONAL STUDIES	Main
	3HON02	EDUCATIONAL MANAGEMENT AND LEADERSHIP	Main
	3HON03	EDUCATIONAL RESEARCH METHODOLOGY	Main
Department of Languages and Social Sciences	3HON04	LANGUAGE EDUCATION	Main
	3HON05	ECONOMIC AND MANAGEMENT SCIENCES	Main
Department of Mathematics, Science and Technology Education	3HON06	SCIENCE EDUCATION	Main
Department of Educational Foundations	3HON07	INCLUSIVE EDUCATION	Main
<b>MASTER OF EDUCATION DEGREES</b>			
Department of Educational Foundations	3MED01	MASTERS DISSERTATION IN EDUCATIONAL PSYCH	Main
	3MED02	MASTER OF EDUCATION IN RESEARCH METHODOLOGY (CW)	Main
	3MED03	MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY(CW)	Main
	3MED21	MASTER OF EDUCATION IN CURR AND INSTRUCT (CURR N INSR	Main
	3MED31	MASTERS DISSERTATION IN FOUNDATIONS OF ED (EDCV N MAN	Main
	3MED32	MASTERS DISSERTATION IN EDUCATIONAL MANAGEMENT (EDUCAT FOUN N MAN	Main
	3MED33	MASTERS DISSERTATION IN RESEARCH METHOD (PYS	Main
	3MED11	MASTER OF EDUCATION IN SCIENCE EDUCATION	Main
Department of Mathematics, Science, and Technology in Education			
Dean's Office	3MED71	MASTER OF EDUCATION BY DISSERTATION (FOU N MAN	Main
<b>DOCTOR OF EDUCATION DEGREES</b>			
Department of Mathematics Science and Technology Education	3DED11	D.ED ( MATHEMATICS, SCIENCE & TECH)	Main
Department of Educational Foundations	3DED21	DOCTOR OF PHILOSOPHY(CURRICULUM STUDIES)	Main
Dean's Office	3DED71	DOCTOR OF EDUCATION	Main

**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 to obtain a M. Ed degree, he has to select a programme, for instance Educational Management *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 EDUCATION HONOURS PROGRAMMES  
ALL MODULE LIST WITH NQF LEVELS AND CREDITS**

**FED 10.1. Bachelor of Education Honours in Curriculum Studies**

<b>Bachelor of Education Honours in Curriculum Studies. - 3HON01</b>			
<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>
3CC 800	Curriculum Development	18	8
3ML 800 <b>OR</b> 3EP 800	Educational Management and Leadership <b>OR</b> Educational Psychology	18	8
3RM 800	Research methodology in Education	18	8
3CP 800	Introduction to Curriculum: Policies and procedures	18	8
3CD 800	Instructional Design	18	8
3RP 801	Research Project in Curriculum Studies	30	8
<b>TOTAL NUMBER OF CREDITS</b>		<b>120</b>	

**FED 10.2. Bachelor of Education Honours in Management and Leadership**

<b>Bachelor of Education Honours in Management and Leadership – 3HON02.</b>			
<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQF Level</b>
3OB800	Organisational Behaviour in Education	18	8
3LP800	Educational Law and Policy	18	8
3ML800	Educational Management and Leadership	18	8
3RM800	Research methodology in Education	18	8
3RP802	Research Project in Leadership	30	8
<b>SUB -TOTAL</b>		<b>102</b>	
<b>ONE of the following</b>			
3EP800	Educational Psychology	18	8
3CC800	Curriculum Development	18	8
3SE800	Trends & Perspectives in Sociology of Ed	18	8
3PE800	Trends in Philosophy of Education	18	8
<b>SUB - TOTAL</b>		<b>18</b>	
<b>TOTAL NUMBER OF CREDITS</b>		<b>120</b>	

**FED 10.3. Bachelor of Education Honours in Research Methodology  
(NO INTAKE FOR 2026)**

<b>Bachelor of Education Honours in Research Methodology – 3Hon03</b>			
<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>
3TR 800	Theories and Praxis in Educational Research	18	8
3EF 800	Ethical Foundations in Educational Research	18	8
3AW 800	Academic Writing in Education	18	8
3RI 800	Research Instruments in Education	18	8
3RM 800	Research Methodology in Education	18	8
3RP 803	Research Project in Research Methodology	30	8
<b>BER OF CREDITS</b>		<b>120</b>	

**FED 10.4. Bachelor of Education Honours in Language Education**

<b>Bachelor of Education Honours in Language Education –3Hon04</b>			
<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>
3RM800	Research Methodology in Education	18	8
3RP804	Research Project in Language	30	8
3DA800	Language and Discourse Analysis	18	8
3LE800	Language in Education	18	8
3LT800	Literature in Education	18	8
3EL800	English Language Education	18	8
3IL800	IsiZulu Language Education	18	8
<b>TOTAL NUMBER OF CREDITS</b>		<b>138</b>	

**FED 10.5. Bachelor of Education Honours in Economic and Management Sciences Education**

<b>Bachelor of education Honours in Economic and Management Sciences Education 3HON05</b>			
<b>Module code</b>	<b>Descriptive name</b>	<b>SAQA Credits</b>	<b>NQFL</b>
3CC800	Curriculum Development	18	8
3SN800	Nature and Scope EMS	18	8
3ML800	Educational Management and Leadership	18	8
3RM800	Research Methodology in Education	18	8
3RP805	Research Project in EMS	30	8
<b>Elective Modules: ONE of the following</b>			
3SA800	Accounting Education	18	8
3SB800	Business Studies Education	18	8
3EE800	Economics Education	18	8
<b>TOTAL NUMBER OF CREDITS</b>		<b>120</b>	

**FED 10.6. Bachelor of Education Honours in Science Education**

<b>Bachelor of Education Honours in Science Education. - 3HON06</b>			
<b>Module code</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>
3SC800	Current thinking in Maths, Science & Technology Education	18	8
3SF800	The History, Philosophy and Nature of Science	18	8
3RM 800	Research methodology in Education	18	8
3SD800	Curriculum development in Maths, Science and Technology Education	18	8
3SL800	Life Science Education	18	8
3SP800	Physical Sciences Education	18	8
3SM800	Mathematics Education	18	8
3ST800	Technology Education	18	8
3SI 800	Information Communication Technology Education (ICT)	18	8
3SR800	Research Project in Education	30	8
<b>TOTAL NUMBER OF CREDITS</b>		<b>120</b>	

**FED 10.6.1. Bachelor of Education Honours in Science Education  
(Information Communication Technology Education streamline)**

The programme structure above indicates that there are 5 electives which means that there are five streams as indicated by the department as follows:

<b>YEAR ONE</b>		
<b>Information Communication Technology Education streamline</b>		
<b>MODULE DESCRIPTION</b>	<b>CREDIT VALUE</b>	<b>NQF LEVEL</b>
Current Thinking in Maths Science & Tech Education	18	8
Curriculum Dev. in Maths Science & Tech Education	18	8
The History Philosophy & Nature of Science	18	8
Research Methodology in Education	18	8
Research Project in Education	30	8
Information Communication Technology Education	18	8
<b>PROGRAMME TOTAL CREDITS</b>	<b>120</b>	

**FED 10.6.2. Bachelor of Education Honours in Science Education  
(Life Sciences Education streamline)**

<b>YEAR ONE</b>		
<b>Life Sciences Education streamline</b>		
<b>MODULE DESCRIPTION</b>	<b>CREDIT VALUE</b>	<b>NQF LEVEL</b>
Current Thinking in Maths Science & Tech Education	18	8
Curriculum Dev. in Maths Science & Tech Education	18	8
The History Philosophy & Nature of Science	18	8
Research Methodology in Education	18	8
Research Project in Education	30	8
Life Sciences Education	18	8
<b>PROGRAMME TOTAL CREDITS</b>	<b>120</b>	

**FED 10.6.3. Bachelor of Education Honours in Science Education  
(Mathematics Education streamline)**

<b>YEAR ONE</b>		
<b>Mathematics Education streamline</b>		
<b>MODULE DESCRIPTION</b>	<b>CREDIT VALUE</b>	<b>NQF LEVEL</b>
Current Thinking in Maths Science & Tech Education	18	8
Curriculum Dev. in Maths Science & Tech Education	18	8
The History Philosophy & Nature of Science	18	8
Research Methodology in Education	18	8
Research Project in Education	30	8
Mathematics Education	18	8
<b>PROGRAMME TOTAL CREDITS</b>	<b>120</b>	

**FED 10.6.4. Bachelor of Education Honours in Science Education  
(Physical Sciences Education streamline)**

<b>YEAR ONE</b>		
<b>Physical Sciences Education streamline</b>		
<b>MODULE DESCRIPTION</b>	<b>CREDIT VALUE</b>	<b>NQF LEVEL</b>
Current Thinking in Maths Science & Tech Education	18	8
Curriculum Dev. in Maths Science & Tech Education	18	8
The History Philosophy & Nature of Science	18	8
Research Methodology in Education	18	8
Research Project in Education	30	8
Physical Sciences Education	18	8
<b>PROGRAMME TOTAL CREDITS</b>	<b>120</b>	

**FED 10.6.5. Bachelor of Education Honours in Science Education (Streamlined)- Technology Education streamline**

<b>YEAR ONE</b>		
<b>Technology Education streamline</b>		
<b>MODULE DESCRIPTION</b>	<b>CREDIT VALUE</b>	<b>NQF LEVEL</b>
Current Thinking in Maths Science & Tech Education	18	8
Curriculum Dev. in Maths Science & Tech Education	18	8
The History Philosophy & Nature of Science	18	8
Research Methodology in Education	18	8
Research Project in Education	30	8
Technology Education	18	8
<b>PROGRAMME TOTAL CREDITS</b>	<b>120</b>	

**FED 10.7. Bachelor of Education Honours in Inclusive Education**

<b>Faculty of Education Honours in Inclusive Education – 3HON07</b>					
<b>MODULES</b>	<b>CODE</b>	<b>DESCRIPTION</b>	<b>Year 1</b>	<b>NQF</b>	<b>CREDITS</b>
<b>CORE MODULES</b>	3IE 800	Inclusive Education	1	8	18
	3SE800	Special Education	1	8	18
	3EP800	Educational Psychology	1	8	18
	3AI800	Assessment in Inclusive and Special Education	1	8	18
	3RM800	Research Methodology in Education	1	8	18
	3RP806	Research Project in Inclusive and Special Education	1	8	30
<b>CREDITS</b>			<b>TOTAL</b>		<b>120</b>

## **FED 11. MODULE CONTENT AND OUTCOMES**

### **FED.11.1. Bachelor of Education Honours in Curriculum Studies**

To facilitate this Honours programme, modules have been developed and grouped in such a way that they represent Curriculum Studies. Students are required to complete three compulsory Curriculum modules and one compulsory Educational Research Methodology module. In addition, students must choose either Educational Management and Leadership or an Educational Psychology module. Lastly, the student must complete a Research Project in Curriculum Studies.

#### **FED.11.1.1. NATURE AND AIMS**

This qualification is to prepare students for research-based postgraduate studies in the field of curriculum studies in the school and school district context. It serves to consolidate and deepen a student's knowledge of curriculum development, to develop research capacity in the methodology and techniques in this field and write a research report under supervision. The qualification demands a high level of theoretical engagement and intellectual independence in the field of curriculum studies.

#### **FED.11.1.2. DURATION OF STUDIES**

The minimum duration of the study is one (1) year and the maximum duration is two (2) years

#### **FED.11.1.3. METHOD OF DELIVERY**

Full Time Offering - as per standard practice: The minimum duration of the study is one (1) year and the maximum duration is two (2)

years with contact sessions on the KwaDlangezwa campus and online/e-learning (Moodle: Learning Management System).

#### **FED.11.1.4. ADMISSION REQUIREMENTS**

To gain admission the B. Ed Honours in Curriculum Studies, potential student should possess: a four-year professional teaching degree or an appropriate bachelor's degree and a recognised professional teaching qualification **or** a four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education such curriculum development.

Students are required to complete three compulsory Curriculum Studies modules and one compulsory Research Methodology in Education module and a Research Project in Curriculum. In addition, students must choose ONE of the following modules as an elective: Educational Management and Leadership, or Educational Psychology

**Note: Full time students:**

All modules may be completed in the same year.

<b>Module code: 3CP800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title: Introduction to Curriculum: Policies and procedures</b>			
Purpose: The module will allow students to consolidate and deepen their expertise in curriculum policies and procedures.			
Content:			
Curriculum: Exploring an ever- changing landscape			
<ul style="list-style-type: none"> <li>• Tracing the origin of curriculum and influences that shaped the construct</li> <li>• Perspectives and approaches</li> <li>• Policy and systems</li> <li>• Interpretation and implementation of policies</li> </ul>			
Curriculum reform in South Africa and globally			
<ul style="list-style-type: none"> <li>• Curriculum history</li> <li>• Curriculum reform post -1994</li> <li>• Beyond curriculum as policy and practice towards curriculum as inquiry</li> </ul>			
Contemporary curriculum discourses			
<ul style="list-style-type: none"> <li>• Understanding curriculum as a political text</li> <li>• Critical pedagogy and practice</li> <li>• Issues of race, gender and class</li> </ul>			
Module outcomes:			
<ul style="list-style-type: none"> <li>• On successful completion of the module students should be able to:</li> <li>• Analyse the ever-changing landscape of curriculum in South Africa.</li> <li>• Evaluate Curriculum reform in South Africa and within the global context.</li> <li>• Analyse and critique contemporary curriculum discourses.</li> </ul>			
<b>Method of delivery: Full</b>			
<b>Assessment modes:</b>			
Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).			
<b>Module code: 3CC800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title: Curriculum Development</b>			
Purpose: The module will allow students to be engaged in a high level of theoretical and intellectual independence in curriculum development.			
Content:			
Approaches to Curriculum Development			
<ul style="list-style-type: none"> <li>• Curriculum as a product</li> <li>• Curriculum as a process</li> <li>• Curriculum as a praxis</li> </ul>			
Curriculum Development Processes			
<ul style="list-style-type: none"> <li>• Conceptualisations of the process of curriculum development</li> <li>• Principles of curriculum development</li> </ul>			

- Enacting Curriculum Development

Teacher empowerment within Curriculum Development

- Perspectives on teacher involvement in curriculum development
- Teacher's curriculum functions in curriculum fields
- The role of training and other factors in the process of empowerment.

Module outcomes: On successful completion of the module students should be able to:

- Analyse and interpret the approaches to curriculum development.
- Critique and appraise the curriculum development processes.
- Evaluate and support teacher empowerment within Curriculum Development

**Method of delivery: Full Time**

Assessment modes: Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

**Module code: 3CD 800**

**YEAR MODULE**

**Credits: 18**

**NQF level: 8**

**Title: INSTRUCTIONAL DESIGN**

Purpose: The module will allow students to undertake advanced reflection and development by means of systematic survey of current thinking and practice in instructional design.

**Content:**

Contributions of various theories to teaching, learning and assessment :

- Behaviourist
- Humanistic
- Constructivist
- Connectivism

Assessment, Evaluation, Appraisal and Accountability

- Building assessment into teaching and learning
- Models of accountability
- Meta-cognition and assessment
- Implications of assessment on teacher's professionalism and ethics

Teaching, learning and curriculum resources

- Material development and design
- Curriculum technology and e-learning

Effective classroom management practices

- Planning approaches to classroom management
- Planning for diversity in the classroom
- Classroom management models

<b>Module outcomes:</b>			
On successful completion of the module students should be able to:			
<ul style="list-style-type: none"> <li>• Evaluate the contributions of various theories to teaching, learning and assessment.</li> <li>• Relate to assessment, evaluation, appraisal and accountability.</li> <li>• Design and appraise suitable teaching, learning and curriculum resources.</li> <li>• Evaluate and recommend effective classroom management practices.</li> </ul>			
<b>Method of delivery: Full Time</b>			
<b>Assessment modes:</b> Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).			
<b>Module code: 3RP801</b>	<b>YEAR MODULE</b>	<b>Credits: 30</b>	<b>NQF level: 8</b>
<b>Title: Research Project in Curriculum Studies</b>			
<b>Content:</b> Research proposal and ethical clearance. Research project, supervised in the form of a dissertation of limited scope. Research report: Academic writing; Structure of a thesis/dissertation.			
<b>Method of delivery: Full Time</b>			
<b>Module outcomes:</b>			
On completion of this module a student should be able to:			
<ul style="list-style-type: none"> <li>• Implement a research process plan.</li> <li>• Compile a research proposal for a study of limited scope.</li> <li>• Apply for ethical clearance.</li> <li>• Demonstrate mastery of theory, concepts and research design and methodology pertaining to research in education.</li> <li>• Conduct a research project of limited scope.</li> <li>• Communicate/compile a research study in terms of the basic research report structure i.e. Introduction; rationale for the research, literature review: theoretical framework/conceptual framework, statement of problem, research questions, research design and methodology, results/findings, recommendations and References.</li> <li>• Develop research writing competencies by writing a research report of limited scope.</li> </ul>			
<b>Assessment modes:</b> Two written assessments composing drafts of literature review and methodology section; final research report which is externally moderated.			
<b>Module code: 3RM800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title: Research Methodology in Education</b>			
<b>Content:</b> Foundations of Research (Introduction; Principals, Paradigms; Conceptual/Theoretical frameworks; Methods in Educational Research; Ethics in Research). Quantitative Research (Introduction to Quantitative Research, Study Designs, Methods, Data analysis and interpretation). Qualitative Research (Introduction to Qualitative Research, Study Designs, Methods, Data analysis and interpretation). Mixed Methods Research (Introduction to Mixed Methods Research, Study Designs, Methods, Data analysis and interpretation).			

**Planning or designing of Educational Research:** Steps in the planning of research; Guidelines for writing research proposal; The research process (Literature Review, Theoretical/conceptual frameworks, and Conducting Fieldwork); Guidelines for the application of ethical clearance. Research report: Academic writing; Structure of a thesis/dissertation.

**Module outcomes:**

On completion of this module a student should be able to:

- Demonstrate knowledge and understanding of the principles, paradigms, conceptual/theoretical framework, and methods in educational research.
- Differentiate between quantitative and qualitative research data collections, data analysis and interpretation of results/findings.
- Debate the advantages and disadvantages of quantitative and qualitative data analysis.
- Formulate a research topic, research aims and questions/hypotheses, and research design; data collection methods and data analysis.
- Develop a research process plan.
- Demonstrate knowledge and understanding of ethics in research.
- Appreciate the application of research based methods and strategies in education.

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

**FED.11.2. B. Ed Honours in Management and Leadership**

**FED.11.2.1. NATURE AND AIMS**

This qualification is to prepare students for research-based postgraduate studies in the field of educational management and leadership in the school and school district context. It serves to consolidate and deepen a student's knowledge of school management and leadership, to develop research capacity in the methodology and techniques in this field and write a research report under supervision. The qualification demands a high level of theoretical engagement and intellectual independence in the field of educational management and leadership.

**FED.11.2.2. DURATION OF STUDIES**

The minimum duration of the study is one (1) year.

**FED.11.2.3. METHOD OF DELIVERY**

Full Time Offering - as per standard practice: The minimum duration of the study is one (1) year and on the KwaDlangezwa campus and online/e-learning (Moodle: Learning Management System).

**FED.11.2.4. ADMISSION REQUIREMENTS**

To gain admission the B. Ed Honours in Educational Management and Leadership programme a potential student should possess: a four-year professional teaching degree or an appropriate Bachelor's degree and a recognised professional teaching qualification **or** a four-year professional teaching qualification(s) as well as an Advanced Diploma

in a cognate sub-field of Education such as Educational Leadership and Management.

This qualification consists of modules that have been developed and grouped in a way such that the modules represent Educational Management and Leadership. Students are required to complete three compulsory Educational Management and Leadership modules and one compulsory Research Methods in Education module. The student must complete a Research Project in Educational Management and Leadership. In addition, students must choose ONE of the following modules as an elective: Trends and Perspectives in Sociology of Education or Trends in Philosophy of Education or Educational Psychology **or** Curriculum Development.

**Note: Full time students:**

**All modules may be completed in the same year**

<b>Module code: 3OB800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title: Organisational Behaviour in Education</b>			
<p><b>Content:</b> An introduction to organisational behaviour in Education and in the school context. The individual: Individual and cultural diversity in the workplace; Motivation; Performance management. Groups and teams in the organisation (school context): Groups and teams; Communication in the information age; Wellness and stress; Power, empowerment and influence: Managing conflict; Decision making. The School as a Learning Organisation: Managing human resources in schools; Organisational culture; Organisational Change and Organisational development.</p>			
<p><b>Module outcomes:</b> On completion of the module a student should be able to:</p> <ul style="list-style-type: none"> <li>• Understand individual and group behaviour, change and development in schools.</li> <li>• Predict individual and group behaviour, change and development in schools.</li> <li>• Evaluate individual and group behaviour, change and promote development in schools.</li> <li>• Manage individual and group behaviour, change and promote development in schools as learning organisations.</li> <li>• Lead and manage the organisation processes and structures for educational change and organisational development in schools.</li> <li>• Demonstrate the promotion of organisational change and organisational development based on organisational theory and practice, which is conducive to teaching and learning in a school.</li> </ul>			
<b>Method of delivery: Full Time</b>			
<p><b>Assessment modes:</b> Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).</p>			
<b>Module code: 3ML800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title: Educational Management and Leadership</b>			
<p><b>Content:</b> Basic concepts in educational management and leadership; Management and leadership concepts applicable in education; Management; leadership policy dissemination; governance, and administration: School management functions: Planning, Organising, Leading, Controlling. Selected Theories / models of educational management and leadership: Bureaucratic theory / model; Situational theory / model; Collegial theory / model; Ambiguous theory / model; Subjective theory / model. Instructional leadership in schools: instructional leadership; Assessing aspects of instructional leadership; Managing curricular and extracurricular affairs. Time management: Benefits of time utilisation and categories of time allocation; Record keeping and time analysis; Principles of effective time management.</p>			
<p><b>Module outcomes:</b> On completion of the module a student should be able to:</p> <ul style="list-style-type: none"> <li>• Analyse and interpret management-leadership principles and, more specifically those of educational management.</li> </ul>			

- Critique and appraise educational management-leadership theories / models.
- Evaluate and manage a school's instructional leadership programme.
- Plan and organise time management in schools.

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and

<b>Module code: 3LP800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
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**Title: Educational Law and Policy**

**Content:** Law and education: Understanding the legal framework; Law, social change and education; Substantive law; Public law; Private law; Procedural law; Sources of law in education. Legislation impacting on school practice: The importance of law in education; Relevant Laws for Educators. Human rights in education. School discipline. The care and safety of learners.

**Module outcomes:**

On completion of the module a student should be able to:

- Critique and evaluate various aspects of educational law.
- Analyse and assess legislation impacting on education.
- Evaluate and relate the legal context of school discipline.

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

<b>Module code: 3RM800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
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**Title: Research Methodology in Education**

**Content:** Foundations of Research (Introduction; Principals, Paradigms; Conceptual/Theoretical frameworks; Methods in Educational Research; Ethics in Research). Quantitative Research (Introduction to Quantitative Research, Study Designs, Methods, Data analysis and interpretation). Qualitative Research (Introduction to Qualitative Research, Study Designs, Methods, Data analysis and interpretation). Mixed Methods Research (Introduction to Mixed Methods Research, Study Designs, Methods, Data analysis and interpretation).

Planning or designing of Educational Research: Steps in the planning of research; Guidelines for writing research proposal; The research process (Literature Review, Theoretical/conceptual frameworks, and Conducting Fieldwork); Guidelines for the application of ethical clearance. Research report: Academic writing; Structure of a thesis/dissertation.

**Module outcomes:**

On completion of this module a student should be able to:

- Demonstrate knowledge and understanding of the principles, paradigms, conceptual/theoretical framework, and methods in educational research.
- Differentiate between quantitative and qualitative research data collections, data analysis and interpretation of results/findings.
- Debate the advantages and disadvantages of quantitative and qualitative data analysis.

- Formulate a research topic, research aims and questions/hypotheses, and research design; data collection methods and data analysis.
- Develop a research process plan.
- Demonstrate knowledge and understanding of ethics in research.
- Appreciate the application of research based methods and strategies in education.

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

<b>Module code: 3RP802</b>	<b>YEAR MODULE</b>	<b>Credits: 30</b>	<b>NQF level: 8</b>
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**Title: Research Project in Educational Management and Leadership**

**Content:** Research proposal and ethical clearance. Research project, supervised in the form of a dissertation of limited scope. Research report: Academic writing; Structure of a thesis/dissertation.

**Method of delivery: Full Time**

**Module outcomes:**

On completion of this module a student should be able to:

- Implement a research process plan.
- Compile a research proposal for a study of limited scope.
- Apply for ethical clearance.
- Demonstrate mastery of theory, concepts and research design and methodology pertaining to research in education.
- Conduct a research project of limited scope.
- Communicate/compile a research study in terms of the basic research report structure i.e. Introduction; rationale for the research, literature review: theoretical framework/conceptual framework, statement of problem, research questions, research design and methodology, results/findings, recommendations and References.
- Develop research writing competencies by writing a research report of limited scope.

**Assessment modes:** Two written assessments composing drafts of literature review and methodology section; final research report which is externally moderated.

<b>Module code: 3PE800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
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**Title: Trends in Philosophy of Education**

**Content:** Introduction to theories and metatheories: Modern naturalism and education; Modern idealism and education; The analytic movement; Pragmatism and education; Behaviourism and education; Marxism and education; Reconstructionism and education; Existentialism, phenomenology and education; The Thomist Revival.

**Module outcomes:**

On completion of the module a student should be able to:

- 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.

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

<b>Module code: 3SE800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
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**Title:** Trends and Perspectives in Sociology of Education

**Content:** The Functionalist Perspective and Education: Equality of Educational Opportunity; Assimilation; Political Socialisation and Modernisation; Intellectual and Cultural Impediments; Problems with Functionalism. Marxist theory and Education: Conflict theory and Functionalism; Class consciousness, False Consciousness and Hegemony; Neo-Marxism and Education; Interpretation of schooling in the Capitalist Society; The Hidden Curriculum. Symbolic Interactionist and Education; Interactionists on schooling in society; Interactionist and meaning construction; Typing and social class; Labelling theory and the self-fulfilling theory.

**Module outcomes:**

On completion of the module the student should be able to:

- Discuss the nature and extent of the Sociology of Education paradigm and how ideologies are shaping global society.
- Analyse Functionalism, Conflict theory (Marxism) and Symbolic Interactionism critically as theoretical frameworks in the context of Sociology of Education
- Consider how these frameworks provide differentiated interpretations and are applied in the context of the family, school and society.

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

Content for Educational Psychology Code: 3EP800 and Curriculum Development code: 3CC800 Refer to FED. 11.1. and FED. 11.

**FED.11.3. Bachelor of Education Honours in Research Methodology  
(NO INTAKE IN 2026)**

**FED.11.3.1. NATURE AND AIMS**

This qualification is meant to prepare students for research-based postgraduate studies in the field of Research Methodology. It serves to consolidate and deepen the student's knowledge of Research Methods in Schools, to develop research capacity and techniques in this field and write a research report under supervision. The qualification demands a high level of theoretical engagement and intellectual independence in the field of Research Methodology.

**FED.11.3.2. DURATION OF STUDIES**

The minimum duration of the study is one (1) year.

**FED.11.3.3. METHOD OF DELIVERY**

This qualification can be taken full-time with contact sessions on the **KwaDlangezwa campus** and **online/e-learning (Moodle: Learning Management System)**.

**FED.11.3.4. ADMISSION REQUIREMENTS**

To be admitted in the B. Ed Honours in Research Methodology a potential student should possess: a four-year professional teaching degree **or** an appropriate Bachelor's degree and a recognised professional teaching qualification.

This qualification consists of modules that have been developed and grouped in a way such that the modules

represent Research Methodology in Education. Students are required to complete all the following six compulsory modules: Theory and Praxis in Educational Research, Ethical Foundations in Educational Research, Academic Writing in Education, Research Instruments in Education, Research Methods in Education, and Research Project in Research Methodology.

It is also important that the applicant should have obtained 65% module average percentage in the previous qualification.

**Note: Full time students:**

All modules may be completed in the same year

**FED.11.3.5. Award of Honours degree**

The students are required to have registered and completed the six (6) compulsory modules, The Bachelor of Education Honours in Research Methodology will be awarded to students who have completed all the prescribed modules

**FED.11.4. Bachelor of Education Honours in Language Education: 3HON04**

The Honours in Language Education targets students who want to specialise in either English language Education or isiZulu Language Education. The fundamental /compulsory modules offered are Research Methods in Education and Research Project in Education. These two modules are common across all honours programmes. The core modules offered, namely Language and Discourse

Analysis, Language in Education and Literature in Education cover content that is appropriate for students studying Language Education. These modules offer students a good foundation in Language studies. In the Literature in Language module, lectures on analytical skills in literary genres (poetry, fiction and drama) as well as relevant literary theoretical frameworks will be presented to students as one group through the medium of English. Selected for critical analysis are English and isiZulu texts. For these lectures there will be two breakaway groups: one for isiZulu and one for English. For the electives each student will select either English Language Education or isiZulu Language Education. The core modules will be facilitated using English mainly as the medium of instruction; English Language Education will also be facilitated through the medium of English and isiZulu Language Education will be facilitated through the medium of isiZulu.

#### **FED.11.4.1. NATURE AND AIMS**

This qualification is to prepare students for research-based postgraduate studies in the field of Language Education in the school district context. It serves to consolidate and deepen the student's knowledge of Language Education in Schools, to develop research capacity and techniques in this field, and to write a research report under supervision. The qualification demands a high level of theoretical engagement and intellectual independence in the field of Language Education.

#### **FED.11.4.2. DURATION OF STUDIES**

The minimum duration of the study is one (1) year.

#### **FED.11.4.3. METHOD OF DELIVERY**

This qualification can be taken full-time with contact sessions on the **KwaDlangezwa campus** and **online/e-learning (Moodle: Learning Management System)**.

#### **FED.11.4.4. ADMISSION REQUIREMENTS**

To be admitted in the B. Ed Honours in Language Education a potential student should possess: a four-year professional teaching degree **or** an appropriate Bachelor's degree and a recognised professional teaching qualification **or** a four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of language education. module: Language and Discourse Analysis, Language in Education, Literacy in Education, English Language Education, Isizulu Language Education, Research Project in Education, and Research Methodology in Education. It is also important that the applicant should have had obtained 65% module average percentage in the previous qualification. Students **must choose ONE of the following modules as an elective**: English Language Education and Isizulu Language

**Note: Full time students:** All modules may be completed in the same year.

<b>Module code: 3DA800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title: Language and Discourse Analysis</b>			
<p>Purpose: To be able to analyse critically a variety of discourses and/ or texts representing a range of purposes, audiences and genres</p> <p>Content:</p> <ul style="list-style-type: none"> <li>• Strategies for comprehension of texts.</li> <li>• Stylistic concepts (cohesion, deixis, foregrounding, parallelism and discourse).</li> <li>• Language, text and coherence.</li> <li>• Text and structure.</li> <li>• Texts and contexts.</li> <li>• Reading literary texts: traditions, assumptions and practices (Poetry, plays and literary prose).</li> <li>• Media texts.</li> <li>• Speeches and letters.</li> <li>• Academic Discourse.</li> <li>• Principles of Conversation Analysis.</li> <li>• Contemporary Discourse (Specialised texts such as horoscopes and greeting cards).</li> <li>• Understanding curriculum as a political text</li> <li>• Critical pedagogy and practice</li> <li>• Issues of race, gender and class</li> </ul>			
<p>Module Outcome:</p> <p>On successful completion of the module, students should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate an informed understanding of the ideas expressed in texts.</li> <li>• Evaluate the texts' language, content and construction.</li> <li>• Organise, develop and express ideas using language appropriate to audience, purpose and context.</li> <li>• Examine how particular features of the discourse/ text contribute to textual integrity.</li> </ul>			
<b>Method of delivery: Full</b>			
<b>Assessment modes:</b>			
<p>Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).</p>			
<b>Module code:3LE800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>

<b>Title: Language in Education</b>			
Purpose: To provide a theoretical and practical understanding of the theories of language teaching, learning and acquisition and to develop the professional competence of teachers of language by facilitating insights on the language policies in South Africa.			
Content:			
<ul style="list-style-type: none"> <li>• Theories of language teaching and learning.</li> <li>• Theories of first language acquisition.</li> <li>• Theories of second language acquisition.</li> <li>• Approaches to the development of literacy</li> <li>• South African Language Policy.</li> <li>• e, gender and class</li> </ul>			
Module Outcome:			
On successful completion of the module, students should be able to:			
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the theories of language teaching and learning.</li> <li>• Demonstrate an understanding of the theories of first language acquisition.</li> <li>• Demonstrate an understanding of the theories of second language acquisition.</li> <li>• Analyse current language in education policies in South Africa.</li> </ul>			
<b>Method of delivery: Full</b>			
<b>Assessment modes:</b>			
<b>Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).</b>			
<b>Module code: 3LT800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title: Literature in education</b>			
Purpose: To provide students with in-depth analytical skills in literary genres (poetry, fiction and drama) as well as relevant literary theoretical frameworks that will assist in pursuing research.			
Content:			
<ul style="list-style-type: none"> <li>• Introduction to genre studies.</li> <li>• Interpreting fiction (novels, short stories and folklore).</li> <li>• Interpreting drama.</li> <li>• Interpreting poetry.</li> <li>• Approaches to interpreting Literature.</li> <li>• Approaches to teaching Literature to learners.</li> </ul>			

<ul style="list-style-type: none"> <li>• Writing about Literature.</li> </ul>			
Selection of texts from the literary genres			
Module Outcome:			
On successful completion of the module, students should be able to:			
<ul style="list-style-type: none"> <li>• Identify the distinctive features of the genres of literary discourse.</li> <li>• Interpret the elements of fiction prevalent in novels, folktales and short stories.</li> <li>• Critique plays.</li> <li>• Appraise, critique and appreciate poetry, fictional works and drama.</li> <li>• Demonstrate knowledge and understanding of the various approaches to interpreting literature.</li> </ul>			
Evaluate the approaches to teaching literature to learners.			
<b>Method of delivery: Full</b>			
<b>Assessment modes:</b>			
Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).			
<b>Module code:3EL800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title: English Language Education</b>			
Purpose: To develop, consolidate and deepen students' knowledge of English Language Education to inform research and practice.			
Content:			
<ul style="list-style-type: none"> <li>• Principles of language and communication.</li> <li>• Approaches and current practices in English Language Teaching.</li> <li>• Theory and practice of English Language skills.</li> <li>• Theory and practice of literacies in the language classroom.</li> <li>• The role and practice of literary discourse.</li> <li>• The role of grammar in the English Language curriculum.</li> <li>• Approaches and Strategies for teaching skills in the English language classroom.</li> <li>• Language and Culture</li> <li>• Media and visual literacy.</li> <li>• Design of materials for English language lessons.</li> <li>• Curriculum Development and Assessment in English language education.</li> </ul>			
Module Outcome:			
On successful completion of the module, students should be able to:			
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the principles of English language</li> </ul>			

and communication.

- Evaluate the approaches and current practices in English Language Teaching.
- Demonstrate an understanding of the theory and practice of English language skills.
- Evaluate the theory and practice of literacies in the language classroom.
- Demonstrate knowledge of the role and practice of literary discourse.
- Assess the role of grammar in the English language education curriculum.
- Demonstrate an understanding of the importance of teaching listening, speaking, reading, writing and critical thinking skills.
- Analyse and interpret language and media content in the communication process.
- Design creative and innovative materials for English language lessons.
- Demonstrate knowledge of effective ways of assessing English language education.

**Method of delivery: Full**

**Assessment modes:**

Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

**Module code: 3IL800**

**YEAR MODULE**

**Credits: 18 NQF level: 8**

**Title: IsiZulu Language Education**

Purpose: To develop, consolidate, and accentuate students' knowledge of IsiZulu Language Education to inform research and practice.

Content:

- Principles of language and communication.
- Approaches and current practices in IsiZulu Language Teaching.
- Theory and practice of IsiZulu Language skills.
- Theory and practice of literacies in the language classroom.
- The role and practice of literary discourse.
- The role of grammar in the curriculum.
- Approaches and Strategies for teaching skills in the IsiZulu classroom.
- Language and Culture
- Media and visual literacy.
- Design of materials for IsiZulu language lessons.
- Curriculum Development Assessment in IsiZulu language education.

**Module Outcome:**

On successful completion of the module, students should be able to:

- Demonstrate an understanding of the principles of isiZulu language and communication.
- Evaluate the approaches and current practices in IsiZulu Language Teaching.
- Demonstrate an understanding of the theory and practice of IsiZulu language skills.
- Evaluate the theory and practice of literacies in the language classroom.
- Demonstrate knowledge of the role and practice of literary discourse.
- Assess the role of grammar in the IsiZulu language education curriculum.
- Demonstrate an understanding of the importance of teaching listening, speaking, reading, writing and critical thinking skills.
- Analyse and interpret language and media content in the communication process.
- Design creative and innovative materials for IsiZulu language lessons.
- Demonstrate knowledge of effective ways of assessing IsiZulu language education

**Method of delivery: Full****Assessment modes:**

Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations, and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

The 'Content for Languages in Education' program includes three core modules, a research project, and an option to choose between English Language Education (Code: 3EL800) or IsiZulu Language Education (Code: 3IL800).

## **FED.11.5. B. Ed Honours in Economics Management Sciences Education**

### **FED.11.5.1. NATURE AND AIMS**

This qualification is to prepare students for research-based postgraduate studies in the field of Economic and Management Sciences Education in school district context. It serves to consolidate and deepen the student's knowledge of Economic and Management Sciences Education in Schools, to develop research capacity and techniques in this field and write a research report under supervision. The qualification demands a high level of theoretical engagement and intellectual independence in the field of Economic and Management Sciences Education.

### **FED.11.5.2. DURATION OF STUDIES**

The minimum duration of the study is one (1) year.

### **FED.11.5.3. METHOD OF DELIVERY**

This qualification can be taken full-time with contact sessions on the **KwaDlangezwa campus** and **online/e-learning (Moodle: Learning Management System)**.

### **FED.11.5.4. ADMISSION REQUIREMENTS**

To be admitted in the B. Ed Honours in Economic and Management Sciences Education a potential student should possess: a four-year professional teaching degree **or** an appropriate Bachelor's degree and a recognised professional teaching qualification **or** a four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Economic and Management Sciences. module: Curriculum Development, Nature and Scope of

Economic and Management Sciences Education, Educational Management and Leadership, Research Methods in Education, Research Project in Economic and Management Sciences. It is also important that the applicant should have had obtained 65% module average percentage in the previous qualification. Students **must choose ONE of the following modules as an elective:** Accounting Education, Business Studies Education, and Economics Education.

**Note: Full time students:** All modules may be completed in the same year.

#### **FED.11.5.5. AWARD OF HONOURS DEGREE**

The Bachelor of Education Honours in Economic and Management Sciences Education will be awarded to students who have completed all the prescribed module

<b>Module code 3SN800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title: Nature and Scope of Economic and Management Sciences Education</b>			
<b>Content:</b> The Interrelation Between the Philosophy and Sociology of Economic and Management Sciences Education, The History of Economic and Management Sciences Education as a basis for philosophical, sociological and epistemological reasoning, The role philosophy, psychology and principles in the Teaching of Economic and Management Sciences Education, The Nature of and current knowledge in Economic and Management Sciences Education			
<b>Module outcomes:</b>			
On completion of the module a student should be able to:			
<ul style="list-style-type: none"> <li>• Demonstrate a deep understanding of the relationship between Philosophy and Sociology of Economic and Management Sciences Education.</li> <li>• Demonstrate an understanding of implications of the Nature of Economic and Management Science Education, its History, Philosophy, Sociology and Epistemology for Teaching and Learning.</li> <li>• Apply History, Philosophy, Psychology, and principles to the Teaching of Economic and Management Science Education.</li> <li>• Demonstrate an understanding of current knowledge and influence in Economic and Management Science Education learning based on theoretical and empirical, philosophical and psychological reasoning.</li> </ul>			
<b>Method of delivery:</b> Full time			
<b>Assessment modes:</b> Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).			
<b>Module code:3RP805</b>	<b>Year Module</b>	<b>Credits: 30</b>	<b>NQF level: 8</b>
<b>Title: Research Project in Economic and Management Sciences Education</b>			
<b>Content:</b> Research proposal and ethical clearance. Research project, supervised in the form of a dissertation of limited scope. Research report: Academic writing; Structure of a thesis/dissertation.			
<b>Method of delivery:</b> Full Time			
<b>Module outcomes:</b>			
On completion of this module a student should be able to:			
<ul style="list-style-type: none"> <li>• Implement a research process plan.</li> <li>• Compile a research proposal for a study of limited scope.</li> <li>• Apply for ethical clearance.</li> <li>• Demonstrate mastery of theory, concepts and research design and methodology pertaining to research in education.</li> <li>• Conduct a research project of limited scope.</li> </ul>			

- Communicate/compile a research study in terms of the basic research report structure i.e. Introduction; rationale for the research, literature review: theoretical framework/conceptual framework, statement of problem, research questions, research design and methodology, results/findings, recommendations and References.
- Develop research writing competencies by writing a research report of limited scope.

**Assessment modes:** Two written assessments composing drafts of literature review and methodology section; final research report which is externally moderated.

<b>Module code: 3SA800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
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**Title: Accounting Education**

**Content:** Learning Theories and Teaching Strategies in Accounting Education, Curriculum implementation in Accounting Education, Assessment in Accounting Education, Current trends and issues in Accounting Education.

**Module outcomes:**

On completion of the module a student should be able to:

Evaluate and critique theories of learning and teaching strategies in Accounting Education

Evaluate and critique the implementation of Accounting Education curricula within different contexts

Critically analyse and evaluate assessment practices in local and international contexts

Critically engage with current trends and issues in Accounting Education

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

<b>Module code: 3SB800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
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**Title: Business Studies Education**

**Content:** Learning Theories and Teaching Strategies in Business Studies Education, Curriculum implementation in Business Studies Education, Assessment in Business Studies Current trends and issues in Business Studies Education

**Module outcomes:**

On completion of the module the student should be able to:

Evaluate and critique theories of learning and teaching strategies in Business Studies Education

Evaluate and critique the implementation of Business Studies Education curricula within different contexts

Critically analyse and evaluate assessment practices in local and international contexts

Critically engage with current trends and issues in Business Studies Education

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments,

case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

<b>Module code:3EE800</b>	<b>Year Module</b>	<b>Credits:18</b>	<b>NQF level:8</b>
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**Title: Economics Education**

**Content:** Learning Theories and Teaching Strategies in Economics Education, Curriculum implementation in Economics Education, Assessment in Economics Education, Current trends and issues in Economics Education

**Module outcomes:**

On completion of the module the student should be able to:

- Evaluate and critique theories of learning and teaching

strategies in Economics Education Studies

- Evaluate and critique the implementation of Economics Education curricula within different contexts

- Critically analyse and evaluate assessment practices in local and international contexts

- Critically engage with current trends and issues in Economics Education

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

Content for Curriculum Development Code: 3CC800, Educational Management and Leadership code: 3ML800, and Research Methodology in Education code: 3RM800 Refer to FED. 11.2. and FED. 11.

## **FED.11.6. Bachelor of Education Honours in Science Education**

To facilitate this Honours program, the modules have been organized to represent subjects within Mathematics, Science, and Technology Education. Students are required to complete five compulsory modules and can choose one elective from the following options: Life Science Education, Physical Sciences Education, Mathematics Education, Technology Education, or Information and Communication Technology (ICT) Education

### **FED.11.6.1. NATURE AND AIMS**

This qualification is to prepare students for research-based postgraduate studies in the field of science education in the school and school district context. It serves to consolidate and deepen a student's knowledge of science school, to develop research capacity in the methodology and techniques in this field and write a research report under supervision. The qualification demands a high level of theoretical engagement and intellectual independence in the field Bachelor of Education Honours in Science Education.

### **FED.11.6.2. DURATION OF STUDIES**

The minimum duration of the study is one (1) year.

### **FED.11.6.3. METHOD OF DELIVERY**

Full Time Offering - as per standard practice: The minimum duration of the study is one (1) year, on the Kwa-Dlangezwa campus and online/e-learning (Moodle: Learning Management System).

### **FED.11.6.4. ADMISSION REQUIREMENTS**

To gain admission in the Bachelor of Education Honours in Science Education, potential student should possess: a four-year professional teaching degree or an appropriate bachelor's degree and a recognised professional teaching qualification or a four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of science education.

This qualification consists of modules that have been developed and grouped in a way such that the modules represent Science Education in other words STEM subjects. Students are required to complete five compulsory modules and can choose one elective from the following options: Life Science Education, Physical Sciences Education, Mathematics Education, Technology Education, or Information and Communication Technology (ICT) Education.

**Note: Full time students:**

All modules may be completed in the same year

<b>Module code: 3SC800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title: Current thinking in Mathematics, Science and Technology Education</b>			
<b>Content:</b> This module focuses on developing a comprehensive understanding of current trends and issues in Mathematics, Science, and Technology Education. It emphasizes the impact of these fields on society and the environment and explores the role of Indigenous Knowledge Systems in education. Students will critically engage with contemporary thinking and challenges in these areas.			
<b>Module outcomes:</b>			
On completion of the module a student should be able to:			
<ul style="list-style-type: none"> <li>• Demonstrate an understanding of current trends and thinking in Mathematics, Science and Technology Education.</li> <li>• Demonstrate an understanding of the impact of Mathematics, Science and Technology on society and the environment.</li> <li>• Demonstrate an understanding of the role of Indigenous Knowledge Systems in Mathematics, Science and Technology Education.</li> <li>• Critically engage with current trends and issues in Mathematics, Science</li> </ul>			

and Technology Education.			
<b>Method of delivery: Full time</b>			
<b>Assessment modes:</b> Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).			
<b>Module code: 3SF800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQFL: 8</b>
<b>Title: The History, Philosophy and Nature of Science</b>			
<b>Content:</b> This module explores the intricate connections between the Philosophy and Sociology of Science, focusing on how these disciplines influence science teaching and learning. Students will gain a deep understanding of the Nature of Science, including its history, philosophy, psychology, sociology, and epistemology. The module also emphasizes applying these principles to science education and examines the role of beliefs and scientific knowledge in shaping science learning through theoretical, empirical, philosophical, and psychological perspectives.			
<b>Module outcomes:</b>			
On completion of the module a student should be able to:			
<ul style="list-style-type: none"> <li>• Demonstrate a deep understanding of the relationship between Philosophy and Sociology of Science.</li> <li>• Demonstrate an understanding of implications of the Nature of Science, its History, Psychology, Philosophy, Sociology and Epistemology for science Teaching and Learning.</li> <li>• Apply History, Philosophy, Psychology, Sociology of Science principles to the Teaching of Science</li> <li>• Demonstrate an understanding of beliefs and science knowledge and their influence in science learning based on theoretical and empirical, philosophical and psychological reasoning</li> </ul>			
<b>Method of delivery: Full Time</b>			
<b>Assessment modes:</b> Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).			
<b>Module code: 3SD800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title: Curriculum development in Maths, Science &amp; Technology Education</b>			
<b>Content:</b> This module covers key principles and approaches to curriculum development, focusing on the design and evaluation processes. Students will learn to adapt curriculum components within micro-level curriculum development and critically evaluate curriculum designs in their area of specialisation. Additionally, the module includes a comparative analysis of international and national models and trends in curriculum development.			

**Module outcomes:**

On completion of the module a student should be able to:

- Demonstrate knowledge and understanding of various principles and approaches to curriculum development
- Demonstrate understanding of curriculum design with its various components and be able to adapt it within micro curriculum development
- Demonstrate knowledge and understanding of curriculum evaluation as a process
- Critically evaluate curriculum design within an area of specialisation
- Compare and contrast International and national models and trends in curriculum development

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

**Module code:** 3RM800

**Year Module**

**Credits: 18**

**NQFL: 8**

**Title:** Research Methodology in Education

**Content:** Foundations of Research (Introduction; Principals, Paradigms; Conceptual/ Theoretical frameworks; Methods in Educational Research; Ethics in Research). Quantitative Research (Introduction to Quantitative Research, Study Designs, Methods, Data analysis and interpretation). Qualitative Research (Introduction to Qualitative Research, Study Designs, Methods, Data analysis and interpretation). Mixed Methods Research (Introduction to Mixed Methods Research, Study Designs, Methods, Data analysis and interpretation). Planning or designing of Educational Research: Steps in the planning of research; Guidelines for writing research proposal; The research process (Literature Review, Theoretical/conceptual frameworks, and Conducting Fieldwork); Guidelines for the application of ethical clearance. Research report: Academic writing; Structure of a thesis/dissertation.

**Module outcomes:**

On completion of this module a student should be able to:

- Demonstrate knowledge and understanding of the principles, paradigms, conceptual/theoretical framework, and methods in educational research.
- Differentiate between quantitative and qualitative research data collections, data analysis and interpretation of results/findings.
- Debate the advantages and disadvantages of quantitative and qualitative data analysis.
- Formulate a research topic, research aims and questions/hypotheses, and research design, data collection methods and data analysis.
- Develop a research process plan.

<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of ethics in research.</li> <li>• Appreciate the application of research-based methods and strategies in education.</li> </ul>
<b>Method of delivery:</b> Full Time
<b>Assessment modes:</b> Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).
<b>Module code:</b> 3SR800 <b>YEAR MODUL</b> <b>Credits:</b> 30 <b>NQF level:</b> 8
<b>Title:</b> Research Project in Education
<b>Content:</b> This module focuses on guiding students through the research process, from planning and to applying for ethical clearance. It covers essential theories, concepts, and methodologies in educational research. Students will conduct a research project of limited scope and develop their research writing skills by compiling a structured research report, including all key components such as the introduction, literature review, methodology, findings, and recommendations.
<b>Method of delivery:</b> Full Time
<b>Module outcomes:</b> On completion of this module a student should be able to: Implement a research process plan. <ul style="list-style-type: none"> <li>• Compile a research proposal for a study of limited scope.</li> <li>• Apply for ethical clearance.</li> <li>• Demonstrate mastery of theory, concepts and research design and methodology pertaining to research in education.</li> <li>• Conduct a research project of limited scope.</li> <li>• Communicate/compile a research study in terms of the basic research report structure i.e. Introduction; rationale for the research, literature review: theoretical framework/conceptual framework, statement of problem, research questions, research design and methodology, results/findings, recommendations and References.</li> <li>• Develop research writing competencies by writing a research report of limited scope.</li> </ul>

<b>Assessment modes:</b> Students will be expected to do presentation based on their research project and submit a final research report which is externally moderated at the end of the year.			
<b>Module code: 3SL800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title:</b> Life Science Education			
<b>Content:</b> This module centres on evaluating and critiquing theories of learning and teaching strategies specific to Life Sciences Education. It includes analysing the implementation of Life Sciences curricula in various contexts and assessing educational practices both locally and internationally. Additionally, students will engage with and critically examine current trends and issues in Life Sciences Education.			
<b>Module outcomes:</b>			
On completion of the module a student should be able to:			
Evaluate and critique theories of learning and teaching strategies in Life Sciences Education			
Evaluate and critique the implementation of Life Sciences Education curricula within different contexts			
Critically analyse and evaluate assessment in local and international contexts			
Critically engage with current trends and issues in Life Sciences Education			
<b>Method of delivery:</b> Full Time			
<b>Assessment modes:</b> Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).			
<b>Module code: 3SP800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title:</b> Physical Sciences Education			
<b>Content:</b> This module focuses on evaluating and critiquing theories of learning and teaching strategies in Physical Science Education. It also involves assessing the implementation of Physical Science curricula in various contexts, analysing assessment practices both locally and internationally, and engaging with current trends and issues in Physical			

Science Education.			
<b>Module code: 3SM800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title:</b> Mathematics Education			
<p><b>Content:</b> This module centres on evaluating and critiquing theories of learning and teaching strategies specific to Mathematics Education. It includes analysing the implementation of Mathematics curricula in various contexts and assessing educational practices both locally and internationally. Additionally, students will engage with and critically examine current trends and issues in Mathematics Education.</p>			
<p><b>Module outcomes:</b></p> <p>On completion of the module a student should be able to:</p> <ul style="list-style-type: none"> <li>• Evaluate and critique theories of learning and teaching strategies in Mathematics Education</li> <li>• Evaluate and critique the implementation of Mathematics Education curricula within different contexts</li> <li>• Critically analyse and evaluate assessment practices in local and international contexts</li> <li>• Critically engage with current trends and issues in Mathematics Education</li> </ul>			
<b>Method of delivery:</b> Full Time			
<p><b>Assessment modes:</b> Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).</p>			
<b>Module code: 3SI800</b>	<b>Year Module</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title:</b> Information Communication Technology Education (ICT)			

**Content:** This module focuses on evaluating and critiquing theories of learning and teaching strategies in Information Communication Technology Education (ICT). It also involves assessing the implementation of Information Communication Technology Education (ICT) curricula in various contexts, analysing assessment practices both locally and internationally, and engaging with current trends and issues in Information Communication Technology Education (ICT).

**Module outcomes:**

On completion of the module the student should be able to:

- Evaluate and critique theories of learning and teaching strategies in ICT Education
- Evaluate and critique the implementation of ICT Education curricula within different contexts
- Critically analyse and evaluate assessment in local and international contexts
- Critically engage with current trends and issues in ICT Education

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

**Module code:**

**3ST800**

**Year Module**

**Credits: 18**

**NQF level: 8**

**Title:** Technology Education

**Content:** This module focuses on evaluating and critiquing theories of learning and teaching strategies in Technology Education. It also involves

assessing the implementation of Technology Education curricula in various contexts, analysing assessment practices both locally and internationally, and engaging with current trends and issues in Technology Education.

**Module outcomes:**

On completion of the module the student should be able to:

- Evaluate and critique theories of learning and teaching strategies in Technology Education
- Evaluate and critique the implementation of Technology Education curricula within different contexts
- Critically analyse and evaluate assessment in local and international contexts

Critically engage with current trends and issues in Technology Education

**Method of delivery:** Full Time

**Assessment modes:** Continuous formative assessment through tests, assignments, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

## **FED.11.7. Honours In Inclusive Education**

### **FED 11.7.1. NATURE AND AIMS**

This qualification is to prepare students for research-based postgraduate studies in the field of Inclusive Education. It serves to consolidate and deepen the student's knowledge of Inclusive Education in Schools, to develop research capacity and techniques in this field and write a research report under supervision. The qualification demands a high level of theoretical engagement and intellectual independence in the field of Inclusive Education.

### **FED 11.7.2. DURATION OF STUDIES**

The minimum duration of the study is one (1) year.

### **FED 11.7.3. METHOD OF DELIVERY**

This qualification can be taken full-time with contact sessions on the **KwaDlangezwa campus** and **online/e-learning (Moodle: Learning Management System)**.

### **FED 11.7.4. ADMISSION REQUIREMENTS**

To be admitted in the B. Ed Honours in Inclusive Education a potential student should possess: a four-year professional teaching degree **or** an appropriate Bachelor's degree and a recognised professional teaching qualification **or** a four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Inclusive Education.

This qualification consists of modules that have been developed and grouped in a way such that the modules represent Inclusive Education. Students are required to complete all the following six

compulsory modules: Inclusive Education Special Education, Educational Psychology, Assessment in Inclusive and Special Education; Research Methods in Education, Research Project in Inclusive and Special Education.

It is also important that the applicant should have had obtained 65% module average percentage in the previous qualification.

**Note: Full time students:** All modules may be completed in the same year. Students are not allowed to migrate from being part time to full time or vice versa

#### **FED 11.7.5. Award of honours degree**

The students are required to register and complete the following five (5) compulsory. The Bachelor of Education Honours in Inclusive Education will be awarded to students who have completed all the prescribed module.

**FED 11.7.6. MODULE LIST WITH SAQA credits and NQF Level**

**MODULE CONTENT AND OUTCOMES**

<b>MODULE CODE:</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title:</b> Inclusive Education			
<b>Purpose:</b> To equip students with knowledge, skills and values relevant to an inclusive education and training system.			
<b>Content:</b> Introduction; Historical Perspective of Inclusive Education; Changing paradigms; Inclusive education – the South African context; Policies and legislation to support inclusion; Building an Inclusive School (Social, Educational, and Physical Inclusion); Principles of Inclusive Education.			
<b>Module outcomes:</b>			
On completion of the module a student should be able to:			
<ul style="list-style-type: none"> <li>• demonstrate an understanding of theory, concepts and methods pertaining to inclusive education.</li> <li>• respect diversity by implementing relevant practices and policies in inclusive education.</li> <li>• critically analyse barriers to learning for individual learners.</li> <li>• apply diagnostic and creative skills to overcome a range of barriers to learning.</li> <li>• apply principles of inclusive education to the South African classroom.</li> <li>• discuss and critically evaluate current issues related to inclusive education.</li> </ul>			
<b>Method of delivery: Full Time</b>			
<b>Assessment modes:</b> Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).			
<b>MODULE CODE: 3SE800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title:</b> Special Education			
<b>PURPOSE:</b> To deepen students' knowledge and understanding of teaching learners with learning, behavioural and developmental problems.			
<b>Content:</b> Special education; Students with Low-Incidence Disabilities; Students with High-Incidence Disabilities; Students with Other Special Learning Needs; A Process of Delivering Special Education and Related Services; Adapting the Learning Environment; Adapting Lesson Plans; Adapting Teaching Techniques; Adapting the Format of Content; Adapting Assessment, Evaluation, and Grading; Concessions.			
<b>Module outcomes:</b>			
On completion of the module a student should be able to:			
<ul style="list-style-type: none"> <li>• Identify learners with special needs.</li> <li>• Show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential.</li> <li>• Demonstrate knowledge of strategies for integrating students with special needs</li> </ul>			

into the regular classroom

- Choose teaching approaches supported by research, best practices, expert opinion, and students' learning needs.
- Develop instructional programmes for learners with challenges related to areas of language, mathematics, and content subjects.
- Demonstrate knowledge of the educational needs of physically, mentally, and emotionally challenged learners and meet their learning needs.
- Assess how the use of effective classroom materials and instructional methods benefit students with special needs.

**Method of delivery: Full Time**

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

<b>MODULE CODE: 3EP800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
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**Title:** Educational Psychology

**Purpose:** To equip students with advanced knowledge of educational psychology that enable them to apply the core principles of learning and behaviour management to classroom practice.

**Content:** Introduction to Educational Psychology; Theories of Childhood and Adolescent Development; Learner differences and learning needs; Learning theories; Motivation in teaching and learning; Creating learning environments; Teaching every learner; Diversity and Multicultural Issues; Gender-fair instruction; Family systems and home-school partnerships.

**Module outcomes:**

On completion of the module a student should be able to:

- Demonstrate knowledge of the learner's physical, cognitive, emotional and social, and cultural development.
- Demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, and socio-cultural developmental is the basis of effective teaching.
- Distinguish learners' learning styles and provide the necessary support they need.
- Propose motivation strategies that promote all learners to self-actualise.
- Evaluate whether teaching instructions and home-school partnerships are inclusive.
- Demonstrate strategies for integrating students with special needs into the regular classroom.
- Engage in careful analysis, reflection, and problem-solving in all aspects of teaching and learning.

**Method of delivery: Full Time**

**Assessment modes:** Continuous formative assessment through tests, assignments,

case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

<b>3RM800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
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**Title: Research Methods in Education**

**Purpose:** To prepare students for research-based postgraduate studies that deepen and consolidate students' knowledge and understanding of relevant qualitative and quantitative research methodology in the field of education.

**Content:** Foundations of Research: Introduction; Principles, Paradigms; Conceptual/Theoretical frameworks; Methods in Educational Research; Ethics in Research. Quantitative Research: Introduction to Quantitative Research, Study Designs, Methods, Data analysis and interpretation. Qualitative Research: Introduction to Qualitative Research, Study Designs, Methods, Data analysis and interpretation. Differences between Quantitative and Qualitative Research Approaches. Mixed Methods Research: Introduction to Mixed Methods Research, Study Designs, Methods, Data analysis and interpretation. Reliability and Validity: Types of Reliability and Validity in Quantitative research. Assessing Reliability and Validity in Qualitative research. Planning or designing of Educational Research: Steps in the planning of research; Guidelines for writing research proposal; The research process (Literature Review, Theoretical/ conceptual frameworks, and Conducting Fieldwork); Guidelines for the application of ethical clearance. Sampling Theory: Definition of sampling; Terminology used in Sampling (e.g. sample, population, etc.); Types of Sampling (Probability vs Non-probability Sampling Methods).

**Module outcomes:**

On completion of the module a student should be able to:

- Demonstrate knowledge and understanding of the principles, paradigms, conceptual/theoretical framework, and methods in educational research.
- Differentiate between quantitative and qualitative research data collections, data analysis and interpretation of results/findings.
- Debate the advantages and disadvantages of quantitative and qualitative data analysis.
- Formulate a research topic, research aims and questions/hypotheses, and research design, data collection methods and data analysis.
- Develop a research process plan.
- Demonstrate knowledge and understanding of ethics in research.
- Appreciate the application of research-based methods and strategies in education.

**Method of delivery: Full Time**

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

<b>MODULE CODE: 3RP803</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
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**Title: Research Project in Education**

<b>Purpose:</b> To develop students' ability to design an independent research project and write a report about the study.			
<b>Content:</b> Research project, Supervisor-supervisee relationships; Research proposal and ethical clearance; Structure of a thesis/dissertation; Title identification; Research report; Literature Review; Academic writing; Problem/purpose statement and questions; Analytic strategies; Arguments in a project; Presenting data; Findings/conclusions.			
<b>Module outcomes:</b> On completion of the module a student should be able to: <ul style="list-style-type: none"> <li>• construct a research title.</li> <li>• develop a research proposal that has acceptable methodology and techniques.</li> <li>• write a complete independent research report or project in education.</li> <li>• show sequence and logic of research problem, formulation of research questions/aim/objectives of the study, review of related literature.</li> <li>• demonstrate mastery of theory, concepts and research design and methodology pertaining to research in education</li> <li>• evaluate research publications and document scientific evidence.</li> <li>• present both the theoretical and empirical analysis of data sets.</li> </ul>			
<b>Method of delivery: Full Time</b>			
<b>Assessment modes:</b> Submission of a complete research project on 30 September.			
3IE 800	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title:</b> Inclusive Education			
<b>Purpose:</b> To equip students with knowledge, skills and values relevant to an inclusive education and training system.			
<b>Content:</b> Introduction; Historical Perspective of Inclusive Education; Changing paradigms; Inclusive education – the South African context; Policies and legislation to support inclusion; Building an Inclusive School (Social, Educational, and Physical Inclusion); Principles of Inclusive Education.			
<b>Module outcomes:</b> On completion of the module a student should be able to: <ul style="list-style-type: none"> <li>• demonstrate an understanding of theory, concepts and methods pertaining to inclusive education.</li> <li>• respect diversity by implementing relevant practices and policies in inclusive education.</li> <li>• critically analyse barriers to learning for individual learners.</li> <li>• apply diagnostic and creative skills to overcome a range of barriers to learning.</li> <li>• apply principles of inclusive education to the South African classroom.</li> <li>• discuss and critically evaluate current issues related to inclusive education.</li> </ul>			
<b>Method of delivery: Full Time</b>			
<b>Assessment modes:</b> Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).			
<b>MODULE CODE: 3SE800</b>	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>

<b>Title:</b> Special Education			
<b>PURPOSE:</b> To deepen students' knowledge and understanding of teaching learners with learning, behavioural and developmental problems.			
<b>Content:</b> Special education; Students with Low-Incidence Disabilities; Students with High-Incidence Disabilities; Students with Other Special Learning Needs; A Process of Delivering Special Education and Related Services; Adapting the Learning Environment; Adapting Lesson Plans; Adapting Teaching Techniques; Adapting the Format of Content; Adapting Assessment, Evaluation, and Grading; Concessions.			
<b>Module outcomes:</b> On completion of the module a student should be able to: <ul style="list-style-type: none"> <li>• Identify learners with special needs.</li> <li>• Show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential.</li> <li>• Demonstrate knowledge of strategies for integrating students with special needs into the regular classroom</li> <li>• Choose teaching approaches supported by research, best practices, expert opinion, and students' learning needs.</li> <li>• Develop instructional programmes for learners with challenges related to areas of language, mathematics, and content subjects.</li> <li>• Demonstrate knowledge of the educational needs of physically, mentally, and emotionally challenged learners and meet their learning needs.</li> <li>• Assess how the use of effective classroom materials and instructional methods benefit students with special needs.</li> </ul>			
<b>Method of delivery:</b> Full Time			
<b>Assessment modes:</b> Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).			
3EP800	<b>YEAR MODULE</b>	<b>Credits: 18</b>	<b>NQF level: 8</b>
<b>Title:</b> Educational Psychology			
<b>Purpose:</b> To equip students with advanced knowledge of educational psychology that enable them to apply the core principles of learning and behaviour management to classroom practice.			
<b>Content:</b> Introduction to Educational Psychology; Theories of Childhood and Adolescent Development; Learner differences and learning needs; Learning theories; Motivation in teaching and learning; Creating learning environments; Teaching every learner; Diversity and Multicultural Issues; Gender-fair instruction; Family systems and home–school partnerships.			

**Module outcomes:**

On completion of the module a student should be able to:

- Demonstrate knowledge of the learner's physical, cognitive, emotional and social, and cultural development.
- Demonstrate an understanding that knowledge of the learner's physical, cognitive, emotional, and socio-cultural developmental is the basis of effective teaching.
- Distinguish learners' learning styles and provide the necessary support they need.
- Propose motivation strategies that promote all learners to self-actualise.
- Evaluate whether teaching instructions and home-school partnerships are inclusive.
- Demonstrate strategies for integrating students with special needs into the regular classroom.
- Engage in careful analysis, reflection, and problem-solving in all aspects of teaching and learning.

**Method of delivery: Full Time**

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

**3RM800****YEAR MODULE****Credits: 18****NQF level: 8****Title: Research Methods in Education**

**Purpose:** To prepare students for research-based postgraduate studies that deepen and consolidate students' knowledge and understanding of relevant qualitative and quantitative research methodology in the field of education.

**Content:** Foundations of Research: Introduction; Principles, Paradigms; Conceptual/ Theoretical frameworks; Methods in Educational Research; Ethics in Research. Quantitative Research: Introduction to Quantitative Research, Study Designs, Methods, Data analysis and interpretation. Qualitative Research: Introduction to Qualitative Research, Study Designs, Methods, Data analysis and interpretation. Differences between Quantitative and Qualitative Research Approaches. Mixed Methods Research: Introduction to Mixed Methods Research, Study Designs, Methods, Data analysis and interpretation. Reliability and Validity: Types of Reliability and Validity in Quantitative research. Assessing Reliability and Validity in Qualitative research. Planning or designing of Educational Research: Steps in the planning of research; Guidelines for writing research proposal; The research process (Literature Review, Theoretical/ conceptual frameworks, and Conducting Fieldwork); Guidelines for the application of ethical clearance. Sampling Theory: Definition of sampling; Terminology used in Sampling (e.g. sample, population, etc.); Types of Sampling (Probability vs Non-probability Sampling Methods).

**Module outcomes:**

On completion of the module a student should be able to:

- Demonstrate knowledge and understanding of the principles, paradigms, conceptual/theoretical framework, and methods in educational research.
- Differentiate between quantitative and qualitative research data collections, data analysis and interpretation of results/findings.
- Debate the advantages and disadvantages of quantitative and qualitative data analysis.
- Formulate a research topic, research aims and questions/hypotheses, and research design, data collection methods and data analysis.
- Develop a research process plan.
- Demonstrate knowledge and understanding of ethics in research.
- Appreciate the application of research-based methods and strategies in education.

**Method of delivery: Full and Part Time**

**Assessment modes:** Continuous formative assessment through tests, assignments, case studies, seminar attendance and participation, research paper presentations and summative assessment through externally moderated final examination (compulsory one 3-hour paper).

**3RP803****YEAR MODULE****Credits: 18****NQF level: 8****Title: Research Project in Education**

**Purpose:** To develop students' ability to design an independent research project and write a report about the study.

**Content:** Research project, Supervisor-supervisee relationships; Research proposal and ethical clearance; Structure of a thesis/dissertation; Title identification; Research report; Literature Review; Academic writing; Problem/purpose statement and questions; Analytic strategies; Arguments in a project; Presenting data; Findings/conclusions.

**Module outcomes:** On completion of the module a student should be able to:

- construct a research title.
- develop a research proposal that has acceptable methodology and techniques.
- write a complete independent research report or project in education.
- show sequence and logic of research problem, formulation of research questions/aim/objectives of the study, review of related literature.
- demonstrate mastery of theory, concepts and research design and methodology pertaining to research in education
- evaluate research publications and document scientific evidence.
- present both the theoretical and empirical analysis of data sets.

**Method of delivery: Full Time**

**Assessment modes:** Submission of a complete research project on 30 September.

## FED 12. MASTER OF EDUCATION PROGRAMMES

### FED 12.1. MASTER'S DEGREES – 180 CREDITS

<b>MASTER'S DEGREES – HEQSf Aligned</b>				
<b>Qualification and Specialisation</b>	<b>Ministerial Module code (PRIOR TO 2019)</b>	<b>HEQSf Aligned Module code (2019 AND AFTER)</b>	<b>Campus</b>	<b>NQFL</b>
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
MASTER OF EDUCATION IN SCIENCE EDUCATION	N/A	3MED11	Main	9

**FED.11.2. MODULE LIST FOR MASTERS PROGRAMMES – 180 CREDITS**

<b>Ministerial Module code (PRIOR TO 2019)</b>	<b>HEQSF Aligned Module code (2019 AND AFTER)</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>
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 12.2. CURRICULUM FOR MASTER PROGRAMME**

### **MASTER OF EDUCATION IN RESEARCH METHODOLOGY (CW)**

**QUALIFICATION CODE: 3MED02 (OLD CODE: EMED02)**

**CAMPUS KWADLANGEZWA.**

**DELIVERY MODE: FULL TIME**

An applicant may be admitted to Masters programme if he/she is in possession of B. Ed Honours, and also should have passed a paper on Research Methodology. Duration of the course extends over two years: one full-time academic year plus a year for completion of a dissertation.

This is an applied master's degree in research. The degree equips students with advanced knowledge/research methodology required to do independent work at doctoral level. To ensure continuity in the direction of study, the candidate for the M.Ed. (Research Methodology) degree must choose topics to investigate for paper 4 (Article for publication) and paper 5 (mini dissertation) from the field in which he or she obtained an honours degree or its equivalent with a focus on methodological issues.

Each unit in the programme constitutes 100%. The degree M.Ed. (Research Methodology) will be awarded after all the modules and dissertation have been passed.

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 12.2.1. MASTER OF EDUCATION IN EDUCATION PSYCHOLOGY (CW)

**Qualification Code: 3MED03 (Old Code: EMED03)**

**CAMPUS: KwaDlangezwa**

**DELIVERY MODE: FULLTIME**

The M.Ed. (Psych) degree is an applied course of study leading towards registration with the Professional Board for Psychology of the Health Professional Council of South Africa (HPCSA) as an Educational Psychologist. Duration of the course; the course extends over two years: One full time academic year plus an internship of twelve months.

#### **Admission requirements**

In terms of the Programme requirements, you need to have Psychology I, II and III at undergraduate degree and in addition have honours psychology (NQF level 8 or equivalent). A Teacher Qualification is an added advantage but not necessarily a prerequisite. The minimum average aggregate pass requirement at honours is 65%, subject to meeting all other requirements.

#### **Course Requirement**

When admitted to the course the candidate 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. Examinations shall be conducted at the end of the first year by means of written papers, oral examination and a mini dissertation. A high standard is required, and failure to obtain at least 50% in each of the written papers, and the oral examination at the end of the first year, will prevent a student from proceeding to the second year of study (internship). The degree is conferred only after the successful completion of all the components of the course, namely the theoretical component, the practical component, a mini dissertation and internship. No exemptions shall be granted to the student, on the requirements for M.Ed. (Psych) degree as a consequence of previously acquired qualifications.

<b>Coursework and Mini Dissertation</b>					
<b>Ministerial Module code (PRIOR TO 2019)</b>	<b>HEQSF Aligned Module code (2019 AND AFTER)</b>	<b>Module Name</b>	<b>Core /Elective</b>	<b>NQFL</b>	<b>Cr</b>
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	C	9	12
EPP706	3PP706	Professional Practice	C	9	12
ETP703	3TP703	Therapeutic Intervention	C	9	12
<b>Total credits</b>					<b>180</b>

### FED 12.3. MODULE CONTENT AND OUTCOMES FOR MASTERS COURSEWORK

<b>Module code: 3AP704</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Article for publication3		
<b>Content:</b> 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.		
<b>Module outcomes:</b> 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.		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> 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.		
<b>Module code: 3CA701</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Childhood and adolescence problem		
<b>Content:</b> Developmental psychology; physiological psychology; personality psychology; cognitive psychology; education support services; sports and community psychology; in- service training.		
<b>Module outcomes:</b> 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		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This modules is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment: examinations.		
<b>Module code: 3CA703</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Computer Applications		
<b>Content:</b> 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).		
<b>Module outcomes:</b> 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:** Full Time

**Assessment modes:** This module 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.

<b>Module code: 3DM705</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
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**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:** Full Time

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

<b>Module code: 3MD705</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
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**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:** Full Time

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

<b>Module code: 3EP700</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
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**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.		
<b>Module outcomes:</b> 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		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by:-		
<b>Module code: 3OE704</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Oral examinations		
<b>Content:</b> Application of psychological assessment ad psychotherapeutic skills on children and adults		
<b>Module outcomes:</b> 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.		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module 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		
<b>Module code: 3PA702</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Psychological assessment		
<b>Content:</b> Psychometric testing and psychological assessment; consultation to and/or referrals to other specialists/experts, writing of a clinical/psychological report.		
<b>Module outcomes:</b> 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		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment:		

examinations.		
<b>Module code: 3PP706</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Professional practice		
<b>Content:</b> 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.		
<b>Module outcomes:</b> By the end of the module, students should be equipped with: - A solid framework in the professional practices and ethical 50 behaviour expected of them in all applicable situations. The participants will understand 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		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> This module is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment: examinations.		
<b>Module code: 3RM702</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Research Methods		
<b>Content:</b> 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.		
<b>Module outcomes:</b> 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.		
<b>Method of delivery:</b> Full Time		
<b>Assessment modes:</b> 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.		
<b>Module code: 3TC701</b>	<b>YEAR MODULE</b>	<b>NQF level: 9</b>
<b>Title:</b> Test Construction theory and Project Management Skills		
<b>Content:</b> Principles of test construction/development. How to work out validity		

<p>and reliability of an instrument. Standardization process of an instrument. Selection between standardized and non -standardized instruments. Variables and measurement: levels/scales of measurement.</p>		
<p><b>Module outcomes:</b> 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.</p>		
<p><b>Method of delivery:</b> Full Time</p>		
<p><b>Assessment modes:</b> 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.</p>		
<p><b>Module code: 3TP703</b>      <b>YEAR MODULE</b>      <b>NQF level: 9</b></p>		
<p><b>Title:</b> Therapeutic intervention procedures</p>		
<p><b>Content:</b> 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.</p>		
<p><b>Module outcomes:</b> 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 understand 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.</p>		
<p><b>Method of delivery:</b> Full Time</p>		
<p><b>Assessment modes:</b> This module is assessed by:- formative assessments: assignments, tests, practical work, oral examinations summative assessment: examinations</p>		

**FED 12.4. 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.

**FED 12.4.1. MASTER OF EDUCATION IN EDUCATIONAL PSYCHOLOGY****Qualification Code: 3MED01 (Old: EMED01)****CAMPUS: KwaDlangezwa.****DELIVERY MODE: FULL TIME**

<b>By Dissertation</b>				
Ministerial Module code (PRIOR TO 2019)	HEQSF Aligned Module code (2019 AND AFTER)	Module Name	NQFL	Cr
EED700	3EP700	Master's Dissertation in Educational Psychology	9	180
<b>Total credits</b>				<b>180</b>

**FED 12.4.2. MASTER OF EDUCATION IN CURRICUM & IS****Qualification Code: 3MED21 (Old: EMED21)****CAMPUS: KwaDlangezwa.****DELIVERY MODE: FULL TIME**

<b>By Dissertation</b>				
Ministerial Module code (PRIOR TO 2019)	HEQSF Aligned Module code (2019 AND AFTER)	Module Name	NQFL	Cr
ECI700	3CI700	Master's Dissertation In Curriculum & Instructional	9	180
<b>Total credits</b>				<b>180</b>

**FED 12.4.3. MASTER OF EDUCATION IN FOUNDATION OF EDUCATION****Qualification Code: 3MED31 (Old: EMED31)****CAMPUS: KwaDlangezwa. DELIVERY MODE: FULL TIME**

<b>By Dissertation</b>				
Ministerial Module code (PRIOR TO 2019)	HEQSF Aligned Module code (2019 AND AFTER)	Module Name	NQFL	Cr
EFE700	3FE700	Master's Dissertation in Foundations of Education	9	180
<b>Total credits</b>				<b>180</b>

**FED 12.4.4. MASTER OF EDUCATIONAL MANAGEMENT**  
**Qualification Code: 3MED32 (Old: EMED32)**  
**CAMPUS: KwaDlangezwa.**  
**DELIVERY MODE: FULL TIME**

<b>By Dissertation</b>				
Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Module Name	NQFL	Cr
EMC700	3MC700	Master's Dissertation in Educational Management	9	180
<b>Total credits</b>				<b>180</b>

**FED 12.4.5. MASTER OF EDUCATION IN RESEARCH METHODOLOGY**  
**Qualification Code: 3MED33 (Old: EMED33)**  
**CAMPUS: KwaDlangezwa.**  
**DELIVERY MODE: FULL TIME**

<b>By Dissertation</b>				
Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Module Name	NQFL	Cr
EFE700	3RM700	Master's Dissertation in Research Methodology	9	180
<b>Total credits</b>				<b>180</b>

**FED 12.4.6. MASTER OF EDUCATION BY DISSERTATION**  
**Qualification Code: 3MED71 (Old: EMED71)**  
**CAMPUS: KwaDlangezwa.**  
**DELIVERY MODE: FULL TIME**

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

**FED 12.4.7. MASTER OF EDUCATION BY DISSERTATION**  
**Qualification Code: 3MED11**  
**KwaDlangezwa.**  
**DELIVERY MODE: FULL TIME**

<b>By Dissertation</b>				
Ministerial Module code (PRIOR TO 2019)	HEQSf Aligned Module code (2019 AND AFTER)	Module Name	NQFL	Cr
N/A	3ES700	Master of Education in Science Education	9	180
<b>Total credits</b>				<b>180</b>

**FED 13. DOCTOR OF EDUCATION PROGRAMMES**

**FED 13.1. DOCTORAL DEGREES – 360 -CREDITS**

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

**FED 13.1. MODULE LIST FOR DOCTORAL PROGRAMMES – 360 CREDITS**

<b>Ministerial Module code (PRIOR TO 2019)</b>	<b>HEQSF Aligned Module code (2019 AND AFTER)</b>	<b>Descriptive name</b>	<b>Credits</b>	<b>NQFL</b>
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 13.2. DOCTOR OF EDUCATION IN MSTE**

**QUALIFICATION CODE: 3DED11 (OLD CODE: EDED11)**

**CAMPUS: KwaDlangezwa;**

**DELIVERY MODE: FULL TIME**

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

**FED 13.3. DOCTOR OF PHILOSOPHY IN CURRICULUM STUDIES****Qualification Code: 3DED21 (Old Code: EDED21)****CAMPUS: KwaDlangezwa****DELIVERY MODE: FULL TIME**

<b>By Thesis</b>				
<b>Ministerial Module code (PRIOR TO 2019)</b>	<b>HEQSF Aligned Module code (2019 AND AFTER)</b>	<b>Module Name</b>	<b>NQFL</b>	<b>Cr</b>
ECS800	3CS800	PhD (Curriculum Studies)	10	360
<b>Total credits</b>				<b>360</b>

**FED 13.4. DOCTOR OF EDUCATION****Qualification Code: 3DED71 (Old Code: EDED71)****CAMPUS: KwaDlangezwa****DELIVERY MODE: FULL TIME**

<b>By Thesis</b>				
<b>Ministerial Module code (PRIOR TO 2019)</b>	<b>HEQSF Aligned Module code (2019 AND AFTER)</b>	<b>Module Name</b>	<b>NQFL</b>	<b>Cr</b>
EDU800	3DU800	D.ED(EducationByThesis)	10	360
<b>Total credits</b>				<b>360</b>