The School of Education is situated in the Neville Alexander Building, University Avenue, Upper Campus, and can be contacted by email at: hum-education@uct.ac.za, or telephone: 021 650 2769. The letter code for the Department is EDN. Departmental website: www.education.uct.ac.za.

**Associate Professor and Director:**
R C Laugksch, BSc HDE *Cape Town* BSc(Hons) UPE MSc PhD *Cape Town*

**Professors:**
P Christie, BA(Hons) HDipEd(PG) *Witwatersrand* MEdSt PhD *Queensland*
M P Ensor, BSoCsc *Natal* BA(Hons) *Cape Town* DipTertEd *Unisa* CertEd MSc(Ed) PhD *London*

**Emeritus Professor:**
J P Muller, MA *UPE* Doctorandus *Leiden* PhD *Cape Town*

**Associate Professors:**
L H Cooper, BA *Cape Town* MA *London* PhD *Cape Town*
A Hattingh, BSc HED BEd MEd PhD *Pretoria*
U K Hoadley, BA *Natal* HDE MPhil PhD *Cape Town*
R L Kapp, BA(Hons) MA PhD *Cape Town*
C L Kell BArch, MPhil *Cape Town*, PhD *Oxford*
C W McKinney, BA *Cape Town* BA(Hons) MA PhD *Rhodes* MA PhD *London*
K Murris, Librarianship BSc *Adamb* BA(Hons) *Leiden* MA *London* PhD *Hull*
D Ng’ambi, BSC *Zambia* PGDip London MSc *Birmingham* PhD *Cape Town*

**Emeritus Associate Professors:**
M H Prinsloo, BA(Hons) *Natal* MEd *London* PhD *Cape Town*
R F Siebörger, BA(Hons) NHED BEd MA *Rhodes* MPhil *Exeter*

**Senior Lecturers:**
Z Davis, BA HDE MPhil PhD *Cape Town*
J D Gilmour, BBusSc *Cape Town* MA *Sussex*
J Hardman, BSoCSc(Hons) MSoCSc(Psychology) *Natal* PhD *Cape Town*
S Ismail, BA HDE BEd MPhil *Cape Town*
H Jacklin, BA(Hons) TTHD MEd PhD *Witwatersrand* PG Diploma Speech and Drama *Cape Town*
A E Muthivhi, BAEd Venda BEd(Hons) MEd PhD *Witwatersrand*
C Verbeek, BA *Cape Town* HDE *Unisa* BEd(Hons) *Natal* CELTA Cambridge PhD *UKZN*

**Lecturers:**
S Jaffer, BSc BA HDE *Cape Town* BEd *UWC* MEd *Cape Town*
J Saldanha, Dip Social Work HDip Social Work *UWC* BA *Unisa* Adv Dip Ed Adult MPhil *UWC*

**Administrative Officer:**
T Rala, BTech *CPUT*

**Senior Secretary:**
C Kleinsmith
Undergraduate and Postgraduate programmes
The School offers the following qualifications and specialisations:

- Advanced Certificate in Education (Literacy, Numeracy and Curriculum Leadership – Foundation Phase) [HU039]
- Advanced Certificate in Education (Language, Mathematics and Curriculum Leadership – Intermediate Phase) [HU040]
- Advanced Certificate in Senior Phase Teaching specialising in English First Additional Language [EDN31] (*Not offered in 2016*)
- Advanced Certificate in Senior Phase Teaching specialising in Natural Sciences [EDN32]
- Advanced Certificate in Senior Phase Teaching specialising in Mathematics [EDN33]
- Postgraduate Certificate in Education (Foundation Phase Teaching) [EDN27]
- Postgraduate Certificate in Education (Intermediate Phase Teaching) [EDN26]
- Postgraduate Certificate in Education (Senior Phase and FET Teaching) [EDN28]
- Postgraduate Certificate in Education (FET Teaching) [EDN29]
- Postgraduate Diploma in Educational Technology [EDN30]
- Postgraduate Diploma in Education specialising in Higher Education Studies* [EDN03]
- BEd Honours [EDN01]
- MEd specialising in Adult Education [EDN02]
- MEd specialising in Applied Language and Literacy Studies [EDN23]
- MEd specialising in Curriculum Studies [EDN20]
- MEd specialising in Education Policy, Leadership & Change [EDN34]
- MEd specialising in Educational Technology [EDN30] (*Not offered in 2016*)
- MEd specialising in Higher Education Studies [EDN03]
- MEd specialising in Mathematics Education [EDN07]
- MEd specialising in Primary Education [EDN21]
- MEd specialising in Science Education [EDN08]
- Research Master’s [EDN01]
- Doctorate [EDN01]

There will be no intake of new students for following qualifications. For continuing students only:

- Advanced Certificate in Education (Adult Education) [HU026]
- Advanced Certificate in Education (Mathematics) [HU027]
- Advanced Certificate in Education (Science) [HU029]
- Advanced Certificate in Education (Education Management and Leadership Development) [HU038]
- Postgraduate Diploma in Education specialising in Adult Education [EDN02]
- Postgraduate Diploma in Education specialising in Applied Language and Literacy Studies [EDN23]
- Postgraduate Diploma in Education specialising in Curriculum Studies [EDN20]
- Postgraduate Diploma in Education specialising in Educational Administration, Planning and Social
- Postgraduate Diploma in Education specialising in Mathematics Education [EDN07]
- Postgraduate Diploma in Education specialising in Primary Education [EDN21]
- Postgraduate Diploma in Education specialising in Science Education [EDN08]

*Subject to HEQC accreditation*
Advanced certificates

Programme Leader: G Powell

1. Advanced Certificates in Education (ACE) (120-130 NQF credits)

The Advanced Certificate in Education is a one-year qualification usually offered part-time over a two-year period. ACEs are offered in either Adult Education or Continuing Professional Teacher Development.

Minimum requirements for readmission:
1. Except by permission of the Senate, a part-time student shall not be permitted to renew his/her registration in the Faculty unless he/she has passed:
   (a) by the end of the second year of registration, two semester courses or equivalent qualifying for the certificate;
   (b) by the end of the third year of registration, six semester courses or equivalent qualifying for the certificate.
2. Except by permission of the Senate, a full-time student shall not be permitted to renew his/her registration in the Faculty unless he/she has passed by the end of the first year of registration two semester courses or equivalent qualifying for the certificate.
3. A candidate who fails to pass a course after two years of study will be excluded from further registration for such a course.

Award of the certificate:
(a) A candidate must pass each course within his/her curriculum to be awarded the certificate.
(b) The certificate may be awarded with distinction where (i) an overall average result of at least 75% is obtained AND (ii) a minimum grade of 65% in each course of the certificate is obtained.

1.1 ACE in Adult Education

Convener: Dr S Ismail

No intake of new students in 2016. For continuing students only.

The range of work done by educators of adults is very wide. It includes development projects, workplace training, teaching in tertiary institutions, adult basic education and training (including literacy), teaching at adult education centres, art colleges, human resource development, health education, religious education, further education and training colleges, and educational programmes based in libraries and museums. An adult educator is any person with a responsibility for helping adults to learn, whether in formal or non-formal situations.

General aims of the course:
The course aims:
(1) to develop a theoretical grasp of educational practice. This includes the purposes and contexts of adult education, particularly in a South African setting;
(2) to develop knowledge and skills that will enable students to enhance their own learning and their practice in adult education;
(3) to provide the opportunity for students to build a curriculum most suited to their needs and interests.

Admission requirements:
A candidate is required to have a degree from this University or of another university recognised by Senate; or a three-year post-Matriculation qualification approved by Senate for the purpose; or a Diploma in Education from this University; or by means of assessment as may be prescribed by the
Faculty Board satisfies Senate that he or she has attained a level of competence which, in Senate's opinion, is adequate for admission to the programme.

**Times of classes:**
Classes will be held on Wednesdays during University terms from 15h00-18h00, or at any other time determined by the Department. Additional Saturday workshops may be required, but no more than 3 per year.

**Compulsory (core) courses: First year**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3000F</td>
<td>Adult Learning and Teaching</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN3001S</td>
<td>Professional and Policy Studies</td>
<td>24</td>
<td>5</td>
</tr>
</tbody>
</table>

**Second year**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4120W</td>
<td>Evaluation Research Projects</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4184F</td>
<td>Adult Education and Development</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td><strong>AND</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDN4185F</td>
<td>Adult Education and the Workplace</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDN4186F</td>
<td>Literacy and Adult Basic Education</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDN4002S</td>
<td>Adult Education and Social Transformation</td>
<td>24</td>
<td>5</td>
</tr>
</tbody>
</table>

**The two-year programme:**

**Year 1** aims to enable students to grasp the discourses and practices that have shaped processes of adult learning, which in turn have structured the broad field of adult education. It will provide students with theoretical frameworks with which to view adult education practices to enable them to describe, analyse, assess and redesign these practices (where appropriate). A further aim is to enable students to increase their specialised roles in education, training and development, through building a broader repertoire of professional skills for work in the changing context provided by new policy frameworks.

**Year 2** starts with a focus on theories which attempt to explain shifts in the organisation of learning and society, followed by contextual study in a site of practice with some degree of specialisation according to choice. The second semester provides a focus on research, with an introduction to evaluative research, followed by project-based research work which returns to aspects of professional practice.

**1.2.1 ACE in Education Management and Leadership Development**

**Convener:** J D Gilmour

*No intake of new students in 2016. For continuing students only.*

This specialisation is a professional programme based on a national curriculum developed by the Directorate: Education Management and Governance Development (EMGD) in the Department of Basic Education and is intended for practicing and aspirant principals. It is a workplace based specialisation. This impacts on the mode of delivery, the assessment methodology, and the degree of site-based assessment and support which is offered.
General aims of the course:

- empower/enable aspirant and practicing principals to develop the skills, knowledge, and values needed to lead and manage schools effectively and contribute to improving the delivery of education across the school system,
- provide current principals with a formal professional qualification which is career related and,
- provide an entry criterion to principalship.

- provide leadership and management to enable the school to give every learner quality education through professional leadership and management of the curriculum and resources,
- strengthen and support the role of principalship and develop principals who are able to critically engage and be self-reflective practitioners, and
- enable principals to manage their schools as learning organisations and to instil values supporting transformation in the South African context.

Admission requirements:

(a) Priority is given to practicing principals identified by provincial departments of education or other agreed methods.

(b) Candidates must have a formal professional teacher qualification at REQV level 14. In the case of candidates who are school principals, a formal professional teacher qualification at REQV level 13 is acceptable.

(c) Have at least 3 years teaching experience.

(d) Be employed at Post Level 2 and upwards.

(e) Female educators will be given preference to address the gender equity profile in school management in the education system.

(f) Post Level 1 educators performing management tasks at P1 and P2 schools, will be considered. Their applications should be supported by a written statement, endorsed by the principal, school governing body or district official.

(g) The principal and/or school governing body should endorse all applications. Where this may not be possible candidates have the right to appeal to the appropriate/relevant accounting officer in the system.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4161W</td>
<td>Basic Computer Literacy</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>EDN4162W</td>
<td>Effective Language Skills</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>EDN4160W</td>
<td>School Management and Leadership in the South African Context</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>EDN4164W</td>
<td>Management Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDN4165W</td>
<td>Leading and Managing People in Schools</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>EDN4167W</td>
<td>Policy, Planning and Governance</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>EDN4168W</td>
<td>Managing Teaching and Learning</td>
<td>20</td>
<td>5</td>
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</tbody>
</table>

Two electives courses chosen from the list below:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4169W</td>
<td>Moderation of Assessment in Schools</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>EDN4170W</td>
<td>Management of Subject Areas/Learning Areas/Phases</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>
1.2.2 ACE in Literacy, Numeracy and Curriculum Leadership - Foundation Phase

Convener: C Kühne

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4172H</td>
<td>Foundation Phase Curriculum Leadership A</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>EDN4173H</td>
<td>Foundation Phase Curriculum Leadership B</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>EDN4174W</td>
<td>Learning in the Foundation Phase</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4175W</td>
<td>Teaching in the Foundation Phase</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4176W</td>
<td>Foundation Phase Numeracy</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4177W</td>
<td>Foundation Phase Literacy</td>
<td>24</td>
<td>5</td>
</tr>
</tbody>
</table>

1.2.3 ACE in Language, mathematics and Curriculum Leadership - Intermediate Phase

Convener: K Hassan

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4178H</td>
<td>Intermediate Phase Curriculum Leadership A</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>EDN4179H</td>
<td>Intermediate Phase Curriculum Leadership B</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>EDN4180W</td>
<td>Learning in the Intermediate Phase</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4181W</td>
<td>Teaching in the Intermediate Phase</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4182W</td>
<td>Intermediate Phase Mathematics</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4183W</td>
<td>Intermediate Phase Language</td>
<td>24</td>
<td>5</td>
</tr>
</tbody>
</table>

1.2.4 ACE in Mathematics

Conveners: G Powell and Y Johnson

No intake of new students in 2016. For continuing students only.

Compulsory (core) courses at the GET level:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4004H</td>
<td>GET Mathematics Curriculum A</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>AND</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDN4005H</td>
<td>GET Mathematics Curriculum B</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDN4103W</td>
<td>Science and Mathematics in the New Curriculum</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4124W</td>
<td>GET Mathematics: Number</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4125W</td>
<td>GET Mathematics: Algebra</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4127W</td>
<td>GET Mathematics: Shape &amp; Measurement</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4128W</td>
<td>GET Mathematics: Data Handling</td>
<td>24</td>
<td>5</td>
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</tbody>
</table>

Compulsory (core) courses at the FET level:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4006H</td>
<td>FET Mathematics Curriculum A</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>EDN4007H</td>
<td>FET Mathematics Curriculum B</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>EDN4149W</td>
<td>FET Mathematics: Number</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4150W</td>
<td>FET Mathematics: Algebra</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4151W</td>
<td>FET Mathematics: Shape &amp; Measurement</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4152W</td>
<td>FET Mathematics: Data Handling</td>
<td>24</td>
<td>5</td>
</tr>
</tbody>
</table>
1.2.5 ACE in Science

Convener: N Mgoqi

No intake of new students in 2016. For continuing students only.

Additional admission criteria for the Advanced Certificate in Education (Science):
(a) *At the GET level*: science qualifications at third year college level, or experience of teaching science at GET level;
(b) *At the FET level*: a pass in Physical Science at grade 12 level or experience of teaching Physical Science at FET level.

Compulsory (core) courses at the GET level:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4107W</td>
<td>Science Content A (Life Sciences)</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4108W</td>
<td>Science Content B (Earth Sciences)</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4109W</td>
<td>Science Content C (Physical Sciences)</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4129W</td>
<td>Natural Sciences in the New Curriculum OR</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4103W</td>
<td>Science and Mathematics in the New Curriculum</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4131H</td>
<td>Teaching Natural Sciences A</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>EDN4132H</td>
<td>Teaching Natural Sciences B</td>
<td>12</td>
<td>5</td>
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</tbody>
</table>

Compulsory (core) courses at the FET level

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4140W</td>
<td>Science Content D (Physics)</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4141W</td>
<td>Science Content E (Chemistry)</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4142W</td>
<td>Mathematics for Science Teachers</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4153W</td>
<td>Physical Sciences in the New Curriculum</td>
<td>24</td>
<td>5</td>
</tr>
<tr>
<td>EDN4154H</td>
<td>Teaching Physical Sciences A</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>EDN4155H</td>
<td>Teaching Physical Sciences B</td>
<td>12</td>
<td>5</td>
</tr>
</tbody>
</table>

The programmes are intended for in-service primary and secondary school teachers who hold an M+3 qualification. They are intended to broaden and/or upgrade their subject teaching and professional competence.

The programmes may be offered in response to demand by the Western Cape and/or national Departments of Education. Please note that this means that applicants must normally be selected by the Western Cape Education Department (but may apply individually) in order to register for them and that they are not offered when there is no demand for them.

Admission requirements:
A candidate is required to have:
(a) A professional BEd degree; or an Advanced Diploma in Education (or a PGCE or a Higher Diploma Postgraduate); or a three-year Diploma in Education; or a three year Teachers Diploma; or a National professional Diploma in Education (NPDE – Level 5)
(b) At least three years approved teaching experience.

Minimum requirements for readmission:
1. Except by permission of the Senate, a part-time student shall not be permitted to renew his/her registration in the Faculty unless he/she has passed:
   (a) by the end of the second year of registration, two semester courses or equivalent qualifying for the certificate;
   (b) by the end of the third year of registration, six semester courses or equivalent qualifying for the certificate.
2. Except by permission of the Senate, a full-time student shall not be permitted to renew his/her registration in the Faculty unless he/she has passed by the end of the first year of registration two semester courses or equivalent qualifying for the certificate.

3. A candidate who fails to pass a course after two years of study will be excluded from further registration for such a course.

**Prescribed curriculum:**
Candidates must complete all the prescribed courses.

### 2.1 Specialising in English First Additional Language

(Not offered in 2016)

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
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</thead>
<tbody>
<tr>
<td>EDN2500W</td>
<td>English Communicative Competence SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2501W</td>
<td>Literacies SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2502W</td>
<td>Listening and Speaking SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2503W</td>
<td>English FAL Assessment SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2504W</td>
<td>Language and Grammar SP</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDN2505W</td>
<td>English FAL Communication and Learning SP</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDN2506W</td>
<td>English FAL Practicum SP</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

### 2.2 Specialising in Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
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</thead>
<tbody>
<tr>
<td>EDN2507W</td>
<td>Number SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2508W</td>
<td>Algebra SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2509W</td>
<td>Euclidean Geometry and Measurement SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2510W</td>
<td>Data Handling and Statistics SP</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>EDN2511W</td>
<td>Mathematics Assessment SP</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDN2512W</td>
<td>Current research in Mathematics Education SP</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>EDN2513W</td>
<td>Mathematics Practicum SP</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>

### 2.3 Specialising in Natural Sciences

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN2514W</td>
<td>Natural Sciences Instruction SP</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>EDN2515W</td>
<td>Matter and Materials SP</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>EDN2516W</td>
<td>Energy and Change SP</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>EDN2517W</td>
<td>Life and Living SP</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>EDN2518W</td>
<td>Earth and Beyond SP</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>EDN2519W</td>
<td>Natural Science Practical Work SP</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>EDN2520W</td>
<td>Natural Sciences Practicum SP</td>
<td>8</td>
<td>6</td>
</tr>
</tbody>
</table>
Postgraduate Certificates in Education (PGCE) (Min 120 NQF credits)

1. Foundation Phase Teaching (130 NQF credits)

Programme leader: Associate Professor K Murris

The PGCE is a professional qualification for prospective teachers in South Africa. The PGCE (FP Teaching) is intended for suitably qualified graduates who wish to teach in Grades R-3.

FGB1 Admission requirements:
1.1 A person may be admitted as a candidate for the certificate if he/she has completed the requirements of an approved 360- or 480-credit Bachelors degree of this University or of another university recognised by Senate for the purpose.
1.2 Except by the permission of Senate, a person shall not be admitted as a candidate for the certificate unless he/she has achieved a NSC/matric pass in Mathematics or Mathematics Literacy.

Note: As from 2016, preference will be given to applicants who have appropriate experience in working with five to eight year old children.

FGB2 Length of the programme:
2.1 The certificate extends over one year.
2.2 Except by permission of Senate a candidate for the certificate shall register for and attempt all courses prescribed for the diploma in a single year. Senate may permit a candidate to take individual courses to add to an existing certificate or to complete the certificate.

FGB3 Progress through the certificate:
3.1 A candidate who fails in not more than three courses of their prescribed curriculum may be permitted to retain credit for courses completed and repeat the course or courses failed.
3.2 A candidate who fails:
(a) Three or more prescribed courses; or
(b) EDN3221W School Experience and two courses may be required to repeat the whole year.
3.3 A candidate who fails:
(a) four or more prescribed courses; or;
(b) EDN3221W School Experience FP and three or more prescribed courses will not be eligible to repeat the year.
3.4 By permission of Senate a candidate may be granted credit for no more than two courses from another university.

FGB4 Further assessment upon failure to pass School Experience:
Senate may permit a candidate who fails EDN3221W School Experience FP to present himself/herself for re-assessment provided that:
(a) such assessment is completed within one calendar year of the initial teaching practice period; and
(b) a candidate who fails upon reassessment will not be able to repeat the course.

FGB5 Rules for distinction:
The certificate may be awarded with distinction to a candidate who obtains at least 70% each for EDN3221W School Experience FP and EDN3200W Education and an average of 75%.
### Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3200W</td>
<td>Education</td>
<td>40</td>
<td>7</td>
</tr>
<tr>
<td>EDN3216W</td>
<td>Childhood Studies FP</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3217W</td>
<td>Life Skills FP</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3218W</td>
<td>Special Studies in FP Teaching</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3219W</td>
<td>Literacy (HL and EFAL) FP</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3220W</td>
<td>Mathematics FP</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3221W</td>
<td>School Experience FP*</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>EDN3208W</td>
<td>LoLT - English</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>SLL3114W</td>
<td>Xhosa Communication for Educators</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

A candidate may in addition complete one or more of the following courses:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3214W</td>
<td>LoLT - Afrikaans</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>EDN3215W</td>
<td>LoLT - Xhosa</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

*Note: EDN3221W School Experience FP (Teaching Practice): The University does not pay or subsidise the additional travelling costs which might be involved. When placed in schools, students are expected to comply fully with instructions from both the School of Education and the school principal. They are regarded as unpaid full-time members of the staff of the school and are required to be free of all other commitments during the school day. A learning contract must be signed with the mentor teacher. A candidate who is deemed unsuited to a teaching career for reasons of a personal nature may be advised accordingly by the Director of the School of Education. Such a candidate, if withdrawing from the programme after the first period of teaching practice, will not be liable for second semester fees.

### 2. Intermediate Phase Teaching (138 NQF credits)

**Programme Leader:** TBA

The PGCE is a professional qualification for prospective teachers in South Africa. The PGCE (IP Teaching) is intended for suitably qualified graduates who wish to teach in Grades 4-7.

**FGC1 Admission requirements:**

1.1 A person may be admitted as a candidate for the certificate if he/she has completed the requirements of an approved Bachelors degree of this University or of another university recognised by Senate for the purpose.

1.2 Except by the permission of Senate, a person shall not be admitted as a candidate for the certificate unless he/she has achieved a matric pass in mathematics or mathematics literacy and has completed a degree in at least two of the following subject areas, comprising in total at least five whole year (2 semester courses = 1 whole year course) qualifying courses and a minimum of 150 credits: A language(s); linguistics; mathematics and statistics; natural sciences, geography and environmental sciences; historical studies and archaeology; psychology; music; fine art; drama; dance; information systems/computer science; human movement studies.

**FGC2 Length of the programme:**

2.1 The certificate extends over one year.

2.2 Except by permission of Senate a candidate for the certificate shall register for and attempt all courses prescribed for the certificate in a single year. Senate may permit a candidate to take individual courses to add to an existing certificate or to complete the certificate.
FGC3 Progress through the certificate:
3.1 A candidate who fails in not more than three courses of their prescribed curriculum may be permitted to retain credit for courses completed and repeat the course or courses failed.
3.2 A candidate who fails:
   (a) Three or more prescribed courses; or
   (b) EDN3249W School Experience IP and two prescribed courses may be required to repeat the whole year.
3.3 A candidate who fails in:
   (a) four or more prescribed courses;
   (b) EDN3249W School Experience IP and three or more prescribed courses will not be eligible to repeat the year.
3.4 By permission of Senate a candidate may be granted credit for no more than two courses from another university.

FGC4 Further assessment upon failure to pass School Experience:
Senate may permit a candidate who fails EDN3249W School Experience IP to present himself/herself for re-assessment provided that:
   (a) such assessment is completed within one calendar year of the initial teaching practice period; and
   (b) a candidate who fails upon reassessment will not be able to repeat the course.

FGC5 Rules for distinction:
The certificate may be awarded with distinction to a candidate who obtains at least 70% each for EDN3249W School Experience IP and EDN3200W Education and an average of 75%.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3200W</td>
<td>Education</td>
<td>40</td>
<td>7</td>
</tr>
<tr>
<td>EDN3201W</td>
<td>English IP</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDN3202W</td>
<td>English First Additional Language IP</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDN3203W</td>
<td>Expressive Arts and Skills for Life IP</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDN3204W</td>
<td>General Method IP</td>
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<tr>
<td>EDN3205W</td>
<td>Numeracy IP</td>
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<tr>
<td>EDN3249W</td>
<td>School Experience IP*</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>SLL3114W</td>
<td>Xhosa Communication for Educators</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>EDN3208W</td>
<td>LoLT - English</td>
<td>0</td>
<td>7</td>
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</tbody>
</table>

Plus at least two of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3209W</td>
<td>Mathematics IP</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3210W</td>
<td>Natural Sciences IP</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>EDN3211W</td>
<td>Social Sciences IP</td>
<td>10</td>
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</tr>
</tbody>
</table>

A candidate may in addition complete one or more of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3212W</td>
<td>Xhosa IP</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDN3213W</td>
<td>Afrikaans IP</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>EDN3214W</td>
<td>LoLT - Afrikaans</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>EDN3215W</td>
<td>LoLT - Xhosa</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

*Note: EDN3249W School Experience IP (Teaching Practice): The University does not pay or subsidise the additional travelling costs which might be involved. When placed in schools, students are expected to comply fully with instructions from both the School of Education and the school principal. They are regarded as unpaid full-time members of the staff of the school and are required to be free of all other commitments during the school day. A learning contract must be signed with
the mentor teacher. A candidate who is deemed unsuited to a teaching career for reasons of a personal nature may be advised accordingly by the Director of the School of Education. Such a candidate, if withdrawing from the programme after the first period of teaching practice, will not be liable for second semester fees.

3. Senior Phase and FET Teaching (128 NQF credits)
4. FET Teaching (128 NQF credits)

Programme leader: Dr K Angier

The PGCE is a professional qualification for prospective teachers in South Africa. The PGCE (SP and FET Teaching) is intended for suitably qualified graduates who wish to teach in Grades 7 to 12. Applicants are required to offer two teaching subjects. Those who are able to offer only one teaching subject may be considered for the PGCE (FET Teaching), for Grades 10 to 12.

FGD1 Admission requirements:

1.1 A person may be admitted as a candidate for the certificate if he/she has completed the requirements of an approved 360- or 480-credit Bachelors degree of this University or of another university recognised by Senate for the purpose.

1.2 Except by permission of Senate, a person shall not be admitted as a candidate for

a) PGCE (SP & FET teaching) [two subjects] unless he/she has completed a degree containing two school subjects from the list of the subject method courses in List A (FGD4). Each of the subjects must have been studied in a degree for two years (two whole year courses or two semester courses per year each), comprising a minimum of 60 credits each; with the exception of Life Skills (for which three years of Psychology and a minimum of 120 credits is required) and Mathematics (for which one year of Mathematics and a minimum of 30 credits is required).

b) PGCE (SP & FET) [one subject by exception, only when two subjects have not been studied] unless he/she has completed a degree containing English or Mathematics from the list of the subject method courses in List B (FGD4). English must have been studied for three years (three whole year courses or six semester courses comprising a minimum of 120 credits). Mathematics must have been studied for at least two years (two whole year courses or four semester courses comprising a minimum of 60 credits).

c) PGCE (FET teaching) unless he/she has completed a degree containing a school subject from the list of the subject method courses in List B (FGD4). The subject must have been studied in a degree for three years (Three whole year courses or six semester courses) and comprise a minimum of 120 credits, with the exception of Mathematics (for which two years of Mathematics and a minimum of 60 credits is required).

FGD2 Length of the programme:

2.1 The certificate extends over one year.

2.2 The programme must be taken as a whole. A candidate will not be permitted to write examinations in separate courses unless it is to add to an existing certificate, or to repeat a course to complete the certificate, or by special permission of Senate.

FGD3 Progress through the certificate:

3.1 A candidate who fails in not more than three prescribed courses may be permitted to retain credit for courses completed and repeat the course or courses failed.

3.2 A candidate who fails:

(a) Three or more prescribed courses; or
3.3 A candidate who fails in:
(a) four or more prescribed courses;
(b) EDN3206W School Experience SP & FET and three more prescribed courses will not be eligible to repeat the year.

3.4 By permission of Senate a candidate may be granted credit for no more than two courses from another university.

FGD5 **Further assessment upon failure to pass School Experience:**
Senate may permit a candidate who fails EDN3206W School Experience SP & FET to present himself/herself for re-assessment provided that:
(a) such re-assessment is completed within one calendar year of the end of the initial practical teaching period; and
(b) a candidate who fails upon re-assessment will not be eligible to repeat the course.

FGD4 **Rules for distinction:**
The certificate may be awarded with distinction to a candidate who obtains at least 70% each for EDN3206W School Experience SP & FET and EDN3200W Education and an average of 75%.

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3200W</td>
<td>Education</td>
<td>40</td>
<td>7</td>
</tr>
<tr>
<td>EDN3206W</td>
<td>School Experience SP &amp; FET*</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>SLL3114W</td>
<td>Xhosa Communication for Educators</td>
<td>8</td>
<td>8</td>
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<tr>
<td>EDN3208W</td>
<td>LoLT - English</td>
<td>0</td>
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</tbody>
</table>

**List A – Subject Methods SP & FET. A minimum of two and a maximum of three courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
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</thead>
<tbody>
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<td>EDN3222W</td>
<td>Accounting SP &amp; FET Education</td>
<td>24</td>
<td>7</td>
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<tr>
<td>EDN3223W</td>
<td>Afrikaans SP and FET</td>
<td>24</td>
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</tr>
<tr>
<td>EDN3224W</td>
<td>Visual Arts (Practical SP and FET)</td>
<td>24</td>
<td>7</td>
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<tr>
<td>EDN3225W</td>
<td>Dance Studies FET</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>EDN3226W</td>
<td>Design Studies FET</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>EDN3227W</td>
<td>Dramatic Arts FET</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>EDN3228W</td>
<td>Economics SP &amp; FET</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>EDN3229W</td>
<td>English SP &amp; FET</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>EDN3230W</td>
<td>Expressive Arts SP</td>
<td>24</td>
<td>7</td>
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<tr>
<td>EDN3231W</td>
<td>French SP &amp; FET</td>
<td>24</td>
<td>7</td>
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<tr>
<td>EDN3232W</td>
<td>Geography SP &amp; FET</td>
<td>24</td>
<td>7</td>
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<tr>
<td>EDN3233W</td>
<td>German SP &amp; FET</td>
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<td>EDN3234W</td>
<td>Hebrew SP &amp; FET</td>
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<td>EDN3235W</td>
<td>History SP &amp; FET</td>
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<tr>
<td>EDN3236W</td>
<td>Information Technology SP &amp; FET</td>
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<td>7</td>
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<tr>
<td>EDN3237W</td>
<td>Jewish Studies SP &amp; FET</td>
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<td>7</td>
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<td>EDN3238W</td>
<td>Life Sciences FET</td>
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<td>7</td>
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<tr>
<td>EDN3239W</td>
<td>Lifeskills SP &amp; FET</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>EDN3240W</td>
<td>Mathematics SP &amp; FET</td>
<td>24</td>
<td>7</td>
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<tr>
<td>EDN3241W</td>
<td>Music Choir Training SP &amp; FET</td>
<td>24</td>
<td>7</td>
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<tr>
<td>EDN3242W</td>
<td>Music Theory and History SP &amp; FET</td>
<td>24</td>
<td>7</td>
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<tr>
<td>EDN3243W</td>
<td>Natural Sciences SP</td>
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<tr>
<td>EDN3244W</td>
<td>Physical Sciences FET</td>
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<td>NQF Credits</td>
<td>HEQSF Level</td>
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<tr>
<td>EDN3245W</td>
<td>Religion Studies FET</td>
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<tr>
<td>EDN3246W</td>
<td>Visual Arts FET</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>EDN3247W</td>
<td>Xhosa SP &amp; FET</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>EDN3248W</td>
<td>Mathematics SP &amp; Mathematics Literacy FET</td>
<td>24</td>
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</tbody>
</table>

**List B - Subject Methods FET. One course from List B, and an Honours-level course (24 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3229W</td>
<td>English SP &amp; FET</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>EDN3240W</td>
<td>Mathematics SP &amp; FET</td>
<td>24</td>
<td>7</td>
</tr>
</tbody>
</table>

**List C - Subject Methods FET. One course from List C, and an Honours-level course (24 credits)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN3232W</td>
<td>Geography FET</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>EDN3235W</td>
<td>History FET</td>
<td>24</td>
<td>7</td>
</tr>
</tbody>
</table>

A candidate may in addition complete one or more of the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4200W</td>
<td>Research Paper in School Subject Content</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDN3214W</td>
<td>LoLT - Afrikaans</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>EDN3215W</td>
<td>LoLT - Xhosa</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>EDN4519F</td>
<td>Teaching English in Multilingual Contexts</td>
<td>24</td>
<td>8</td>
</tr>
</tbody>
</table>

*NOTE: These courses are offered in block release format (i.e. 6 full days per course).*

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**Postgraduate Diploma in Educational Technology (120 NQF credits)**

**Programme leader:** Associate Professor D Ng’ambi

This qualification provides potential or practicing teachers, lecturers and corporate trainers with the opportunity to understand the evolution of technology in education globally and within Africa and to engage critically in the design, development, implementation and evaluation of educational technologies.

*Please note that this is a HEQSF level 8 exit qualification and does not constitute part 1 of the MEd or MPhil.*

**FGE1 Admission requirements:**

A candidate is required to hold an appropriate 360-credit Bachelor’s degree or an appropriate Advanced Diploma (HEQSF level 7). All applicants are required to pass a pre-admission test and interview.

**FGE2 Prescribed curriculum:**

The programme comprises four courses, each of which must be completed.

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4500W</td>
<td>Emerging Technologies in Education</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4501W</td>
<td>Online Learning Design</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4502W</td>
<td>Research &amp; Evaluation of Emerging Technologies</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4503W</td>
<td>Learning Teaching &amp; Emerging Technologies</td>
<td>30</td>
<td>8</td>
</tr>
</tbody>
</table>
FGE3 Duration:
(a) For the award of the diploma a candidate shall be required to register for not less than one academic year of study.
(b) Except by permission of Senate, a candidate registered for the diploma must complete all required work within two academic years of first registration.

FGE4 Distinction:
The diploma may be awarded with distinction to a candidate who obtains no less than 70% for each of the courses and an overall average of 75%.

Postgraduate Diploma in Higher Education Studies (120 NQF credits)
[Subject to accreditation from the HEQC]

Admission requirements
- A candidate is required to hold an appropriate 360-credit Bachelor’s degree or an appropriate Advanced Diploma (HEQSF level 7) and to have a record of professional and academic work considered by Senate to be satisfactory for this purpose.
- Acceptance is on the recommendation of the Head of Department.

Compulsory (core) courses
<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4504F</td>
<td>Learning &amp; Teaching in Higher Education</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4505S</td>
<td>Assessment &amp; Evaluation in Higher Education</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4510S</td>
<td>Higher Education Curriculum &amp; Course Design</td>
<td>30</td>
<td>8</td>
</tr>
</tbody>
</table>

Elective courses (choose one):
<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5511F</td>
<td>Researching Higher Education*, OR.</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5514F</td>
<td>Knowledge &amp; Curriculum in Higher Education</td>
<td>24</td>
<td>9</td>
</tr>
</tbody>
</table>

*Compulsory requirement for admission to a Master’s degree

Bachelor of Education (Honours) (120 NQF credits)

Programme leader: J D Gilmour

Admission requirements:
(a) Faculty requirements are set out under Rule FH3
(b) Specialisation requirements:
- a degree recognised for teaching purposes of this university or of another university recognised by Senate for the purpose, and a professional teaching qualification recognised by Senate, or
- a four-year, post-senior certificate, teacher’s diploma or diplomas recognised by Senate, and a record in the final year of study of an average mark of 65%, and
- a record of professional and academic work considered by Senate to be satisfactory for the degree.

Prescribed curriculum:
The programme comprises four courses, three compulsory (core) courses plus one elective course selected from the list below.

Note: Students that first registered for this programme in 2015 or earlier were required to complete six courses of 20 credits each. The new curriculum comprises courses of 30 credits each. Returning
candidates will need to register for as many courses as required to obtain the 120 credit minimum. Please consult the timetable for available courses.

### Compulsory (core) courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4056F</td>
<td>South African Education in Context</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4507F</td>
<td>Learning &amp; Teaching</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4508W</td>
<td>Doing Research in Education</td>
<td>30</td>
<td>8</td>
</tr>
</tbody>
</table>

### Elective courses – select one:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4512S</td>
<td>Curriculum: Theory, Research &amp; Practice</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4513S</td>
<td>History Education: Theory, Research &amp; Practice</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4514S</td>
<td>Language &amp; Literacy in Schooling: Theory, Research &amp; Practice</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4515S</td>
<td>Knowledge for Practice in Mathematics Education</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4516S</td>
<td>Knowledge for Practice in Science Education</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN4517S</td>
<td>Educational Management &amp; Leadership</td>
<td>30</td>
<td>8</td>
</tr>
</tbody>
</table>

With the approval of the Convener students may register for one equivalent Honours-level course in another department or faculty, provided the course relates to their teaching, or to some clearly defined aspect of education.

### MEd (180 NQF credits)

Programme Leader: TBA

**Admission requirements:**

(a) Faculty rules FM3 and University General Rules apply.
(b) An average mark of 65% or more at the Honours level.
(c) Acceptance is on the recommendation of the Head of Department.

For students interested in Early Childhood Education, the following two elective courses will be of interest:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5515S</td>
<td>Thinking Classroom &amp; Communities</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5531F</td>
<td>Theories of Child &amp; Childhood</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

### MEd specialising in Adult Education (180 NQF credits)

Convener: Associate Professor L Cooper

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>EDN5502F</td>
<td>Key Traditions in Adult Education Research</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

**Elective courses (two from the list below)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5503F</td>
<td>Adult Learning for Social Change</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5504S</td>
<td>Theorising Education Policy</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5521S</td>
<td>Literacy at Work &amp; in Adult Education</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader
MEd specialising in Curriculum Studies (180 NQF credits)

Convener: Associate Professor U Hoadley

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>EDN5505S</td>
<td>Changing Frameworks of Curriculum Policy</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5506F</td>
<td>Pedagogy, Knowledge &amp; Society</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader

MEd specialising in Education Policy, Leadership and Change (180 NQF credits)

Convener: J D Gilmour

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

Elective courses (three from the list below)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5524F</td>
<td>Education Development &amp; Reform</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5525S</td>
<td>Education Policy &amp; Change</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5526F</td>
<td>School Leadership &amp; Change in Context</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course chosen in consultation with stream leader

MEd specialising in Education Technology (180 NQF credits)

Programme Convener: Associate Professor D Ng’ambi

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5507F</td>
<td>Emerging Technologies &amp; Educational Practices</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5508F</td>
<td>Research in Education Technology</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5509S</td>
<td>Learning with Technologies</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5510S</td>
<td>Research Design &amp; Methodology</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

MEd specialising in Higher Education Studies (180 NQF credits)

Convener: Dr A Cliff

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4504F</td>
<td>Learning &amp; Teaching in Higher Education</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>EDN5514F</td>
<td>Knowledge &amp; Curriculum in Higher Education</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

Elective course (one from the list below)

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN4501W</td>
<td>Online Learning Design</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>Code</td>
<td>Course title</td>
<td>NQF Credits</td>
<td>HEQSF Level</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>EDN4505S</td>
<td>Assessment &amp; Evaluation in Higher Education</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>EDN5507F</td>
<td>Emerging Technologies &amp; Educational Practices</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5511F</td>
<td>Researching in Higher Education</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5520S</td>
<td>Academic Literacies</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader

**MEd specialising in Language and Literacy Studies (180 NQF credits)**

**Convener:** Associate Professor C McKinney

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>EDN5517F</td>
<td>Language &amp; Literacy in Theory &amp; Practice</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

**Elective course (two from the list below)**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5518F</td>
<td>Language in Multilingual Schools, OR</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5519S</td>
<td>Early Literacy in School &amp; at Home, OR</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5520S</td>
<td>Academic Literacies, OR</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5521S</td>
<td>Literacy at Work &amp; in Adult Education</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader

**MEd specialising in Mathematics Education (180 NQF credits)**

**Convener:** Dr Z Davis

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>EDN5522F</td>
<td>Research in Mathematics Education: Curriculum</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5523S</td>
<td>Research in Mathematics Education: Teaching &amp; Learning</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader

**MEd specialising in Primary Education (180 NQF credits)**

**Convener:** Dr J Hardman

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>EDN5527F</td>
<td>Primary School Learning &amp; Development</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5528S</td>
<td>Teaching in the Primary School</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader

**Elective courses (one from the list below)**

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Number | Course | NQF Credits | HEQSF Level
--- | --- | --- | ---
EDN5519S | Early Literacy in School & at Home | 30 | 9

*OR*

EDN5523S | Research in Mathematics Education: Teaching & Learning | 30 | 9

*OR*

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader

**MEd specialising in Science Education (180 NQF credits)**

**Convener:** Associate Professor R Laugksch

**Compulsory (core) courses:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5500W</td>
<td>Minor Dissertation</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDN5501F/S</td>
<td>Advanced Research Design</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>EDN5529F</td>
<td>Learning Science Education &amp; Teaching</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDN5530S</td>
<td>Contemporary Issues in Science Education</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

One 30 credit elective course offered in the School of Education chosen in consultation with stream leader

**MEd in Education by coursework and minor dissertation (288 NQF credits)**

**Programme Convener:** TBA

A new MEd comprising both coursework and research components is being offered. Please check the relevant specialist curricula above.

In 2016 there will be no intake of new students into the Part 1: Postgraduate Diploma in Education of the previous MEd. Specialisations have been listed for continuing students only.

*The following rules should be read in conjunction with the University General rules for degrees, diplomas and certificates.*

**PART 1: POSTGRADUATE DIPLOMA IN EDUCATION**

No intake of new students. For continuing students only.

**FGC1 Admission requirements:**

A candidate for the diploma is required to hold the BEdHons degree of this University, or its approved equivalent from another university, or an Honours degree in any other field that is approved, or an approved equivalent, and to have a record of professional and academic work considered by Senate to be satisfactory for this purpose. The candidate must achieve an average of not less than 60% in the Honours year to be accepted.

Candidates who have completed the Advanced Certificate in Education (Adult Education) at this university and who have achieved an aggregate of 70% or more may be admitted to the PG Diploma in Education.

Candidates who have completed the Postgraduate Certificate in Education at this university and who have achieved an overall aggregate of 70% or more, as well as 70% or more for both EDN4087W Education and EDN4086W Professional Studies, may be admitted to the PG Diploma in Education.
Candidates applying for the Higher Education Studies stream who have completed a BTech degree and completed EDN5000F as an occasional student with a mark of 65% or above may apply for admission to the PGDE specialisation in HES.

FGC2 **Prescribed curriculum:**

A candidate for the diploma is required to complete four courses within an area of specialisation. Each course has a weighting of 25% of the final result for the diploma.

FGC3 **Subjects:**

The following specialised curricula may be offered:

- Adult Education
- Applied Language and Literacy Studies
- Curriculum Studies
- Educational Administration, Planning and Social Policy
- Higher Education Studies
- Mathematics Education
- Primary Education
- Science Education

FGC4 **Duration:**

1. For the award of the diploma, a candidate shall be required to register for not less than one academic year of study.
2. A candidate registered for the diploma must complete all required work within two academic years of first registration.

FGC5 **Registration:**

1. A candidate who fails a course may only repeat or offer a substitute course if one is available, with the permission of the Senate.
2. A candidate who fails more than one prescribed course will fail the diploma and will not be permitted to renew his/her registration for the Diploma.
3. A candidate who does not complete at least two courses in the first year will not be permitted to renew his or her registration for a second year.

FGC6 **Examination:**

1. A candidate must complete a minimum of four courses, each of which comprises 25% of the final result. The compulsory and optional courses for each specialisation curriculum will be prescribed.
2. A candidate who completes each of the four courses with a pass mark of 60% or more may apply for admission to the Master’s degree and shall not be awarded the diploma.
3. The diploma will be awarded with distinction if the candidate obtains an overall average mark of 75% or higher on the four courses that constitute the diploma and if the candidate obtains not less than 70% on each of these four courses.

**SPECIALISED CURRICULA**

*Note: Courses are offered subject to there being sufficient demand for them.*
1. Adult Education

Co-ordinator: Associate Professor L Cooper

Note: No new students will be admitted to the stream in 2016.

General aims:
This curriculum is designed to equip graduates with theoretical and contextual understanding necessary to engage critically with current policies and debates in the skills development field, to reflect on and enhance the quality of adult education and training practice, and to identify fruitful areas of research.

Adult education, training and development practitioners, present or future planners, consultants or policy analysts in the field of adult education and training, leaders of community, trade union or skills development institutions, or graduates who have an interest in adult education and human resource development issues should seek admission.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6091F</td>
<td>Adult Learning and Experience</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>AND at least one course from the following:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDN6092S</td>
<td>Workplace Education/Training Policy: Education &amp; Training in S A</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>EDN6005S</td>
<td>Knowledge, Learning and the Organisation of Work</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6006F</td>
<td>Adult Learning in Informal Social Contexts</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Up to two of the following elective courses:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6001F</td>
<td>Pedagogy, Knowledge and Society</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6076F</td>
<td>Languages and Literacies in Theory and Use</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6079S</td>
<td>Literacy, Work and Basic Adult Education</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Any approved course offered in the School of Education, or other Departments in the Faculty of Humanities or in any other faculty of the University.

2. Applied Language and Literacy Studies

Co-ordinator: Associate Professor C McKinney

Note: No new students will be admitted to the stream in 2016.

General aims:
This specialisation aims to produce graduates with advanced knowledge, and skills in applying their knowledge of language, literacy and linguistics in leadership roles to address language, literacy and literature education-related issues such as curriculum and materials development, language planning and policy formulation.

Languages graduates, language practitioners and educationists with a special interest in language and/or literacy in multilingual education and those wishing to apply their linguistic knowledge in multilingual and multicultural African contexts should seek admission to this stream.

Compulsory (core) course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6076F</td>
<td>Languages and Literacies in Theory and Use</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Three of the following elective courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AXL4301F</td>
<td>Language Contact and Bilingualism</td>
<td>24</td>
<td>8</td>
</tr>
</tbody>
</table>
3. Curriculum Studies

Co-ordinator: Associate Professor U Hoadley

Note: No new students will be admitted to the stream in 2016.

General aims:
This course aims to equip educators and researchers with a range of theoretical skills to engage with curriculum policy and the implemented curriculum (pedagogy). Teachers, subject advisers, curriculum developers, present or future educational consultants, researchers and policy-makers should seek admission to this stream.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6001F</td>
<td>Pedagogy, Knowledge and Society</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6004S</td>
<td>Changing Frameworks of Curriculum Policy, Implementation &amp; Evaluation</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Elective courses: Select two from the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6005S</td>
<td>Knowledge, Learning and the Organisation of Work</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6027F</td>
<td>Research in Mathematics Education: Curriculum</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6069S</td>
<td>Research in History Education</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6095S</td>
<td>Contemporary Issues in Science Education</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

4. Educational Administration, Planning and Social Policy

Co-ordinator: J D Gilmour

Note: No new students will be admitted to the stream in 2016.

General aims:
The primary objective of the course is to produce graduates who have an interest in the process of change in education and who are able to both understand and apply policy with respect to this change. The course rationale is that educational systems require policy makers who have a broad and critical understanding of the complexities involved in the choice, design, implementation and evaluation of educational policy.

Educational planners, policy analysts, school administrators, office-holders in community and teacher organisations should seek admission to this stream.

Compulsory (core) course:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6037F</td>
<td>Education and Development</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>
Elective courses: Select three of the following:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6004S</td>
<td>Changing Frameworks of Curriculum Policy, Implementation &amp; Evaluation</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6038S</td>
<td>Economics, Equity and Educational Policy</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6055F</td>
<td>Educational Reform</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6058F</td>
<td>Educational Management and Leadership</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Any approved course offered in the School of Education, by other departments in the Faculty of Humanities or in any other faculty of the University.

5. Higher Education Studies

Co-ordinator: Dr A Cliff

Note: No new students will be admitted to the stream in 2016. It has been replaced by a new qualification.

General aims:
This curriculum aims to provide educators in higher education with a sound background in the national and international trends in teaching and learning in higher education, including contemporary theory and practice in curriculum, assessment and the use of educational technology. Participants are invited to consider these issues in their own context of practice.

Academic staff in higher education institutions with an interest in issues of teaching and learning, and who wish to strengthen their professional base as educators should seek admission to this stream.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN5000F</td>
<td>Learning and Teaching in Higher Education</td>
<td>36</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>And at least one of the following:</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>EDN6100S</td>
<td>Assessment and Evaluation in Higher Education</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6101F</td>
<td>Curriculum, Knowledge and Policy in Higher Education</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Elective courses:

| Number   | Course                                                                 | NQF Credits | HEQSF Level |
|----------|                                                                      | 36          | 9           |
| EDN6005S | Knowledge, Learning and the Organisation of Work                       |             |             |
| EDN6080S | Academic Literacies                                                   |             |             |

Subject to approval by the HES co-ordinator and Head of Department, an elective offered by a cognate department may replace one or more of the listed electives.

Please consult the list at the end of each departmental entry for descriptions of elective courses.

6. Mathematics Education

Co-ordinator: Dr Z Davis

Note: No new students will be admitted to the stream in 2016.

General aims:
The mathematics education specialisation is structured to give students either a Curriculum or Teaching emphasis. The aim is to cater for those who wish to focus on curriculum issues as well as those who prefer to focus on their practice. In both cases the primary objective is to produce skilled researchers in mathematics education who are able to impact on the development of teaching and learning of mathematics at different levels of education and in different institutional settings.
All mathematics teachers from pre-primary to tertiary education (including adult education), as well as others who wish to study in the field of mathematics education should seek admission to this stream.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6000S</td>
<td>Research in Mathematics Education: Classroom Mathematics ....</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6027F</td>
<td>Research in Mathematics Education: Curriculum ...............</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6097S</td>
<td>Research in Mathematics Education: Mathematics Topics ....</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Four courses, of which at least two are selected from the following:

The remaining two courses to be selected from electives offered in the Faculty in consultation with the stream leader.

7. Primary Education

Co-ordinator: Dr A E Muthivhi

Note: No new students will be admitted to the stream in 2016.

General aims:
This specialised curriculum will focus on teaching and learning in relation to the curriculum and in relation to the social and institutional context of primary schools. The aim is to enable educators to bring these insights to bear on understanding primary education, and improving it at all levels within a range of institutional settings. Those who wish to bring research based insights to bear on practices in the primary school sector. This would include teachers, leaders, curriculum developers, teacher educators, administrators and researchers should seek admission to this stream.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6103F</td>
<td>Learning &amp; Cognitive Development (in the Primary School)</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6104F</td>
<td>Teaching, Curriculum &amp; Research (in the Primary School)</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Elective courses: Students will be required to select one of the following PAIRS of courses:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6016S</td>
<td>Children's Emergent Literacy: Children Coming to Literacy in Unequal Social Contexts AND ................................</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6070F</td>
<td>English as an Additional Language in Schooling ..........</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6027F</td>
<td>Research in Mathematics Education: Curriculum AND ..........</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6000S</td>
<td>Research in Mathematics Education: Mathematics Education and Society ................................</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6058F</td>
<td>Educational Management and Leadership AND ..........</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6078S</td>
<td>Educational Programme Implementation &amp; Evaluation ..........</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6094F</td>
<td>Learning and Teaching in Science Education AND ..........</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6095S</td>
<td>Contemporary Issues in Science Education ................</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6001F</td>
<td>Pedagogy, Knowledge and Society AND ................</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6004S</td>
<td>Changing Frameworks of Curriculum Policy, Implementation &amp; Evaluation</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

OR
Any approved courses offered in the School of Education, by any other Departments in the Faculty of Humanities or in any other faculty of the University.
8. Science Education

Co-ordinator: Associate Professor R Laugksch

Note: No new students will be admitted to the stream in 2016.

General aims:
The main outcomes of the curriculum will be the development of skilled practitioners in science education who are able to impact on the development of teaching and learning of science, the ability to engage with current issue in the field as evidenced by participation in coursework, and a capability to conduct high quality research as evidenced by seminar papers and publications.

All teachers involved in science education from primary to tertiary education (including adult education), teacher educators and curriculum advisors, as well as others wishing to study in the field of science education should seek admission to this stream.

Compulsory (core) courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6094F</td>
<td>Learning and Teaching in Science Education</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6095S</td>
<td>Contemporary Issues in Science Education</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Two of the following elective courses:

<table>
<thead>
<tr>
<th>Number</th>
<th>Course Title</th>
<th>NQF Credits</th>
<th>HEQSF Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDN6001F</td>
<td>Pedagogy, Knowledge and Society</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6004S</td>
<td>Changing Frameworks of Curriculum Policy, Implementation &amp; Evaluation</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>EDN6027F</td>
<td>Research in Mathematics Education: Curriculum</td>
<td>36</td>
<td>9</td>
</tr>
</tbody>
</table>

Any approved course offered in the School of Education, by any other Departments in the Faculty of Humanities or in any other faculty of the University.

PART 2: MEd AND MPhil

Note:
(a) This route is applicable only to students who registered for the PGDE in or before 2014.
(b) Rules for Part 2 should be read in conjunction with the University and Faculty rules for the degree of Master’s.

General Master’s Admission:

FGC7 A candidate who does not meet the special entrance requirements for the MEd, but wishes to work in subject areas in which members of the academic staff have expertise, shall register for the MPhil degree, provided that the candidate’s fieldwork is relevant to Education.

FGC8 A candidate for the MEd or MPhil in Education by coursework must register for the Postgraduate Diploma in the first year of study.

FGC9 Prescribed curriculum:
A candidate must complete the following two courses in Part 2 of the Master’s:
9.1 EDN6015F or EDN6015S Advanced Educational Research Design and Methods (compulsory, non-credit bearing course).
   NOTE: In particular circumstances, students may be granted permission by the Master’s programme leader to register for EDN6015F or EDN6015S before having completed all four PGDE courses.
9.2 EDN6057W Minor Dissertation (144 NQF credits)
Distinction:
The degree will be awarded with distinction if the candidate obtains a minimum mark of 70% for each course in Part 1, a minimum mark of 70% for Part 2 (the minor dissertation), and an average of 75% for Parts 1 (constituting the average of the four courses) and 2 (the minor dissertation).

Research Master’s [MEd/MPhil] (180 NQF credits)
EDN6000W EDUCATION (Class number 6420)
Convener: Dr H Jacklin

PhD (360 NQF credits)
EDN7000W (Class number 6528)
Convener: Associate Professor D Ng’ambi

Admission requirements:
(a) Faculty Rule FM3, FDA1-6 and University General Rules apply.
(b) Applicants must have the required academic background and submit an acceptable research proposal for which supervision is available. Research degrees are encouraged where the field of research is clearly defined, and the student wishes to concentrate on a specific research topic and has demonstrated the ability to do so.

Degree structure:
Examination is by dissertation/thesis alone. A Master’s dissertation should not exceed 50,000 words in length. A Doctoral thesis should not exceed 80,000 words in length.

Course Outlines:

EDN2500W ENGLISH COMMUNICATIVE COMPETENCE SP
(Not offered in 2016)
24 NQF credits at HEQSF level 6
Convener: N Parsotam
Course entry requirements: Acceptance for the Advanced Certificate in Teaching.
Course outline:
This course is designed to enhance the communicative competence and knowledge of the English language of teachers whose first language is not English. It will develop speaking, listening, reading and writing skills, knowledge of language and discourse structure and the ability to analyse literary texts. Emphasis will be on developing effective and appropriate oral expression, the comprehension and critical reading of different texts and the development of written discourse for different academic and professional genres. The course will also focus on the phonological and syntactic structures of the English language as well as its morphological, semantic and pragmatic features. Emphasis will be placed on using analytical approaches that link structure to meaning and explicate how texts work. Upon completion, teachers’ level of oral and written comprehension and production should be at an advanced level and they should be able to demonstrate comprehensive knowledge of the structure of the language at syntactic/clause and discursive/textual levels.
DP requirements: Completion and submission of all assignments; at least 80% attendance record.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.
EDN2501W LITERACIES SP
(Not offered in 2016)
24 NQF credits at HEQSF level 6
Convener: N Parsotam
Course entry requirements: Acceptance for the Advanced Certificate in Teaching.
Course outline:
This course focuses on the development of reading and writing within the framework of multi-literacies and critical literacy. Teachers will develop process and text-based approaches to teaching reading and writing and will learn how to develop these skills using a variety of genres. Teachers will be guided on how to choose appropriate texts to help learners develop strategies for comprehension, and how to set questions that cover surface and deeper level meanings. Aspects of critical literacy will be examined. The course also explores the issues of decoding, fluency, understanding at structural level, teaching written conventions, spelling and punctuation. Teachers will be introduced to strategies to help learners with reading and writing difficulties, as well as with dealing with multimodal texts, reading texts and writing across the curriculum. The course will deal with strategies for nurturing writing creativity, using quick writes, writing frames, mind maps and the genre and modelling approaches to writing. Activities for promoting reading for pleasure and reading English literature, with a focus on developing ways of understanding the imaginative, literary, figurative, ideological and symbolic uses of language, will be covered. Teachers will learn how to help learners recognize how writers construct, create, manipulate and rearrange texts.

DP requirements: Completion and submission of all assignments; at least 80% attendance record.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2502W LISTENING & SPEAKING SP
(Not offered in 2016)
24 NQF credits at HEQSF level 6
Convener: N Parsotam
Course entry requirements: Acceptance for the Advanced Certificate in Teaching.
Course outline:
This course is grounded in the theoretical framework of listening and speaking using bottom-up, top-down and interpretive processes, involving prior knowledge and schema in comprehension and production. Teachers will learn about the integrated nature of listening and speaking and the relationship between the two in terms of communicative competence. Listening comprehension as a three-stage process will be examined, and practical exercises for pre-listening, during-listening and post-listening will be covered. Other aspects such as listening for specific information, for critical analysis, evaluation and appreciation, and how to implement different kinds of listening activities in the classroom, will be dealt with. The course will also deal with barriers to listening, the process of decoding, strategies for developing listening skills and how to aid first additional language learners with listening and comprehension, using vocabulary walls and visual resources. In terms of speaking, teachers will be introduced to the concepts of register, style and voice, audience, purpose, theme and context. Different oral genres such as negotiating, persuading, and evaluating, amongst others, will be examined. Other components of the course are language structures, the pragmatics of oral communication, vocabulary development, fluency, expression, role-plays, pair/group work, peer and classroom interactions and Critical Language Awareness.

DP requirements: Completion and submission of all assignments; at least 80% attendance record.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2503W ENGLISH FAL ASSESSMENT SP
(Not offered in 2016)
24 NQF credits at HEQSF level 6
Convener: D Hendricks
Course entry requirements: Acceptance for the Advanced Certificate in Teaching.
Course outline:
The course is grounded in the theoretical framework of competencies in terms of competence in the structure of the language as well as rules of language use and strategic competence in being able to use language creatively and for different purposes. Approaches to assessment and testing used by the Departments of Education will be introduced. Methods of both informal and formal assessment will be covered. Informal assessment will include how to use self-assessment and peer-assessment. The use of proficiency and diagnostic tests, and how to measure the four skills as well as thinking and reasoning will be covered. Measuring vocabulary size and language grammar will be taught. Designing test questions, internal validity and the challenges of assessing language development will be addressed. Assessment criteria, assessment rubrics and how to use assessment effectively for learning will also be covered. Formative and summative testing and its impact on learning will also be addressed. How to assess writing and approaches to writing assessment, including the six traits of writing and writing assessment rubrics will be explored. Different methods of summative and formative assessment will be introduced including writing conferencing with peers and teachers. How to assess listening and speaking skills will be addressed.

**DP requirements:** Submission of all assignments and at least 80% attendance record.

**Assessment:** Assignment and tests count for 50%; the examination counts for 50%.

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**EDN2504W LANGUAGE AND GRAMMAR SP**  
*Not offered in 2016*

8 NQF credits at HEQSF level 6

**Convener:** N Parsotam

**Course entry requirements:** Acceptance for the Advanced Certificate in Teaching.

**Course outline:**
The course will draw on the theoretical frameworks of functional grammar and critical language awareness by taking as its main approach the development of ways of teaching language usage that focus on how language structure works to create meaning. Teachers will learn how to teach grammar in meaningful contexts with authentic texts. Emphasis will be placed on how structure works at both clause and text level and how language structures and conventions vary depending on different genres. Approaches to teaching language structures will emphasize how they function within social contexts and how structure links to pragmatic meaning. This approach will involve teachers in developing ways of teaching structure for meaningful social purposes. Teachers will also be introduced to theories about the relationship between learning a first and second language and how to draw on learners’ existing linguistic resources in acquiring competence in another language.

**DP requirements:** Completion and submission of all assignments; at least 80% attendance record.

**Assessment:** Assignment and tests count for 50%; the examination counts for 50%.

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**EDN2505W ENGLISH FAL COMMUNICATION & LEARNING SP**  
*Not offered in 2016*

8 NQF credits at HEQSF level 6

**Convener:** N Parsotam

**Course entry requirements:** Acceptance for the Advanced Certificate in Teaching.

**Course outline:**
This course will look at classroom communication from intrapersonal, instructional, and interpersonal perspectives. Teachers will look at the role communication plays in the classroom and to relational/intrapersonal development and its impact on learning. Racial and gender biases in classroom interactions will be explored. The role of language, gesture, nonverbal communication and classroom materials will be explored in relation to language learning and cognitive development. Classroom strategies for encouraging communication that enhances learning will also be investigated. The use of questioning and the various types and levels of questions will be explored, as will the notion of ‘wait time’.

**DP requirements:** Completion and submission of all assignments; at least 80% attendance record.

**Assessment:** Assignment and tests count for 50%; the examination counts for 50%.
EDN2506W  ENGLISH FAL PRACTICUM  
(Not offered in 2016)  
8 NQF credits at HEQSF level 6  
Convener: N Parsotam  
Course entry requirements: Acceptance for the Advanced Certificate in Teaching.  
Course outline:  
Situational learning and WIL are constituted by assessments of how learnt knowledge is translated into classroom activities of teaching and learning. Classroom visits during every semester across the two years, observations of lessons and reflections, by both the teacher and the lesson observer, are key components of this course. Two visits per teacher per term are envisaged.  
DP requirements: Completion and submission of all assignments.  
Assessment: Portfolio counts for 100%.  

EDN2507W  NUMBER SP  
(Not offered in 2016)  
24 NQF credits at HEQSF level 6  
Convener: Y Johnson  
Course entry requirements: Acceptance for the Advanced Certificate in Teaching  
Course outline:  
The course develops course participants’ knowledge of the structure of the Real number system, as a foundation for work in Algebra. In this regard, the focus is on developing a meaningful appreciation of the properties of and relations between different sets of numbers, emphasising the properties of commutativity, associativity, distributivity, identity and inverse. Course participants will engage with the academic debates relating to the teaching and learning of the content and, in so doing, analyse pupil difficulties and develop appropriate pedagogic strategies that will inform both the transmission and acquisition of the content in the classroom. Assessment, as a means of evaluation and to inform future teaching, will be addressed.  
DP requirements: Completion and submission of all assignments and at least 80% attendance record.  
Assessment: Assignment and tests count for 50%; the examination counts for 50%.  

EDN2508W  ALGEBRA SP  
24 NQF credits at HEQSF level 6  
Convener: R MacKay  
Course entry requirements: Acceptance for the Advanced Certificate in Teaching.  
Course outline:  
This course draws on the concept development of the Number course and develops course participants’ knowledge of the notion ‘Algebra as generalised arithmetic’. In this regard, the focus is on developing a meaningful appreciation of the variable, algebraic expressions and algebraic equations. In addition to actual knowledge of the content, appropriate pedagogic strategies relating to the transmission and acquisition of the content in the classroom situation are explored, and assessment, as a means of evaluation and to inform future teaching, will be addressed. The course content includes an exploration of the notion of FUNCTION, an exploration of number patterns leading to an algebraic rule, an exploration of operations on algebraic expressions, solving algebraic equations and inequalities, and graphical representation of different functions.  
DP requirements: Completion and submission of all assignments and at least 80% attendance record.  
Assessment: Assignment and tests count for 50%; the examination counts for 50%.  

EDN2509W  EUCLIDEAN GEOM & MEASURE SP  
24 NQF credits at HEQSF level 6  
Convener: Y Johnson  
Course entry requirements: Acceptance for the Advanced Certificate in Teaching.
Course outline:
This course focuses on introducing participants to the content and to appropriate pedagogic strategies that will enable the teaching and learning of the content in a more formal way. The emphasis of the course is on the relations between propositions and how these propositional relations could be deployed to solve geometry problems. While construction and measurement will not be discounted, the proofs of particular propositions will necessarily also be developed using already established propositions. The course therefore uses Euclidean and transformational geometric methods to investigate properties of geometrical shapes and objects. The course addresses in particular the geometry of lines, angles and triangles, and the work relating to area, perimeter, volume and surface area of various 2D and 3D shapes, and other content relating to measurement. Participants will engage with the practice of diagnosing pupil difficulties and with forms of assessment to both evaluate pupil performance and to inform future teaching.

DP requirements: Completion and submission of all assignments.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2510W DATA HANDLING & STATISTICS SP
24 NQF credits at HEQSF level 6
Convener: R MacKay
Course entry requirements: Acceptance for the Advanced Certificate in Teaching.
Course outline:
This course focuses on developing and/or strengthening students’ knowledge of collecting, organising, summarising, representing and analysing data (discrete and bivariate). This includes knowledge of using appropriate tools (e.g. questionnaires, interviews), tables, summaries and charts (including bar graphs, pie charts, histograms, line graphs, scatter plots, box-and-whisker plots, ogives). Students will apply their acquired knowledge in various real-life contexts. In this regard, they will be expected to conduct a related project in their own contexts. To facilitate quantitative analyses, students will explore various statistical measures (mean, median, mode, range, quartile, inter-quartile range). Participants will engage with the practice of diagnosing pupil difficulties and with forms of assessment to both evaluate pupil performance and to inform future teaching.

DP requirements: Completion and submission of all assignments.
Assessment: Assignment and tests count for 50%; the examination counts for 50%.

EDN2511W MATHEMATICS ASSESSMENT SP
8 NQF credits at HEQSF level 6
Convener: A Roberts
Course entry requirements: Acceptance for the Advanced Certificate in Teaching.
Course outline:
Teachers will be introduced to the main approaches to assessment and testing used by the department of education. Methods of both informal and formal assessment will be covered. Informal assessment will include how to use self-assessment and peer assessment and how to give feedback to learners. Formal assessment will include knowing how to use tests, examinations, assignments, projects, investigations and homework activities to assess pupils’ performance. So, the relation of formative and summative testing and its impact on learning will also form part of this course. How to assess pupils in order to improve instruction, diagnose pupil difficulty, determine remediation needs and identify errors in thinking using assessment criteria, assessment rubrics and marking memoranda will also be covered. The focus is on the assessment of learning and on assessment for learning.

DP requirements: Completion and submission of all assignments.
Assessment: Assignments count for 100%.

EDN2512W CURR RESEARCH IN MATH ED SP
8 NQF credits at HEQSF level 6
Convener: A Roberts
**Course entry requirements:** Acceptance for the Advanced Certificate in Teaching.

**Course outline:**
The purpose of the course is to introduce teachers to various perspectives on mathematics teaching and learning. The central question guiding our reading of the literature is that of what gets constituted as mathematics, and how, in the pedagogic situations of schooling. In addition, the course will also engage with work on mathematical knowledge for teaching (incorporating subject matter knowledge and pedagogical content knowledge), as well as examine perspectives on the use of the conceptual-procedural distinction in mathematics education.

**DP requirements:** Completion and submission of all assignments.

**Assessment:** Assignments count for 100%.

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**EDN2513W  MATHEMATICS PRACTICUM SP**
8 NQF credits at HEQSF level 6

**Convener:** R MacKay

**Course entry requirements:** Acceptance for the Advanced Certificate in Teaching.

**Course outline:**
Mathematics practicum is constituted by assessments of how learnt knowledge is translated into classroom activities of teaching and learning. Classroom visits during every semester across the two years, observations of lessons and reflections, by both the teacher and the lesson observer, are key components of this course. Two visits per teacher per term are envisaged.

**DP requirements:** Completion and submission of all assignments.

**Assessment:** Portfolio counts for 100%.

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**EDN2514W  NATURAL SCIENCES INSTRUCT SP**
4 NQF credits at HEQSF level 6

**Convener:** N Mgoqi

**Course entry requirements:** Acceptance for the Advanced Certificate in Teaching.

**Course outline:**
This course will provide the students with an important foundation for all that they are going to be taught in the Advanced Certificate in Senior Phase Natural Sciences Teaching programme. The following questions are posed: What is science? And why teach science? The answer to these will help clarify why science is included as a basic requirement of the SP school curriculum. The course will provide the students with a framework to organize the direction and nature of science instruction in their classrooms. The following aspects will be included: Science as a human endeavour, historical perspectives, and nature of scientific knowledge. These aspects are designed to help students understand the human dimensions of science, the nature of scientific thought, and the role of science in society. The course will also include in-depth discussions of what distinguishes science from other academic disciplines as well as the visions of the current reforms in science education.

**DP requirements:** Submission of all assignments and at least 80% attendance record.

**Assessment:** Assignments count for 100%.

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**EDN2515W  MATTER AND MATERIALS SP**
26 NQF credits at HEQSF level 6

**Convener:** G Kay

**Course entry requirements:** Acceptance for the Advanced Certificate in Teaching.

**Course outline:**
This course will focus on the properties and classification of matter, the particle model of matter and the nature of different chemical reactions. It explores the uses and environmental impact of the production and disposal of different materials, including metals and non-metals. The classification of matter deals with the differences between elements, compounds and mixtures, the structure of the atom and how this links to the position of the metals, non-metals and metalloids in periodic table.
The focus on the particle model of matter is brief and is followed by an in-depth look at chemical reactions; including chemical bonding, different ways of representing chemical reactions and a focus on redox and acid-base reactions. By exploring these concepts, broader issues such as the nature of science (NOS), a Science –Technology - Society (STS) approach to teaching, the use of ICT in teaching and learning, general scientific literacy and the importance of reflective teaching practice will also be highlighted. At the same time students will be given the opportunity to develop some of the process and cognitive skills required for doing science practical work.

**DP requirements:** Submission of all assignments and at least 80% attendance record.

**Assessment:** Assignments and tests count for 50%; the examination counts for 50%.

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**EDN2516W  ENERGY AND CHANGE SP**

26 NQF credits at HEQSF level 6

**Convener:** G Dolo

**Course entry requirements:** Acceptance for the Advanced Certificate in Teaching.

**Course outline:**

This course will introduce a number of key physics principles and will provide opportunities to explore and refine understanding, to develop skills and update strategies for teaching physics. It will address the properties of physical matter, physical quantities, and their relationships. Through a variety of activities, the subject knowledge necessary to support effective teaching will be covered, as well as the use of stimulating practical activities and demonstrations to excite and enthuse students. ICT-based resources will also be explored.

**DP requirements:** Completion and submission of all assignments and at least 80% attendance record.

**Assessment:** Assignments and tests count for 50%; the examination counts for 50%.

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**EDN2517W  LIFE & LIVING SP**

26 NQF credits at HEQSF level 6

**Convener:** N Mgoqi

**Course entry requirements:** Acceptance for the Advanced Certificate in Teaching.

**Course outline:**

Life and living leads on to the knowledge strand of Life Sciences in the FET band. The Life and Living course is geared to encourage students to deepen their understanding of the biological sciences. The following concepts will be addressed in the course: the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive response. Further, unifying concepts and provide a context for teaching content and process skills outcomes/goals. Focus on the unifying concepts of science will also help students understand the constant nature of science across the disciplines: • Systems, order and organization • Evidence, models, and explanations • Constancy, change, and measurement • Evolution and equilibrium • Forms and function. The description summary of the topics which demonstrate these unifying concepts will be included in the course guide to help students develop understanding the broader view of science context.

**DP requirements:** Submission of all assignments and at least 80% attendance record.

**Assessment:** Assignments and tests count for 50%; the examination counts for 50%.

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**EDN2518W  EARTH AND BEYOND SP**

26 NQF credits at HEQSF level 6

**Convener:** A Petersen

**Course entry requirements:** Acceptance for the Advanced Certificate in Teaching.

**Course outline:**

The course covers subject knowledge in the earth sciences. Earth systems science is used as a unifying concept and the course begins by exploring the birth of the universe and geological structures and processes on earth. The fundamentals of geology and palaeontology are explored
which is followed by mining and sustainability. The course also includes astronomy, climatology, and meteorology, at a level appropriate to support the teaching of these topics in the SP.

**DP requirements:** Completion and submission of all assignments and at least 80% attendance record.

**Assessment:** Assignments and tests count for 50%; the examination counts for 50%.

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**EDN2519W  NATURAL SCIENCES PRAC WORK SP**
4 NQF credits at HEQSF level 6
Convener: G Kay

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
The course provides the laboratory focus for all the Science courses. It is common to all four courses offered in the Advanced Certificate in Senior Phase Natural Sciences Teaching programme. The purpose of the course is to develop the students’ practical laboratory skills to use these practical skills in the other courses of the programme. The links between the investigation process, cognitive skills and the outdoor classroom activities are explored for their implications for teaching and assessment. Students should be familiar with the content of this course before beginning the core courses in the programme.

**DP requirements:** Submission of all assignments and at least 80% attendance record.

**Assessment:** Assignments and tests count for 100%.

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**EDN2520W  NATURAL SCIENCES PRACTICUM SP**
8 NQF credits at HEQSF level 6
Convener: N Mgqii

**Course entry requirements:** Acceptance for the Advanced Certificate in Teaching.

**Course outline:**
Situational learning and work integrated learning are constituted by assessments of how learnt knowledge in translated into classroom activities of teaching and learning. Classroom visits during every semester across the two years, observations of lessons and reflections, by both the teacher and the lesson observer, are key components of this course. Two visits per teacher per term are envisaged.

**DP requirements:** Completion and submission of all assignments.

**Assessment:** Portfolio counts for 100%.

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**EDN3000F  ADULT LEARNING AND TEACHING**
24 NQF credits at HEQSF level 5
Convener: Dr S Ismail

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
This course, taught in the first semester, will provide an advanced introduction to contrasting theories of how adults learn, and to different approaches to teaching adults. It will explore the philosophical foundations of adult education, and the history of how different theoretical approaches have found practical expression, in South Africa and elsewhere.

**DP requirements:** Completion and submission of all assignments.

**Assessment:** Assessment is by submission of a portfolio and an oral presentation. The portfolio includes weekly summaries of the readings (15%); reflections in a 'Learning Journal' (25%); an essay (40%) and an oral presentation (20%).

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**EDN3001S  PROFESSIONAL AND POLICY STUDIES**
24 NQF credits at HEQSF level 5
Convener: Dr S Ismail

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
This course, taught in the second semester, will consider adult education practitioner development against the background of current policy initiatives. It will provide the opportunity to describe, theorise and assess practitioner role expectations and enactments in the context of different sites of adult education practice.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** By assignment and project.

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**EDN3200W**  
**EDUCATION**  
40 NQF credits at HEQSF level 7  
**Convener:** Dr J Hardman  
**Course entry requirements:** Acceptance for a PGCE.  
**Course outline:**  
This core course addresses the foundations of education and professional studies. Starting with the moment of practice (when a teacher in front of a class decides what to do), the course addresses six questions in different courses across three teaching blocks, intentionally interspersed with school experience. 1. What is knowledge? (The intended curriculum and CAPS; Debates on knowledge; Curriculum theory.) 2. What is pedagogy? (Curriculum and pedagogy; Teaching for learning; Authentic learning environments.) 3. How do we understand learners and learning? (Learning and development; Social positioning of learners and social justice; Inclusive Education and barriers to learning.) 4. How do we understand teachers and teaching? (Ethical decision-making; Teacher professionalism and professional learning communities.) 5. How do we understand schools and the contexts within which we teach? (Schooling in South Africa; The policy context, SACE.) 6. How do we understand the relationship between language, literacy and learning? (Language and literacy development; Language and literacy across the curriculum.)

**DP requirements:** Submission and satisfactory completion of all assignments.

**Assessment:** Assignments and tests count 100%.

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**EDN3201W**  
**ENGLISH IP**  
8 NQF credits at HEQSF level 7  
**Convener:** TBA  
**Course entry requirements:** Acceptance for a PGCE.  
**Course outline:**  
The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

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**EDN3202W**  
**ENGLISH FIRST ADD LANG IP**  
8 NQF credits at HEQSF level 7  
**Convener:** TBA  
**Course entry requirements:** Acceptance for a PGCE.  
**Course outline:**  
The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to
enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

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**EDN3203W  EXP ARTS & SKILLS FOR LIFE IP**
8 NQF credits at HEQSF level 7

**Convener:** TBA

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

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**EDN3204W  GENERAL METHOD IP**
4 NQF credits at HEQSF level 7

**Convener:** TBA

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
This integrated course takes the place of the Expressive Arts and Skills for life, Natural Sciences and Social Sciences method courses in the lecture block before the first Teaching Practice. It is designed to introduce general approaches to teaching and to prepare students for the first period of teaching practice. It will include the following broad tropics: 1) an introduction to life skills for primary school learners; 2) lesson planning and the discussion of lessons; 3) the use of the skills of drama and role play skills in teaching and learning; 3) whole class teaching, co-operative learning and pair work; 4) questioning, investigation and discovery as pedagogical tools; and 5) an introduction to the principles and methods of assessment.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** Assignments and projects count 100%.

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**EDN3205W  NUMERACY IP**
10 NQF credits at HEQSF level 7

**Convener:** TBA

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
This course develops students’ knowledge and understanding of numeracy underpinning the Intermediate Phase Mathematics curriculum. Students will be introduced to mathematical resources for developing their own understanding of Intermediate Phase Mathematics and for examining teaching methods used in Intermediate Phase classrooms and teaching/learning texts such as textbooks or curriculum documents.
**EDUCACTION 140**

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** Examination counts 60% and assignments count 40%.

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**EDN3206W SCHOOL EXPERIENCE SP AND FET**

32 NQF credits at HEQSF level 7  
**Convener:** Associate Professor R Laugksch  
**Course entry requirements:** Acceptance for a PGCE.  
**Course outline:**  
The course is in two parts: teaching practice (24 credits) and submission of a teaching portfolio (8 credits). Teaching practice involves the placement of students in schools by the School of Education under the supervision of university supervisors. It comprises two weeks of structured observation after registration and two periods of five and six weeks respectively at two differently resourced schools. Weekly tutorials prepare students for the teaching practices. The portfolio requires reflection on professional growth over the year, based upon a selection of items of evidence from teaching practice.  
**DP requirements:** Satisfactory fulfilment of the requirements for the qualification; completion of a teaching practice journal; 80% attendance at tutorials; and submission and satisfactory completion of the portfolio.  
**Assessment:** Students are expected to satisfy the teaching practice supervisors appointed by the School of Education, the school in which they teach and the external examiner, who will visit schools during teaching practice. The assessment is based on the supervisors’ reports, confidential reports by schools, a student report and the examiner's reports. Teaching practice (70%); teaching practice portfolio (30%).

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**EDN3208W LOLT - ENGLISH**

0 NQF credits at HEQSF level 7  
**Convener:** TBA  
**Course entry requirements:** Acceptance for a PGCE.  
**Course outline:**  
Students registered for the PGCE programme will be assessed for proficiency in English as a language of learning and teaching in schooling. A pass (PA) indicates that the student has achieved the required proficiency in the language.  
**DP requirements:** None  
**Assessment:** Assessment will include an evaluation of the use of the language during teaching practice, and oral and written tests as appropriate to inform it.

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**EDN3209W MATHEMATICS IP**

10 NQF credits at HEQSF level 7  
**Convener:** S Jaffer  
**Course entry requirements:** Acceptance for a PGCE.  
**Course outline:**  
The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.
EDN3210W  NATURAL SCIENCES IP
10 NQF credits at HEQSF level 7
Convener: Associate Professor A Hattingh
Course entry requirements: Acceptance for a PGCE.
Course outline:
The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

EDN3211W  SOCIAL SCIENCES IP
10 NQF credits at HEQSF level 7
Convener: TBA
Course entry requirements: Acceptance for a PGCE.
Course outline:
The method course focuses on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

EDN3212W  XHOSA IP
8 NQF credits at HEQSF level 7
Convener: TBA
Course entry requirements: Acceptance for a PGCE.
Course outline:
The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.
**EDN3213W**  
AFRIKAANS IP  
8 NQF credits at HEQSF level 7  
Convener: W Lategan  
Course entry requirements: Acceptance for a PGCE.  
Course outline:  
The method courses focus on developing students’ knowledge of both the content required to be taught and the pedagogy associated with a particular content area. They aim to equip students to enact curricula at classroom level and cover practical applications for teaching the subject effectively and innovatively. They are primarily concerned with developing students’ knowledge and competence in: 1) interpreting curricula to design relevant, interesting and imaginative learning tasks and lesson planning; 2) teaching strategies such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving 3) assessment and student feedback 4) critical and creative use of resources in highly resourced and under resourced school contexts.  
DP requirements: At least 80% attendance record and submission of all assignments and projects.  
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.  

| **EDN3214W** | LOLT - AFRIKAANS | 0 NQF credits at HEQSF level 7 | Convener: W Lategan | Course entry requirements: Acceptance for a PGCE. | Course outline: | Students registered for the PGCE programme will be assessed for proficiency in Afrikaans as a language of learning and teaching in schooling. A pass indicates that the student has achieved the required proficiency in the language. | DP requirements: None. | Assessment: Assessment will include an evaluation of the use of the language during teaching practice, and oral and written tests as appropriate to inform it. |
|**EDN3215W** | LOLT - XHOSA | 0 NQF credits at HEQSF level 7 | Convener: TBA | Course entry requirements: Acceptance for a PGCE. | Course outline: | Students registered for the PGCE programme will be assessed for proficiency in Xhosa as a language of learning and teaching in schooling. A pass indicates that the student has achieved the required proficiency in the language. | DP requirements: None | Assessment: Assessment will include an evaluation of the use of the language during teaching practice, and oral and written tests as appropriate to inform it. |
|**EDN3216W** | CHILDHOOD STUDIES FP | 10 NQF credits at HEQSF level 7 | Convener: Associate Professor K Murris | Course entry requirements: Acceptance for a PGCE | Course outline: | From a multidisciplinary perspective, the course examines shifting conceptions of Foundation Phase children and their relationships with peers, siblings, carers, parents, teachers, and other adults, and the implications for pedagogy. Children’s literature and narratives are explored as cognitive tools for imaginative engagement in the teaching of literacy, numeracy and life skills. | DP requirements: At least 80% attendance record and submission of all assignments and projects. | Assessment: 50% Exhibition; 25% Response Essays; 25% Reflective Journal. |
EDN3217W LIFE SKILLS FP
10 NQF credits at HEQSF level 7
Convener: Associate Professor K Murris
Course entry requirements: Acceptance for a PGCE.
Course outline:
In the context of the Life Skills curriculum the course focuses on current approaches to enquiry based learning, including the use of educational technology and general knowledge in the Foundation Phase. It develops the ability to use play-based methods, the arts and physical movement to promote independent learning, problem-solving, information processing, comprehension and moral awareness. A core focus of the course is instruction in the arts and an individual in-depth research project focusing on a relevant life skills theme.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 50% In-Depth Project; 50% Creative Art Project.

EDN3218W SPECIAL STUDIES IN FP TEACHING
10 NQF credits at HEQSF level 7
Convener: Dr C Verbeek
Course entry requirements: Acceptance for a PGCE.
Course outline:
The purpose of this course is to enable learning about teaching, for teaching and through teaching in school-based and virtual practice. Candidates learn from the practice of experienced foundation phase teachers and revisit theories and concepts in the light of this practice. The course takes the form of a range of research-based individual and small group projects (such as virtual and real outings to schools, libraries, bookshops, museums and exhibitions). Through reflection on observations of foundation phase children, teachers, curricula and settings for learning, candidates deepen their understanding of models of delivery, teaching and learning in the early years. Candidates choose one topic for in-depth project study.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 50% Service Learning Project; 50% School-based Assignments.

EDN3219W LITERACY (HL AND EFAL) FP
10 NQF credits at HEQSF level 7
Convener: Dr C Verbeek
Course entry requirements: Acceptance for a PGCE.
Course outline:
The course focuses on principles and approaches to teaching language, literacy, learning and thinking in any primary language with consideration of the transfer of these understandings and skills to additional languages in multilingual Foundation Phase classrooms. Specific application is made to teaching through the medium of isiXhosa and to developing young children’s ability to understand, speak, read and write English as a First Additional Language.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 50% Teaching Portfolio; 50% Assignments and Tests.

EDN3220W MATHEMATICS FP
10 NQF credits at HEQSF level 7
Convener: Dr Z Davis
Course entry requirements: Acceptance for a PGCE.
Course outline:
Appropriate mathematics content and mathematics pedagogy for Foundation Phase classrooms are covered. Candidates learn to analyse and to produce translations between formal mathematics and children’s intuitive conceptions of collections, number and space in the contexts of physical apparatus, games and stories. Progressions in the development of young children’s mathematics
concepts, and strategies for teaching and learning of mathematics in the Foundation Phase are explored.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 60% assignments; 40%; examination.

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**EDN3221W**  
**SCHOOL EXPERIENCE FP**  
32 NQF credits at HEQSF level 7  
**Convener:** Dr C Verbeek  
**Course entry requirements:** Acceptance for a PGCE.  
**Course outline:**  
The course is in two parts: teaching practice (24 credits) and submission of a teaching portfolio (8 credits). Teaching practice involves the placement of students in schools by the School of Education under the supervision of university supervisors. It comprises two weeks of structured observation after registration and two periods of five and six weeks respectively at two differently resourced schools. Weekly tutorials prepare students for the teaching practices. The portfolio requires reflection on professional growth over the year, based upon a selection of items of evidence from teaching practice.  
**DP requirements:** Satisfactory fulfilment of the requirements for the qualification; completion of a teaching practice journal; 80% attendance at tutorials; and submission and satisfactory completion of the portfolio.  
**Assessment:** Students are expected to satisfy the teaching practice supervisors appointed by the School of Education, the school in which they teach and the external examiner, who will visit schools during teaching practice. The assessment is based on the supervisors' reports, confidential reports by schools, a student report and the examiner's reports. Teaching practice (70%); teaching practice portfolio (30%).

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**EDN3222W**  
**ACCOUNTING SP & FET**  
24 NQF credits at HEQSF level 7  
**Course entry requirements:** Acceptance for a PGCE.  
**Course outline:**  
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.  
**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject</th>
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<tbody>
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<td>EDN3238W</td>
<td>Life Sciences FET</td>
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<tr>
<td>EDN3243W</td>
<td>Natural Sciences SP</td>
</tr>
<tr>
<td>EDN3244W</td>
<td>Physical Sciences FET</td>
</tr>
</tbody>
</table>
EDN3223W  AFRIKAANS SP AND FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.
NOTE: Students registered for the following subject methods are expected to participate in fieldwork.
EDN3238W  Life Sciences FET
EDN3243W  Natural Sciences SP
EDN3244W  Physical Sciences FET

EDN3224W  VISUAL ARTS (PRACTICAL) SP AND FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.
NOTE: Students registered for the following subject methods are expected to participate in fieldwork.
EDN3238W  Life Sciences FET
EDN3243W  Natural Sciences SP
EDN3244W  Physical Sciences FET

EDN3225W  DANCE STUDIES FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.
NOTE: Students registered for the following subject methods are expected to participate in fieldwork.
EDN3238W Life Sciences FET
EDN3243W Natural Sciences SP
EDN3244W Physical Sciences FET

EDN3226W DESIGN STUDIES FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.
NOTE: Students registered for the following subject methods are expected to participate in fieldwork.
EDN3238W Life Sciences FET
EDN3243W Natural Sciences SP
EDN3244W Physical Sciences FET

EDN3227W DRAMATIC ARTS FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively,
including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

EDN3238W  Life Sciences FET
EDN3243W  Natural Sciences SP
EDN3244W  Physical Sciences FET

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**EDN3228W  ECONOMICS SP AND FET**

24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**

Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

EDN3238W  Life Sciences FET
EDN3243W  Natural Sciences SP
EDN3244W  Physical Sciences FET

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**EDN3229W  ENGLISH SP AND FET**

24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**

Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and
structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

EDN3238W  Life Sciences FET
EDN3243W  Natural Sciences SP
EDN3244W  Physical Sciences FET

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**EDN3230W**  EXPRESSIVE ARTS SP

24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

EDN3238W  Life Sciences FET
EDN3243W  Natural Sciences SP
EDN3244W  Physical Sciences FET

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**EDN3231W**  FRENCH SP AND FET

24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally
include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

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<td>EDN3244W</td>
<td>Physical Sciences FET</td>
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</tbody>
</table>

**EDN3232W**  GEOGRAPHY SP AND FET  
24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

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<td>EDN3244W</td>
<td>Physical Sciences FET</td>
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</tbody>
</table>

**EDN3233W**  GERMAN SP AND FET  
24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.
**EDUCATION 150**

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

- **EDN3238W** Life Sciences FET
- **EDN3243W** Natural Sciences SP
- **EDN3244W** Physical Sciences FET

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**EDN3234W** HEBREW SP AND FET

- 24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

- **EDN3235W** HISTORY SP AND FET

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**EDN3235W** HISTORICAL SP AND FET

- 24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.
EDN3238W  Life Sciences FET
EDN3243W  Natural Sciences SP
EDN3244W  Physical Sciences FET

EDN3236W  INFORMATION TECHNOLOGY FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.
NOTE: Students registered for the following subject methods are expected to participate in fieldwork.
EDN3238W  Life Sciences FET
EDN3243W  Natural Sciences SP
EDN3244W  Physical Sciences FET

EDN3237W  JEWISH STUDIES FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.
NOTE: Students registered for the following subject methods are expected to participate in fieldwork.
EDN3238W  Life Sciences FET
EDN3243W  Natural Sciences SP
EDN3244W  Physical Sciences FET
EDN3238W  LIFE SCIENCES FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.
NOTE: Students registered for the following subject methods are expected to participate in fieldwork.
EDN3238W  Life Sciences FET
EDN3243W  Natural Sciences SP
EDN3244W  Physical Sciences FET

EDN3239W  LIFESKILLS SP AND FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.
NOTE: Students registered for the following subject methods are expected to participate in fieldwork.
EDN3238W  Life Sciences FET
EDN3243W  Natural Sciences SP
EDN3244W  Physical Sciences FET

EDN3240W  MATHEMATICS SP AND FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

NOTE: Students registered for the following subject methods are expected to participate in fieldwork.
EDN3238W Life Sciences FET
EDN3243W Natural Sciences SP
EDN3244W Physical Sciences FET

EDN3241W MUSIC CHOIR TRAINING SP & FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

NOTE: Students registered for the following subject methods are expected to participate in fieldwork.
EDN3238W Life Sciences FET
EDN3243W Natural Sciences SP
EDN3244W Physical Sciences FET

EDN3242W MUSIC THEORY & HIST SP & FET
24 NQF credits at HEQSF level 7
Course entry requirements: Acceptance for a PGCE.
Course outline:
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively,
including knowledge and competence related to the following: 1) how to interpret a curriculum to
design relevant, interesting and imaginative learning experiences, year, term and lesson planning
and pacing; 2) teaching strategies and methods such as large class discussions, co-operative
learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and
structure of a subject; 3) types and purposes of different types of assessment, marking
memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and
learning resources in both well-resourced and under-resourced contexts. Courses will additionally
include critical discussion of selected research articles about learning and innovation in the
appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and
projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in
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<td>Natural Sciences SP</td>
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<td>EDN3244W</td>
<td>Physical Sciences FET</td>
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</tbody>
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**EDN3243W  NATURAL SCIENCES SP**

24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each
course will examine the more theoretical aspects and rationale for teaching a subject and its
knowledge structure. The courses cover practical applications for teaching a subject effectively,
including knowledge and competence related to the following: 1) how to interpret a curriculum to
design relevant, interesting and imaginative learning experiences, year, term and lesson planning
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memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and
learning resources in both well-resourced and under-resourced contexts. Courses will additionally
include critical discussion of selected research articles about learning and innovation in the
appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and
projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in
fieldwork.

<table>
<thead>
<tr>
<th>Subject Method</th>
<th>Discipline</th>
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</thead>
<tbody>
<tr>
<td>EDN3238W</td>
<td>Life Sciences FET</td>
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<tr>
<td>EDN3243W</td>
<td>Natural Sciences SP</td>
</tr>
<tr>
<td>EDN3244W</td>
<td>Physical Sciences FET</td>
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</tbody>
</table>

**EDN3244W  PHYSICAL SCIENCES FET**

24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each
course will examine the more theoretical aspects and rationale for teaching a subject and its
knowledge structure. The courses cover practical applications for teaching a subject effectively,
including knowledge and competence related to the following: 1) how to interpret a curriculum to
design relevant, interesting and imaginative learning experiences, year, term and lesson planning
and pacing; 2) teaching strategies and methods such as large class discussions, co-operative
learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and
structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

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<tr>
<td>EDN3244W</td>
<td>Physical Sciences FET</td>
</tr>
</tbody>
</table>

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**EDN3246W**  VISUAL ARTS FET

24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

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</tr>
<tr>
<td>EDN3244W</td>
<td>Physical Sciences FET</td>
</tr>
</tbody>
</table>

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**EDN3247W**  XHOSA SP AND FET

24 NQF credits at HEQSF level 7

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally
include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

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<td>Physical Sciences FET</td>
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<tbody>
<tr>
<td>EDN3248W</td>
<td>MATHEMATICS SP &amp; MATHS LIT FET</td>
</tr>
<tr>
<td></td>
<td>24 NQF credits at HEQSF level 7</td>
</tr>
</tbody>
</table>

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
Method courses consider aspects of pedagogy as they relate to curriculum at classroom level. Each course will examine the more theoretical aspects and rationale for teaching a subject and its knowledge structure. The courses cover practical applications for teaching a subject effectively, including knowledge and competence related to the following: 1) how to interpret a curriculum to design relevant, interesting and imaginative learning experiences, year, term and lesson planning and pacing; 2) teaching strategies and methods such as large class discussions, co-operative learning, pair work, role-play, learner-research, problem-solving, methods unique to the content and structure of a subject; 3) types and purposes of different types of assessment, marking memorandums and rubrics and feedback; 4) critical and creative design and use of teaching and learning resources in both well-resourced and under-resourced contexts. Courses will additionally include critical discussion of selected research articles about learning and innovation in the appropriate field.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** A course examination which counts for 50% is optional per course. Assignments and projects count for the remainder, or 100%.

**NOTE:** Students registered for the following subject methods are expected to participate in fieldwork.

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<tr>
<td>EDN3249W</td>
<td>SCHOOL EXPERIENCE IP</td>
</tr>
<tr>
<td></td>
<td>32 NQF credits at HEQSF level 7</td>
</tr>
</tbody>
</table>

**Convener:** Associate Professor R Laugksch

**Course entry requirements:** Acceptance for a PGCE.

**Course outline:**
The course is in two parts: teaching practice (24 credits) and submission of a teaching portfolio (8 credits). Teaching practice involves the placement of students in schools by the School of Education under the supervision of university supervisors. It comprises two weeks of structured observation after registration and two periods of five and six weeks respectively at two differently resourced schools. Weekly tutorials prepare students for the teaching practices. The portfolio requires reflection on professional growth over the year, based upon a selection of items of evidence from teaching practice.

**DP requirements:** Satisfactory fulfilment of the requirements for the qualification; completion of a teaching practice journal; 80% attendance at tutorials; and submission and satisfactory completion of the portfolio.

**Assessment:** Students are expected to satisfy the teaching practice supervisors appointed by the School of Education, the school in which they teach and the external examiner, who will visit schools during teaching practice. The assessment is based on the supervisors' reports, confidential
reports by schools, a student report and the examiner's reports. Teaching practice (70%); teaching practice portfolio (30%).

EDN4002S    ADULT EDUCATION AND SOCIAL TRANSFORMATION
24 NQF credits at HEQSF level 5
Convener: Dr S Ismail
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This half-semester option comprises an historical and comparative study of traditions of adult education practice engaging in projects of social transformation and development. It will include an assessment of radical adult education discourse and practice in the South African context under current political and social conditions.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: By assignment.

EDN4004H    GET MATHEMATICS CURRICULUM A
12 NQF credits at HEQSF level 5
Convener: G Powell
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on Mathematics in the General Education and Training band for schooling. It will explore those theories which influence and inform the curriculum. Students will develop a critical understanding of policy documents and the NCS principles, as well as an understanding of general curriculum principles and their applications.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Assignments 100%.

EDN4005H    GET MATHEMATICS CURRICULUM B
12 NQF credits at HEQSF level 5
Convener: G Powell
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on Mathematics in the General Education and Training band for schooling. Students will engage with long-, medium- and short-term planning. It will engage with language as a means of communication in the mathematics classroom. The course will also concentrate on issues of assessment as related to curriculum delivery within the classroom context.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Assignments 100%.

EDN4006H    FET MATHEMATICS CURRICULUM A
12 NQF credits at HEQSF level 5
Convener: Y Johnson
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on Mathematics in the Further Education and Training band for schooling. It will explore those theories which influence and inform the curriculum. Students will develop a critical understanding of policy documents and the NCS principles, as well as an understanding of general curriculum principles and their applications.
DP requirements: At least 80% attendance record plus submission of assignments.
Assessment: Assignments 100%.
EDN4007H  FET MATHEMATICS CURRICULUM B
12 NQF credits at HEQSF level 5
Convener: Y Johnson
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on Mathematics in the Further Education and Training band for schooling. Students will develop an understanding of learning programme design in relation to curriculum adherence, and conceptual coherence. They will also learn how to plan and execute teaching and assessment in accordance with the principles in the NCS.
DP requirements: At least 80% attendance record plus submission of assignments.
Assessment: Assignments 100%.

EDN4008H  MATHEMATICAL LITERACY CURRICULUM A
12 NQF credits at HEQSF level 5
Convener: A Roberts
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on Mathematical Literacy in the Further Education and Training band for schooling. Students will develop a critical understanding of policy documents and the NCS principles.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Assignments 100%.

EDN4009H  MATHEMATICAL LITERACY CURRICULUM B
12 NQF credits at HEQSF level 5
Convener: A Roberts
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline: This course focuses on Mathematical Literacy in the Further Education and Training band for schooling. Students will engage with long-, medium- and short-term planning, as well as assessment in accordance with the principles of the NCS.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Assignments 100%.

EDN4094W  GAMES COACHING
1 NQF credits at HEQSF level 8
Convener: H Noorbhai
Course entry requirements: Acceptance for PGCE
Course outline: Educators are faced with the constant challenge of having to do Physical Education or extra-mural activities at their school without a prior knowledge-base or practical insights of coaching in sport and exercise. This course aims to fill the gap in which the educator transcends from the classroom on to the sports field. The Sports Coaching Course will apply the principles, information and understanding specific to sport. While Sports Coaching covers the general principles of coaching in sport, it will also be practically applied for a learner on a given sport that they are particularly interested in. This course is aimed at teachers of both beginner and intermediate learners.
DP requirements: None
Assessment: A 1-hour theory examination and 1-hour practical examination will be administered on the fourth day of the course for the students with each assessment weighing in at 50%.

EDN4103W  SCIENCE & MATHS IN NEW CURRICULUM
24 NQF credits at HEQSF level 5
Convener: G Powell and N Mgoqi
Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline:
This course focuses on the place of Science and Mathematics in the Revised National Curriculum Statement. Topics include:
- the nature of Mathematics and Science as school learning areas;
- a description of learning theories applied to Mathematics and Science;
- links with technology and society;
- issues of learner diversity;
- theories of assessment.

DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Assignments and tests 100%.

EDN4107W SCIENCE CONTENT A (LIFE SCIENCES)
24 NQF credits at HEQSF level 5
Convener: N Mgoqi
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline:
The Life Sciences course is geared to encourage students to deepen their understanding of Life Processes and Living things. The following concepts will be addressed in the course: the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive response. The unifying concepts addressed in course modules provide a context for teaching content and scientific process skills outcomes/goals.

DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Assignments and tests 50%; one two-hour written examination and one one-hour practical examination together 50%.

EDN4108W SCIENCE CONTENT B (EARTH SCIENCES)
24 NQF credits at HEQSF level 5
Convener: A Petersen
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline:
The course covers subject knowledge in the Earth Sciences: astronomy, climatology, meteorology, geology, and geomorphology; at a level appropriate to support the teaching of these topics in the GET band. The fundamentals of Geology and Palaeontology are explored which are followed by mining and sustainability. The use of ICT in teaching and learning, strategies taught and learned in EDN4132H course are applied and approached as ‘Blended learning’ strategy. Students are given time to interact in a face-to-face lecture platform and also work as individuals or groups using ICT.

DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Assignments and tests 50%; one two-hour written examination and one one-hour practical examination together 50%.

EDN4109W SCIENCE CONTENT C (PHYSICAL SCIENCES)
24 NQF credits at HEQSF level 5
Convener: G Dolo
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline:
This course will focus on the properties and classification of matter, the particle model of matter and the nature of different chemical reactions. It explores the properties, uses and environmental impact of the production and disposal of different materials, including metals and non-metals.

This course will also focus on introducing a number of key physics principles and will provide opportunities to explore and refine understanding, to develop skills and update strategies for teaching physics. It will address the properties of physical matter, physical quantities, and their relationships. Through a variety of activities, the subject knowledge necessary to support effective
teaching will be covered, as well as the use of stimulating practical activities and demonstrations to excite and enthuse students. ICT-based resources will also be explored.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignments and tests 50%; one two-hour written examination and one one-hour practical examination together 50%.

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**EDN4120W**  EVALUATION RESEARCH PROJECTS

24 NQF credits at HEQSF level 5

Convener: Dr S Ismail

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
This semester course functions as a theoretical and professional introduction to evaluative research. Its grounding question is how is quality to be defined, modelled and assessed across a range of adult education practices. It provides students with an opportunity to undertake a piece of evaluative research. The core skills developed include the identification and theorization of a research question, the collection of data and the production of a report presenting and analysing data. Projects will generally focus on an issue of theoretical and professional interest. Group support and supervision will be available for the writing of the report.

**DP requirements:** 80% attendance record and submission of all assignments and projects.

**Assessment:** By research project.

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**EDN4121W**  MATHEMATICAL LITERACY: NUMBER

24 NQF credits at HEQSF level 5

Convener: A Roberts

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
This course focuses on developing students' knowledge of number and number relationships in solving problems in real contexts. In particular, students will explore numbers as tools to investigate everyday situations and solve problems. Students will engage with issues relating to the teaching and learning of number in practice such as diagnosing learners' difficulties and evaluating different ways of teaching number.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignment and tests 50%; one two-hour written examination 50%.

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**EDN4122W**  MATHEMATICAL LITERACY: ALGEBRA

24 NQF credits at HEQSF level 5

Convener: R Mackay

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
This course explores functional relationships which arise in the context of everyday situations. Students will investigate the relationships between variables and the use of functional relationships to solve problems. Students will engage with issues relating to the teaching and learning of algebra in practice such as diagnosing learners' difficulties and evaluating different ways of teaching algebra.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignment and tests 50%; one two-hour written examination 50%.

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**EDN4123W**  MATH LITERACY: DATA HANDLING

24 NQF credits at HEQSF level 5

Convener: R Mackay

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
This course focuses on developing students' knowledge of statistics and probability to collect, organise, summarise, represent and analyse numerical information. Students will critically interrogate numerical information represented in the media. Students will engage with issues relating to the teaching and learning of data handling in practice such as diagnosing learners' difficulties and evaluating different ways of teaching data handling.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignment and tests 50%; one two-hour written examination 50%.

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**EDN4124W**  GET MATHEMATICS: NUMBER  
24 NQF credits at HEQSF level 5  
**Convener:** K Hassan  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.  
**Course outline:**  
This course focuses on developing students' knowledge of the structure of number systems from counting numbers to irrational numbers and their relationships to solve problems in real contexts. In particular, students will explore number concepts as tools to investigate everyday situations and solve problems. Students will engage with issues relating to the teaching and learning of number in practice such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing number.  
**DP requirements:** At least 80% attendance record plus submission of all assignments.  
**Assessment:** Assignments and tests 50%; one two-hour written examination 50%.

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**EDN4125W**  GET MATHEMATICS: ALGEBRA  
24 NQF credits at HEQSF level 5  
**Convener:** G Powell  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.  
**Course outline:**  
This course explores functional relationships (linear, quadratic and exponential) which arise in the context of everyday situations. Students will investigate the relationships between variables and determine the values of variables to solve problems. Students will engage with issues relating to the teaching and learning of algebra in practice such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing algebra.  
**DP requirements:** At least 80% attendance record plus submission of all assignments.  
**Assessment:** Assignments and tests 50%; one two-hour written examination 50%.

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**EDN4127W**  GET MATHEMATICS: SHAPE & MEASUREMENT  
24 NQF credits at HEQSF level 5  
**Convener:** G Powell  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.  
**Course outline:**  
This course focuses on developing students' spatial knowledge and geometrical skills. Students will analyse contexts in terms of two-dimensional shapes and three-dimensional objects and use the properties of shapes and objects to solve spatial problems and situations. Students will be introduced to informal transformation geometry as a means to explore shapes. Students will engage with issues relating to the teaching and learning of shape, space and measurement in practice such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing shape, space and measurement.  
**DP requirements:** At least 80% attendance record plus submission of all assignments.  
**Assessment:** Assignments and tests 50%; one two-hour written examination 50%.

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**EDN4128W**  GET MATHEMATICS: DATA HANDLING  
24 NQF credits at HEQSF level 5  
**Convener:** G Powell
Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline:
This course focuses on developing students' knowledge of statistics and probability to collect, organise, summarise, represent and analyse data (numerical and categorical). Students are introduced to central location measures (mean, median, mode) and dispersion measures (range). Data representation will include different graphs (Graphical: Bar, Histogram, Pie, Line and Scatter). Empirical probabilities (marginal, joint, conditional, independent) will be explored. Students will engage with issues relating to the teaching and learning of data handling in practice such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing data handling.

DP requirements: At least 80% attendance record plus submission of all assignments.

Assessment: Assignments and tests 50%; one two-hour written examination 50%.

EDN4129W  NATURAL SCIENCES IN THE NEW CURRICULUM
24 NQF credits at HEQSF level 5
Convener: N Mgqi

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline:
The course subject knowledge focuses on the place of the Natural Sciences in a GET curriculum in a South African context. Course will address current GET curriculum policy: developing an understanding of policy documents; the relationship between science, technology and society Multicultural science education; learning theories applied to GET learners in the senior phase; issues of diversity and language in the learning of science and the principles of assessment.

DP requirements: At least 80% attendance record plus submission of all assignments.

Assessment: Assignments 50%; a two-hour written examination 50%.

EDN4131H  TEACHING NATURAL SCIENCES A
12 NQF credits at HEQSF level 5
Convener: G Dolo

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline:
This course offers practical skills in the delivery of the GET Natural Sciences curriculum, particularly Specific Aim 1, in South African schools. The links between the investigation process, cognitive skills and the outdoor classroom are explored for their implications for teaching and assessment. Classroom-based research techniques offer teachers a tool for personal development and growth.

DP requirements: At least 80% attendance record plus submission of all assignments.

Assessment: School-based tasks, site visits and assignments 100%.

EDN4132H  TEACHING NATURAL SCIENCES B
12 NQF credits at HEQSF level 5
Convener: A Petersen

Course entry requirements: Acceptance for the Advanced Certificate in Education.

Course outline:
This course explores an integrated teaching strategy model for improving scientific literacy. This has various implications for teacher training and deals with the discourses of science (including learning to read for science, reading to learn science and arguing to learn science). The emphasis of this course is on Specific Aim 3 - appreciating and understanding the history, importance and applications of Natural Sciences in Society, understanding Indigenous Knowledge Systems (IKS) and developing language skills. The use of ICT in teaching and learning, general scientific literacy and the importance of reflective teaching practice will also be highlighted.

DP requirements: At least 80% attendance record plus submission of all assignments.

Assessment: School-based tasks, site visits and assignments 100%.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Level</th>
<th>Convener</th>
<th>Entry Requirements</th>
<th>Course Outline</th>
<th>DP Requirements</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>EDN4140W</td>
<td>SCIENCE CONTENT D (PHYSICS)</td>
<td>24</td>
<td>5</td>
<td>G Kay</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course will focus on Physics: mechanics; dynamics; kinetics; modern atomic theory; electricity and electronics. Topics taken to a post-Matric level.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Assignments and tests 50%; a two-hour written examination 50%.</td>
</tr>
<tr>
<td>EDN4141W</td>
<td>SCIENCE CONTENT E (CHEMISTRY)</td>
<td>24</td>
<td>5</td>
<td>N Mgoqi</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course will focus on Chemistry: introduction to inorganic, organic and physical chemistry. Topics taken to a post-Matric level.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Assignments and tests 50%; a two-hour written examination 50%.</td>
</tr>
<tr>
<td>EDN4142W</td>
<td>MATHEMATICS FOR SCIENCE TEACHERS</td>
<td>24</td>
<td>5</td>
<td>G Kay</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>Basic and advanced mathematics required for the teaching of Physics and Chemistry at FET level. Functions and graphs; Data processing; Basic algebra; Logarithms; Elementary calculus.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Assignments and tests 50%; a two-hour written examination 50%.</td>
</tr>
<tr>
<td>EDN4149W</td>
<td>FET MATHEMATICS: NUMBER</td>
<td>24</td>
<td>5</td>
<td>Y Johnson</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course focuses on the structure of number systems from counting numbers to irrational numbers and extends the discussion to include real and non-real numbers. Number patterns including arithmetic and geometric sequences and series will be explored as tools to solve everyday situations. In addition, the course focuses on using numbers in different forms (exponents, surds, and logarithms). Students will engage with issues relating to the teaching and learning of the above content such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing the content.</td>
<td>At least 80% attendance record plus submission of all assignments.</td>
<td>Assignments and tests 50%; one two-hour written examination 50%.</td>
</tr>
<tr>
<td>EDN4150W</td>
<td>FET MATHEMATICS: ALGEBRA</td>
<td>24</td>
<td>5</td>
<td>Y Johnson</td>
<td>Acceptance for the Advanced Certificate in Education.</td>
<td>This course extends the exploration of function covered in the GET and includes inverse algebraic and trigonometric functions. Students are introduced to Differential Calculus and will use a wide</td>
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</table>
range of algebraic methods to analyse function problems. Students will engage with issues relating to the teaching and learning of the above content such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing the content.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Assignments and tests 50%; one two-hour written examination 50%.

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**EDN4151W**  
**FET MATHEMATICS: SHAPE MEASUREMENT**  
24 NQF credits at HEQSF level 5  
**Convener:** Y Johnson  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.  
**Course outline:** This course extends students' knowledge of GET geometry and uses Euclidean, Co-ordinate and Transformational geometric methods to investigate properties of shapes and objects. Students are introduced to trigonometry. Research into one or more other geometries (spherical, taxi-cab, fractal) will also be explored. Students will engage with issues relating to the teaching and learning of the above content such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing the content.  
**DP requirements:** At least 80% attendance record plus submission of all assignments.  
**Assessment:** Assignments and tests 50%; one two-hour written examination 50%.

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**EDN4152W**  
**FET MATHEMATICS: DATA HANDLING**  
24 NQF credits at HEQSF level 5  
**Convener:** Y Johnson  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.  
**Course outline:** This course extends students' knowledge of GET exploratory data analysis and probability. Students are introduced to non-central location measures (quartiles/percentiles) and dispersion measures (variance, standard deviation, interquartile range and quartile deviation). Data representation will include Box and Whisker plots and ogives. Empirical probabilities (marginal, joint, conditional, independent) and theoretical probabilities (normal probability distribution) are covered. Linear regression analysis (simple linear) will be explored. Students will engage with issues relating to the teaching and learning of the above content such as diagnosing learners' difficulties and evaluating different ways of teaching and assessing the content.  
**DP requirements:** At least 80% attendance record plus submission of all assignments.  
**Assessment:** Assignments and tests 50%; one two-hour written examination 50%.

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**EDN4153W**  
**PHYSICAL SCIENCES IN THE NEW CURRICULUM**  
24 NQF credits at HEQSF level 5  
**Convener:** G Kay  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.  
**Course outline:** This course focuses on the place of the Physical Sciences in an OBE FET curriculum. Understanding of current FET curriculum policy; the place of Physics and Chemistry in science; learning theories applied to FET students; cultural influences on learning the Physical Sciences; planning for curriculum delivery; the role of examinations and alternative assessment tasks.  
**DP requirements:** At least 80% attendance record plus submission of all assignments.  
**Assessment:** Assignments 50%; a two-hour written examination 50%.

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**EDN4154H**  
**TEACHING PHYSICAL SCIENCES A**  
12 NQF credits at HEQSF level 5  
**Convener:** G Dolo  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.
Course outline:
This course will consider basic pedagogical and professional issues in teaching the Physical Sciences. Roles and competencies of a Physical Sciences teacher; content development in the Physical Sciences; classroom and laboratory management; FET practical work; the school student as scientist; alternative learning environments.
All students need to demonstrate basic computer literacy or need to attend an additional computer literacy training course.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** School-based tasks, site visits and assignments 100%.

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**EDN4155H**  
**TEACHING PHYSICAL SCIENCES B**  
12 NQF credits at HEQSF level 5  
**Convener:** G Kay  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
This course will consider advanced pedagogical and professional issues in teaching the Physical Sciences. The Physical Sciences teacher as reflective practitioner and action researcher; epistemology of physics and chemistry; cognition in the Physical Sciences; assessment practices in the Physical Sciences; designing materials and resources for the Physical Sciences.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** School-based tasks, site visits and assignments 100%.

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**EDN4160W**  
**SCHOOL MANAGEMENT AND LEADERSHIP IN THE SOUTH AFRICAN CONTEXT**  
10 NQF credits at HEQSF level 5  
**Convener:** J D Gilmour and J Wylie  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
The main purpose of this course is to give an understanding of some of the debates around school leadership and management. These are examined in the frame of personal, professional and organizational reflection specific to today’s school leader and manager within the South African context and the broader educational scenario.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Essays, projects and assignments 100%.

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**EDN4161W**  
**BASIC COMPUTER LITERACY IN SCHOOL MANAGEMENT AND LEADERSHIP**  
4 NQF credits at HEQSF level 5  
**Convener:** J D Gilmour and J Wylie  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education. Open to ACE EMLD students only.

**Course outline:**
Candidates should demonstrate a basic competency in ITC skills; specifically with respect to working in the Microsoft Word and Excel programmes as well an ability to communicate by email and use the internet. The course concentrates on how ITC could be used by the school manager in an effective and efficient manner.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Essays, projects and assignments 100%.

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**EDN4162W**  
**EFFECTIVE LANGUAGE SKILLS IN SCHOOL MANAGEMENT AND LEADERSHIP**  
6 NQF credits at HEQSF level 5  
**Convener:** J D Gilmour and J Wylie
**Course entry requirements:** Acceptance for the Advanced Certificate in Education. Open to ACE EMLD students only.

**Course outline:**
Candidates should demonstrate a basic competency in communication skills which include being able to communicate with the school community using different methods e.g. chairing meetings, making presentations, communicating in writing and being able to express views and opinions in the school. A demonstration of competency on this course is therefore undertaken in the specific workplace.

**DP requirements:** At least 80% attendance record plus submission of all assignments.

**Assessment:** Essays, projects and assignments 100%.

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**EDN4164W**  
**SCHOOL MANAGEMENT AND LEADERSHIP PORTFOLIO**  
10 NQF credits at HEQSF level 5  
**Convener:** J D Gilmour and J Wylie  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education. Open to ACE EMLD students only.  
**Course outline:**  
The purpose of this course is to develop a management portfolio of evidence of the personal development of the individual candidate, in order to demonstrate the different interventions at the school and to reflect on progress made. This course begins in the first year and is completed in the second year.  
**DP requirements:** At least 80% attendance record plus submission of all assignments.  
**Assessment:** Essays, projects and assignments 100%.

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**EDN4165W**  
**LEADING AND MANAGING PEOPLE IN SCHOOLS**  
20 NQF credits at HEQSF level 5  
**Convener:** J D Gilmour and J Wylie  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education. Open to ACE EMLD students only.  
**Course outline:**  
The course focuses on transformational leadership and the role the principal plays in managing people in the school community. Alongside developing skills in human resource management including staff development, and the application of relevant employment legislation, it aims to empower students to manage the environment in which the school operates, including issues related to the socio-economic background and health of learners, educators and the school community.  
**DP requirements:** At least 80% attendance record plus submission of all assignments.  
**Assessment:** Essays, projects and assignments count for 100%.

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**EDN4166W**  
**ORG SYSTEMS, PHYSICAL & FINANCIAL RESOURCE MANAGEMENT FOR SCHOOLS**  
20 NQF credits at HEQSF level 5  
**Convener:** J D Gilmour and J Wylie  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education. Open to ACE EMLD students only.  
**Course outline:**  
The course focuses on managing the school as an organisation with respect to its administrative, physical and financial resources to ensure efficiency, accountability and financial responsibility across the systems in operation in the school.  
**DP requirements:** At least 80% attendance record plus submission of all assignments.  
**Assessment:** Essays, projects and assignments count for 100%.
EDN4167W  POLICY, PLANNING, SCHOOL DEVELOPMENT AND GOVERNANCE FOR SCHOOL MANAGEMENT  
20 NQF credits at HEQSF level 5  
Convener: J D Gilmour and J Wylie  
Course entry requirements: Acceptance for the Advanced Certificate in Education. Open to ACE EMLD students only.  
Course outline: The starting point for this course is the work done in the first course with regard to the comprehensive policy framework and in particular education law and its interpretation relative to implementation in the school context. It then requires the candidate to identify the school’s policy requirements and engage in analysis, development and implementation of internal school policy.  
DP requirements: At least 80% attendance record plus submission of all assignments.  
Assessment: Essays, projects and assignments 100%.  

EDN4168W  MANAGING TEACHING AND LEARNING  
20 NQF credits at HEQSF level 5  
Convener: J D Gilmour and J Wylie  
Course entry requirements: Acceptance for the Advanced Certificate in Education. Open to ACE EMLD students only.  
Course outline: The course assumes that teaching and learning is the core purpose of schools. It explores the candidate’s personal and professional orientation to learning and aims to develop skills to manage the planning and implementation and the monitoring and evaluation of teaching to ensure quality learning for all learners in the context of national, provincial and school policy. It builds the candidate’s ability to manage curriculum delivery and interventions on the basis of data collected in the school.  
DP requirements: At least 80% attendance record plus submission of all assignments.  
Assessment: Essays, projects and assignments 100%.  

EDN4169W  MODERATION OF ASSESSMENT IN SCHOOLS  
10 NQF credits at HEQSF level 5  
Convener: J D Gilmour and J Wylie  
Course entry requirements: Acceptance for the Advanced Certificate in Education. Open to ACE EMLD students only.  
Course outline: This course aims to develop an understanding of moderation within the context of a school assessment system. Candidates will need to demonstrate an understanding of formative, summative, internal and external assessment and an ability to plan, prepare for and conduct moderation from the position of an instructional leader who can advise and support assessors.  
DP requirements: At least 80% attendance record plus submission of all assignments.  
Assessment: Essays, projects and assignments count for 100%.  

EDN4170W  MANAGEMENT OF SUBJECT AREAS/LEARNING AREAS/PHASES  
10 NQF credits at HEQSF level 5  
Convener: J D Gilmour and J Wylie  
Course entry requirements: Acceptance for the Advanced Certificate in Education. Open to ACE EMLD students only.  
Course outline: The course concentrates on how to develop, implement and manage a curriculum management plan for a subject area, learning area or phase in the school. Its starting point is the vision of the strategies and the teaching and learning activities needed and goes on to examine the steps that will ensure this process is managed effectively.
DP requirements: At least 80% attendance record plus submission of all assignments.
Assessment: Essays, projects and assignments 100%.

EDN4172H  FOUNDATION PHASE CURRICULUM LEADERSHIP A
12 NQF credits at HEQSF level 5
Convener: K Hassan
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline:
This course focuses on developing students’ leadership and management skills for literacy within their classroom and school context. It addresses issues of effective change in practice, progression and pacing, curriculum management, including systems and resources. Students will engage with issues relating to planning for learning and teaching on a continuum to meet learners’ developmental needs as introduced in EDN4174W Learning in the Foundation Phase. It will address differentiated instruction and managing both single grade and multi-grade classes in particular.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

EDN4173H  FOUNDATION PHASE CURRICULUM LEADERSHIP B
12 NQF credits at HEQSF level 5
Convener: K Hassan
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline:
This course focuses on developing students’ leadership and management skills for numeracy within their classroom and school context. It addresses issues of effective change in practice, progression and pacing, curriculum management, including systems and resources. Students will engage with issues relating to planning for learning and teaching on a continuum to meet learners’ developmental needs as introduced in the course EDN4175W Teaching in the Foundation Phase. It will particularly address differentiated instruction and managing both single grade and multi-grade classes in particular.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

EDN4174W  LEARNING IN THE FOUNDATION PHASE
24 NQF credits at HEQSF level 5
Convener: C Kühne
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline:
This course focuses on developing students’ knowledge and understanding of the cognitive and conceptual development of numeracy and literacy (in particular reading and writing). Current theories of learning, learning trajectories and frameworks will be explored in detail. Students will have an opportunity to link this to the classroom, curriculum planning and assessment. Students will engage with issues relating to numeracy and literacy acquisition in practice which includes diagnosing learners’ difficulties, learning styles, matching learning and teaching.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

EDN4175W  TEACHING IN THE FOUNDATION PHASE
24 NQF credits at HEQSF level 5
Convener: C Kühne
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline:
This course focuses on classroom/teaching; education theories, teaching strategies and methodologies, differentiated instructional pedagogy, inclusion and diversity. Students will engage with issues relating to the teaching of numeracy and literacy in practice such as addressing learners’ difficulties, evaluating different ways of teaching so that the varied needs of learners are addressed.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

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**EDN4176W** FOUNDATION PHASE NUMERACY
24 NQF credits at HEQSF level 5
Convener: G Powell

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
This course focuses on developing students’ knowledge of the common philosophy of mathematics education reform as a significant paradigm shift from teaching isolated mathematics content topics to learning the principles of mathematics with understanding. Students will engage with issues relating to the teaching and learning of mathematics such as differentiated classroom management, diagnosis of learners’ difficulties and differentiated ways of teaching mathematics content, planning (curriculum) and assessment in line with the NCS.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** Assignments and tests 50%; one two hour examination 50%.

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**EDN4177W** FOUNDATION PHASE LITERACY
24 NQF credits at HEQSF level 5
Convener: D Hendricks

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
This course focuses on developing students’ knowledge of language learning and acquisition as an integral part of a significant paradigm shift from teaching isolated language topics to learning the principles of teaching language within and across the curriculum with understanding. The relationship between language and learning is introduced in this course with an emphasis on parent-child interaction, teacher-student interaction and their effects on learning.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** Assignments and tests 50%; one two hour examination 50%.

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**EDN4178H** INTERMEDIATE PHASE CURRICULUM LEADERSHIP A
12 NQF credits at HEQSF level 5
Convener: K Hassan

**Course entry requirements:** Acceptance for the Advanced Certificate in Education.

**Course outline:**
This course focuses on developing students’ leadership and management skills for literacy within their classroom and school context. It addresses issues of effective change in practice, progression and pacing, curriculum management, including systems and resources. Students will engage with issues relating to planning for learning and teaching on a continuum to meet learners’ developmental needs as introduced in the course EDN4180W Learning in the Intermediate Phase. It will address differentiated instruction and managing both single grade and multi-grade classes in particular.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.
EDN4179H INTERMEDIATE PHASE CURRICULUM LEADERSHIP B
12 NQF credits at HEQSF level 5
Convener: K Hassan
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline:
This course focuses on developing students’ leadership and management skills for numeracy within their classroom and school context. It addresses issues of effective change in practice, progression and pacing, curriculum management, including systems and resources. Students will engage with issues relating to planning for learning and teaching on a continuum to meet learners’ developmental needs as introduced in the course EDN4181W Teaching in the Intermediate Phase. It will address differentiated instruction and managing both single grade and multi-grade classes in particular.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

EDN4180W LEARNING IN THE INTERMEDIATE PHASE
24 NQF credits at HEQSF level 5
Convener: C Kühne
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline:
This course focuses on developing students’ knowledge and understanding of cognitive/conceptual development of numeracy and literacy (in particular reading and writing). Current theories of learning, learning trajectories and frameworks will be explored in detail. Students will have an opportunity to link this to the classroom, curriculum planning and assessment. Students will engage with issues relating to numeracy and literacy acquisition in practice which includes diagnosing learners’ difficulties, learning styles, matching learning and teaching.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and school-based tasks count 60%; one culminating teaching related portfolio counts 40%.

EDN4181W TEACHING IN THE INTERMEDIATE PHASE
24 NQF credits at HEQSF level 5
Convener: C Kühne
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline:
This course focuses on classroom/teaching; education theories, teaching strategies and methodologies, differentiated instructional pedagogy, inclusion and diversity. Students will engage with issues relating to the teaching of numeracy and literacy in practice such as addressing learners’ difficulties, evaluating different ways of teaching so that the varied needs of learners are addressed.
DP requirements: 80% attendance record plus submission of all assessment requirements.
Assessment: Assignments and school-based tasks 60%; one culminating teaching related portfolio 40%.

EDN4182W INTERMEDIATE PHASE MATHEMATICS
24 NQF credits at HEQSF level 5
Convener: G Powell
Course entry requirements: Acceptance for the Advanced Certificate in Education.
Course outline:
This course focuses on developing students’ knowledge of the common philosophy of mathematics education reform as a significant paradigm shift from teaching isolated mathematics content topics to learning the principles of mathematics with understanding. Students will engage with issues relating to the teaching and learning of mathematics such as differentiated classroom management,
diagnosis of learners’ difficulties and differentiated ways of teaching mathematics content, planning (curriculum) and assessment in line with the NSC.

**DP requirements:** 80% attendance record plus submission of all assessment requirements.

**Assessment:** Assignments and tests 50%; one two hour examination 50%.

## EDN4183W  INTERMEDIATE PHASE LANGUAGE

24 NQF credits at HEQSF level 5  
**Convener:** D Hendricks  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.  
**Course outline:** This course focuses on the relationship between pedagogical beliefs (theory and policy) in language and literacy education and classroom practice. This course will engage students in the application of these theories and practices in their classroom, and includes the following topics: reading and writing as social practice; an analysis of different text types; engaging with meaning as a reader and writer; literacy pedagogy; and critical literacy.  
**DP requirements:** 80% attendance record plus submission of all assessment requirements.  
**Assessment:** Assignments and tests 50%; one two-hour examination 50%.

## EDN4184F  ADULT EDUCATION AND DEVELOPMENT

24 NQF credits at HEQSF level 5  
**Convener:** Dr S Ismail  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.  
**Course outline:** This half-semester compulsory course will provide a comparative overview of adult education and training practice in relation to different theories of economic and social development. It will analyse the implications of current processes of globalisation, organisational and technological change for conceptions of knowledge and adult learning, and the emergence of notions such as 'lifelong learning' and the 'learning organisation'.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** By examination assignment.

## EDN4185F  ADULT EDUCATION AND THE WORKPLACE

24 NQF credits at HEQSF level 5  
**Convener:** TBA  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.  
**Course outline:** This half-semester option will describe and analyse the ways in which adult education practices interact with the demands of the workplace within the broader context of the changing South African economy. A particular focus will be the impact of current global and technological changes on human resources development and on education and training priorities.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** By assignment.

## EDN4186F  LITERACY & ADULT BASIC EDUCATION

24 NQF credits at HEQSF level 5  
**Convener:** TBA  
**Course entry requirements:** Acceptance for the Advanced Certificate in Education.  
**Course outline:** This half-semester option provides an historical and comparative perspective on literacy and illiteracy and of related intervention programmes. It will focus on literacy and adult basic education in the South African context, including issues of policy development, institutionalisation of practices and professionalisation.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** By assignment.
EDN4200W  RESEARCH IN SCHOOL SUBJECT CONTENT
24 NQF credits at HEQSF level 8
Convener: TBA
Course entry requirements: Acceptance for a PGCE.
Course outline:
The writing of a paper or report on the relevance and application of an approved area of specific subject content knowledge to the school curriculum. Its focus is the recontextualisation of knowledge for the school curriculum and its pedagogy and/or assessment. The paper will be supervised by a supervisor(s) working in the subject area concerned. (Candidates will be accepted subject to the identification and availability of a supervisor.) (Note: The paper is not intended as a study of pedagogy/subject method teaching per se.)
DP requirements: Submission of an 8 000 word paper by due date.
Assessment: Paper counts 100%.

EDN4500W  EMERGING TECH IN EDUCATION
30 NQF credits at HEQSF level 8
Convener: Associate Professor D Ng’ambi
Course entry requirements: Postgraduate Diploma in Educational Technology Course entry requirements.
Course outline:
The course will cover the history of educational technology before examining the general challenges that face education in the twenty-first century. We explore the contexts of African education from the level of the international to the national, to the institution to the discipline. Then identify ways in which the affordances of emerging technologies can help educators’ better respond to the teaching and learning challenges of twenty-first century.
Assessment: An assignment to conduct a contextually specific situational analysis of the use of technologies to respond to challenges in twenty-first Century education counts 100%.

EDN4501W  ONLINE LEARNING DESIGN
30 NQF credits at HEQSF level 8
Convener: Associate Professor C Hodgkinson-Williams
Course entry requirements: Acceptance for the Postgraduate Diploma in Educational Technology.
Course outline: This course prepares students to design, develop and formatively evaluate online learning interventions within a particular social and cultural context and to adequately explain their design assumptions. This course requires students to critically appraise various models of online learning design by examining their underlying epistemological (knowledge), psycho-social (learning theory) and pedagogic (teaching) assumptions and their associated learning strategies. Students are then required to design, develop and formatively evaluate a prototype online learning intervention using suitable technologies and defend their design choices in an electronic portfolio.
Assessment: Assignment on online learning design and an electronic portfolio count 100%.

EDN4502W  RES & EVAL OF EMERGING TECH
30 NQF credits at HEQSF level 8
Convener: Associate Professor D Ng’ambi and Dr C Brown
Course entry requirements: Acceptance for the Postgraduate Diploma in Educational Technology.
Course outline: Drawing on global and African research students will use one of the main theoretical perspectives evident in e-learning research as a lens through which to understand the implementation of an educational technology in a specific context. They will use appropriate methodologies to conduct a small scale research project to understand the principles which inform the design of the learning solution or intervention and evaluate the suitability of the intervention in addressing the underlying challenge before making recommendation for future development and implementation decisions.
Assessment: An evaluation of an online learning intervention counts 100%.
EDN4503W  LEARN, TEACH & EMERGING TECH  
30 NQF credits at HEQSF level 8  
Convener: Drs C Brown and J Hardman  
Course entry requirements: Acceptance for the Postgraduate Diploma in Educational Technology.  
Course outline:  
This course will investigate the inter-related issues of learning, teaching and technology. It examines key theories of learning to understand how the twenty-first Century learners globally and specifically in the African context might best engage with various tasks before scrutinizing various pedagogical theories to justify why and in what ways specific teaching strategies and emerging technologies might best support learning.  
DP requirements: 80% attendance record plus submission of all assessment requirements.  
Assessment: An extended literature review constitutes 100%.  

EDN4504F  LEARNING & TEACHING IN HIGHER EDUCATION  
30 NQF credits at HEQSF level 8  
Convener: Dr K Behari-Leak  
Course entry requirements: Acceptance for the PGDE.  
Course outline:  
This course provides participants with explanatory frameworks (theories and concepts) for understanding student learning and critically examining and improving their practice as educators in the HE context. It provides an introduction to aspects of practice (e.g. course and task design, assessment, teaching method) which will be explored in greater depth in elective courses. The course will draw on the experience of participants as well as case studies which focus on the learning and teaching challenges generated by educationally, linguistically and culturally diverse classrooms.  
DP requirements: 80% attendance record plus submission of all assessment requirements.  
Assessment: A series of assignments equally weighted interrogating own practice and context culminating in a reflective commentary on personal development during the course.  

EDN4505S  ASSESSMENT & EVALUATION IN HIGHER EDUCATION  
30 NQF credits at HEQSF level 8  
Convener: Dr A Cliff  
Course entry requirements: Acceptance for the PGDE.  
Course outline:  
This course explores assessment and evaluation as a social practice by means of a critical engagement with current debates and approaches. The course aims to provide:  
• An overview of the functions of, and approaches to, educational assessment;  
• A range of conceptual tools and technologies to enable participants to conduct a critical evaluation of assessment practices, and  
• Design assessment events from a clearly theorised basis;  
• Exposure to case studies of assessment in higher education;  
• An introduction to issues associated with educational evaluation and quality assurance  
DP requirements: 80% attendance record plus submission of all assessment requirements.  
Assessment: One 1000 word coursework assignment, plus two essay-type assignments of 2500 words each.  

EDN4506F  SOUTH AFRICAN EDUCATION IN CONTEXT  
30 NQF credits at HEQSF level 8;  
Convener: Professor P Christie  
Course entry requirements: Admission to BEdHons or PGDE  
Co-requisites: None  
Course outline:
This course addresses the foundations of education and professional studies in the South African context. It provides an overview of the education system and enables students to locate themselves within it, drawing on perspectives from history, sociology and policy studies. Within this broad framework, students will be able to deepen their interests in different strands of education theory and practice, covering Adult Education, Higher Education and different aspects of schooling, including classroom practice and educational leadership and management.

**DP requirements:** 80% attendance at contact sessions and completed submission of assessment tasks

**Assessment:** Coursework (100%).

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**EDN4507F LEARNING AND TEACHING**
30 NQF credits at HEQSF level 8

**Convener:** Drs J Hardman & K Angier

**Course entry requirements:** Admission to BEdHons or PGDE

**Co-requisites:** None

**Course outline:**
This course investigates the interrelated issues of learning, teaching and cognitive change. It enables a deeper exploration of learning theories in relation to specific educational problems/challenges generated in the South African context, and in relation to broader questions of psychological change. It generates a view of learning and learners that negates the conventional isolation of educational issues from other psychological domains.

The course is structured around three core issues:
1. Cognition: theories of learning
2. Learning and identity: constructions of self
3. Learning and development: possibilities for mediation

**DP requirements:** 80% attendance at contact sessions and completed submission of assessment tasks

**Assessment:** Coursework (100%).

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**EDN4508W DOING RESEARCH IN EDUCATION**
30 NQF credits at HEQSF level 8

**Convener:** TBA

**Course entry requirements:** Admission to BEdHons or PGDE

**Co-requisites:** None

**Course outline:**
The purpose of the course is to develop students' capacity to design research in their field/specialism with a view to preparing them to conduct and report on independent research. In the first part of the course, students are introduced to the logic of research design and associated methods, with a particular focus on the relation between a research problem, a research question, a literature review, theory, data and analysis within a coherent design in their field/specialism. In the second part of the course, students will conduct and write up a small independent research study under supervision in their field/specialism.

**DP requirements:** 80% attendance at contact sessions and completed submission of assessment tasks

**Assessment:** Coursework (100%).

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**EDN4509W RESEARCHING PRACTICE IN EDUCATION**

(Not offered in 2016)
30 NQF credits at HEQSF level 8

**Convener:** TBA

**Course entry requirements:** Admission to PGDE

**Co-requisites:** None

**Course outline:**
The aim of this course is to introduce students to methodological approaches to research in their field/specialism, and enable them to develop competence in evaluating research reports. Students will read and critically analyse a range of research reports in order to discern the design logic of each study. This will include examining the relation between the research problem, the research question(s), the literature review, theoretical resources, data production methods, analysis and issues pertaining to validity, generalizability and reliability.

**DP requirements:** 80% attendance at contact sessions and completed submission of assessment tasks

**Assessment:** Coursework (100%).

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**EDN4510F**  HIGHER EDUCATION CURRICULUM & COURSE DESIGN
30 NQF credits at HEQSF level 8
Convener: A/Prof J Jawitz

**Course entry requirements:** Admission to PGDE

**Co-requisites:** None

**Course outline:**
The aim of this course is to develop participants' abilities to critically reflect on institutional curriculum and course design practices with the aim of their designing and implementing curriculum or course changes that are based on sound educational and design principles. Participants engage in weekly seminars and regular tasks and assignments as part of the process of realising the course outcomes. Course assessments focus on the acquisition and understanding of conceptual tools in the field and the application of these tools in participants' own teaching contexts.

**DP requirements:** 80% attendance at contact sessions and completed submission of assessment tasks

**Assessment:** Coursework (100%).

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**EDN4511F**  LEARNING AT WORK
30 NQF credits at HEQSF level 8
Convener: A/Prof L Cooper

**Course entry requirements:** Admission to PGDE

**Co-requisites:** None

**Course outline:**
This course explores current debates around the relationship between work and learning. It takes as its starting point changes in the organisation of work under globalisation, and implications of these for adult education and training. It reviews current debates around new forms of learning and knowledge; the shifting relationship between formal education and the workplace; education for the informal economy; and social inequalities in work and learning. Students will reflect critically on their own experiences, and design new possibilities for learning at work.

**DP requirements:** 80% attendance at contact sessions and completed submission of assessment tasks

**Assessment:** Coursework (100%).

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**EDN4512S**  CURRICULUM: THEORY, RESEARCH AND PRACTICE
30 NQF credits at HEQSF level 8
Convener: A/Prof U Hoadley

**Course entry requirements:** Admission to PGDE or BEdHons

**Co-requisites:** None

**Course outline:**
The study of curriculum is the study of how dominant groups in society select and codify the knowledge they consider to be important for children to learn, the decisions that are made about how this knowledge is taught, and how it is assessed. The course focuses on issues of curriculum, pedagogy and assessment directly, as well as more broadly on the issue of social inequality and how this is reproduced or challenged through education. The course engages with a range of texts from...
sociological and educational literature, introducing students to major debates in curriculum studies. It moves from a macro focus on education and society to micro studies of curriculum, classroom pedagogy and assessment. The course also addresses the relationship between theory and practice, assisting students in moving between academic study and a consideration of professional practice. The intention of the course is to enable students to engage critically with curriculum reform in South Africa.

**DP requirements:** 80% attendance at contact sessions and completed submission of assessment tasks

**Assessment:** Coursework (100%).

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**EDN4513S  HISTORY EDUCATION: THEORY, RESEARCH, PRACTICE**

30 NQF credits at HEQSF level 8

**Convener:** Dr K Angier

**Course entry requirements:** Admission to PGDE or BEdHons

**Co-requisites:** None

**Course outline:**
This course aims to engage students critically with current theory, research and practice in the field of history education, and to develop their understanding of appropriate classroom practices for teaching and learning history in schools. It explores key challenges and opportunities for the history curriculum in schools. It explores different philosophical and methodological approaches to the history curriculum; different curriculum models and their implications for history teaching; assessment; and materials development for history classrooms.

**DP requirements:** 80% attendance at contact sessions and completed submission of assessment tasks

**Assessment:** Coursework (100%).

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**EDN4514S  LANGUAGE & LITERACY IN SCHOOLING: THEORY, RESEARCH AND PRACTICE**

30 NQF credits at HEQSF level 8

**Convener:** Dr C McKinney

**Course entry requirements:** Admission to PGDE or BEdHons

**Co-requisites:** None

**Course outline:**
The course aims to develop students’ understanding of the language and literacy challenges in South African schooling; to develop students’ knowledge of conceptual resources for analysing and intervening in these challenges. This course explores key challenges in the field of language and literacy in schooling in South Africa. We focus on the complex possible relationships between language and failure in South African schooling from socio-political, socio-cultural and sociolinguistic perspectives. We examine the language of learning and teaching debate and the theoretical and empirical work underpinning this as well as the language policy and sociolinguistic context in South African education. In a second focus on literacy, we study writing and reading in education, developing the resources for understanding and intervening in key challenges around literacy in educational settings. We study literacy as sets of socially organized practices and skills and examine how aspects of social and linguistic diversity impact on the learning, teaching and assessing of the skills and practices associated with language, reading, writing and learning in education. We further explore dominant approaches to the teaching of literacy, analysing how reading and writing are conceptualised in these approaches.

**DP requirements:** 80% attendance at contact sessions and completed submission of assessment tasks

**Assessment:** Coursework (100%).
EDN4515S KNOWLEDGE FOR PRACTICE IN MATHEMATICS EDUCATION
30 NQF credits at HEQSF level 8
Convener: Dr Z Davis
Course entry requirements: Admission to PGDE or BEdHons
Co-requisites: None
Course outline:
The aim of the course is to expose students to a range of theoretical and methodological positions in the field of mathematics education, concerned with aspects of the reproduction of mathematics in pedagogic contexts. Key areas of focus are: (1) the structuring of curricula for the teaching and learning of mathematics; (2) the reproduction of mathematics in curriculum texts, like textbooks, workbooks and software; (3) the teaching of mathematics and the notion of mathematics for teaching; (4) the learning of school mathematics.
DP requirements: 80% attendance at contact sessions and completed submission of assessment tasks
Assessment: Coursework (100%).

EDN4516S KNOWLEDGE FOR PRACTICE IN SCIENCE EDUCATION
30 NQF credits at HEQSF level 8
Convener: Associate Professors A Hattingh & R Laugksch
Course entry requirements: Admission to PGDE or BEdHons
Co-requisites: None
Course outline:
The course aims to consolidate and deepen students’ understanding of the thinking, practice and research approaches in the specialist field of science education and thus engages with research on instructional strategies, content representations, student understandings, science practices and habits of mind associated with effective science teaching. Topics explored include the purpose of teaching science in South Africa and elsewhere; inquiry-based learning and its link to the nature of science and practical work in science education; as well as students’ conceptual change. Gess-Newsome’s model of Teacher Professional Knowledge and Skill is explored as a robust and predictive way to think about teacher knowledge and action.
DP requirements: 80% attendance at contact sessions and completed submission of assessment tasks
Assessment: Seminar presentation (15%); 5,000-word essay or the equivalent (85%).

EDN4517S EDUCATIONAL MANAGEMENT AND LEADERSHIP
30 NQF credits at HEQSF level 8
Convener: Mr J D Gilmour
Course entry requirements: Admission to PGDE or BEdHons
Co-requisites: None
Course outline:
Through an examination of key concepts in leadership styles and managerial practices the course aims to focus students/practitioners on ways to improve teaching and learning in schools. There are two main areas of focus:
• A consideration of different styles of leadership and how these might or might not contribute towards learner performance.
• A focus on possible ‘managerial’ responses to improve this within the context of school culture and leadership. In particular, the course will examine learner performance in South Africa; leadership in challenging circumstances; the role that teachers as leaders can play, and the means to enact change. The emphasis here will be on examining what it is that schools and teachers can do rather than on what it is not possible to do.
DP requirements: 80% attendance at contact sessions and completed submission of assessment tasks
EDN4518S  KNOWLEDGE & EXPERIENCE IN ADULT & VOCATIONAL EDUCATION
30 NQF credits at HEQSF level 8
Convener: A/Prof L Cooper
Course entry requirements: Admission to PGDE or BEdHons
Co-requisites: None
Course outline:
The course aims to enable students to critically examine the relationship between knowledge and experience in adult and vocational education programmes that have practice as their central focus, and to explore implications for curriculum planning. It explores key debates around the relationship between knowledge and experience, and introduces students to a range of theoretical resources that examine the relationship between knowledge, experience and practice.
DP requirements: 80% attendance at contact sessions and completed submission of assessment tasks

EDN4519F/S  TEACHING ENGLISH IN MULTILINGUAL CONTEXTS
24 NQF credits at HEQSF level 8
Course entry requirements: Admission to BEdHons or PGDE
Co-requisites: None
Course outline:
The course aims to provide an understanding of the language, curriculum and identity issues that pertain to English in multilingual contexts, with a particular focus on the South African educational setting. We will explore the ways in which the language is used in a variety of contexts, how people position themselves in relation to English and the ways in which the language itself is growing and changing. Assignments will be tailored to suit individual students’ involvements and interests where possible.
DP requirements: 80% attendance at contact sessions and completed submission of assessment tasks

EDN5000F  LEARNING & TEACHING IN HIGHER EDUCATION
36 NQF credits at HEQSF level 8
Convener: Dr K Behari-Leak
Course entry requirements: Acceptance for the PGDE.
Course outline:
This course provides participants with explanatory frameworks (theories and concepts) for understanding student learning and critically examining and improving their practice as educators in the HE context. It provides an introduction to aspects of practice (e.g. course and task design, assessment, teaching method) which will be explored in greater depth in elective courses. The course will draw on the experience of participants as well as case studies which focus on the learning and teaching challenges generated by educationally, linguistically and culturally diverse classrooms.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN5034W  RESEARCH PAPER IN SCHOOL SUBJECT
20 NQF credits at HEQSF level 8
Convener: TBA
Course entry requirements: Acceptance for the PGCE or BEdHons
Course outline:
The writing of a paper on the relevance and application of an approved area of specific content knowledge to the school curriculum. The paper will be supervised by a supervisor(s) working in that area. (NOTE: The paper should not concern the pedagogical/subject method implications of teaching the subject.)
**EDN5095F  LITERACY IN THEORY & PRACTICE**  
20 NQF credits at HEQSF level 8  
Convener: TBA  
Course entry requirements: Acceptance for the BEdHons  
Course outline:  
The course will develop an inter-disciplinary perspective to consider the major contemporary ways of thinking about literacy. First, we will review studies of the practices of reading and writing across diverse social settings, as well as in teaching settings. Then we will aim to develop and revise approaches to literacy and literacy teaching, with possible focuses for the course being:  
- how adults without schooling engage with and interpret literacy in diverse ways. We will think about this in relation to forms of provision of literacy training for adults, including the emergence of a national Adult Basic Education and Training system in South Africa;  
- the beginnings of literacy learning and development in young children: the concepts of 'situated literacies' and 'situated learning' will be developed to understand the ways that young children from a range of language and home backgrounds become (different kinds of) readers and writers;  
literacy and teacher strategies in schools. There will be a special focus on the processes of inclusion and exclusion and on the role that language (both spoken and written) plays in these processes in multilingual environments.  
DP requirements: At least 80% attendance is required at lectures. Submission of all assignments and course evaluations.  
Assessment: Tests, examinations 33%; coursework 67%.

**EDN5096S  EDUCATIONAL MANAGEMENT & LEADERSHIP**  
20 NQF credits at HEQSF level 8  
Convener: J D Gilmour  
Course entry requirements: Acceptance for the BEdHons.  
Course outline:  
The intention of this course is to provide present and prospective school leaders and principals with an introduction to the analysis of the conceptual and human resource skills associated with administrative, management and leadership responsibilities in the school. A focus of the course is understanding the local and global dynamics of the context in which leaders work and providing students with the tools to analyse and respond to the strategies available to leaders seeking to improve their schools.  
DP requirements: At least 80% attendance is required at lectures. Submission of all assignments and course evaluations.  
Assessment: Tests, examinations 50%; coursework 50%.

**EDN5500W  MINOR DISSERTATION**  
90 NQF credits at HEQSF level 9  
Convener: The relevant MEd specialisation convener  
Course entry requirements: EDN5501WA Acceptance for the MEd.  
Course outline: Students are required to undertake and complete supervised research on an approved topic and field of research emerging from and relevant to their chosen coursework curriculum. This research must be embodied in a 25,000 word (maximum) dissertation, which may be submitted by 1 April in the year following the completion of coursework. A candidate may take no longer than 3 years to complete the degree. Students must ensure that they are available for regular meetings with their supervisors.  
Assessment: 25 000 word dissertation.
EDN5501F   ADVANCED RESEARCH DESIGN
0 NQF credits at HEQSF level 9
Convener: Dr H Jacklin
Course entry requirements: Acceptance for the MEd.
Course outline:
The course takes students through the different stages in developing a research design – identifying a problem, formulating a question, conducting a literature review, identifying and recruiting appropriate conceptual resources, proposing strategies for data production and analysis and considering issues relating to validity and ethics. This process takes place at two levels: by reading reports of research done by others and by developing a design for the candidate’s own proposed masters’ study. The focus is on establishing coherence between the different facets of the research design.
DP requirements: 80% attendance record and completion of all tasks and assignments.
Assessment: Development of a research proposal of approximately 6000 words.

EDN5501S   ADVANCED RESEARCH DESIGN
0 NQF credits at HEQSF level 9
Convener: Dr H Jacklin
Course entry requirements: Acceptance for the MEd
Course outline:
The course takes students through the different stages in developing a research design – identifying a problem, formulating a question, conducting a literature review, identifying and recruiting appropriate conceptual resources, proposing strategies for data production and analysis and considering issues relating to validity and ethics. This process takes place at two levels: by reading reports of research done by others and by developing a design for the candidate’s own proposed masters’ study. The focus is on establishing coherence between the different facets of the research design.
DP requirements: 80% attendance record and completion of all tasks and assignments.
Assessment: Development of a research proposal of approximately 6000 words.

EDN5502F   KEY TRADITIONS IN ADULT EDUCATION RESEARCH
30 NQF credits at HEQSF level 9
Convener: Associate Professor L Cooper
Course entry requirements: Acceptance for the MEd.
Course outline:
This course introduces students to some of the key methodological approaches in the field of adult education research. It introduces the concepts of ontology and epistemology, and methodological approaches such as constructivism, interpretivism and realism, as competing (or complementary) ways of thinking about the world and how we produce knowledge about it. These concepts are drawn upon critically to analyse contrasting theoretical traditions in adult education research. The focus in each case is on their ontological and epistemological assumptions, and the methodological implications of these for research.
DP requirements: 80% attendance record and completion of all tasks and assignments.
Assessment: 8000 word essay or equivalent.

EDN5503F   ADULT LEARNING FOR SOCIAL CHANGE
30 NQF credits at HEQSF level 9
Convener: Dr S Ismail
Course entry requirements: Acceptance for the MEd.
Course outline:
The course provides an advanced introduction to key theoretical perspectives on adult learning and knowledge-production, where learning is directed primarily towards social change. The focus is on informal contexts of learning such as social movements, community development projects, the
labour movement, arts/cultural work, and health education. Close attention is paid to the ways in which ‘adult learning’ and ‘adult learners’ fit and contest theoretical debates concerning ‘intellectuals’, and theoretical debates concerning ‘everyday life’ and ‘social reproduction’. Theoretical resources will be drawn from feminist, radical pedagogy, postcolonial and cultural studies traditions.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 8000 word essay or equivalent.

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**EDN5504S**   **THEORISING EDUCATION POLICY**  
30 NQF credits at HEQSF level 9  
**Convener:** Associate Professor L Cooper  
**Course entry requirements:** Acceptance for the MEd.

**Course outline:**  
The course sets up a series of conceptual lenses though which to interrogate policy developments in adult education, higher education and vocational education and training. The first is the division of mental and manual labour in society which leads to institutional, programme and knowledge differentiation and differing prospects of social inclusion or exclusion. The second is the relation between education, the economy and the state which has implications for various modes of policy legitimation. Policy proposals that relate to students’ work and interest are then analysed in terms of their ideological and educational intent and realisation.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.  
**Assessment:** 8000 word essay or equivalent.

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**EDN5505S**   **CHANGING FRAMEWORKS IN CURRICULUM POLICY**  
30 NQF credits at HEQSF level 9  
**Convener:** Associate Professor U Hoadley  
**Course entry requirements:** Acceptance for the MEd.

**Course outline:**  
The course is concerned change and continuity in processes of curriculum reform. Three central ideas informing it. The first is an historical analysis of curriculum identifying reform swings between two poles, ‘traditional’ and ‘reform’ or progressive curricula. The second idea is the implications of these swings the ‘message systems’ of education – curriculum, pedagogy and evaluation (the intended, the enacted and the assessed curriculum). The third tenet is the centrality of knowledge in the consideration of curriculum policy, change and evaluation. The course begins with a broad scan of the political sociology and historical literature on curriculum and throughout it focuses on analyses within the sociology of knowledge. Fundamentally it is the nature and status of knowledge that shifts when the curriculum changes. The course aims to expose students both to the broader political context and processes of curriculum reform, as well as conceptual approaches to the analysis of curriculum forms.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.  
**Assessment:** Academic essay (8000 words).

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**EDN5506F**   **PEDAGOGY, KNOWLEDGE & SOCIETY**  
30 NQF credits at HEQSF level 9  
**Convener:** Associate Professor U Hoadley  
**Course entry requirements:** Acceptance for the MEd.

**Course outline:**  
The course privileges the notion of curriculum as a selection and organisation of knowledge for transmission. Being sociologically rooted, it also concerns the differential distribution of knowledge and its transmission across groups in society. Central to the course are questions of what knowledge is included in the formal curriculum, how it is organised and what the implications of this are for groups of learners. Basil Bernstein provides the main theoretical resource for these issues, from an investigation of curriculum forms and pedagogic modalities to an analysis of how knowledge is
transformed for pedagogic communication, through to his theorisation of different knowledge structures. Exemplars of empirical work that address the questions of the course are considered throughout. Attention will be drawn the development of languages of description. In short, the course focuses on the relationship between schooling and society and research that has pursued questions around it within a particular theoretical tradition.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** Academic essay (8000 words).

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**EDN5507F**  
**EMERGING TECHNOLOGIES & EDUCATIONAL PRACTICES**  
30 NQF credits at HEQSF level 9  
Convener: Dr C Brown  
Course entry requirements: Acceptance for the MEd.

**Course outline:**  
Emerging technologies and educational practices in developing context. This course focuses on the discourse of learning with technologies and ways that these different forms are theorised. Some of the concepts to be covered include frameworks, taxonomies, and new representations of digital learning including mobile and authentic learning etc. This course will investigate the inter-related issues of learning, technology and cognitive change. The course focuses on theories of learning and cognitive change as well as developing an understanding of the effects of technology on cognition. Course members will be involved in constructing/designing curricula that incorporate technology, informed by the theories of learning that we cover during the course. The intention of the course is to generate a view of learning and learners that incorporates current approaches to computer mediated teaching and learning with a view to understanding and theorising potential shifts in pedagogical practices arising from the introduction of novel technology into classrooms.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** Academic essay (6000 words) 60%; Seminars: 10%; Group task: 20%; Reflections: 10%.

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**EDN5508F**  
**RESEARCH IN EDUCATION TECHNOLOGY**  
30 NQF credits at HEQSF level 9  
Convener: Associate Professor D Ng’ambi  
Course entry requirements: Acceptance for the MEd.

**Course outline:**  
The course presents an overview of past and present research in educational technology with particular emphasis on the teaching and or learning challenge; formulation of question, approaches adopted, and unanswered questions. The aim is to uncover issues, debate approaches, and to understand how context and researcher’s bias constrains research possibilities. The course is structured around the following themes: Global & local research in technology enhanced learning; Impact of educational technology research; E-learning policies; Emerging practices; Technology mediated communities and Social learning.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** Academic essay (6000 words): 60%; Seminars: 10%; Group task: 20%; Reflections: 10%.

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**EDN5509S**  
**LEARNING WITH TECHNOLOGIES**  
30 NQF credits at HEQSF level 9  
Convener: Dr J Hardman  
Course entry requirements: Acceptance for the MEd.

**Course outline:**  
The course focuses on the discourse of learning with technologies and ways that these different forms are theorised. Some of the concepts to be covered include frameworks, taxonomies, and new representations of digital learning including mobile and authentic learning etc. This course will investigate the inter-related issues of learning, technology and cognitive change. The course focuses
on theories of learning and cognitive change as well as developing an understanding of the effects of technology on cognition. Course members will be involved in constructing/designing curricula that incorporate technology, informed by the theories of learning that we cover during the course. The intention of the course is to generate a view of learning and learners that incorporates current approaches to computer mediated teaching and learning with a view to understanding and theorising potential shifts in pedagogical practices arising from the introduction of novel technology into classrooms.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** Academic essay (6000 words): 60%; Seminars: 10%; Group task: 20%; Reflections: 10%.

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**EDN5510S  RESEARCH DESIGN & METHODOLOGY**

0 NQF credits at HEQSF level 9

**Convener:** Associate Professor C Hodgkinson-Williams

**Course entry requirements:** Acceptance for the MEd

**Course outline:**

This course focuses on ways of identifying and matching context, educational challenges, ubiquitous technologies, philanthropy and writing funding proposals. The course has a specific focus on technology-enhanced learning in resource-constrained environments. The course is structured around the following themes:

- Educational technology research
- Identify key research problems
- Research traditions / paradigms
- Methodological choices
- Validity issues
- Academic integrity

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** Academic essay (6000 words): 60%; Seminars: 10%; Group task: 20%; Reflections: 10%.

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**EDN5511F  RESEARCHING IN HIGHER EDUCATION**

30 NQF credits at HEQSF level 9

**Convener:** Dr A Cliff

**Course entry requirements:** Acceptance for the MEd.

**Course outline:**

The course aims to provide an induction into the field of research in Higher Education through exposure of participants to Higher Education as the subject of research. The curriculum is planned to provide participants with a sense of resources provided by higher education research from early empirical psychological models to current sociological and cognitive psychological approaches. Participants will be encouraged to identify the strengths and weaknesses of such research. Participants will be made aware of the complexity of the field of higher education as a research subject in which little is as self-evident as it appears. The curriculum is intended to prepare participants to consider ways in which they can think of their own teaching practice and context as areas of research.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** Academic essay (6000 words): 60%; Seminars: 10%; Group task: 20%; Reflections: 10%.

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**EDN5514F/S  KNOWLEDGE & CURRICULUM IN HIGHER EDUCATION**

30 NQF credits at HEQSF level 9

**Convener:** Associate Professor K Luckett

**Course entry requirements:** Acceptance for the MEd.

**Course outline:**
The course aims to assist students to develop a critically-informed view of the institution of the academy and to acquire ways of thinking sociologically about the higher education curriculum, knowledge and policy. At the beginning of the course students are introduced to Bernstein’s sociology of education. Using the framework of the ‘pedagogic device’, the implications for the curriculum of global trends in higher education and more particularly of the policy context for South African higher education since 1994 are examined. The third section of the course focuses on Bernstein and his followers’ theorisation of knowledge, with a focus on what this means for the higher education curriculum, innovation, identities, etc. The major assignment for the course involves some basic empirical research in which students analyse an aspect of a curriculum design or practice using concepts from Bernstein’s sociology of education.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 8000 word essay or equivalent.

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**EDN5515S THINKING CLASSROOMS & COMMUNITIES**

30 NQF credits at HEQSF level 9  
**Convener:** Associate Professor K Murris  
**Course entry requirements:** Acceptance for the MEd  
**Course outline:**  
The course focuses on the theory and practice of the ‘community of enquiry’ – the pedagogy of philosophy with children (P4C) for all phases of education (incl. early years). This internationally established approach to teaching thinking has proved to enhance self-esteem, critical literacy, democratic responsibility, IQ and EQ with students of all ages and in all subjects. You will develop this thoughtful practice through a variety of experiential teaching and learning methods, and learn how the pedagogy can be implemented to develop democratic relationships, values, critical literacy, comprehension, good questioning and speaking and listening skills in a large variety of South African educational settings. The emphasis of this experiential course is to learn how the questions of one’s own students can be used to teach critical, creative, caring and collaborative thinking and to stimulate enquiry-based learning through the use of, for example, play (with young children), kinaesthetic activities and a wide range of texts and communication resources (including children’s literature).

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** A critical analysis of a self-selected example from practice: 75%. Response essays: 25%.

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**EDN5517F LANGUAGE & LITERACY IN THEORY & PRACTICE**

30 NQF credits at HEQSF level 9  
**Convener:** Associate Professor C McKinney  
**Course entry requirements:** Acceptance for the MEd.  
**Course outline:**  
The course provides an engagement with key ideas, terms and resources in language and literacy studies in education, including shaping influences from linguistics, sociolinguistics, literacy studies, anthropological linguistics and discourse theory. It examines key influences on our understanding of language, language resources and literacy, particularly at the interface between language and social life. Areas focused on include language acquisition, use and development, multilingualism and mobility, critical discourse analysis, theories of language and literacy as social practices. We develop the resources for the study of inequality, success and failure that go beyond deficit views of language and literacy in education. These provide grounding for the work in the courses that follow.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 8000 word essay or equivalent.

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**EDN5518F LANGUAGE IN MULTILINGUAL SCHOOLS**

30 NQF credits at HEQSF level 9  
**Convener:** Associate Professor C McKinney
Course entry requirements: Acceptance for the MEd

Course outline:
This course focuses on language learning and teaching as well as the relationship between language and learning in multilingual schools. The first part of the course theorises additional language learning in multilingual contexts. This includes an overview of the global and local contexts of English language learning, language ideologies, theories of second and bilingual language acquisition, and of classroom discourse. The second part of the course engages with language and literacy pedagogy including critical literacy and multiliteracies. Throughout the course we explore the relationships between language and power as well as identity and pedagogy and the implications thereof for providing learners with meaningful access to education.

DP requirements: 80% attendance record and completion of all tasks and assignments.

Assessment: 8000 word essay or equivalent.

EDN5519S EARLY LITERACY IN SCHOOL & HOME
30 NQF credits at HEQSF level 9
Convener: Dr C Verbeek

Course entry requirements: Acceptance for the MEd

Course outline:
The course offers an overview of the predominant approaches to early childhood literacy studies and in-depth engagement with social practices and critical literacy approaches to early literacy. We look at phonics first, whole language and ‘balanced’ approaches to early literacy pedagogy, as well as emergent literacy approaches to the study of literacy at home; reading practices; children’s play and its links to learning; multilingual and bilingual studies; diversity studies; various early literacy interventions in school and out-of-school, their claims and accomplishments; policy perspectives and electronic media in the context of early literacy engagements.

DP requirements: 80% attendance record and completion of all tasks and assignments.

Assessment: 8000 word essay or equivalent.

EDN5520S ACADEMIC LITERACIES
30 NQF credits at HEQSF level 9
Convener: Dr A Bangeni

Course entry requirements: Acceptance for the MEd

Course outline:
The course provides an introduction to the study of language and literacy in a range of academic settings, via the emerging area of ‘academic literacies’ in the New Literacy Studies field. Rather than a generic academic skill, academic literacy is studied as diverse, shaped by disciplines and subject areas.

The course engages with two methodologies that shed light on academic texts and practices. Critical discourse analysis (CDA) focuses on texts, while ethnographic observation (including multimodal analysis) looks more closely at practices. These methodologies are used to explore the relationship between texts and their social-political-historical contexts. The course interrogates the politics of ‘academic voice’ to help us think about access questions in tertiary education settings locally and globally.

DP requirements: 80% attendance record and completion of all tasks and assignments.

Assessment: 8000 word essay or equivalent.

EDN5521S LITERACY AT WORK & IN ADULT EDUCATION
30 NQF credits at HEQSF level 9
Convener: Associate Professor C Kell

Course entry requirements: Acceptance for the MEd.

Course outline:
The focus of the course is on an engagement with research on adults and literacy practices in everyday activities and in institutional settings. Literacy and work in the context of changing workplaces and adult literacy teaching in educational settings are examined. The approach to the
study of literacy activities in everyday activities and in institutional contexts is used to inform an analysis of literacy approaches in adult educational contexts and the study of workplaces as sites of textual practices of particular kinds, with both globally shaped and locally constructed dimensions and assemblages. It enquires as to what is going on in workplaces as regards changes, education and literacy; and how reading and writing are thought about and taught in various adult educational settings with what kinds of outcomes.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 8000 word essay or equivalent.

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**EDN5522F RESEARCH IN MATHS EDUCATION: CURRICULUM**

30 NQF credits at HEQSF level 9

**Convener:** Dr Z Davis

**Course entry requirements:** Acceptance for the MEd

**Course outline:**
The central objects of concern in this course are: the constitution of mathematics curricula, the organisation of the teaching and learning of mathematics (including texts and resources), and the realisation of mathematics in schools. The course will familiarise students with theories and methodologies employed by researchers to study curricula and pedagogic texts, as well as to critically explore the recontextualising of mathematics to schooling with respect to: education policies and curricula; theories of teaching and learning used in the regulation of educational practice; and the regulation of the reproduction of mathematics in pedagogic situations.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 8000 word essay or equivalent.

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**EDN5523S RESEARCH IN MATHS EDUCATION: TEACHING & LEARNING**

30 NQF credits at HEQSF level 9

**Convener:** S Jaffer

**Course entry requirements:** Acceptance for the MEd

**Course outline:**
The course is concerned with the teaching and learning of school mathematics and the assessment of students’ mathematical competence. The course will engage students in a critical review of the theoretical and methodological approaches currently used in the field to study the constitution of mathematics by school teachers and students in pedagogic situations, including assessment technologies.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 8000 word essay or equivalent.

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**EDN5524S EDUCATION DEVELOPMENT & REFORM**

30 NQF credits at HEQSF level 9

**Convener:** J D Gilmour

**Course entry requirements:** Acceptance for the MEd

**Course outline:**
World-wide, education systems are characterised by varying types of inequality, ranging from physical access through to disparate outcomes. The reasons for this are complex and the consequences for individuals and societies of inequality enormous. This course will examine these phenomena at macro, national and international levels through reviewing international policy interventions at achieving systemic change; through reviewing how allocatory decisions can be made at these levels and through narrowing the lens to more local micro levels to develop frames for school change. The course utilises a case study approach which reveals the intricacies of moving from intentions to action.

**DP requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 8000 word essay or equivalent.
EDN5525S EDUCATION POLICY & CHANGE
30 NQF credits at HEQSF level 9
Convener: Professor P Christie
Course entry requirements: Acceptance for the MEd
Course outline:
The course provides an introduction to policy studies as a means for understanding educational change from system level to institutions and classrooms. It looks at theories of globalisation and the nation state, different approaches to policy formulation and implementation, and debates about the complexities of achieving change in education. What is education policy? How is it made? What are its possibilities and limitations as a means for achieving change through the many levels of an education system? These questions are addressed within the context of post-apartheid education policies in South Africa, with a particular emphasis on rights, social justice and development as social and educational goals.
DP requirements: 80% attendance record and completion of all tasks and assignments.
Assessment: 8000 word essay or equivalent

EDN5526F SCHOOL LEADERSHIP & CHANGE IN CONTEXT
30 NQF credits at HEQSF level 9
Convener: Dr H Jacklin
Course entry requirements: Acceptance for the MEd.
Course outline:
The course examines global and local trends and developments that shape the context of school change, school leadership and school management. These include globalisation, decentralisation, site based management, new accountability regimes and marketization. Approaches to school improvement are then reviewed, with particular emphasis on professional learning communities. Throughout, the course considers the implications of these developments, policies and approaches to school improvement for schools, in general, and for leaders and managers, in particular.
DP requirements: 80% attendance record and completion of all tasks and assignments.
Assessment: 8000 word essay or equivalent.

EDN5527F PRIMARY SCHOOL LEARNING & DEVELOPMENT
30 NQF credits at HEQSF level 9
Convener: Drs AE Muthivhi
Course entry requirements: Acceptance for the MEd.
Course outline:
The course examines children’s learning and development during formal schooling and explores ways in which challenges facing primary schooling and children’s development could be addressed from the vantage point of contemporary advances in research and scholarship in developmental psychology and education. The course also examines problems and challenges related to children’s learning and development in the specific context of the South African primary school system and explores theoretically sound and empirically relevant solutions to these problems.
DP requirements: 80% attendance record and completion of all tasks and assignments.
Assessment: One written exam-equivalent assignment of approximately 8000 words, including completion of short seminar papers and class tasks.

EDN5528S TEACHING IN THE PRIMARY SCHOOL
30 NQF credits at HEQSF level 9
Convener: Dr J Hardman
Course entry requirements: Acceptance for the MEd.
Course outline:
This course will investigate the inter-related issues of learning, teaching and cognitive change. The aim of this course is to develop an approach to theorising the process teaching/learning, both in relation to the specific educational problems/challenges generated in the South African context, and
in relation to the broader questions of psychological change. The intention of the course is to
generate a view of teaching/learning and learners that negates the conventional isolation of
educational issues from other psychological domains.

**Assessment requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 8000 word essay or equivalent.

**EDN5529F LEARNING SCIENCE EDUCATION & TEACHING**
30 NQF credits at HEQSF level 9

**Convener:** Associate Professor R Laugksch

**Course entry requirements:** Acceptance for the MEd.

**Course outline:**
Considerations for learning in science education and implications for teaching. The course aims to
provide students with a conceptual framework for critically examining their own understandings of
learning and how such understandings influence the design of curricula as well as the
implementation of teaching strategies in students’ own classroom/school contexts. Topics explored
include the role and purpose of natural science in South-Africa (and elsewhere); conceptual change;
a critical examination of constructivism and its application in high and low socio-economic-status
learning environments. Learning science through inquiry is interrogated and its practical
implications considered. Attention is given to the connectedness of the issues raised by these topics
to a participant’s own professional context.

**Assessment requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 8000 word essay or equivalent.

**EDN5530S CONTEMPORARY ISSUES IN SCIENCE EDUCATION**
30 NQF credits at HEQSF level 9

**Convener:** Associate Professor A Hattingh

**Course entry requirements:** Acceptance for the MEd

**Course outline:**
The course provides the students with an overview of the contemporary issues in the field from both
African and international perspectives. An important focus is for participants to develop a critical
awareness of the influence of historical and philosophical perspectives, diversity, culture, language
and learning environments on learning and teaching natural science. Topics which are addressed
include science as inquiry, nature of science, social justice, equity and culturally responsive
pedagogy, ICT and virtual learning environments; pedagogical content knowledge (PCK) or any
other prominently emerging focus area in science education.

**Assessment requirements:** 80% attendance record and completion of all tasks and assignments.

**Assessment:** 8000 word essay or equivalent.

**EDN5531F THEORIES OF CHILD & CHILDHOOD**
30 NQF credits at HEQSF level 9

**Convener:** Associate Professor K Murris

**Course entry requirements:** Acceptance for an MEd programme

**Co-requisites:** None

**Course outline:**
This course will draw on psychology, sociology and mainly philosophy of childhood to explore key
issues in early childhood and primary education. Our main focus will be on tracing how various
theories influence and justify certain educational practices, also in the global south. Shifting
conceptions of child and childhood influence relationships between adult and child and through the
use of various media (including picturebooks, film and documentaries) we will be exploring how
child is positioned (and marginalised) in various approaches to teaching and learning. Our journey
will meander from religious thinkers and philosophers on views of child to philosophers such as
Plato, Aristotle, Locke and Rousseau. They in turn, heavily influenced Darwin, Piaget, Vygotsky,
Malaguzzi, Barad, Deleuze and Guattari. Our mapping will focus on the decolonization of childhood
discourses through a disruption of the following seven material-discursive constructions: child as ‘innocent’, ‘evil’, ‘ignorant’, ‘developing’, ‘fragile’, ‘communal’ and ‘competent’. The course includes investigating the implications of the posthuman orientation for teaching and learning, as well as research design, methodology and research ethics.  
**DP requirements:** 80% attendance record and completion of all journal tasks and final artwork.  
**Assessment:** Diffractive journal and art installation (100%).

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**EDN6001F ** PEDAGOGY, KNOWLEDGE & SOCIETY  
36 NQF credits at HEQSF level 9  
**Convener:** Associate Professor U K Hoadley  
**Course entry requirements:** Acceptance for the PGDE  
**Course outline:**  
The course privileges the notion of curriculum as a selection and organisation of knowledge for transmission. Being sociologically rooted, it also concerns the differential distribution of knowledge and its transmission across groups in society. Central to the course are questions of what knowledge is included in the formal curriculum, how it is organised and what the implications of this are for groups of learners. Basil Bernstein provides the main theoretical resource in addressing these issues, from an investigation of curriculum forms and pedagogic modalities to an analysis of how knowledge is transformed for pedagogic communication, through to his theorisation of different knowledge structures. Exemplars of empirical work that address the questions of the course are considered throughout. In short, the course focuses on the relationship between schooling and society and research that has pursued questions around the relation within a particular theoretical tradition.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** 6,000-word essay or the equivalent.

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**EDN6004S ** CHANGING FRAMEWORKS OF CURRICULUM: POLICY, IMPLEMENTATION AND EVALUATION  
36 NQF credits at HEQSF level 9  
**Convener:** Associate Professor U K Hoadley  
**Course entry requirements:** Acceptance for the PGDE.  
**Course outline:**  
The course is concerned with change and continuity in processes of curriculum reform. The course begins with a broad scan of the political sociology and historical literature on curriculum with specific reference to curriculum policy reform in South Africa over the past 20 years. It then presents a series of cases that exemplify the ways in which researchers, policy makers and other educational experts engage with the theory and practice of curriculum policy, implementation and evaluation.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** 6,000-word essay or the equivalent.

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**EDN6005S ** KNOWLEDGE, LEARNING & THE ORGANISATION OF WORK  
36 NQF credits at HEQSF level 9  
**Convener:** Associate Professor L Cooper  
**Course entry requirements:** Acceptance for the PGDE  
**Course outline:**  
Conceptions of adult learning and the organisation of work and related changes in forms of knowledge. Key themes include post-industrial society and globalisation, life-long learning and learning organisations, workplace discourses and the notion of adult educators and trainers as ‘boundary workers’. A case study approach. Option of project-based learning.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** 6,000-word essay or the equivalent.
EDN6006F  ADULT LEARNING IN INFORMAL CONTEXT
36 NQF credits at HEQSF level 9
Convener: Dr S Ismail
Course entry requirements: Acceptance for the PGDE.
Course outline:
Key theoretical perspectives on adult learning and knowledge-production in informal contexts where learning is directed towards social purposes. A focus on feminist perspectives on adult learning. A series of case studies, focusing on examples of learning in the context of development projects, the labour movement, arts/cultural work, aids education or human rights work.
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.
**Assessment:** 6,000-word essay or the equivalent.

EDN6015F  ADVANCED EDUCATIONAL RESEARCH DESIGN AND METHODS
0 NQF credits at HEQSF level 0
Convener: Dr H Jacklin
Course entry requirements: Acceptance for the PGDE
Course outline:
This course is intended to equip students to develop a research design and to engage in the research required for their dissertations.
This course will be run in the first semester over a period of 6-8 weeks. Where there is sufficient demand, it will be repeated in the second semester. Topics covered in the course include formulating research questions, writing a literature review, developing a conceptual framework, and writing up the research report.
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.
**Assessment:** One 6,000 word assignment, or the equivalent.

EDN6015S  ADVANCED EDUCATIONAL RESEARCH DESIGN AND METHODS
0 NQF credits at HEQSF level 0
Convener: Dr H Jacklin
Course entry requirements: Acceptance for the PGDE
Course outline:
This course is intended to equip students to develop a research design and to engage in the research required for their dissertations.
This course will be run in the first semester over a period of 6-8 weeks. Where there is sufficient demand, it will be repeated in the second semester. Topics covered in the course include formulating research questions, writing a literature review, developing a conceptual framework, and writing up the research report.
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.
**Assessment:** One 6,000 word assignment, or the equivalent.

EDN6037F  EDUCATION AND DEVELOPMENT
36 NQF credits at HEQSF level 9
Convener: J D Gilmour
Course entry requirements: Acceptance for the PGDE.
Course outline:
This course addresses the relationship between education and development. While it focuses on the South Africa, it seeks to understand the issues which emerge out of an analysis of education and development in a global context. An important objective of the course, therefore, is to provide the opportunity for students to develop frameworks of analysis which approach South Africa's educational and developmental problems from both local and global perspectives. Topics which are
addressed include: theories of development, modernisation, technology and globalisation; the development world, and the development debate in South Africa with special reference to education.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6038S**  
**ECONOMICS, EQUITY AND EDUCATIONAL POLICY**  
36 NQF credits at HEQSF level 9  
**Convener:** Professor P Christie  
**Course entry requirements:** Acceptance for the PGDE.  
**Course outline:**  
The theoretical relationships between education and equity, highlighting the policy consequences of specific policy options in the context of South African educational reform. Economic consequences of various policy goals such as equity and affirmative action.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** 6,000-word essay or the equivalent.

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**EDN6055F**  
**EDUCATIONAL REFORM**  
36 NQF credits at HEQSF level 9  
**Convener:** J D Gilmour  
**Course entry requirements:** Acceptance for the PGDE.  
**Course outline:** Processes of education reform with particular reference to schools. Review of the conceptual tools used in examining reform and the restructuring initiatives in schools. Different reform initiatives that illuminate strategies for assessing change.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** 6,000-word essay or the equivalent.

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**EDN6057W**  
**MINOR DISSERTATION**  
144 NQF credits at HEQSF level 9  
**Convener:** TBA  
**Course entry requirements:** Admission on a Master’s programme specialising in Education.  
**Course outline:** In this course, candidates are required to undertake and complete supervised research on an approved topic and field of research emerging from and relevant to their chosen Part 1 curriculum. This research must be embodied in a 25,000 word (maximum) dissertation, which may be submitted by 1 April in the year following registration for Part 2. A candidate may take no longer than 3 years to complete the degree. Students doing the minor dissertation must ensure that they are available for regular meetings with their supervisors.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** 25,000 word dissertation.

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**EDN6058F**  
**EDUCATIONAL MANAGEMENT & LEADERSHIP**  
36 NQF credits at HEQSF level 9  
**Convener:** Dr H Jacklin  
**Course entry requirements:** Acceptance for the PGDE.  
**Course outline:** This course examines international trends in education leadership, management and governance and relates these to a South African context. It then considers development approaches to particular aspects of leadership. Finally, the course provides an opportunity to evaluate the utility of these approaches in this context.  
**DP requirements:** At least 80% attendance record and submission of all assignments and projects.  
**Assessment:** 6,000-word essay or the equivalent.

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**EDN6078S**  
**EDUCATIONAL PROGRAMME IMPLEMENTATION & EVALUATION**  
36 NQF credits at HEQSF level 9
Convener: TBA
Course entry requirements: Acceptance for the PGDE
Course outline: This course is concerned with the evaluation of aspects of educational reform on both macro and micro levels. Using case studies, the course will cover both quantitative and qualitative aspects of evaluation.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6079S  LITERACY, WORK & ADULT BASIC EDUCATION
36 NQF credits at HEQSF level 9
Convener: TBA
Course entry requirements: Acceptance for the PGDE.
Course outline: This course examines debates around 'Globalisation', the changing nature of skilling and educational restructuring in the workplace, as well as the provision of literacy for adults, and the changing discourses within the South African policy terrain.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6080S  ACADEMIC LITERACIES: LEARNING IN SECONDARY & TERTIARY CONTEXTS
36 NQF credits at HEQSF level 9
Convener: Dr A Bangeni
Course entry requirements: Acceptance for the PGDE
Course outline: The relationship between language and literacies, and access to secondary and tertiary education (academic literacy). Critical discourse analysis; English as an additional language and the transition from school to university; approaches to teaching writing in the disciplines; visual and computer literacy in the curriculum.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6081F  SPECIAL TOPICS IN EDUCATION
36 NQF credits at HEQSF level 9
Convener: Professor P Christie
Course entry requirements: Acceptance for the PGDE.
Course outline: This option would be available to students on application to do individual study in an area of special interest in education, which is not covered in the menu of taught courses in the School of Education. Acceptance for this course depends on the availability and matching expertise of a member of the School of Education.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.

EDN6081S  SPECIAL TOPICS IN EDUCATION
36 NQF credits at HEQSF level 9
Convener: Professor P Christie
Course entry requirements: Acceptance for the PGDE.
Course outline: This option would be available to students on application to do individual study in an area of special interest in education, which is not covered in the menu of taught courses in the School of Education. Acceptance for this course depends on the availability and matching expertise of a member of the School of Education.
DP requirements: At least 80% attendance record and submission of all assignments and projects.
Assessment: 6,000-word essay or the equivalent.
**EDN6091F  ADULT LEARNING & EXPERIENCE**
36 NQF credits at HEQSF level 9
Convener: Associate Professor L Cooper and Dr J Gamble
Course entry requirements: Acceptance for the PGDE.
Course outline: 'Experience' has for a long time occupied a central place in the theoretical literature on adult learning, but there is little consensus around what is meant by 'experiential learning', or on what role 'experience' plays in learning processes. This course will survey different theoretical perspectives on experiential learning, in particular, constructivist, 'situated learning', critical cultural and post-modern accounts. It will consider each perspective's contribution to critiques and debates around the roles of adult educators and approaches to education practice, and their contributions to recent research in the field. Students will be invited to draw on one or more of these theoretical perspectives to critically examine a particular form of experiential learning practice, for example, recognition of prior learning (RPL), community or work-based learning, or project-based learning.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.
**Assessment:** 6,000-word essay or the equivalent.

**EDN6094F  LEARNING & TEACHING IN SCIENCE EDUCATION**
36 NQF credits at HEQSF level 9
Convener: Associate Professor R Laugksch
Course entry requirements: Acceptance for the PGDE
Course outline: This course provides participants with a coherent framework for critically examining their own conceptions of learning, and how that influences the design and implementation of teaching and learning strategies in participants' classrooms. Topics explored include reasons for teaching and promoting the natural sciences in South Africa (and elsewhere); conceptual change, conceptions of learning and implications for teaching; a critical examination of constructivism, its practical application in the classroom within an OBE framework and its limitations; as well as Science-Technology-Society approaches to teaching. Attention will be given to the connectedness of the issues raised by these topics to the participants' own professional context as science teachers and/or teacher educators.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.
**Assessment:** 6,000-word essay or the equivalent.

**EDN6092S  WORKPLACE EDUCATION / TRAINING POLICY: EDUCATION & TRAINING IN SOUTH AFRICA**
36 NQF credits at HEQSF level 9
Convener: Dr J Gamble
Course entry requirements: Acceptance for the PGDE.
Course outline: This course aims to help students to develop conceptual frameworks that enable them to analyse and evaluate education and training policy at different stages in the policy cycle. We will examine the policy shift towards *institutional differentiation* in both the higher and further education and training domains. This ‘policy moment’ is part of a broader debate around a continuum of institutions in a reconfigured post-school education and training system that will improve access for a diversity of students, while simultaneously responding to increasingly complex labour markets conditions.

**DP requirements:** At least 80% attendance and submission of all assignments and projects.
**Assessment:** 6,000-word essay or the equivalent.

**EDN6095S  CONTEMPORARY ISSUES IN SCIENCE EDUCATION**
36 NQF credits at HEQSF level 9
Convener: Associate Professor R Laugksch
Course entry requirements: Acceptance for the PGDE.
Course outline:
This course provides participants with an overview of contemporary issues in science education from both global and local perspectives. An important objective of the course is for participants to develop a critical awareness of the influence of historical and philosophical perspectives, culture, language, resources and learning environments on teaching and learning in the natural sciences. Topics which are addressed include the nature of science, multi-cultural science education, equity in science education and learning environments in science classrooms.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6099F ICTS IN EDUCATION: ISSUES AND DEBATES**

36 NQF credits at HEQSF level 9

**Convener:** Associate Professor D Ng’ambi

**Course entry requirements:** Acceptance for the PGDE

**Course outline:**

This course critically investigates the role of ICTs in teaching and learning, specifically focusing on the theoretical underpinnings of changing possibilities and practices. Through selected topical debates in educational technologies, the course explores a range of issues framed by and feeding into ICT innovation, educational transformation, context, pedagogy and socio-cultural histories of learners pertinent for education in developing countries.

The course distinguishes between teaching and learning ICTs and using ICTs for teaching and learning. While appreciating the importance of the former, and the tight linkage between the two, the course predominately focuses on the latter. Thus, the objective of the course is to develop graduates who can make sound pedagogical and educationally efficacious choices on integration strategies on ICTs in a classroom in context, cognisant of the issues and debates both at macro and micro levels.

**DP requirements:** At least 80% attendance record and submission of all assignments/projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6100S ASSESSMENT & EVALUATION IN HIGHER EDUCATION**

36 NQF credits at HEQSF level 9

**Convener:** Dr A Cliff

**Course entry requirements:** Acceptance for the PGDE

**Course outline:**

This course offers the opportunity to explore assessment in higher education as a complex social practice, central to the teaching and learning process. In particular, the course aims to provide an overview of the varying purposes of educational assessment, an awareness of important philosophical shifts in thinking about assessment, a range of theoretical tools which enable participants to conduct a critical evaluation of assessment practices and with which to design assessment events from a clearly theorised basis and an introduction to a range of issues associated with educational evaluation and quality assurance.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6101F CURRICULUM, KNOWLEDGE AND POLICY IN HIGHER EDUCATION**

36 NQF credits at HEQSF level 9

**Convener:** Associate Professor K Luckett

**Course entry requirements:** Acceptance for the PGDE

**Course outline:**

This course aims to assist students to develop a critically-informed view of the institution of the academy and to acquire ways of thinking sociologically about the higher education curriculum, knowledge and policy. At the beginning of the course students are introduced to Bernstein’s sociology of education. Using the framework of the ‘pedagogic device’, the implications for the curriculum of global trends in higher education and more particularly of the policy context for South
African higher education since 1994 are examined. The third section of the course focuses on Bernstein and his followers’ theorisation of knowledge, with a focus on what this means for the higher education curriculum, innovation, identities, etc. The major assignment for the course involves some basic empirical research in which students analyse an aspect of a curriculum design or practice using concepts from Bernstein’s sociology of education.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6102S EDUCATIONAL ICTS FOR DEVELOPING CONTEXTS**

(Not offered in 2016)

36 NQF credits at HEQSF level 9

**Convener:** Associate Professor D Ng’ambi

**Course entry requirements:** Acceptance for the PGDE.

**Course outline:**
This course critically investigates the interface between contextual educational needs, infrastructural constraints, affordances of emerging technologies and their impact on educational outcomes. The goal of this course is to prepare researchers capable of conceptualising contextual educational challenges and creating a body of knowledge based on high quality scholarship in the context of constraints and ubiquitous technologies. The course is structured around the following inter-related themes:

- Contextual educational challenges
- Optimising impact of Educational Technology Interventions
- Educational practices and uses of ICTs developing contexts
- Technology driven opportunities for education
- Digital divide
- Educational Technology inquiry
- Theories of Emerging Technologies
- Evaluation of ICTs projects
- Funders, partnerships and educational agendas (Philanthropy)

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6103F LEARNING & COGNITIVE DEV**

36 NQF credits at HEQSF level 9

**Convener:** Dr AE Muthivhi

**Course entry requirements:** Acceptance for the PGDE.

**Course outline:**
The course examines children’s learning and development during formal schooling and explores ways in which challenges facing primary schooling and children’s development could be addressed from the vantage point of contemporary advances in research and scholarship in developmental psychology and education. The course aims to generate theoretically sound understanding of the processes of learning and development during primary schooling and to explore ways in which current problems and challenges within South Africa’s primary classrooms can be addressed.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects

**Assessment:** 6,000-word essay or the equivalent.

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**EDN6104F TEACHING, CURRICULUM & RESEARCH**

36 NQF credits at HEQSF level 9

**Convener:** Dr H Jacklin

**Course entry requirements:** Acceptance for the PGDE

**Course outline:**
This course critically interrogates theoretical approaches to understanding what it is we do when we teach and considers the contribution of research related to these approaches. It goes on to relate
theoretical and empirical insights derived from this research to the context of primary schools in South Africa.

**DP requirements:** At least 80% attendance record and submission of all assignments and projects.

**Assessment:** 6,000-word essay or the equivalent.

**Schools Development Unit (SDU)**

The SDU is a unit of the School of Education located in the Neville Alexander Building, University Avenue, Upper Campus.

The unit can be contacted by email at jon.clark@uct.ac.za. Website: http://www.sdu.uct.ac.za.

Established in 2000, the SDU aims to promote quality teaching and learning in the fields of mathematics, the sciences and languages. To this end, the unit is currently engaged in a variety of school-based activities and projects across all phases and grades of the education system. The SDU contributes to the continuing professional development of teachers by running a range of Advanced Certificates in Education (ACEs) and faculty-certified short courses, through the School of Education. Producing quality teaching and learning materials is a key component of the SDU’s work. In addition, the SDU is currently responsible for the administering, marking and analysis of the annual Grade 3 and 6 language and mathematics tests written by all learners in Western Cape public primary schools.

**Director:**
J Clark, BSc HDE BEd MEd Cape Town, DEd UWC

**Senior Education Specialist:**
C Kühne, HDE NTC BA Unisa MPhil Cape Town

**Education Specialists:**
G Dolo, BSc (Ed) BEd (Hons) PGDE UWC
K Hassan, PTD Hewat ACE BEd (Hons) Cape Town
D C Hendricks, DE Boland DSE Stell FDE Cape Town BEd MEd UWC
Y Johnson, BSc HDE Cape Town
G Kay, BSc HDE BEd Cape Town
R D MacKay, PTD Hewat BEd (Hons) Cape Town
N M Mgoqi, BSc HDE BEd (Hons) UWC
N Mhlati, PTD WB Rubusana
F Parker, BSoSc HDE BEd Cape Town PGDE UWC
N Parsotam, BA HDE Unisa MA Warwick
A J Petersen, BSc (Hons) Rhodes, HDE Cape Town
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A Roberts, BA HDE Unisa FDE BEd (Hons) Cape Town
P Silbert, BA(Hons) HDE MA PhD Cape Town
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J de Villiers
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