

FORM 4: APPLICATION THAT REQUIRES INTERNAL APPROVALS

The following template must be completed by the programme leader concerned and submitted to the relevant **FACULTY BOARD** (or the Faculty Executive Committee) **FOR APPROVAL**. The faculty board-approved form for new qualification applications must then be submitted to the Q&APP SCS & the SCAS administrator for SCAS consideration and approval.

SECTION A: APPLICANT INFORMATION			
Name of Faculty	Education	Name of applicant(s):	Mrs. Danél Kruger, Prof. Martha Matashu, Prof. Deon van Tonder
School:	School of Commerce and Social Studies in Education	Contact number:	018 299 4474
OU Code:		Curriculum team: <i>(Please add the name of the allocated SCS here as well)</i>	Dr Viné Petzer, Mr Michael Marumo, Mrs Lizelle van Schadewijk, Mr Mário Matos, Mrs Christelle Kruger and Dr Jackie Slabbert-Redpath
Subject group:	Economic and Management Sciences for Education		

SECTION B: QUALIFICATION INFORMATION			
Name of the qualification-programme-curriculum(s): <i>(Please insert all names in the case of multiple programme changes that are linked)</i>	BEd Honours in Business Science Education	Curriculum code: <i>(Please insert all codes in the case of multiple programme changes that are linked)</i>	4GA L01
Campuses where presented:	Site 1 Potchefstroom	Mode of delivery:	Distance
	Site 2 Choose an item.	In case of contact, please indicate how the qualification/programme is presented:	Choose an item.
Please indicate the type of change(s) you want to make: <i>(Please select more than one option if various changes are made)</i>	Changing the order of modules in a curriculum Changing the module outcomes and assessment criteria Changing the name of a module Changing module credits	If OTHER was selected, please indicate the type of change you want to make:	Not applicable
Brief narrative to motivate the changes:	<p>The BEd Honours in Business Science Education qualification was conceptualised in 2016 to focus on content not covered in the undergraduate BEd degree for Business Studies. The qualification is currently approved for contact and distance mode of delivery on the PQM. The qualification appears on the PQM but has never been presented.</p> <p>We would like to request the following:</p> <ol style="list-style-type: none"> That the qualification is activated for registration on <u>distance mode only</u> (already on PQM, not in yearbooks or data-system used to register students). We request that a qualification code be allocated to the qualification and that we can add it to the yearbook of 2026. Considering the geographical dispersion of teachers in South Africa, offering this programme via Distance Learning will enhance the accessibility and reach of this programme for all in-service and pre-service teachers. We would also like to update some of the modules and include a stronger Business Science Education pedagogical component to the modules. Considering the changing landscape of Entrepreneurial learning and the need to increasingly focus on the development of 21st century skills. The existing BEd Honours in Business Science Education needs to be revised to address the needs expressed by the Department of Education to prepare teachers of EMS (Economic and Management Sciences), which is a compulsory module in the Senior Phase Grade 7-9) which is a key underpinning for Business Science Education in grades 10-12. The <u>extend of our changes</u> are: <ol style="list-style-type: none"> Changes in the order of modules, moving CUDE611 from Year 2 Semester 1 to Year 1 Semester 1. The old research modules RSPR671 (32 credits) and FOER611 (16 credit) will be replaced by the current research module ERT671 (46 credits). 		

	<p>4.3 The old Business Sciences Education modules (3x16 credit modules with a credit value of 48 credits) will be replaced with similar and updated modules (4x12 credit modules with a credit value of 48 credits).</p> <p>4.4 The total credits for the qualification will change from 128 credits to 126 credits. The change in credits comes from the replacement of the old research modules (48 credits) to the new research module (46 credits).</p> <p>5. We would like to align with other BEd Honours programmes in the faculty (126 credit structures). We are only updating the Business Science Education modules to be more responsive to current industry needs.</p>		
This qualification is linked to an extended curricula programme (ECP):	Not applicable	ECP Curriculum name and code:	Not applicable
What will the implications be for the ECP?	Not applicable		
How does this application support the PQM review's purpose to reduce the number of offerings, optimise resources and contribute to the Faculty's PQM of the future?	An application for a new BEd Honours in EMS Education was halted in favour of revising the existing BEd Honours in Business Science Education to reduce the number of new offerings and optimise the available resources.		
Change proposed for inclusion for yearbook date	2026		

Guide to Form 4:

Change:		Complete number(s):	Indicate your option
New modules	Module changes details (outcomes, credits, NQF)	C2, C3	<input checked="" type="checkbox"/>
	Adding new modules	C2, C3, C4, C9	<input checked="" type="checkbox"/>
	Phase-out dates of modules	C5	<input checked="" type="checkbox"/>
Closing of modules from VSS	Closing modules on the VSS system	C5, C6	<input type="checkbox"/>
Module changes	Module changes details	C2, C3	<input type="checkbox"/>
	Changing the order/place of modules in a programme	C2, C3, C7	<input type="checkbox"/>
	Changing only the module outcomes	C8	<input type="checkbox"/>
	Module outcomes and assessment criteria of new modules for yearbook(s)	C2, C3, C9	<input type="checkbox"/>
Changing programme information	Changes to module assessment	C2, D	<input type="checkbox"/>
	Discontinue an existing programme from an existing qualification	E1	<input type="checkbox"/>
The new site of delivery	Adding a new programme to an existing qualification	E2	<input type="checkbox"/>
	Adding a site of delivery to an existing qualification	F1, H1-H6	<input type="checkbox"/>
Other changes	Any additional changes not indicated on the form	G1	<input type="checkbox"/>
ALL APPLICATIONS TO COMPLETE		A B, C1, H	

SECTION C: YEARBOOK CHANGES

This section includes modules' changes, modules' sequencing, adding/deleting of electives, name changes, new module codes, adding/deleting a module, and adding/changing credits. Changes to modules implies that new module overview documents (MODs) must be developed and attached to this application as an addendum.

Part C1: Alignment, consultation and collaboration (Compulsory for any changes, please answer the following questions)	
Do the proposed changes have an impact on service modules?	No
What are the implications of this change(s) for the module-owning faculty?	No implications
For service modules, I requested a dependency analysis (APDR 009 report) from Q&APP to determine the impact of the change on the curriculum.	No I did not request or use the dependency analysis
Consult with colleagues on all concerned campuses and gain their consent for the proposed amendments (proof of consultation is a necessity).	All consultations took place and all campuses are on board

Part C2: Curriculum maps of the current programme and the proposed programme on the relevant year level
 (Indicate the modules that move/change in RED and add or delete curriculum maps as applicable. This information may be copied from the relevant Yearbook. The current yearbook and the proposed new yearbook layout should be highlighted in green and yellow). Please shade the core/compulsory modules in blue and the elective modules in orange.

Current curriculum map for relevant year level(s):	New/proposed curriculum map for relevant year level(s):																																																																																																																												
<table border="1"> <thead> <tr> <th colspan="4">Year level relevant to changes: Year 1</th> </tr> <tr> <th colspan="2">First semester</th> <th colspan="2">Second semester</th> </tr> <tr> <th>Module name and code</th> <th>Cr</th> <th>Module name and code</th> <th>Cr</th> </tr> </thead> <tbody> <tr> <td>FOER 611</td> <td>16</td> <td>BSMF 621</td> <td>16</td> </tr> <tr> <td>TLAS 612</td> <td>16</td> <td>BSMM 621</td> <td>16</td> </tr> <tr> <td>Total semester 1</td> <td>32</td> <td>Total semester 2</td> <td>32</td> </tr> <tr> <td colspan="2">Total credits for year 1</td> <td colspan="2">64</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Year level relevant to changes: Year 2</th> </tr> <tr> <th colspan="2">First semester</th> <th colspan="2">Second semester</th> </tr> <tr> <th>Module name and code</th> <th>Cr</th> <th>Module name and code</th> <th>Cr</th> </tr> </thead> <tbody> <tr> <td>RSPR 671 (*1)</td> <td>16</td> <td>RSPR (*1)</td> <td>16</td> </tr> <tr> <td>CUDE 611</td> <td>16</td> <td>BSHR 621</td> <td>16</td> </tr> <tr> <td>Total semester 1</td> <td>32</td> <td>Total semester 2</td> <td>32</td> </tr> <tr> <td colspan="2">Total credits for year 2</td> <td colspan="2">64</td> </tr> <tr> <td colspan="2">Total credits</td> <td colspan="2">128</td> </tr> </tbody> </table>	Year level relevant to changes: Year 1				First semester		Second semester		Module name and code	Cr	Module name and code	Cr	FOER 611	16	BSMF 621	16	TLAS 612	16	BSMM 621	16	Total semester 1	32	Total semester 2	32	Total credits for year 1		64		Year level relevant to changes: Year 2				First semester		Second semester		Module name and code	Cr	Module name and code	Cr	RSPR 671 (*1)	16	RSPR (*1)	16	CUDE 611	16	BSHR 621	16	Total semester 1	32	Total semester 2	32	Total credits for year 2		64		Total credits		128		<table border="1"> <thead> <tr> <th colspan="4">Year level relevant to changes: Year 1</th> </tr> <tr> <th colspan="2">First semester</th> <th colspan="2">Second semester</th> </tr> <tr> <th>Module name and code</th> <th>Cr</th> <th>Module name and code</th> <th>Cr</th> </tr> </thead> <tbody> <tr> <td>CUDE 611</td> <td>16</td> <td>BSFL 621</td> <td>12</td> </tr> <tr> <td>TLAS 612</td> <td>16</td> <td>BSEE 621</td> <td>12</td> </tr> <tr> <td>BSEL 611</td> <td>12</td> <td>BSEB 621</td> <td>12</td> </tr> <tr> <td>Total semester 1</td> <td>44</td> <td>Total semester 2</td> <td>36</td> </tr> <tr> <td colspan="2">Total credits for year 1</td> <td colspan="2">80</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Year level relevant to changes: Year 2</th> </tr> <tr> <th colspan="2">First semester</th> <th colspan="2">Second semester</th> </tr> <tr> <th>Module name and code</th> <th>Cr</th> <th>Module name and code</th> <th>Cr</th> </tr> </thead> <tbody> <tr> <td>ERTP 671</td> <td>46</td> <td></td> <td></td> </tr> <tr> <td>Total semester 1</td> <td>46</td> <td>Total semester 2</td> <td></td> </tr> <tr> <td colspan="2">Total credits year modules</td> <td colspan="2">46</td> </tr> <tr> <td colspan="2">Total credits for year 2</td> <td colspan="2">46</td> </tr> <tr> <td colspan="2">Total credits</td> <td colspan="2">126</td> </tr> </tbody> </table>	Year level relevant to changes: Year 1				First semester		Second semester		Module name and code	Cr	Module name and code	Cr	CUDE 611	16	BSFL 621	12	TLAS 612	16	BSEE 621	12	BSEL 611	12	BSEB 621	12	Total semester 1	44	Total semester 2	36	Total credits for year 1		80		Year level relevant to changes: Year 2				First semester		Second semester		Module name and code	Cr	Module name and code	Cr	ERTP 671	46			Total semester 1	46	Total semester 2		Total credits year modules		46		Total credits for year 2		46		Total credits		126	
Year level relevant to changes: Year 1																																																																																																																													
First semester		Second semester																																																																																																																											
Module name and code	Cr	Module name and code	Cr																																																																																																																										
FOER 611	16	BSMF 621	16																																																																																																																										
TLAS 612	16	BSMM 621	16																																																																																																																										
Total semester 1	32	Total semester 2	32																																																																																																																										
Total credits for year 1		64																																																																																																																											
Year level relevant to changes: Year 2																																																																																																																													
First semester		Second semester																																																																																																																											
Module name and code	Cr	Module name and code	Cr																																																																																																																										
RSPR 671 (*1)	16	RSPR (*1)	16																																																																																																																										
CUDE 611	16	BSHR 621	16																																																																																																																										
Total semester 1	32	Total semester 2	32																																																																																																																										
Total credits for year 2		64																																																																																																																											
Total credits		128																																																																																																																											
Year level relevant to changes: Year 1																																																																																																																													
First semester		Second semester																																																																																																																											
Module name and code	Cr	Module name and code	Cr																																																																																																																										
CUDE 611	16	BSFL 621	12																																																																																																																										
TLAS 612	16	BSEE 621	12																																																																																																																										
BSEL 611	12	BSEB 621	12																																																																																																																										
Total semester 1	44	Total semester 2	36																																																																																																																										
Total credits for year 1		80																																																																																																																											
Year level relevant to changes: Year 2																																																																																																																													
First semester		Second semester																																																																																																																											
Module name and code	Cr	Module name and code	Cr																																																																																																																										
ERTP 671	46																																																																																																																												
Total semester 1	46	Total semester 2																																																																																																																											
Total credits year modules		46																																																																																																																											
Total credits for year 2		46																																																																																																																											
Total credits		126																																																																																																																											

Part C3: Provide the details of the module changes in the tables below

Adding/Discontinuing of an existing module(s), changing module names, codes, credits or module outcomes
 (Note: Whenever module outcomes/module credits change, a new module code is required.)

Existing name, code, credit value and 3rd order CESM code of module to be discontinued /phased out from programme and yearbook (Eng. & Afr. if applicable for yearbook purposes)	Proposed new name, code, credit value and 3rd order CESM code of module that replaces the discontinued module or must be added as a new module to the programme (Eng. & Afr. if applicable for yearbook purposes)
<i>e.g. Mathematics / Wiskunde (MATH 111) 12 credits</i>	<i>e.g. Calculus / Algebra (CALC 111) 12 credits</i>
RSPR 671	ERTP 671
Marketing Management for Business Science Education (BSMM) 16 credits	Entrepreneurial Learning in Business Science Education (BSEL 611) 16 credits
Management of Finances for Business Science Education (BSMF) 16 credits	Financial literacy in Business Science Education (BSFL 621) 16 credits
Human Resources for Business Science Education (BSHR) 16 credits	Economics Education in Business Science Education (BSEE 621) 16 credits
	Entrepreneurship and Business studies in Business Science Education (BSEB 621) 16 credits

Part C4: New modules (This table must only be completed for new modules. Contact Mrs Marieta Olivier Du Preez via email for new module codes.)										
New module name (Afrikaans and English name where applicable)	New module code	Module OU code	Credits	Core/compulsory module?	Elective?	Mode of provision/ presentation mode, e.g. contact – full time/distance, etc.	NQF Level <small>(Please select option from drop-down tab)</small>	3rd ORDER CESM	Module classification <small>(Please select option from drop-down tab)</small>	
Entrepreneurial Learning in Business Science Education	BSEL611	8078	12	x		Distance	8	070605	L - Lectures only: The module is delivered through lectures.	
Financial literacy in Business Science Education	BSFL621	8078	12	x		Distance	8	070605	L - Lectures only: The module is delivered through lectures.	
Economics education in Business Science Education	BSEE621	8078	12	x		Distance	8	070605	L - Lectures only: The module is delivered through lectures.	
Entrepreneurship and Business Studies in Business Science Education	BSEB621	8078	12	x		Distance	8	070605	L - Lectures only: The module is delivered through lectures.	

Part C5: Phasing-out date and discontinue date of existing modules from the Faculty yearbook(s) (Note that a module may be removed from the faculty yearbook only when no more students are registered for it. Keep pipeline students in mind when deciding on the final date of termination of a module from yearbooks).	

Part C7: Changing the order/place of modules in a programme:
 (Note that, if only the order is changed, the module name and credits remain the same, but a new module code is required)

Reason for changing the order of modules:	
Existing name, code and credit value of module that will move to another semester or year level	Same name, new code or credit value of module and indicate the semester and year level they will be moved to
e.g. Mathematics / Wiskunde (MATH111) 12 credits, first semester, the first year	Mathematics / Wiskunde (MATH122), 12 credits – move from year 1 semester 1 to year 1 semester 2
Curriculum Studies (CUDE 611), 16 credits, first semester, second year	Curriculum Studies (CUDE 611), move from year 2, semester 1 to year 1, semester 1.

Part E 2.3: Module outcomes of new modules to be added to the yearbook(s)
 (Please use the [NWU outcomes builder for assistance](#))

New module name and code	Module outcomes	Assessment criteria
Entrepreneurial learning for Business Science Education BSEL 611	After completion of module BSEL 611 , the student will demonstrate: <ul style="list-style-type: none"> integrated knowledge of and engagement in entrepreneurial learning and critical understanding and application of entrepreneurship education relevant to EMS teaching; an ability to critically interrogate multiple sources of knowledge within the field of entrepreneurship education, and critically evaluate and review that knowledge and the manner in which the knowledge was produced with a view towards entrepreneurial learning; the ability to select, apply and critically judge the effectiveness of the implementation of a range of appropriate teaching, learning and assessment strategies with a view to develop entrepreneurial learning competencies; advanced ability to effectively apply entrepreneurial learning with a view to prepare learners for further education, entrepreneurship and employability; the ability to analyze, select and effectively apply carefully supervised scientific methods of enquiry to reflect on and then address complex or abstract problems with regards to 	The student will prove that he/she has attained the outcomes of the module when he/she can: <ul style="list-style-type: none"> Analyse, understand and implement an integrated knowledge of entrepreneurial learning; Differentiate and explain the relevance of entrepreneurial learning and entrepreneurship education' Study, analyse and critique multiple source of knowledge in the field of entrepreneurship education; Exhibit an understanding of the development of complex knowledge of Entrepreneurial Learning in order to recommend and apply appropriate teaching, learning and assessment strategies focused on developing entrepreneurial competencies; Develop, evaluate and apply a range of appropriate entrepreneurial learning skills such as critical thinking, creativity, collaboration and communication to prepare learners for further education, entrepreneurship and employability; Analyse and reflect on complex entrepreneurial learning problems and propose sustainable solutions in the diverse South African teaching contexts; Critically evaluate various entrepreneurial initiatives locally and internationally and the nature of value that is added through these initiatives; Organise, support and operate effectively within a socially and culturally diverse team, evaluate progress of performance and demonstrate a critical understanding of the interrelationships between role-players in the entrepreneurial learning process.

	<p>entrepreneurial learning and contribute to positive change within practice,</p> <ul style="list-style-type: none"> • the ability to critically judge the ethical conduct of others within different cultural and social contexts, and to effect change in conduct where necessary, • ability to position own knowledge and understanding within the context of broader societal trends and developments, for example entrepreneurial initiatives that add value to society, • ability to interact and collaborate effectively with others, and to work as part of a team, in diverse social, cultural and linguistic education contexts. <p>ASSESSMENT: Continuous (Formative) assessments and online examination (50:50) (as per recommendations from office of DVC:T&L).</p>	
<p>Financial Literacy for Business Science Education</p> <p>BSFL 621</p>	<p>After completion of module BSFL 621, the student will demonstrate:</p> <ul style="list-style-type: none"> • applied knowledge and interpretation of the fundamental principles in the national curriculum and assessment policy statement for Financial Literacy (Grade 7-9) • an elementary overview of fostering conducive classroom environments through the integration of motivational strategies that supports successful learning in financial literacy • an ability to critically evaluate diverse sources of knowledge within the field of financial literacy, and assess the way the knowledge was constructed <ul style="list-style-type: none"> • an understanding of complex knowledge of the management of Finances to implement appropriate processes and procedures in unfamiliar contexts. 	<p>The student will prove that he/she has attained the outcomes of the module when he/she can:</p> <ul style="list-style-type: none"> • apply, interpret, integrate and understand the fundamental principles of the NCS (CAPS) for Financial Literacy (Grade 7-9) • Incorporate, apply and effectively integrate motivational principles within the EMS classrooms for creating positive classroom conditions that supports successful learning in financial literacy • examine, reflect and evaluate diverse sources of knowledge pertaining to financial literacy, demonstrating proficiency in analysing how knowledge was constructed • applying critical thinking to navigate and assess the complexities inherent in the field of financial literacy; ability to utilize a variety of resources, technologies, and real-world examples to enhance learner engagement and relevance. • apply, utilize, recommend and implement appropriate processes, procedures of Financial Literacy in unfamiliar contexts • demonstrates a thorough understanding of foundational financial management principles, including budgeting and analysis and interpretation of financial information • demonstrates problem-solving skills in addressing unforeseen financial challenges and complexities • apply effective teaching and learning strategies in financial literacy curriculum in Grade 7-9 to develop and motivate successful progression to Accounting in Grade 10-12

	<ul style="list-style-type: none"> • effective teaching and learning strategies in financial literacy to develop better performance among learners in EMS for successful progression to Accounting in Grade 10-12 • the ability to acquire and select a range of appropriate financial and problem-solving skills and reflect, predict and understand challenges and address complex financial literacy problems • the capability to implement and design effective assessment and feedback practices that enhance learning outcomes for students. • the ability to address ethical issues within financial literacy and different cultural, educational and social environments, to effect the necessary changes. <p>ASSESSMENT: Continuous (Formative) assessments and online examination (50:50) (as per recommendations from office of DVC:T&L).</p>	<ul style="list-style-type: none"> • demonstrates a deep understanding of effective teaching strategies specific to financial literacy education and engages in reflective practices to evaluate the effectiveness of teaching strategies and their impact on learner performance • acquire, select and apply various financial and problem-solving skills to plan, organize, implement, predict and understand challenges and address complex financial literacy problems and contribute to positive change within business practices • implement and design effective assessment and feedback practices in the financial literacy curriculum that enhance successful learning outcomes for Grade 7-9 learners • analyse and address ethical issues through case studies within financial and in educational environments, to implement and sustain the necessary positive changes • demonstrates an understanding of ethical principles and values relevant to financial literacy, including honesty, integrity, transparency, and fairness
<p>Economics Education for Business Science Education</p> <p>BSEE 621</p>	<p>After completion of module BSEE 621, the student will demonstrate:</p> <ul style="list-style-type: none"> • Applied knowledge and engagement in the fundamental principles of Economics Education, and a critical understanding and application of theories relevant to various educational levels. • An ability to critically scrutinise and evaluate multiple sources of knowledge in the field of Economics Education, and assess and review the manner in which the knowledge was constructed; • Develop an understanding of the complex knowledge of Economics Education in order to apply appropriate processes and procedures in unfamiliar educational contexts; • The ability to evaluate a range of different, but appropriate Economics Education skills to conduct teaching in diverse 	<p>The student will prove that he/she has attained the outcomes of the module when he/she can:</p> <ul style="list-style-type: none"> • Apply, interpret and understand the fundamental principles of Economics education and research in the field; • Outline evaluate and differentiate between multiple sources of knowledge within the field of Economics Educaiton, and assess and review the manner in which the knowledge was constructed; • Apply and analyse principles of Economics education to address real-world educational challenges; • Provide evidence of critical thinking, analytical skills, and practical relevance of Economics Education in the South-African educational context; • Display ethical behaviour within different cultural and social environments to effect sustainable and responsible teaching of Economics in the senior phase;

	<p>context to address complex problems and changes in teaching practice;</p> <ul style="list-style-type: none"> • The ability to understand and operate in an ethical manner within different cultural and socio-economic environments, and to effect sustainable and responsible Economics teaching practices; • Valid, reliable and appropriate presentation of innovative ideas and methods derived from a variety of scholarly research publications and current sources of information to gain a better understanding of Economics Education in order to establish and communicate creative responses to challenges in Economics Education. • Applied knowledge and understanding of economic concepts and theories to educational contexts, such as analysing the economic implications of educational policies, resource allocation in educational institutions, and the impact of economic factors on educational outcomes; • Develop the ability to critically evaluate and analyse scholarly literature and educational materials in the field of economics education, identifying underlying assumptions, biases, and implications for educational practice; • Acquire effective teaching strategies for delivering economics education content in diverse classroom settings, including experimental learning activities; case studies, and simulations that promote engagement and understanding; <p>ASSESSMENT: Continuous (Formative) assessments and online examination (50:50) (as per recommendations from office of DVC:T&L).</p>	<ul style="list-style-type: none"> • Present valid, reliable and appropriate innovative teaching ideas and methods derived from a variety of sources of information to gain a better understanding of Economics Education, establish and communicate creative responses to challenges in Economics Education; • Display the ability to function effectively individually, within a team and in an education context; • Analyse the economic implications of education policies, resource allocation in educational institutions and the impact of economic factors on educational outcomes; • Provide evidence of innovative teaching strategies for Economics education in diverse classroom settings including strategies such as experiential learning, case studies, simulations and problem-based learning.
<p>Entrepreneurship and Business Studies for Business Science Education</p> <p>BSEB 621</p>	<p>After completion of module BSEB 621, the student will demonstrate:</p> <ul style="list-style-type: none"> • integrated knowledge of and engagement in fundamental principles of Entrepreneurship and Business Studies Education and critical understanding and application of theories relevant to various educational levels, • an ability to critically interrogate multiple sources of knowledge within the field of Entrepreneurship and Business Studies Education, and critically evaluate and review that knowledge to identify underlying assumptions, biases and implications for educational practice, • the ability to select, apply and critically judge the effectiveness of the implementation of a range of appropriate Entrepreneurship and Business Studies 	<p>The student will prove that he/she has attained the outcomes of the module when he/she can:</p> <ul style="list-style-type: none"> • Apply, interpret and understand the fundamental principles of Entrepreneurship and Business Studies education and research in the field. • Outline evaluate and differentiate multiple sources of knowledge within the field of Entrepreneurship and Business Studies Education, and review the manner in which the knowledge was constructed; • Develop, evaluate and apply various Entrepreneurship and Business Studies education skills including communication,



	<p>education skills in order to conduct appropriate teaching processes and procedures in diverse or unfamiliar educational contexts,</p> <ul style="list-style-type: none"> • advanced ability to effectively implement valid, reliable, and appropriate presentation of innovative ideas and methods derived from a variety of information sources to gain a better understanding of Business strategy and structure in order to establish and communicate creative responses to challenges in Entrepreneurship and Business Studies Education, • the ability to analyze, select and effectively apply carefully supervised scientific research methods in the field of Entrepreneurship and Business Studies Education to reflect on and then address complex problems and changes in teaching practice and contribute to positive change within educational practice, • the ability to identify, analyze, critically reflect on and effectively solve complex problems related to changes within business practice and apply practice-driven skills to make decisions and to take risks with theory-driven in-depth understanding of general management and business functions and arguments reflecting, but not limited to the South African business context, • the ability to critically judge the ethical conduct within different cultural and socio-economic contexts, and to effect change in sustainable and responsible Entrepreneurship and Business Studies teaching practice where necessary, • ability to interact and collaborate effectively with others, and to work as part of a team, to deliver Entrepreneurship and Business Studies education content in diverse social, cultural and linguistic contexts through the application of teaching strategies including problem-based learning, case studies, simulations and experiential learning that promote engagement and understanding. <p>ASSESSMENT: Continuous (Formative) assessments and online examination (50:50) (as per recommendations from office of DVC:T&L).</p>	<p>planning, strategic thinking, analysis, to reflect on and conduct appropriate teaching processes and procedures in diverse or unfamiliar educational contexts;</p> <ul style="list-style-type: none"> • Apply and present valid, reliable, and appropriate innovative ideas and methods derived from a variety of information sources to gain a better understanding of business strategy and structure in order to establish and communicate creative responses to challenges in Entrepreneurship and Business Studies education; • the ability to analyze, select and effectively apply carefully supervised scientific research methods in the field of Entrepreneurship and Business Studies education to reflect on and then address complex problems and changes in teaching practice and contribute to positive change within educational practice; • Provide evidence of critical thinking, analytical skills, and practical relevance of Entrepreneurship and Business Studies education to solve complex business problems, reflecting, but not limited to the South African business context; • Display ethical conduct within different cultural and socio-economic contexts, to effect change in sustainable and responsible Entrepreneurship and Business Studies teaching in the senior and FET phase; • Demonstrate the ability to work individually as well as part of a team, in diverse educational contexts; • Provide evidence of applying innovative teaching strategies in facilitating Entrepreneurship and Business Studies education including problem-based learning, case studies, simulations and experiential learning
--	---	---


SECTION G: OTHER CHANGES

Part G1: Any additional changes not indicated on the form	
Please provide a brief narrative of the proposed other change	<p>Change the admission requirements for the qualification.</p> <p>OLD Programme</p> <p>2.1 State the admission requirements for this programme.</p> <p>To qualify for admission to this BEdHons in Business Science Education qualification, a student must be in possession of</p> <p>1) a Bachelor of Education degree with Business Studies or equivalent (Accounting, Economics) as main subject;</p> <p>OR</p> <p>2) an appropriate bachelor's degree with subject content relevant to Business Studies or Business Management at NQF level 7, together with an ADT or PGCE with two subject methodology modules in the Economic and Management Sciences (Tourism, Accounting or Economics) or Business Studies subject methodology;</p> <p>AND</p> <p>3) in addition, a student must have obtained a minimum of 65% in the final year for the core, elective and research modules (where applicable) of the qualification (BEd, ADT or PGCE) that permits entry into the BEdHons qualification.</p>
Part of Form 4 was completed in accommodating other change	A, B, C and D.

SECTION H: APPROVALS & SIGN-OFFS



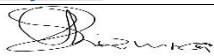

Please consult the Q&APP process maps for guidance regarding the approval process: <http://services.nwu.ac.za/qualification-and-academic-programme-planning/qapp-process-maps>
All role-players must sign off the application(s) before the application can proceed to the faculty approval structures. CTL sign-off only required for changes to section C2, C8, C9 and D.

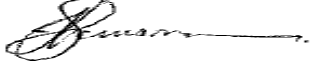
School Director title, name & surname	Prof. Martha Matashu
Signature School Director	
Date approved by School Director	13 May 2024
Comments/Concerns Ms Marieta Olivier Du Preez	
Sign off Ms Marieta Olivier Du Preez	
Date of final sign-off Ms Marieta Olivier Du Preez	16 May 2024
Comments/Concerns CTL	Not applicable

Signature CTL	
Date of sign-off CTL	Click or tap to enter a date.
Comments/Concerns SCS	I have forwarded the application to Marketing to sign off on 2024/06/03 and on 2024/06/06 without any feedback. We need to finalise the documents to submit them through the faculty approval processes.
Signature Q&APP SCS	
Date of final sign-off by Q&APP SCS	16 May 2024
Date approved by Faculty TLC	Click or tap to enter a date.
Date approved by Faculty Board*	Click or tap to enter a date.

* Please insert proof of approval in the final section of this document.

FOR NEW PROGRAMMES AND CAMPUS EXTENSIONS

H1: Sign-off by Strategic Intelligence (Enrolment Planning)	
Name and surname	Mr Jan-Hendrik Viljoen or Mrs Sanri Joubert
Date	20 May 2024
Sign	
Statement	While there are concerns about BEd Hons enrolment numbers, the strong undergraduate enrolments suggest that viable enrolments are possible. Marketing could provide confirmation. As long as no additional staff is appointed, the programme should be viable.
H2: Sign-off by Facilities and Management	
Name and surname	Mrs Liesel Van Wyk
Date	21 May 2024
Sign	
Statement	Distance program – limited additional on-site facilities required
H3: Sign-off by Library Information Services	
Name and surname	Dr Sabelo Chizwina
Date	24 May 2024
Sign	
Statement	The LIS will have the resources
H4: Sign-off by timetabling	
Name and surname	Mrs Lelanie Van Zyl
Date	27 May 2024
Sign	

Statement	In order
H5: Sign-off by Distance Learning	
Name and surname	Dr Joany Fransman
Date	31 May 2024
Sign	
Statement	The design of assessments needs to be pedagogically sound for the distance modality.
H6: Sign-off by Marketing	
Name and surname	Mr Jean Steadworthy
Date	Click or tap to enter a date.
Sign	
Statement	

PROOF OF FACULTY BOARD OR EXCO OF FACULTY BOARD APPROVAL

(Please attach proof of Faculty Board/Exco of Faculty Board approval).