Faculty of Education
Rule Book 2016

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UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
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EDUCATION
OPVOEDKUNDE

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COMPOSITION AND ORGANISATION OF THIS FACULTY RULE BOOK

The Faculty of Education is serious about maintaining academic standards, protecting the professional identity of its administrative, support and academic staff and guiding students to honour a code of ethical conduct. Upon registering for a study career in Education, students thus commit themselves to be conversant with the Faculty's rules and to comply with those rules.

The purpose of this Faculty-specific Rule Book is to guide students to plan their study careers purposefully. It provides information on the different qualifications offered by the Faculty of Education, the composition of learning programmes, the name, code and credit value of modules, as well as other general administrative information on Faculty structures where students can go for support. Students' rights and obligations are spelled out with a specific focus on rules pertaining to the Faculty of Education, but the Rule Book should be read in tandem with the *UFS General Rules for Undergraduate Qualifications, Postgraduate Diplomas, Bachelor Honours Degrees, Master's Degrees, Doctoral Degrees, Higher Doctorates, Honorary Degrees and convocation (*hereafter called the General Rules).

The Faculty Rule Book is organised in three sections:

Section I: Vision and mission statements, contact details of the Faculty's management, directorates, administrative/support staff and other general information
Section II: Clarification of terms, principles underpinning the design of programmes leading to teacher education qualifications, higher education qualification types, teaching specialisations and examples of qualification paths in teacher education
Section III: UFS General Rules, Faculty-specific requirements and detail of qualifications offered in the Faculty of Education

REFERENCES

DHET. The Higher Education Qualifications Sub-Framework, as revised, Government Gazette no 36003, 14 December 2012.

DHET. Revised policy on the minimum requirements for teacher education qualifications, Government Gazette no 38487, 19 February 2015.

2015 UFS General Rules for first qualifications, Postgraduate Diplomas, Bachelor Honours Degrees, Master's Degrees, Doctoral Degrees, Higher Doctorates, Honorary Degrees and Convocation.

SECTION I

VISION AND MISSION STATEMENTS, CONTACT DETAILS OF THE FACULTY'S

MANAGEMENT, DIRECTORATES, ADMINISTRATIVE/SUPPORT STAFF AND

OTHER GENERAL INFORMATION

1. VISION AND MISSION STATEMENTS

1.1 VISION OF THE UNIVERSITY OF THE FREE STATE

A university recognised across the world for excellence in academic achievement and in human reconciliation

1.2 VISION OF THE FACULTY OF EDUCATION

To be a Faculty that affirms the dignity of its students, its staff and the community with which it engages, and draws on their diversity as a source of strength. To be recognised nationally and internationally for its scholarship and for its contextualised understanding of education. To visibly contribute to the social transformation of the broader society.

1.3 MISSION OF THE FACULTY OF EDUCATION

The Faculty will:
- Promote scholarship that deepens the understanding of education in its local, national and international context.
- Engage in the development of pre-service and in-service teachers who are characterised by strong theoretical grounding, relevant skills and a commitment to serve the community.
- Develop its capacity by strengthening the links between its teaching, research and community engagement.
- Enable access in ways that overcome the barriers posed by social inequality.

2.   CONTACT DETAILS OF OFFICE BEARERS

2.1   OFFICE OF THE DEAN - BLOEMFONTEIN CAMPUS

POSITION	DEAN	SECRETARY	FACULTY MANAGER	SECRETARY	TEACHING AND LEARNING MANAGER	SECRETARY
NAME	Prof MG (Sechaba) Mahlomaholo	Ms SK (Shereen) Motaung	Ms C (Charmell) Cardoso	Mrs B (Belinda) Putter	Prof AA (Adri) Beylefeld	Ms E (Liezel) Britz
BUILDING	Winkie Direko	Winkie Direko	Winkie Direko	Winkie Direko	Winkie Direko	Winkie Direko
ROOM	4	4	7	7	215	217
TELEPHONE	051 401 2238	051 401 9281	051 401 9264	051 401 9921	051 401 9785	051 401 9785
E-MAIL	MahlomaholoMG@ufs.ac.za	motaungsk@ufs.ac.za	CardosoC@ufs.ac.za	PutterB@ufs.ac.za	BeylefeldAA@ufs.ac.za	BritzE@ufs.ac.za

2.2   OFFICE OF THE ASSISTANT-DEAN - QWAQWA CAMPUS

POSITION	DEAN	SECRETARY	FACULTY MANAGER	SECRETARY	TEACHING AND LEARNING MANAGER	SECRETARY
NAME	Dr DJ (Dipane) Hlalele	Ms DM (Dilahlwane) Mohono	Ms C (Charmell) Cardoso	Mrs B (Belinda) Putter	Prof AA (Adri) Beylefeld	Ms E (Liezel) Britz
BUILDING	Education Building	Education Building	Refer to Bloemfontein campus	Refer to Bloemfontein campus	Refer to Bloemfontein campus	Refer to Bloemfontein campus
ROOM	8	1037				
TELEPHONE	058 718 5003	058 718 5004				
E-MAIL	hlaleleDJ@qwa.ufs.ac.za	Mohonodm@qwa.ufs.ac.za				

2.3   OFFICE OF THE PRINCIPAL – SOUTH CAMPUS

POSITION	PRINCIPAL	SECRETARY	FACULTY MANAGER	SECRETARY	TEACHING AND LEARNING MANAGER	SECRETARY
NAME	Prof D (Daniella) Coetzee (Acting)	Mrs CJ (Hantie) Fourie	Ms C (Charmell) Cardoso	Mrs B (Belinda) Putter	Prof AA (Adri) Beylefeld	Ms E (Liezel) Britz
BUILDING	Admin Building	Admin Building	Refer to Bloemfontein campus	Refer to Bloemfontein campus	Refer to Bloemfontein campus	Refer to Bloemfontein campus
ROOM	D209	D211				
TELEPHONE	051 505 1259	051 505 1347				
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2.4   PROGRAMME DIRECTORS, ACADEMIC ADMINISTRATION, BURSARIES AND ETHICAL CLEARANCE – BLOEMFONTEIN CAMPUS

POSITION	PROGRAMME DIRECTOR (INITIAL TEACHER EDUCATION)	SECRETARY	BURSARY OFFICER
NAME	Dr BB (Boitumelo) Moreeng	Ms LV (Lorene) van Wyk	Mrs (NM) Nicolene Butler
BUILDING	Winkie Direko	Winkie Direko	Winkie Direko
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POSITION	ACADEMIC ADVICE (FOUNDATION PHASE)	ACADEMIC ADVICE (INTERMEDIATE PHASE)	ACADEMIC ADVICE (SENIOR & FURTHER EDUCATION AND TRAINING PHASE)	ACADEMIC ADVICE (POSTGRADUATE CERTIFICATE OF EDUCATION)
NAME	Miss A (An-Marie) Loots	Mrs RMN (Ruth) Tshehisi	Mr EH (Edwin) Jacquire	Mr EH (Edwin) Jacquire
BUILDING	Winkie Direko	Winkie Direko	Winkie Direko	Winkie Direko
ROOM	8	9	10	10
TELEPHONE	051 401 3059	051 401 9920	051 401 9685	051 401 9685
E-MAIL	lootsA1@ufs.ac.za	TshehisiRMN@ufs.ac.za	jacquireEH@ufs.ac.za	jacquireEH@ufs.ac.za

POSITION	PROGRAMME DIRECTOR (POSTGRADUATE & RESEARCH)	SECRETARY	ETHICAL OFFICER
NAME	Dr MM (Molebatsi) Nkoane	Ms CE (Elsa) Bester	Mrs (CS) Christa Duvenhage
BUILDING	Winkie Direko	Winkie Direko	Winkie Direko
ROOM	13	13	12
TELEPHONE	051 401 3777	051 401 3057	051 401 3651
E-MAIL	NkoaneMM@ufs.ac.za	BesterEC@ufs.ac.za	DuvenhageCS@ufs.ac.za

POSITION	ACADEMIC ADVICE (BACHELOR HONOURS & PGDip)	ACADEMIC ADVICE (MASTER'S & DOCTORATES)
NAME	Mr IM (Marius) Ferreira	Mrs (CS) Christa Duvenhage
BUILDING	Winkie Direko	Winkie Direko
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2.5 PROGRAMME DIRECTORS, ACADEMIC ADMINISTRATION, BURSARIES AND ETHICAL CLEARANCE – QWAQWA CAMPUS

POSITION	PROGRAMME DIRECTOR (INITIAL TEACHER EDUCATION)	SECRETARY	BURSARY OFFICER
NAME	Dr BB (Boitumelo) Moreeng	Ms LV (Lorene) van Wyk	Ms DM (Dilahlwane) Mohono
BUILDING			Education Building
ROOM	Refer to Bloemfontein campus	Refer to Bloemfontein campus	1037
TELEPHONE			058 718 5004
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POSITION	ACADEMIC ADVICE (FOUNDATION PHASE)	ACADEMIC ADVICE (INTERMEDIATE PHASE)	ACADEMIC ADVICE (SENIOR & FURTHER EDUCATION AND TRAINING PHASE)	ACADEMIC ADVICE (POSTGRADUATE CERTIFICATE OF EDUCATION)
NAME	Ms DM (Dilahlwane) Mohono		Ms DM (Dilahlwane) Mohono	Ms DM (Dilahlwane) Mohono
BUILDING	Education Building		Education Building	Education Building
ROOM	1037	Not offered on the QQ campus	1037	1037
TELEPHONE	058 718 5004		058 718 5004	058 718 5004
E-MAIL	Mohonodm@qwa.ufs.ac.za		Mohonodm@qwa.ufs.ac.za	Mohonodm@qwa.ufs.ac.za

POSITION	PROGRAMME DIRECTOR (POSTGRADUATE & RESEARCH)	SECRETARY	ETHICAL OFFICER
NAME	Dr MM (Molebatsi) Nkoane	Ms CE (Elsa) Bester	Mrs CS (Christa) Duvenhage
BUILDING	Refer to Bloemfontein campus	Refer to Bloemfontein campus	Refer to Bloemfontein campus
ROOM			
TELEPHONE			
E-MAIL			

POSITION	ACADEMIC ADVICE (BACHELOR HONOURS & PGDip)	SECRETARY	ACADEMIC ADVICE (MASTER'S & DOCTORATES)
NAME	Dr CT (Cias) Tsotetsi	Ms TJ (Thoko) Madonsela	Dr CT (Cias) Tsotetsi
BUILDING	Old Education Building	Old Education Building	Old Education Building
ROOM	1029	1029	1029
TELEPHONE	058 718 5344	058 718 5005	058 718 5344
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2.6   PROGRAMME DIRECTORS AND ACADEMIC ADMINISTRATION – SOUTH CAMPUS

POSITION	PROGRAMME MANAGER (UNIVERSITY PREPARATION PROGRAMME)	SECRETARY	ACADEMIC ADVICE
NAME	Miss T (Tshego) Setilo	Mrs ML (Lydia) Moilwa	Mrs AS (Stephanie) Barnard
BUILDING	Admin Building	Admin Building	Admin Building
ROOM	D103	D103B	D109
TELEPHONE	051 505 1362	051 505 1201	051 505 1430
E-MAIL			

POSITION	PROGRAMME DIRECTOR		SECRETARY
NAME	Mr P (Pierre) Plekker		Mrs SL (Sanet) Ferreira
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2.7   TEACHING PRACTICE – BLOEMFONTEIN CAMPUS

PHASE/DIVISION	FOUNDATION PHASE	INTERMEDIATE PHASE	SENIOR & FURTHER EDUCATION AND TRAINING PHASE	POSTGRADUATE CERTIFICATE OF EDUCATION
NAME	Ms EL (Eve) Painting	Mr MJ (Marupi) Marumo	Mrs NM (Nicolene) Butler	Mrs NM (Nicolene) Butler
BUILDING	Winkie Direko	Winkie Direko	Winkie Direko	Winkie Direko
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E-MAIL	PaintingEL@ufs.ac.za	MarumoMJ@ufs.ac.za	ButlerNM@ufs.ac.za	ButlerNM@ufs.ac.za

2.8 TEACHING PRACTICE – QWAQWA CAMPUS

PHASE/DIVISION	FOUNDATION PHASE	INTERMEDIATE PHASE	SENIOR & FURTHER EDUCATION AND TRAINING PHASE	POSTGRADUATE CERTIFICATE OF EDUCATION
NAME	Mrs MN (Margaret) Gabela		Mr ME (Moeketsi) Dlamini	Mr ME (Moeketsi) Dlamini
BUILDING	Education Building		Education Building	Education Building
ROOM	E1001	Not offered on the QQ campus	E1001	E1001
TELEPHONE	058 718 5467		058 718 5483	058 718 5483
E-MAIL	GabelaMN@qwa.ufs.ac.za		DlaminiME@qwa.ufs.ac.za	DlaminiME@qwa.ufs.ac.za

SCHOOL OF EDUCATION STUDIES				
Head of School Senior Lecturer	Dr L (Lynette) Jacobs	051 401 3421	119	jacobsL@ufs.ac.za

Philosophy and Policy Studies

Senior Lecturer	Dr A (André) le Roux	051 401 2292	118	lerouxad@ufs.ac.za
Lecturer	Dr KLG (Kevin) Teise	051 401 3576	110	TeiseKL@ufs.ac.za
Lecturer	Mr FJ (Frans) Kruger	051 401 3420	120	KrugerF@ufs.ac.za

Psychology of Education

Senior Lecturer	Dr C (Christa) Beyers	051 401 3456	102	BeyersC@ufs.ac.za
Lecturer	Dr RJ (Rantsie) Kgothule	058 718 5343	QQ	KgothuloRJ@qwa.ufs.ac.za
Lecturer	Mrs SZ (Zelma) Mokobane	051 401 9490	101	MokobaneSZ@ufs.ac.za
Lecturer	Dr WN (Willy) Nel	051 401 9557	106	NelWN@ufs.ac.za

Curriculum Studies

Professor	Prof G (Gawie) du Toit	051 401 2254	212	dutoitgf@ufs.ac.za
Lecturer	Ms P (Preya) Pillay	051 401 2377	115	PillayP@ufs.ac.za
Lecturer	Mr PM (Percivale) Mdunge	051 401 3418	112	MdungePM@ufs.ac.za
Lecturer	Mrs T (Thuthukile) Jita	051 401 7441	135	JitaT@ufs.ac.za

Comparative Education and Education Management

Lecturer	Mr BO (Bernie) Plaatjies	051 401 2955	108	plaatjiesBO@ufs.ac.za
Lecturer	Ms DP (Pearl) Larey	051 401 3419	113	lareyDP@ufs.ac.za
Lecturer	Dr JM (June) Palmer	051 401 3945	116	PalmerJM@ufs.ac.za
Lecturer	Dr J (Juliet) Ramohai	051 401 9683	104	RamohaiJ@ufs.ac.za
Lecturer	Dr ST (Susette) Brynard	051 401 3654	111	brynards@ufs.ac.za

SCHOOL OF MATHEMATICS, NATURAL SCIENCES AND TECHNOLOGY EDUCATION				
Lecturer (Acting HoS)	Mr NJP (Nixon) Teis	051 401 2693	1.4	TeisNJP@ufs.ac.za

Mathematics

Lecturer	Mr MS (Simon) Mosia	051 401 3103	1.7	MosiaMS@ufs.ac.za
Lecturer	Dr KE (Karen) Junqueira	051 401 2307	1.3	JunquieraKE@ufs.ac.za

Physical and Natural Sciences Education

Lecturer	Vacant	051 401 2204	1.5	

Life Sciences / Natural Sciences Education

Lecturer	Dr PH (Jannie) Pretorius	051 401 3340	1.1	PretoriusJHP@ufs.ac.za

Technology Education

Lecturer	Mr SJ (Johan) Coetzee	051 401 2395	1.6	coetzsj@ufs.ac.za
Associate Professor	Prof GP (Okkie) Combrinck	051 401 2524	1.8	combrink@ufs.ac.za
Junior lecturer	Mrs MA (Masabatha) Khubeka	051 401 9167	1.2	SebonyaneMA@ufs.ac.za

SCHOOL OF SOCIAL SCIENCES AND LANGUAGES EDUCATION				
Head of School Associate professor	Prof LP (Flip) Louw	051 401 9557	106	louwlp@ufs.ac.za

Commerce Education

Lecturer	Mr MD (Molaodi) Tshelane	051 401 9589	127	tshelanemd@ufs.ac.za

Languages Education

Lecturer	Ms I (Irma) Loock	051 401 2951	26	loocki@ufs.ac.za
Lecturer	Vacant	051 401 2709	122	
Lecturer	Dr MJ (Julia) Ramabenyane	051 401 2639	23	ramabenyanemj@ufs.ac.za

Pre-school and Foundation Phase (Early Childhood Development)

Lecturer	Ms CD (Colwyn) Martin	051 401 3126	22	martincd@ufs.ac.za
Lecturer	Ms GES (Glynnis) Daries	051 401 3124	21	dariesges@ufs.ac.za
Junior lecturer	Ms M (Maritza) Olivier	051 401 2907	24	olivierm@ufs.ac.za

Human and Social Sciences Education

Lecturer	Dr MP (Mariette) Koen	051 401 3742	20	koenmp@ufs.ac.za

SCHOOL OF HIGHER EDUCATION STUDIES				
Lecturer (Acting HoS)	Dr VN (Victor) Teise	051 401 9019	205	TeiseVN@ufs.ac.za
Senior lecturer	Dr SP (Fanus) van Tonder	051 401 9174	210	vTonderSP@ufs.ac.za
Lecturer	Dr JH (Rika) van Schoor	051 401 3799	207	vschoorj@ufs.ac.za
Senior lecturer	Dr SM (Somarie) Holtzhausen	051 401 2046	206	HoltzhSM@ufs.ac.za
Senior lecturer	Vacant	051 401 9742	208A	

2.10   ACADEMIC STAFF – QWAQWA CAMPUS

SCHOOL OF EDUCATION STUDIES				

Philosophy and Policy Studies

Lecturer	Dr CT (Cias) Tsotetsi	058 718 5344	QQ	tsotetsiCT@qwa.ufs.ac.za

Psychology of Education

Senior Lecturer	Dr DJ (Dipane) Hlalele	058 718 5003	QQ	hlaleleDJ@qwa.ufs.ac.za
Lecturer				

Comparative Education and Education Management

Lecturer	Dr NJ (Ntlantla) Sebele	058 718 5340	QQ	sebelenj@qwa.ufs.ac.za

SCHOOL OF MATHEMATICS, NATURAL SCIENCES AND TECHNOLOGY EDUCATION				

Mathematics

Lecturer	Dr TJ (Tshele) Moloi	058 718 5345	QQ	moloiJT@qwa.ufs.ac.za

Physical and Natural Sciences Education

Senior Lecturer	Dr LE (Lekhooe) Letsie	058 718 5339	QQ	letsieLE@qwa.ufs.ac.za

SCHOOL OF SOCIAL SCIENCES AND LANGUAGES EDUCATION				

Commerce Education

Lecturer	Mr (HV) Habasisa Molise	058 718 5472	QQ	MoliseHV@qwa.ufs.ac.za

3. OTHER GENERAL INFORMATION

3.1 LANGUAGE

According to the language policy of the University of the Free State, tuition and supervision are available in either English or Afrikaans. At undergraduate level, contact sessions are presented in English and Afrikaans on a parallel medium basis. In exceptional circumstances, modules at both under- and postgraduate level may be offered in only one of the two main languages or on double-medium basis, subject to consensus being reached after thorough consultation with the students involved. Interpreting services may also be utilised, after approval by the relevant programme director. In support of the parallel-medium policy, programme information and guides are made available in both Afrikaans and English. Teaching and learning situations with specific language requirements (including the presence of deaf, partially sighted or blind persons) are dealt with in flexible and sensitive ways. Assessment is performed in Afrikaans or English, following student preference.

3.2 UNIVERSAL ACCESS

The Faculty of Education takes a universal access approach to admission, which means that we acknowledge and respect students who have special learning requirements. Students who have special educational needs are thus requested to bring their specific needs to the attention of staff upon registering. Examples of conditions that call for special measures to make learning more accessible to students include the following, but the list is not exhaustive:

- Impaired vision, where the study material and test and exam papers may be provided in a larger letter type
- Hearing loss, where the student may ask for preferential seating in the venue
- A physical disability, where special accommodation may be necessary during examinations

3.3 RECOGNITION OF PRIOR LEARNING

Many students entering teacher education programmes will already be practising teachers or education and training development practitioners. They will have gained knowledge as a result of learning in the workplace or in other settings. It is possible to recognise relevant prior learning that is already in place. It takes place on an individual, student-by-student basis and involves an assessment of the prior learning that is in place already. A student will obtain recognition for prior learning on condition that the UFS and the Faculty of Education are satisfied that the applicant has competence in the appropriate field of intended study at the appropriate entry level of the target qualification (also refer to the UFS General Rule A8: Credit Accumulation and Credit Transfer).

3.4 NATIONAL BENCHMARK TESTS

- Prospective students registering for a first qualification must take the Academic Literacy Test, which forms part of the battery of National Benchmark Tests (NBTs), prior to registering.
- If the stipulated requirements of the National Benchmark Test (65%) have not been met, or the results of the tests cannot be submitted, registration for the applicable language development modules (English: EALH1508 **OR** Afrikaans: AGAE1508) is compulsory according to 2016 General Rules.
- If students do not pass the language development module for which they have been enrolled in the first academic year, the module must be repeated in the second academic year.

3.5 UNIVERSITY PREPARATION PROGRAMME (UPP)

- Prospective students who do not meet the admission requirements of the UFS may enrol for a one-year University Preparation Programme (UPP) to obtain admission to the university.
- Students who wish to enrol for the UPP must be in possession of a National Senior Certificate **OR** a National Certificate (Vocational) with an admission point of 20-24.
- The language of instruction in English or Afrikaans is subject to a minimum achievement level 3 (40%).
- On the South campus in Bloemfontein, the UPP is offered in English only. Study material, tests and examination papers can be supplied in Afrikaans and the writing of the tests, assignments and examinations is allowed in Afrikaans. If more than 20 Afrikaans-speaking students enrol for the module on the South campus, it can also be presented in Afrikaans.
- Prospective students who prefer to study the UPP in Afrikaans, can do so at the South Cape TVET College in Oudtshoorn.
- Successful completion of the UPP provides admission to the second study year of the BEd Extended Curriculum Programme. Students receive full credit for the first-year mainstream modules successfully completed in the UPP, applicable to the selected BEd qualification.
- Information regarding the UPP and further details can be obtained from Ms Tshego Sithelo 051 - 505 1362 or Ms Lydia Moilwa 051 - 505 1201.
- For details on the curriculum of the UPP for Education students, please refer to Faculty Rule 17.

3.6   UFS101

- The UFS101 module is compulsory for all students registering for a first qualification at the University of the Free State.
- Mainstream undergraduate students register for UFS101 in the first year of study.
- If mainstream students do not pass the UFS101 module in the first academic year, they must repeat the module in the second academic year.
- Undergraduate diploma students and students enrolled in the Extended Curriculum Programme, register for UFS101 in the second year of study.
- A qualification cannot be obtained from the University of the Free State if the UFS101 module has not been completed successfully. Exemptions include the following:
  - o   Undergraduate certificate qualifications
  - o   National Professional Diplomas
  - o   Students aged 30 years and above
  - o   Transfer students who have already completed a qualification

SECTION II

CLARIFICATION OF TERMS, PRINCIPLES UNDERPINNING THE DESIGN OF PROGRAMMES LEADING TO TEACHER EDUCATION QUALIFICATIONS, HIGHER EDUCATION QUALIFICATION TYPES AND EXAMPLES OF QUALIFICATION PATHS IN TEACHER EDUCATION

4.   CLARIFICATION OF TERMS

TERM	DESCRIPTION
Educator	Person who educates other persons or who provides professional educational services or support to schools catering for Grade R to Grade 12 learners.
Teacher	A school-based educator whose core responsibility is that of classroom teaching at a school. (See *Appendix A* for the 7 different roles of teachers in a school and required beginner teacher competences).
Qualification	The formal recognition and certification of learning achievement awarded by an accredited institution such as the UFS. A qualification certifies that a planned and systematic programme of learning was followed and successfully completed through formal or informal learning and work experience.
Notional hours	The volume of learning required for a particular qualification. This volume of learning is expressed in terms of notional hours, which in turn are specified in terms of a number of **credits**. One credit equals 10 notional hours which may include class attendance, tutorials, self-study, tests and examinations.
Credit load	Total number of credits required to complete a qualification or part of a qualification (e.g. number of credits required at the end of a particular year in order to be admitted to the next year level). Different **learning programmes** leading to a qualification in education have unique features and therefore different credit loads.
Learning programme	A combination of compulsory, elective and required development **modules**. Students in a particular learning programme enrol for all the compulsory modules, they select elective modules in which they wish to specialise according to their field of interest and they follow required development modules if they do not meet certain admission requirements.
Module	Undergraduate modules are offered as either semester or year modules. The credit value of a module indicates how many notional hours are required to successfully complete a particular module.
Module codes	Module codes carry information regarding the subject field or discipline. (See *Appendix B* for the meaning of the different characters that make up a module code)
NQF level descriptors	Level descriptors indicate the kind of learning students have to demonstrate to complete a particular qualification.
Exit level competencies	The purpose of qualifications pitched at the different NQF levels determines the level at which a student should be competent once they have completed a particular qualification. (See *Appendix C* for exit level competences / purpose descriptors of learning programmes)
Admission point	See the box below for calculation of the AP score. For four-year degrees a minimum AP of 30 is required; for five-year degrees (Extended Curriculum Programme) a minimum AP of 25 is required; for the University Preparation Programme (UPP) a minimum AP of 20 is required.

The following subjects are taken into account for calculating the admission point for both degree and occasional study: Business Studies, Dramatic Arts, Economics, Physical Sciences, Geography, History, Engineering Graphics and Design, Information technology, Agricultural Sciences, Life Sciences, Music, Accounting, Religious Studies, 3 Languages (of which one must be the language of instruction at the University), Consumer Studies, Visual Arts, Mathematics/ Mathematical Literacy.

UFS ADMISSION POINT (AP)	NATIONAL SENIOR CERTIFICATE/NATIONAL CERTIFICATE (VOCATIONAL) - PERFORMANCE LEVEL	NATIONAL SENIOR CERTIFICATE/NATIONAL CERTIFICATE (VOCATIONAL) - PERFORMANCE LEVEL	UFS ADMISSION POINT (AP)
8	7 (90-100%)	4 (50 -59%)	4
7	7 (80-89%)	3 (40-49%)	3
6	6 (70-79%)	2 (30-39%)	2
5	5 (60-69%)		

5. PRINCIPLES UNDERPINNING THE DESIGN OF PROGRAMMES LEADING TO TEACHER EDUCATION QUALIFICATIONS

Teaching is a complex activity requiring the acquisition, integration and application of knowledge. Five types of learning are associated with this kind of knowledge:

TYPE OF LEARNING	WHAT THIS KIND OF LEARNING REFERS TO
Disciplinary learning	**Disciplinary OR subject matter** knowledge obtained by (a) studying education and its foundations (including, but not limited to the philosophy, psychology, politics, economics, sociology and history of education and (b) specific specialised subject matter Professional ethics and issues related to knowledge of, and relationships between the self and others are cross-cutting themes in the study of education and its foundations
Pedagogical learning	Study of the **principles, practices and methods of teaching**. This kind of learning includes knowledge of learners, learning, curriculum and general instructional and assessment strategies. It includes knowing how to present the concepts, methods and rules of a specific discipline in order to create appropriate learning opportunities for diverse learners, as well as how to evaluate their progress.
Practical learning	**Learning from and in practice**. Learning **from** practice includes the study of practice. Lessons taught by others are observed and reflected on through the use of case studies, video records, lesson observations, etc. Learning **in** practice refers to preparing, teaching and reflecting on lessons presented by oneself by teaching in real-world and simulated classroom environments,
Fundamental learning	The ability to competently converse in a second official language, the ability to use information and communication technologies competently and the acquisition of other **academic literacies**.
Situational learning	Learning specifically about **contex**t, i.e. knowledge of different learning situations, contexts and environments of education such as classrooms, schools, communities, districts, regions, countries and the global world, as well as the prevailing policy, political and organisational contexts. It includes an understanding of the complex and differentiated nature of the SA society, learning to work in nuanced ways in confronting the diverse challenges faced by children in schools and the communities they serve, e.g. HIV and AIDS, poverty and the lingering effects of apartheid, dealing with diversity, promoting inclusivity and environmental sustainability.

6. HIGHER EDUCATION QUALIFICATION TYPES

For a teacher education career, there are 11 different qualification types, organised into 3 categories pitched at different NQF levels, to choose from:

QUALIFICATIONS FOR INITIAL TEACHER EDUCATION *	NQF LEVEL	QUALIFICATIONS FOR THE CONTINUING PROFESSIONAL AND ACADEMIC DEVELOPMENT OF TEACHERS	NQF LEVEL	QUALIFICATION FOR GRADE R TEACHING	NQF LEVEL
Bachelor of Education degree	7	*Advanced Certificate*	6	*Diploma in Grade R Teaching****	6
Postgraduate Certificate in Education	7	*Advanced Diploma****	7		
		Postgraduate Diploma	8		
		Bachelor of Education Honours Degree	8		
		*Master of Education Degree / Master's Degree (Professional)****	9		
		*Doctoral Degree / Doctoral Degree (Professional)****	10		

* The primary purpose of Initial Teacher Education qualifications is to certify that the holder of the qualification has <u>specialised</u> as a beginner teacher. Specialisation can be linked to a <u>phase</u>

(e.g. Foundation Phase, Intermediate Phase, Senior Phase, Further Education and Training Phase) **OR** in a specific <u>subject</u>, **OR** a combination of these.

** This qualification is currently not offered in the Faculty of Education at the UFS.

For a career in higher education, there are 3 different qualification types, pitched at different NQF levels, to choose from:

QUALIFICATIONS FOR HIGHER EDUCATION/HIGHER EDUCATION STUDIES	NQF LEVEL
Postgraduate Diploma	8
Master of Arts Degree	9
Doctoral Degree	10

7. TEACHING SPECIALISATIONS AND QUALIFICATION PATHS IN TEACHER EDUCATION

- Most teachers will begin their careers as phase and/or subject specialists, and will usually work in a classroom at a school.

- At some future point thereafter, some teachers may wish to deepen or extend their competence in their chosen specialisations, or else develop an additional role or practice to support teaching and learning in a school. These teachers may continue to work in classrooms, or they may work elsewhere in a school, such as in a library, in a school office as a coordinator of school-based support, in a specialised teaching centre or as a subject advisor supporting teachers in their district (See *Appendix D* for teaching specialisations for initial teacher education qualifications).

- Some teachers may prefer to follow a completely different teaching and learning direction by developing a new specialisation in a phase or subject, and they are likely to continue working in a classroom.

- Some teachers may choose to embark on careers either in management and leadership or in educational planning, research and/or policy development, where they may be employed in a specific post in a school, for example as a principal or deputy principal, or else work in a district, provincial or national office as a human resources development officer, researcher, planner, policy developer or as a data or systems manager.

- Some teachers may choose to move out of the schooling context into other educational settings, for example to become lecturers at Technical and Vocational Education and Training colleges (TVET) or Community Education and Training Colleges (CETC) or teacher educators at universities.

- These different directions require specialised and progressive qualification paths. Figures 1-3 below are examples of such qualification paths.

INITIAL QUALIFICATION FOR GRADE 1-12 TEACHERS	1ST POST-INITIAL PROFESSIONAL QUALIFICATION	2ND POST-INITIAL PROFESSIONAL QUALIFICATION	3RD POST-INITIAL PROFESSIONAL QUALIFICATION	4TH POST-INITIAL PROFESSIONAL QUALIFICATION
BEd **OR** BA, BSc. BCom, BSocSci, etc., plus PGCE	PGDip [*Specialising further* in a cognate subject, phase **OR** practice contained in the initial qualification]	MEd	PhD	
	AdvDip [*Developing a new role* to support teaching and learning, e.g. School Librarianship, Deaf Education]	PGDip [*Specialising further* in the new role to support teaching and learning]	MEd	PhD
	AdvCert [*Developing a new teaching specialisation phase OR subject*, e.g. AdvCert in Mathematical Literacy Teaching]	AdvDip [*Further specialisation* in the new teaching specialisation phase **OR** subject developed in the AdvCert (Teaching)]	PGDip [*Further specialisation* in the new teaching specialisation phase **OR** subject developed in the AdvDip (Ed)]	MEd

Figure 1: Examples of qualification pathways that teachers, who choose to maintain a teaching and learning career trajectory, could follow.

INITIAL QUALIFICATION FOR GRADE 1-12 TEACHERS	1ST POST-INITIAL PROFESSIONAL QUALIFICATION	2ND POST-INITIAL PROFESSIONAL QUALIFICATION	3RD POST-INITIAL PROFESSIONAL QUALIFICATION	4TH POST-INITIAL PROFESSIONAL QUALIFICATION
BEd **OR** BA, BSc. BCom, BSocSci, etc., plus PGCE	AdvCert [*School Leadership and Management*]	AdvDip [*School Leadership and Management, Education System Management*]	PGDip	MEd

Figure 2: <u>Examples</u> of qualification pathways that teachers, who choose to <u>embark on a management and leadership career trajectory</u>, could follow.

INITIAL QUALIFICATION FOR GRADE 1-12 TEACHERS	1ST POST-INITIAL PROFESSIONAL QUALIFICATION	2ND POST-INITIAL PROFESSIONAL QUALIFICATION	3RD POST-INITIAL PROFESSIONAL QUALIFICATION	4TH POST-INITIAL PROFESSIONAL QUALIFICATION
BEd **OR** BA, BSc. BCom, BSocSci, etc., plus PGCE	BEd Hons	MEd	PhD	Post-doctoral studies

Figure 3: <u>Examples</u> of qualification pathways that teachers, who choose to <u>embark on an education planning, research or policy development career trajectory</u>, could follow.

A. THE DIFFERENT ROLES OF TEACHERS IN A SCHOOL

1. Specialist in a phase, subject discipline **OR** practice
2. Learning mediator
3. Interpreter and designer of learning programmes and materials
4. Leader, administrator and manager
5. Scholar, researcher and lifelong learner
6. Assessor
7. Community, citizenship and pastoral role

B. BASIC COMPETENCES OF A BEGINNER TEACHER

The following are the minimum set of competences required of newly qualified teachers:

Newly qualified teachers must:

1. Have sound subject knowledge.
2. Know how to teach their subject(s) and how to select, determine the sequence and pace of content in accordance with both subject and learner needs.
3. Know who their learners are and how they learn; they must understand their individual needs and tailor their teaching accordingly.
4. Know how to communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning.
5. Have highly developed literacy, numeracy and information technology (IT) skills.
6. Be knowledgeable about the school curriculum and be able to unpack its specialised content, as well as being able to use available resources appropriately, so as to plan and design suitable learning programmes.
7. Understand diversity in the South African context in order to teach in a manner that includes all learners. They must also be able to identify learning or social problems and work in partnership with professional service providers to address these.
8. Be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment.
9. Be able to assess learners in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning.
10. Have a positive work ethic, display appropriate values and conduct themselves in a manner that befits, enhances and develops the teaching profession,
11. Be able to reflect critically on their own practice, in theoretically informed ways and in conjunction with their professional community of colleagues in order to constantly improve and adapt to evolving circumstances.

EIGHT-CHARACTER ALPHANUMERIC MODULE CODE EXAMPLES

Subject field   **Catalogue number**

Qualification Type	Module Abbreviation	Year / Education level	NQF Level	Tuition Period Odd = 1 Semester Even = 2 Semester 0 = Year module	Credits Multiples of 4	Examples
	The first 4 Characters (letters)	1st Digit	2nd Digit	3rd Digit	4th Digit	

UNDERGRADUATE (UG)

Subject field   **Catalogue number**

Qualification Type									Examples
Higher Certificates	E	N	G	L	1	5	2	1 to 9 (X4)	ENGL1525, i.e.
Advanced Certificates					1	6	2		ENG=English L=Language
Diplomas					1	5/6	1		1=1st Year
Advanced Diplomas					1	7			5=NQF Level
Bachelor's Degrees					1/2/3	5/6/7			2=2nd Semester
Prof. Bachelor's					1/2/3/4	5/6/7/8			20=Credits (5X4)
M.B., Ch.B year 5	I	N	T	M	5	8	1	0	0 = Credits (Carries 48 Credits)

POSTGRADUATE (PG)

Postgraduate Diploma	E	D	U	P	5	8	2	8	EDUP5828, i.e. EDU=Education P=Policy 5=PG Dip Level 8=NQF Level 2=2nd Semester 32=Credits (8X4)
Bachelor Honours Degree	C	E	M	O	6	8	2	6	CEM06826, i.e. CEM=Chemistry O=Organic 6= Bachelor Honours Degree 8=NQF Level 2=2nd Semester 24=Credits (6X4)
Master's Degree	E	C	O	I	7	9	2	8	ECOI7928, i.e. ECO=Economics I=International monetary relations 7=Masters level (structured) 9=NQF Level 2=2nd Semester 32=Credits (8X4)
	T	L	G	D	8	9	0	0	TLGD8900, i.e. TLG=Theology D=Dogmatology 8=Masters level (Research/Dissertation) 9=NQF Level 0=Year 180=Credits
Doctoral Degrees (PhD, DSc, DT, LLD, D Phil and MD)	A	G	R	O	9	1	0	0	AGRO9100 i.e. AGRO= Agronomy 9=Doctorate level 1(0) = NQF Level 0=Year 360=Credits

EXIT LEVEL COMPETENCES/PURPOSE DESCRIPTORS OF QUALIFICATIONS AS PER NQF LEVEL

LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10
Serves as an entry level to higher education studies	General principles and application or technology transfer	Provides intellectual enrichment	Prepares students for research-based post-graduate studies	Contributes to the development of knowledge at an advanced level	Undertakes research at the most advanced academic level, leading to the acceptance of a thesis
Basic introductory knowledge	Sound knowledge base in a particular field or discipline	Enhances flexibility in changing circumstances	Consolidates and deepens expertise in a particular discipline	Prepares students for advanced and specialised professional employment	Demonstrates high-level research capability
Provides cognitive and conceptual tools and techniques for further higher education studies	An ability to apply knowledge and skills to particular career or professional contexts	Intensive, focused and applied specialisation required for a specific niche in the labour market	Develops research capacity in the methodology and techniques of a discipline	Involves a high level of theoretical engagement and intellectual independence	Makes a significant and original academic contribution at the frontiers of a discipline or field
Emphasis is on general principles and application	An ability to undertake more specialised and intensive learning	Provides for a deep and systematic understanding of current thinking, practice, theory and methodology in an area of specialisation	Demands a high level of theoretical engagement and intellectual independence	Dealing with complex issues, both systematically and creatively, making sound judgments, using data and information	Integrate theory and practice through the application of theoretical knowledge in highly complex problems in professional contexts
Provides for a basic level of higher education knowledge and competence in a particular field or occupation	Simulated work experience or workplace-integrated learning forms part of the learning programme	Well-rounded, broad education, which provides a knowledge-base, theory and methodology of a discipline	Advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in an area of specialisation	Communicate research outcomes clearly to specialists and non-specialists in the area of specialisation or discipline	Work must satisfy peer reviews and merit publication
Application of basic knowledge and competence in an occupation or role in the workplace	Primarily vocational or industry orientated	Demonstrates initiative and responsibility in an academic and professional context	Conducts and reports on research under supervision	Demonstrates self-directed learning and originality in problem-solving	Demonstrates an ability to supervise and evaluate research conducted by others in the area of specialisation
Includes some degree of work experience or work-integrated learning		Principles and theories are emphasised as a basis for entry into the labour market, professional training, post-graduate studies or professional practice in a wide range of careers		Relate knowledge to the resolution of complex problems in an area of professional practice	
Primarily vocational or industry orientated		Prepares for a change in career paths		Acts autonomously in planning and implementing tasks at a professional level	
		Provides for continuing professional development		Continues to advance knowledge, understanding and skills	

TEACHING SPECIALISATIONS FOR INITIAL TEACHER EDUCATION QUALIFICATIONS

BACCALAUREUS EDUCATIONIS (BEd) – NQF LEVEL 7

PHASE	SUBJECT DOMAINS				LEARNING SUPPORT SPECIALISATIONS
	Humanities	Science & Technology	Languages	Business & Management	
Foundation Phase (Grades R-3)	Integrated focus on Languages, Mathematics and Beginning Knowledge				
Intermediate Phase (Grades 4-6)	Life Skills Social Sciences	Science & Technology Mathematics	Languages		
Senior Phase (Grades 7-9)	Arts & Culture Life Orientation Social Sciences	Natural Sciences, Mathematics Technology	Languages	Economic & Management Sciences	School Librarianship

Guidance, Counselling and Specialised Learning Support

Physical Education

ICT Support |
| **Further Education and Training Phase** (Grades 10-12) | Dance Studies Dramatic Art History Life Orientation Music Religion Studies Visual Art | Agricultural Sciences Geography Life Sciences Mathematics Mathematical Literacy Physical Sciences Computer Applications Technology Agricultural Management Practices Agricultural Technology Civil Technology Electrical Technology Engineering Graphics & Design Information Technology Mechanical Technology Design Consumer Studies | Languages | Accounting Business Studies Economics Hospitality Studies Tourism | |

SECTION III

UFS GENERAL RULES, FACULTY-SPECIFIC REQUIREMENTS AND DETAIL

OF QUALIFICATIONS OFFERED IN THE FACULTY OF EDUCATION

8. UFS GENERAL RULES

The complete set of General Rules of the University of the Free State can be found in the *UFS General Rules*, available from the Information Centre at the Thakaneng Bridge. Alternatively, you may access the calendar on the web: http://www.ufs.ac.za. Below is a summary of the general rules contained in the *UFS General Rule Book.*

GENERAL RULES FOR UNDERGRADUATE QUALIFICATIONS			
A1: General Rules	A6: Student registration and re-registration	A11: Qualification certificates, Dean's medals and Senate medals	A16: Module and venue timetable and examination timetable
A2: Applying for admission	A7: Switching qualifications and/or modules and/or instructional modes and/or migrating to another University campus/centre	A12: Results statements, academic records, study records, certified statements, certificates of conduct and certified examination timetables	A17: Residence in campus accommodation
A3: Admission or readmission to the University and to an academic qualification	A8: Credit accumulation and credit transfer	A13: Requests on the basis of exceptional circumstances	A18: Fees payable
A4: Submission of documentation required to register as a student	A9: Assessment rules	A14: Discipline	A19: Information communication and information technology
A5: Duration of study and compiling a curriculum	A10: Qualification with distinction	A15: Financial support	

GENERAL RULES FOR POSTGRADUATE DIPLOMAS (NQF EXIT LEVEL 8)			
A20: General Rules	A26: Switching qualifications and/or disciplines and or modules and/or migrating to another University campus/centre.	A32: Publication of a research essay	A37: Module and venue timetable and examination timetable
A21: Applying for admission	A27: Credit accumulation and credit transfer	A33: Results statements, academic records, study records, certified statements, certificates of conduct and certified examination timetables	A38: Residence in campus accommodation
A22: Admission or readmission to the University and to an academic qualification	A28: Assessment rules	A34: Requests on the basis of exceptional circumstances	A39: Fees payable
A23: Submission of documentation required to register as a student	A29: Qualification with distinction	A35: Discipline	A40: Information communication and information technology
A24: Duration of study and compiling a curriculum	A30: Qualification certificates		
A25: Student registration and re-registration	A31: Intellectual property	A36: Financial support	

GENERAL RULES FOR BACHELOR HONOURS DEGREES (NQF EXIT LEVEL 8)			
A45: General Rules	A51: Switching qualifications and/or disciplines and/or modules and/or migrating to another University campus/centre	A57: Publication of a research report	A63: Residence in campus accommodation
A46: Applying for admission	A52: Credit accumulation and credit transfer	A58: Results statements, academic records, study records, certified statements, certificates of conduct and certified examination timetables	A64: Fees payable
A47: Admission or readmission to the University and to a Bachelor Honours Degree	A53: Assessment rules	A59: Requests on the basis of exceptional circumstances	A65: Information communication and information technology
A48: Submission of documentation required to register as a student	A54: Qualification with distinction	A60: Discipline	
A49: Duration of study and compiling a curriculum	A55: Qualification certificates, Dean's medals and Senate medals	A61: Financial support	
A50: Student registration and re-registration	A56: Intellectual property	A62: Module and venue timetable and examination timetable	

GENERAL RULES FOR MASTER'S DEGREES (NQF EXIT LEVEL 9)			
A70: General Rules	A77: Student registration and re-registration	A84: Qualification with distinction	A91: Financial support
A71: Applying for admission	A78: Registration of research titles and modifying a research title	A85: Qualification certificates, Dean's medals and Senate medals	A92: Module and venue timetable and examination timetable
A72: Admission or readmission to the University and to a Master's Degree	A79: Supervisor(s) and co-supervisor(s)	A86: : Intellectual property	A93: Residence in campus accommodation
A73: Submission of documentation required to register as a student	A80: Assessors, examiners and moderators	A87: Publication of a Master's Degree research dissertation or a coursework Master's Degree mini-dissertation	A94: Fees payable
A74: Mode of presentation	A81: Switching qualifications and/or disciplines and/or modules and/or migrating to another University campus/centre	A88: Results statements, academic records, study records, certified statements, certificates of conduct and certified examination timetables	A95: Information communication and information technology
A75: Requirements in respect of a Master's Degree research dissertation or interrelated publishable manuscripts or a coursework Master's Degree mini-dissertation	A82: Credit accumulation and credit transfer	A89: Requests on the basis of exceptional circumstances	
A76: Duration of study and compiling a curriculum	A83: Assessment rules	A90: Discipline	

GENERAL RULES FOR DOCTORAL DEGREES (NQF EXIT LEVEL 10)			
A100: General Rules	A107: Student registration	A114: Qualification with distinction	A121: Financial support
A101: Applying for admission	A108: Registration of research titles and modifying a research title	A115: Qualification certificates	A122: Residence in campus accommodation
A102: Admission or readmission to the University and to a Doctoral Degree	A109: Promoter and co-promoter(s)	A116: Intellectual property	A123: Fees payable
A103: Submission of documentation required to register as a student	A110: Assessors, examiners and moderators	A117: Publication of a thesis	A124: Information communication and information technology
A104: Mode of presentation	A111: Switching qualifications and/or disciplines and/or modules and/or migrating to another University campus/centre	A118: Results statements, academic records, study records, certified statements and certificates of conduct	
A105:Requirements in respect of a thesis, interrelated, publishable manuscripts (journal article option) or mini-thesis	A112: Credit accumulation and credit transfer	A119: Requests on the basis of exceptional circumstances	
A106: Duration of study and compiling a curriculum	A113: Assessment rules	A120: Discipline	

GENERAL RULES FOR HIGHER DOCTORATES (NQF EXIT LEVEL 10)			
A130: General Rules	A134: Mentor	A138: Pass requirements	
A131: Applying for admission	A135: Assessors	A139: Plagiarism	
A132: Admission to the Higher Doctorate Degree	A136: Requirements to be met when submitting scientific publications	A140: Qualification certificates	
A133: Student registration and re-registration	A137: Assessment reports	A141: Fees payable	

9.   FACULTY-SPECIFIC REQUIREMENTS
9.1   EDU - PROGRESSION RULE

In order to progress from one year level to the next, students need to meet certain minimum requirements. This is known as the *progression rule.* The overarching progression rule of the UFS is captured in the General Rules referring to undergraduate students (applicable to all programmes as from 2014), excluding Extended Curriculum Programmes. With the exception of the **NEW** BEd qualification (phased in in 2015), this rule applies to all qualifications offered in the Faculty of Education.

9.1.1   If students do not meet these minimum requirements, they will be blocked from registering for the subsequent year.

9.1.2   If a student requires only 32 or fewer credits to complete a qualification, and has not exceeded the residential period, special permission may be granted by the Dean to repeat a module for a third time, subject to the requirements of General Rule A3.

9.1.3   Students who perform exceptionally well may register, with the approval of the Programme Director, for one additional 16-credit module per semester, over and above the compulsory modules that form part of the curriculum in that particular semester.

9.1.4   Students must also comply with the requirements of specific learning programmes and specific modules. Such prerequisites are provided in sections 11-17 of this Rule Book.

9.2   EDU - PROGRESSION RULE FOR THE NEW BEd QUALIFICATION

The UFS General Rules indicate that unless a Faculty determines a higher requirement for progression, as published in the Faculty's Rule Book, the UFS General Progression Rules apply. For the purpose of progression in the **NEW** BEd programme, phased in in 2015, the following Faculty-specific rule applies.

To be allowed to register for the second academic year, a student must have completed a minimum of 72 (60%) core credits in the first academic year (excluding UFS101 and/or developmental modules). To be admitted to the third academic year, students must have passed all modules (including UFS101 and/or developmental modules) in the first and second academic years. Students can only proceed to subject education and teaching practice modules in the fourth academic year if all modules were successfully completed in the third academic year.

9.3   EDU - PROGRESSION RULE FOR PIPELINE QUALIFICATIONS

For the purpose of progression in pipeline qualifications, the following rules apply:

- Students may repeat a module/modules in a specific academic year in a pipeline programme only once.
- Students who do not comply with this rule should seek academic advice during the registration period (refer to EDU 9.12).

9.4   EDU - PROGRESSION FROM THE UNIVERSITY PREPARATION PROGRAMME TO QUALIFICATIONS OFFERED IN THE FACULTY OF EDUCATION

Students who gain admission to the UFS via the University Preparation Programme (UPP), may register for the second study year of the Extended Curriculum Programme of the BEd qualification, once they have passed all modules comprising the UPP.

9.5   EDU - RESIDENTIAL PERIOD

For a qualification at the UFS, a student must register for the minimum residential period, as specified by the UFS Programme and Qualifications Mix (PQM) for that qualification. Additional time, as indicated in the UFS General Rules, may be allowed.

A student is expected to complete a qualification within the residential period. If it becomes evident that the student will not be able to comply with this requirement, he/she may be deregistered, even if the residential period has not been reached.

9.6   EDU - SWITCHING TO ANOTHER QUALIFICATION WITHIN THE FACULTY OF EDUCATION

Undergraduate students will only be allowed to enrol for a different learning programme in the Faculty of Education at the end of their first year of study. Rules for postgraduate students regarding the switching of qualifications and/or disciplines and/or modules and/or mode of instruction and/or migrating to another university campus/centre are captured in the UFS General Rules.

9.7   EDU - STUDENTS FROM OTHER FACULTIES REGISTERING IN THE FACULTY OF EDUCATION

Students from other Faculties registering for a qualification in Education must comply with the following requirements:
- They must meet the minimum admission requirements for that particular qualification, as stipulated in this Rule Book.
- If it is still a first qualification that the student wishes to register for, the residential period as indicated in UFS General Rules must be honoured.
- Students should apply for admission to the new qualification in Education on the prescribed form, on or before the closing date.
- Admission will be dependent on capacity in a particular programme, the student's Admission Point (AP), as well as on the need in the world of work for teachers holding such particular qualification (scarce skills areas).

9.8   EDU - STUDENTS WHO MIGRATE FROM OTHER HIGHER EDUCATION INSTITUTIONS TO THE FACULTY OF EDUCATION

Students who migrate to the UFS Faculty of Education from other higher education institutions must supply the Faculty with an official study record and syllabus of completed modules. Aligned to the UFS General Rules, an evaluation will be done by the relevant subject specialist(s) to determine if recognition will be provided for a particular module, especially if that module has a different credit value within the relevant qualification at the UFS.

9.9   EDU - EDUCATION STUDENTS REGISTERING FOR MODULES IN ANOTHER FACULTY

Students who need to enrol for certain modules in Faculties other than the Faculty of Education, need to comply with the minimum requirements set for those modules in the host Faculties.

9.10   EDU - CHANGING OF LEARNING PROGRAMMES AND MODULE CONTENT

The outcomes of learning programmes will remain unchanged from the first time of registration until a student completes a qualification. However, from time to time minor changes to learning programmes and module contents may occur so that the Faculty of Education can ensure the relevance of the qualifications it offers. For this reason, this Rule Book is updated every year to keep abreast of the latest developments. It is the responsibility of students to consult the new Faculty Rule Book before registration in every academic year.

9.11   EDU - EXTRA MODULES

Students who wish to take extra modules in the first and second academic years of the Foundation Phase and Intermediate Phase of the new BEd qualification may only do so if these modules do not clash on the official timetable with modules in their core curricula.

9.12   EDU - EQUIVALENCES

Students who are enrolled in qualifications that are in the process of being phased out, and have missed the opportunity to pass modules in the pipeline period, should obtain permission from the Programme Director/Dean to enrol for modules offered in the particular new qualification or the current PGCE programme. Please note: the credit value of equivalent modules in the new qualification may be more than the credits that the student lacks to complete the particular academic year. This is an inevitable and unavoidable consequence of having failed in the pipeline period.

9.13   REQUIREMENTS FOR SUBJECT EDUCATION

Students specialising in the <u>BEd Senior and Further Education and Training Phase</u> must choose elective subjects from **List D** below, meeting the following requirements:

- To follow a particular subject education in the <u>Senior Phase</u>, a student must have passed the related subject(s) at first-year level.
- To follow a particular subject education in the <u>Further Education and Training Phase</u>, a student must have passed the related subject(s) at second-year level.

10.   SUMMARY OF QUALIFICATIONS OFFERED IN THE FACULTY OF EDUCATION

The following qualifications are awarded in the Faculty of Education:

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAM CODE	ACADEMIC PLAN	EXIT NQF LEVEL	CORE CREDITS	MINIMUM DURATION OF STUDIES
CERTIFICATES							
Advanced Certificate in Education (ACE) in:							
Pre-school and Foundation Phase	Pipeline	S+QQ	M7D3	7213	6	128	2
Social Sciences: Senior Phase	Pipeline	S+QQ	M7D3	7246	6	128	2
Economics and Management Sciences: Senior Phase	Pipeline	S+QQ	M7D3	7247	6	128	2
Languages: Senior Phase	Pipeline	S+QQ	M7D3	7248	6	128	2
Life Orientation: Senior Phase	Pipeline	S+QQ	M7D3	7249	6	128	2
Mathematics: Senior Phase	Pipeline	S+QQ	M7D3	7251	6	128	2
Natural Sciences: Senior Phase	Pipeline	S+QQ	M7D3	7252	6	128	2
Technology: Senior Phase	Pipeline	S+QQ	M7D3	7253	6	128	2
Language Education: English: Further Education and Training Phase	Pipeline	S+QQ	M7D3	7216	6	128	2
Mathematics Education: Further Education and Training Phase	Pipeline	S+QQ	M7D3	7217	6	128	2
Life Sciences Education: Further Education and Training Phase	Pipeline	S+QQ	M7D3	7218	6	128	2
Physical Sciences Education: Further Education and Training Phase	Pipeline	S+QQ	M7D3	7221	6	128	2
School Leadership	Pipeline	S+QQ	M7D3	7290	6	132	2

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAM CODE	ACADEMIC PLAN	EXIT NQF LEVEL	CORE CREDITS	MINIMUM DURATION OF STUDIES
Advanced Certificate in Teaching (ACT) in:			L7118	LD711800			
Foundation Phase Teaching	2016	S	L7119	LD711819	6	120	2
Intermediate Phase Teaching	2016	S	M7D5	72510	6	136	2
Senior Phase Economic and Management Sciences Teaching	2016	S	L7121	LD711821	6	120	2
Senior Phase English First Additional Language Teaching	2016	S	L7122	LD711822	6	120	2
Senior Phase Life Orientation Teaching	2016	S	L7123	LD711823	6	120	2
Senior Phase Mathematics Teaching	2016	S	L7124	LD711824	6	120	2
Senior Phase Natural Sciences Teaching	2016	S	L7125	LD711825	6	120	2
Senior Phase Social Sciences Teaching	2016	S	L7126	LD711826	6	120	2
Further Education and Training Accounting Teaching (*2016 intake subject to external approval*)	2016	S	L7127	LD711827	6	120	2
Further Education and Training English First Additional Language Teaching (*2016 intake subject to external approval*)	2016	S	L7128	LD711828	6	120	2
Further Education and Training Life Sciences Teaching	2016	S	L7129	LD711829	6	120	2
Further Education and Training Mathematics Teaching	2016	S	L7130	LD711830	6	120	2
Further Education and Training Mathematical Literacy Teaching	2016	S	L7131	LD711831	6	120	2
Further Education and Training Physical Science Teaching	2016	S	L7132	LD711832	6	120	2
Postgraduate Certificate in Education (PGCE) in:							
Further Education and Training Phase	Current	BFN+QQ	M7D3	7225	7	192	1 (full-time) 2 (part-time)

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAM CODE	ACADEMIC PLAN	EXIT NQF LEVEL	CORE CREDITS	MINIMUM DURATION OF STUDIES
DIPLOMAS							
National Professional Diploma in Education (NPDE) in:							
Grade R and Foundation Phase	Pipeline	S+QQ	M7D2	7045	5	360	4
Intermediate Phase	Pipeline	S+QQ	M7D2	7046	5	360	4
Senior Phase: Languages	Pipeline	S+QQ	M7D2	7047	5	360	4
Senior Phase: Mathematics and Science or Technology	Pipeline	S+QQ	M7D2	7048	5	360	4
Postgraduate Diploma (PGDip) in:							
Curriculum Studies	2016	BFN+QQ	B7542 Q7542	BC754142 QC754142	8	128	2
Education Policy	2016	BFN	B7543	BC754143	8	128	2
Life and Counselling Skills in Education*	2016	BFN	B7544	BC754144	8	128	2
Mathematics Education	2016	BFN+QQ	B7545 Q7545	BC754145 QC754145	8	128	2
School Leadership and Management	2016	BFN+QQ	B7546 Q7546	BC754146 QC754146	8	128	2
Higher Education	2016	BFN	B7547	BC754147	8	128	2

* The 2016-intake is subject to the external approval of this programme.

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAM CODE	ACADEMIC PLAN	EXIT NQF LEVEL	CORE CREDITS + UFS101	MINIMUM DURATION OF STUDIES
BACHELOR DEGREES							
Bachelor of Education in:							
Pre-school and Foundation Phase	Pipeline	BFN+QQ	M7130	7311	7	540+16	4
Intermediate Phase	Pipeline	BFN	M7130	7312	7	540+16	4
Further Education and Training Phase	Pipeline	BFN+QQ	M7130	7314	7	540+16	4
Extended Curriculum Programme (Further Education and Training Phase)*	Pipeline						5
		BFN	M7EXT	7318	7	532+128+16	
Bachelor of Education in:							
Foundation Phase Teaching	2015	BFN+QQ	M7130	73110	7	528+16	4
Intermediate Phase Teaching in: Life Skills and Social Sciences Teaching Mathematics, Natural Science and Technology Teaching	2015	BFN	M7130	73120	7	532+16	4
Senior Phase and Further Education and Training Phase Teaching in: (FET subject combination) (SP&FET subject combination)	2015	BFN+QQ	M7130	73130	7	504+16	4
Extended Curriculum Programmes	2015				7		5
Foundation Phase Teaching		BFN+QQ	B73E1 Q73E1	BC7351E1 QC7351E1		528+128+16	
Intermediate Phase Teaching		BFN	B73E2	BC7357E2		532+128+16	
Senior Phase and Further Education and Training Phase Teaching		BFN+QQ	B73E3 Q73E3	BC7363E3 QC7363E3		504+128+16	

This curriculum is only applicable to students who enrolled in 2015

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAM CODE	ACADEMIC PLAN	EXIT NQF LEVEL	CORE CREDITS	MINIMUM DURATION OF STUDIES
BACHELOR HONOURS DEGREES							
Bachelor of Education Honours in:							
Policy Studies and Governance in Education	Pipeline	BFN	M7131	7514	8	128	1
Professional Education Management and Leadership	Pipeline	BFN+QQ	M7131	7508	8	128	1
Professional Curriculum Studies	Pipeline	BFN+QQ	M7131	7509	8	128	1
Professional Curriculum Studies in Technology	Pipeline	BFN	M7131	7510	8	128	1
Psychology of Education in Inclusive Education	Pipeline	BFN	M7131	7524	8	144	1
MASTER'S DEGREES							
Master of Education *by coursework* in:							
Policy Studies and Governance in Education	Pipeline	BFN	M7131	7701	9	120	1
Curriculum Studies	Pipeline	BFN	M7131	7703	9	120	1
Psychology of Education	Pipeline	BFN	M7131	7705	9	120	1
Educational Psychology	Pipeline	BFN	M7131	7716	9	240	1
Psychology of Education: Inclusive Education	Pipeline	BFN	M7131	7751	9	120	1
Master of Arts *by coursework* in:							
Higher Education Studies	Pipeline	BFN	M7131	7832	9	240	2
Further Education Studies	Pipeline	BFN	M7131	7833	9	240	2
Higher Education Studies	Pipeline	BFN	M7131	7834	9	180	2
Master of Education *by dissertation* in:							
Policy Studies and Governance in Education	Current	BFN	M7131	7714	9	240	2
Philosophy of Education	Current	BFN	M7131	7714	9	240	2
Curriculum Studies	Current	BFN	M7131	7714	9	240	2
Education Management	Current	BFN	M7131	7714	9	240	2
Psychology of Education	Current	BFN	M7131	7714	9	240	2
Master of Arts *by dissertation* in:							
Higher Education Studies	Pipeline	BFN	M7131	7831	9	240	2
Higher Education Studies	Current	BFN	M7131	7835	9	180	2

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAM CODE	ACADEMIC PLAN	EXIT NQF LEVEL	CORE CREDITS	MINIMUM DURATION OF STUDIES
DOCTORAL DEGREES							
Doctor of Philosophy in:							
Comparative Education and Education Management	Current	BFN	M7131	7910	10	240	2
Curriculum Studies	Current	BFN	M7131	7910	10	240	2
Philosophy and Policy Studies in Education	Current	BFN	M7131	7910	10	240	2
Psychology of Education	Current	BFN	M7131	7910	10	240	2
Higher Education Studies	Pipeline	BFN	M7131	7910	10	240	2
Higher Education Studies	Current	BFN	M7131	7910	10	360	2

# 11.	CERTIFICATES

11.1 ADVANCED CERTIFICATES IN EDUCATION (ACE)

* Only pipeline students may register for this qualification. No new entries into this qualification will be accepted.

CAREER OPPORTUNITIES

The Advanced Certificate in <u>Education</u> (ACE), an outcomes-based training programme at NQF level 6, focuses on the needs of practising educators who are required to develop their role-taking skills in their context of employment. They may become more effective as learning mediators, interpreters and designers of learning programmes and teaching materials, leaders, administrators and managers, students, researchers and life-long learners in their community, citizenship and pastoral functions, assessors in their assessment functions, and as specialists in various learning areas.

Areas of specialisation are represented by the following endorsements:

DESCRIPTION	STUDY CODE
- Pre-school and Foundation Phase	7213
- Social Sciences: Senior Phase	7246
- Economic & Management Sciences: Senior Phase	7247
- Languages: Senior Phase	7248
- Life Orientation: Senior Phase	7249
- Mathematics: Senior Phase	7251
- Natural Sciences: Senior Phase	7252
- Technology: Senior Phase	7253
Language in Education: English: Further Education and Training Phase	7216
- Mathematics Education: Further Education and Training Phase	7217
- Life Sciences Education: Further Education and Training Phase	7218
- Physical Sciences Education: Further Education and Training Phase	7221
School Leadership	7290

ADMISSION REQUIREMENTS

ADMISSION

The General Rules of the University in respect of admission to the certificate studies are applicable to this certificate.

In addition, the following requirements are applicable:

Adult learners and practising teachers, who would like to register for any of the above-mentioned certificates, must be in possession of at least NQF Level 5 (360 credits), which implies:

- Any recognised teachers qualification (including a Teachers Diploma **OR** B.Ed. **OR** a Bachelor's Degree plus PGCE) that adds up to at least 360 credits which would place the learner at least on REQV 13 **OR**

- RPL equivalent to the above

ADDITIONAL ADMISSION REQUIREMENTS

The following additional requirements apply to the under-mentioned certificates:

(a) ACE (Mathematics Education): Mathematics at Grade 12 level, achievement level 4 (50% plus).

(b) ACE (Life Sciences - Biology): Mathematics at Grade 12 level, as well as achievement level 4 (50% plus) in Life Sciences (Biology) at Grade 12 level.

(c) ACE (Physical Sciences): Mathematics at Grade 12 level, as well as achievement level 3 (40% plus) in Physical Science **OR** achievement level 4 (50% plus) in Life Sciences (Biology) both at Grade 12 level.

CONTINUATION

Students will only be allowed to register for two 8 credit repeat modules **OR** one 16 credit repeat module in addition to the modules of the second year of study. Students who have to repeat more than two 8 credit modules **OR** two 16 credit modules will have to repeat these only in an additional third year.

CURRICULUM

A student may register for any **ONE** of the following fields of study:

11.1.1 ADVANCED CERTIFICATE IN EDUCATION IN PRE-SCHOOL AND FOUNDATION PHASE

* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7213   **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL112	Academic and Computer Literacy	8
CUG196	Education Theory	24
OBE122	Implementing OBE	8
OBC122	Classroom Teaching and Learning	8
OBM122	Classroom Management	8
OBA122	Assessment, Recording and Reporting	8
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
OBE212	Pre-School Studies	8
OBE232	Pre-School Studies	8
OBP212	Planning and Designing a Learning Programme	8
OBL212	Managing a Learning Programme	8
OBF222	Foundation Phase Studies	8
OBF242	Foundation Phase Studies	8
OBP222	Plan and Design a Learning Programme	8
OBL222	Manage a Learning Programme	8
	TOTAL	**64**

11.1.2 ADVANCED CERTIFICATE IN EDUCATION IN SOCIAL SCIENCES: SENIOR PHASE

Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7246   **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL112	Computer Literacy	8
CUG196	Education Theory	24
LPH142	Social Sciences Education	16
LPH162	Social Sciences Education	16
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
LPH214	Social Sciences Education	16
LPH234	Social Sciences Education	16
LPH224	Social Sciences Education	16
LPH244	Social Sciences Education	16
	TOTAL	**64**

11.1.3 ADVANCED CERTIFICATE IN EDUCATION IN ECONOMIC AND MANAGEMENT SCIENCES: SENIOR PHASE

Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7247   **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL112	Computer Literacy	8
CUG196	Education Theory	24
LPE142	Economic and Management Sciences Education	16
LPE162	Economic and Management Sciences Education	16
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
LPE214	Economic and Management Sciences Education	16
LPE234	Economic and Management Sciences Education	16
LPE224	Economic and Management Sciences Education	16
LPE244	Economic and Management Sciences Education	16
	TOTAL	**64**

11.1.4   ADVANCED CERTIFICATE IN EDUCATION IN LANGUAGES: SENIOR PHASE
* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7248   **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL11-2	Computer Literacy	8
CUG196	Education Theory	24
LPT142	Languages Education	16
LPT162	Languages Education	16
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
LPT214	Languages Education	16
LPT234	Languages Education	16
LPT224	Languages Education	16
LPT244	Languages Education	16
	TOTAL	**64**

11.1.5   ADVANCED CERTIFICATE IN EDUCATION IN LIFE ORIENTATION: SENIOR PHASE
* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7249   **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL112	Computer Literacy	8
CUG196	Education Theory	24
LPL142	Life Orientation Education	16
LPL162	Life Orientation Education	16
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
LPL214	Life Orientation Education	16
LPL234	Life Orientation Education	16
LPL224	Life Orientation Education	16
LPL244	Life Orientation Education	16
	TOTAL	**64**

11.1.6   ADVANCED CERTIFICATE IN EDUCATION IN MATHEMATICS: SENIOR PHASE

* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7251   **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL112	Computer Literacy	8
CUG196	Education Theory	24
LME124	Mathematics Education	16
LME184	Mathematics Education	16
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
LME114	Mathematics Education	16
LME134	Mathematics Education	16
LME144	Mathematics Education	16
LME164	Mathematics Education	16
	TOTAL	**64**

11.1.7   ADVANCED CERTIFICATE IN EDUCATION IN NATURAL SCIENCES: SENIOR PHASE

* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7252   **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL112	Computer Literacy	8
CUG196	Education Theory	24
LSE124	Natural Sciences Education	16
LSE224	Natural Sciences Education	16
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
LSE114	Natural Sciences Education	16
LSE134	Natural Sciences Education	16
LSE144	Natural Sciences Education	16
LSE244	Natural Sciences Education	16
	TOTAL	**64**

11.1.8   ADVANCED CERTIFICATE IN EDUCATION IN TECHNOLOGY: SENIOR PHASE

* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7253   **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL112	Computer Literacy	8
CUG196	Education Theory	24
LTE124	Technology Education	16
LSE184	Technology Education	16
	TOTAL	64

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
LTE114	Technology Education	16
LTE134	Technology Education	16
LTE144	Technology Education	16
LTE164	Technology Education	16
	TOTAL	64

11.1.9   ADVANCED CERTIFICATE IN EDUCATION IN LANGUAGE EDUCATION: ENGLISH: FURTHER EDUCATION AND TRAINING PHASE

* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7216   **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL112	Academic and computer literacy	8
CUG196	Education Theory	24
FDL122	ELT* Methods and Techniques	8
FDL142	Critical reflection and ELT practice	8
FDL162	Curriculum Design and ELT	8
FDL182	Literature in the ELT classroom	8
	TOTAL	64

* English Language Teaching

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
FDL212	Linguistics	8
FDL232	Language Acquisition	8
FDL252	Application of didactic principles in ELT	8
FDL272	Assessment of language skills	8
FDL222	Prose fiction and ELT	8
FDL242	Poetry and ELT	8
FDL262	Drama and ELT	8
FDL282	English in the media	8
	TOTAL	**64**

11.1.10 ADVANCED CERTIFICATE IN EDUCATION IN MATHEMATICS EDUCATION: FURTHER EDUCATION AND TRAINING PHASE

* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7217   **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL112	Academic and computer literacy	8
CUG196	Education Theory	24
MEF124	Mathematics Education	16
MEF144	Mathematics Education	16
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
MEF214	Mathematics Education	16
MEF234	Mathematics Education	16
MEF264	Mathematics Education	16
MEF284	Research in Mathematics Education	16
	TOTAL	**64**

11.1.11 ADVANCED CERTIFICATE IN EDUCATION IN LIFE SCIENCES EDUCATION: FURTHER EDUCATION AND TRAINING PHASE

* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7218 **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL112	Academic and computer literacy	8
CUG196	Educational Theory	24
LSE164	Life Sciences Education	16
LSE184	Life Sciences Education	16
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
LSE214	Life Sciences Education	16
LSE234	Life Sciences Education	16
LSE264	Life Sciences Education	16
LSE284	Life Sciences Education	16
	TOTAL	**64**

11.1.12 ADVANCED CERTIFICATE IN EDUCATION IN PHYSICAL SCIENCE EDUCATION: FURTHER EDUCATION AND TRAINING PHASE

* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7221 **Credits: 128**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
CCL112	Academic and computer literacy	8
CUG196	Education Theory	24
PHE124	Physical Sciences Education	16
PHE144	Physical Sciences Education	16
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
PHE214	Physical Sciences Education	16
PHE234	Physical Sciences Education	16
PHE264	Physical Sciences Education	16
PHE284	Physical Sciences Education	16
	TOTAL	**64**

11.1.13 ADVANCED CERTIFICATE IN EDUCATION IN SCHOOL LEADERSHIP
* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

Study code: 7290   **Credits: 132**

FIRST ACADEMIC YEAR*

CODE	NAME OF MODULE	CREDITS
SLA112	School management and leadership in the South African context	10
SLT105	Managing teaching and learning	20
SLP105	Leading and managing people	20
SLL122	Language skills in school management and leadership	10
SLC121	Basic computer literacy in school management	10
	TOTAL	**70**

SECOND ACADEMIC YEAR*

CODE	NAME OF MODULE	CREDITS
SLF205	Managing organizational systems and physical and financial resources	20
SLG205	Managing policy, planning, school development and governance	20
SLP202	Portfolio of school management and leadership competences	10
SLM222	Managing mentoring programmes	12
	TOTAL	**62**

* Both first and second academic years will be presented every year.

11.2 ADVANCED CERTIFICATES IN TEACHING (ACT)

CAREER OPPORTUNITIES

The Advanced Certificate in Teaching addresses the requirement for a teaching and learning pathway for teachers advancing their careers. This qualification has a specific aim to improve teachers' knowledge and competencies towards a new subject, or strengthen their subject specialisation.

Therefore, the Advanced Certificate in Teaching will not only upgrade the qualification of those teachers who are currently employed without adequate training, but also offers specialist education to those teachers who need to strengthen their subject specialisation knowledge base. The qualification also aims to provide retraining to teachers who wish to change their career path, thus widening the pool of teachers who are able to teach this subject.

Areas of specialisation are:

DESCRIPTION	ACADEMIC PLAN **CODE**
Further Education and Training Phase (Further Education and Training):	
• Accounting	LD711827
• English First Additional Language	LD711828
• Life Sciences	LD711829
• Mathematics	LD711830
• Mathematics Literacy	LD711831
• Physical Sciences	LD711832
Senior Phase:	
• Economic & Management Sciences Life Sciences	LD711821
• English First Additional Language	LD711822
• Life Orientation	LD711823
• Mathematics	LD711824
• Natural Sciences	LD711825
• Social Sciences	LD711826
Intermediate Phase:	
English First Additional Language **AND** ONE OF	LD711820
• Life Orientation	
• Mathematics	
• Social Sciences	
• Technology & Natural Sciences	
Foundation Phase	LD711819

ADMISSION REQUIREMENTS

Admission into the Advanced Certificate Teaching is subject to the UFS General Rules for Undergraduate Qualifications. In addition, applicants must adhere to the requirements of the Faculty of Education and the specific requirements of the discipline. The following specific requirements apply:

a) The minimum qualification admission requirement is an approved and recognised professional teaching qualification evaluated as REQV 13

b) Practising teacher in possession of a recognised professional teaching qualification at minimum NQF Exit Level 5 **OR** equivalent.

c) A Teacher's Diploma, National Professional Diploma in Education or equivalent NQF Level 5 qualification; **OR**

d) A former Advanced Certificate (level 6) in a different phase or specialisation; **OR**

e) A 480-credit Bachelor of Education at NQF Level 7 (in a different phase or specialisation); **OR**

f) An Advanced Diploma or Postgraduate Certificate in Education (in a different phase or specialisation)

g) Teachers who enrol for the qualification must provide proof that they either teach the specific subject and phase or that they have access to a classroom to teach the specific subject and phase for the duration of the programme, and

h) RPL equivalent to the above

ADDITIONAL ADMISSION REQUIREMENTS

The following additional requirements apply to the under-mentioned certificates:

a) **AdvCert (Further Education and Training Accounting Teaching):**
    i. A minimum achievement level 4 (NSC) or equivalent for Accounting;
    ii. Further Education and Training Phase Accounting in a prior professional education qualification; **OR**
    iii. At least two years practical experience as a Further Education and Training Phase Accounting teacher.

b) **AdvCert (Further Education and Training Life Sciences Teaching):**
    i. A minimum achievement level 4 (NSC) or equivalent for Life Sciences or equivalent;
    ii. Life Sciences or equivalent in a prior professional education qualification; **OR**
    iii. At least two years practical experience as a Life Sciences teacher.

c) **AdvCert (Further Education and Training Mathematics Teaching):**
    i. A minimum achievement level 4 (NSC) or equivalent for Mathematics;
    ii. Further Education and Training Phase Mathematics in a prior professional education qualification; **OR**
    iii. At least two years practical experience as a Senior Phase or Further Education and Training Mathematics teacher.

d) **AdvCert (Further Education and Training Mathematics Literacy Teaching):**
    i. A minimum achievement level 4 (NSC) or equivalent for Mathematics;
    ii. Further Education and Training Phase Mathematics in a prior professional education qualification; **OR**
    iii. At least two years practical experience as a Senior Phase Mathematics teacher,
    iv. Further Education and Training Mathematics or Mathematics Literacy teacher.

e) **AdvCert (Further Education and Training Physical Sciences Teaching):**
   i. A minimum achievement level 4 (NSC) or equivalent for Physical Sciences or equivalent;
   ii. Physical Sciences or Natural Sciences in a prior professional education qualification; **OR**
   iii. At least two years practical experience as a Physical Sciences or Natural Sciences teacher;
   iv. Access to the internet.

f) **AdvCert (Senior Phase Mathematics Teaching):**
   i. A minimum achievement level 4 (NSC) or equivalent for Mathematics;
   ii. Senior Phase Mathematics in a prior professional education qualification; **OR**
   iii. At least two years practical experience as an Senior Phase Mathematics teacher.

CONTINUATION

Students will only be allowed to register for two repeat modules in addition to the modules of the second year of study. Students who have to repeat more than two modules will have to repeat these only in an additional third year.

DURATION OF STUDY

The Advanced Certificate in Teaching may be completed within a minimum period of two years of part-time study. The General Rules of the University in respect of the residential period are applicable to this certificate.

ASSESSMENT

The General Rules of the University in respect of assessment are applicable to this certificate. Continuous reflection and enhancement in literacy of English language will be assessed over the two year period in the form of a portfolio that is a compulsory component to pass any one of the Advanced Certificate in Teaching qualifications.

CURRICULUM

A student may register for any **ONE** of the following fields of study:

11.2.1   ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING
Academic Plan Code: LD711819

NAME OF MODULE	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching and Learning in the FP	EGFT1612	8
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Early Childhood Development and Learning	EEFD1614	16
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching Life Skills in the FP	EOFT1624	16
ICT in the Classroom I	EGGI1520	3
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
The Curriculum in FP Teaching	EGFC2612	8
Introduction to ICT	EGGI2510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching Mathematics in the FP I	EMFT2614	16
Teaching English FAL in the FP	EEFT2612	8
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI2510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Language Teaching in the FP (Home Language: IsiZulu, English, Sesotho, Afrikaans)	ELFT2624	16
Teaching Mathematics in the FP II	EMFT2622	8
ICT in the Classroom II	EGGI2520	3

11.2.2 ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING
Academic Plan Code: LD711820

Subject Specialisation: English FAL and ONE of Life Skills/Mathematics/Natural Sciences/Social Sciences & Technology		
MODULE NAME	**CODE**	**CREDITS**
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching IP English FAL I: Teaching approaches in English FAL in the IP	EECB1612	8
Teaching IP English FAL II: Planning of English Language Teaching	EECP1612	8
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching IP English FAL III: Assessment in English Language Teaching	EECE1612	8
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching IP English FAL IV: Teaching Language Skills	EECL1624	16
ICT in the Classroom I	EGGI1520	3

NAME OF MODULE	CODE	CREDITS
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching IP Life Skills I: Development of Self in Society & World of Work	EOCD2614	16
Teaching IP Maths I: Numbers, Operations and Relations	EMCN2614	16
Teaching IP Natural Sciences & Technology I: Matter & Materials & Processing	ENCM2614	16
Teaching IP Social Sciences I: Geography	EHCG2614	16
Introduction to ICT	EGGI2510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching IP Life Skills II: Physical Education	EOCE2614	16
Classroom Management	EGGM2612	8
Teaching IP Maths II: Patterns, Functions, Algebra and Data Handling	EMCP2614	16
Teaching IP Natural Sciences & Technology II: Life & Living & Structures	ENCL2614	16
Teaching IP Social Sciences II: Projects	EHCP2614	16
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI2510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Fundamental Mathematics	EGCF2522	8
Teaching IP Life Skills III: Arts	EOCA2624	16
Teaching IP Maths III: Space & Shape and Measurement	EMCS2624	16
Teaching IP Natural Sciences & Technology III: Planet Earth & Beyond, Energy & Change and Systems & Control	ENCP2624	16
Teaching IP Social Sciences III: History	EHCH2624	16
ICT in the Classroom II	EGGI2520	3

11.2.3 ADVANCED CERTIFICATE IN SENIOR PHASE ECONOMICS AND MANAGEMENT SCIENCES TEACHING
Academic Plan Code: LD711821

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching SP EMS I: Accounting: Financial Literacy I	EBBT1614	16
Subject Content Module: Accounting – Financial Literacy I	EBBC1512	8
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching SP EMS II: Accounting: Financial Literacy II	EBBT1612	8
Subject Content Module: Accounting – Financial Literacy II	EBBQ1512	8
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching SP EMS III: Economics	EBBT1624	16
ICT in the Classroom I	EGGI1520	3

NAME OF MODULE	CODE	CREDITS
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching SP EMS IV: Entrepreneurship I	EBBT2614	16
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management	EGGM2612	8
Teaching SP EMS V: Entrepreneurship II	EBBT2612	8
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching SP EMS VI: Business Studies	EBBT2624	16
ICT in the Classroom II	EGGI2520	3

11.2.4   ADVANCED CERTIFICATE IN SENIOR PHASE ENGLISH FAL TEACHING

Academic Plan Code: LD711822

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching SP English FAL I: Teaching Approaches	EEBT1614	16
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching SP English FAL II: Planning and Assessment	EEBT1612	8
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching SP English FAL III: Listening and Speaking	EEBT1624	16
ICT in the Classroom I	EGGI1520	3
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching SP English FAL IV: Reading and Viewing	EEBT2612	8
Introduction to ICT	EGGI2510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management	EGGM2612	8
Teaching SP English FAL V: Language Structure and Convention	EEBT2614	16
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI2510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching SP English FAL VI: Writing	EEBT2624	16
ICT in the Classroom II	EGGI2520	3

11.2.5 ADVANCED CERTIFICATE IN SENIOR PHASE LIFE ORIENTATION TEACHING
Academic Plan Code: LD711823

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching SP Life Orientation I: Constitutional Rights and Responsibilities	EOBT1612	8
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching SP Life Orientation II: Physical Education	EOBT1614	16
Subject Content Module: Constitutional Rights and Responsibilities, Physical Education & Development of the Self	EOBC1512	8
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching SP Life Orientation III: Development of the Self in Society	EOBT1624	16
ICT in the Classroom I	EGGI1520	3
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching SP Life Orientation IV: Health, Social and Environmental Responsibility	EOBT2614	16
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management	EGGM2612	8
Teaching SP Life Orientation V: Counselling	EOBT2612	8
Subject Content Module: Health, Social and Environmental Responsibility & Counselling	EOBC2512	8
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching Life Orientation VI: World of Work	EOBT2624	16
ICT in the Classroom II	EGGI2520	3

11.2.6   ADVANCED CERTIFICATE IN SENIOR PHASE MATHEMATICS TEACHING
Academic Plan Code: LD711824

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching SP Maths I: Numbers, Operations and Relations	EMBT1614	16
Subject Content Module I: Numbers, Operations and Relations	EMBC1511	4
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching SP Maths II: Algebra	EMBT1612	8
Subject Content Module II: Algebra	EMBQ1511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching SP Maths III: Patterns and Functions	EMBT1624	16
Subject Content Module III: Patterns and Functions	EMBC1521	4
ICT in the Classroom I	EGGI1520	3

NAME OF MODULE	CODE	CREDITS
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching SP Maths IV: Measurement	EMBT2612	8
Subject Content Module IV: Measurement	EMBC2511	4
Introduction to ICT	EGGI2510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management	EGGM2612	8
Teaching SP Maths V: Space and Shape	EMBT2614	16
Subject Content Module V: Space and Shape	EMBQ2511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI2510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching SP Maths VI: Data Handling	EMBT2624	16
Subject Content Module VI: Data Handling	EMBC2521	4
ICT in the Classroom II	EGGI2520	3

11.2.7 ADVANCED CERTIFICATE IN SENIOR PHASE NATURAL SCIENCES TEACHING

Academic Plan Code: LD711825

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching Natural Sciences I: Life and Living	ENBT1614	16
Subject Content Module I: Life and Living.	ENBC1511	4
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching Natural Sciences II: Energy and Change I	ENBT1612	8
Subject Content Module II: Energy and Change I	ENBQ1511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching Natural Sciences III: Energy and Change II	ENBT1624	16
Subject Content Module III: Energy and Change II	ENBC1521	4
ICT in the Classroom I	EGGI1520	3

NAME OF MODULE	CODE	CREDITS
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching Natural Sciences IV: Planet Earth and Beyond	ENBT2614	16
Subject Content Module IV: Planet Earth and Beyond	ENBC2511	4
Introduction to ICT	EGGI2510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management	EGGM2612	8
Teaching Natural Sciences V: Matter and Material I	ENBT2612	8
Subject Content Module V: Matter and Material I	ENBQ2511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI2510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching Natural Sciences VI: Matter and Material II	ENBT2624	16
Subject Content Module VI: Matter and Material II	ENBC2521	4
ICT in the Classroom II	EGGI2520	3

11.2.8   ADVANCED CERTIFICATE IN SENIOR PHASE SOCIAL SCIENCES TEACHING
Academic Plan Code: LD711826

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching Geography I: Geomorphology: Hydrology and Climatology	EHBT1614	16
Subject Content Module: Geomorphology; Hydrology and Climatology	EHBC1512	8
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching Geography II: Human Geography	EHBT1612	8
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching Geography III: Cartography	EHBT1624	16
Subject Content Module: Cartography	EHBC1522	8
ICT in the Classroom I	EGGI1520	3
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching History I: South African History	EHBT2614	16
Introduction to ICT	EGGI2510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management	EGGM2612	8
Teaching History II: African History	EHBT2612	8
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI2510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching History III: European History	EHBT2624	16
ICT in the Classroom II	EGGI2520	3

11.2.9   ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING ACCOUNTING TEACHING

Academic Plan Code: LD711827

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching FET Accounting I: Concepts, Principles, Ethics and Internal Control	ERAT1614	16
Subject Content Module I: Concepts, Principles, Ethics and Internal Control	ERAC1511	4
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching FET Accounting II: Journals and Ledgers	ERAT1612	8
Subject Content Module II: Journals and Ledgers	ERAQ1511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching FET Accounting III: Final Accounts and Financial Statements	ERAT1624	16
Subject Content Module III: Final Accounts and Financial Statements	ERAC1521	4
ICT in the Classroom I	EGGI1520	3

NAME OF MODULE	CODE	CREDITS
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching FET Accounting IV: Accounting Concepts, Cost Accounting, Inventory and Budgets	ERAT2612	8
Subject Content Module IV: Accounting Concepts, Cost Accounting, Inventory and Budgets	ERAC2511	4
Introduction to ICT	EGGI2510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management	EGGM2612	8
Teaching FET Accounting V: Reconciliation and Fixed Assets	ERAT2614	16
Subject Content Module V: Reconciliation and Fixed Assets	ERAQ2511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI2510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching FET Accounting VI: Companies	ERAT2624	16
Subject Content Module VI: Companies	ERAC2521	4
ICT in the Classroom II	EGGI2520	3

11.2.10 ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING ENGLISH FAL TEACHING

The 2016-intake is subject to the external approval of this programme.

Academic Plan Code: LD711828

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching FET English FAL I: Integrated Language Teaching	EEAT1612	8
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching FET English FAL II: Speaking Skills	EEAT1614	16
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching FET English FAL III: Reading and Literature	EEAT1624	16
Subject Content Module: Literature in FET English FAL	EEAC1522	8
ICT in the Classroom I	EGGI1520	3
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching FET English FAL IV: Listening and Comprehension	EEAT2612	8
Introduction to ICT	EGGI2510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management	EGGM2612	8
Teaching FET English FAL V: Language Structure and Convention	EEAT2614	16
Subject Content Module: Language Structure and Convention	EEAC2512	8
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching FET English FAL VI: Writing	EEAT2624	16
ICT in the Classroom II	EGGI2520	3

11.2.11 ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING LIFE SCIENCES TEACHING

Academic Plan Code: LD711829

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching Life Sciences I: Life at Molecular, Cellular and Tissue Level I	ELAT1614	16
Subject Content Module I: Life at Molecular, Cellular and Tissue level I	ELAC1511	4
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching Life Sciences II: Life at Molecular, Cellular and Tissue level II	ELAT1612	8
Subject Content Module II: Life at Molecular, Cellular and Tissue level II	ELAQ1511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching Life Sciences III: Diversity, Change and Continuity	ELAT1624	16
Subject Content Module III: Diversity, Change and Continuity	ELAC1521	4
ICT in the Classroom I	EGGI1520	3

NAME OF MODULE	CODE	CREDITS
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching Life Sciences IV: Plants	ELAT2614	16
Subject Content Module IV: Life Processes in Plants	ELAC2511	4
Introduction to ICT	EGGI2510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management: Sciences/Technology	ESGM2612	8
Teaching Life Sciences V: Environmental Studies	ELAT2612	8
Subject Content Module V: Environmental Studies	ELAQ2511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI2510	6
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching Life Sciences VI: Animals	ELAT2624	16
Subject Content Module VI Life Processes in Animals	ELAC2521	4
ICT in the Classroom II	EGGI2520	3

11.2.12 ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING MATHEMATICS TEACHING

Academic Plan Code: LD711830

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching FET Maths I: Functions and Calculus	EMAT1614	16
Subject Content Module I: Functions and Calculus	EMAC1511	4
Introduction to ICT	EGGI 1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching FET Maths II: Financial Maths and Patterns & Sequences	EMAT1612	8
Subject Content Module II: Financial Maths and Patterns & Sequences	EMAQ1511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching FET Maths III: Algebra	EMAT1624	16
Subject Content Module III: Algebra	EMAC1521	4
ICT in the Classroom I	EGGI1520	3

NAME OF MODULE	CODE	CREDITS
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching FET Maths IV: Analytical Geometry & Trigonometry	EMAT2614	16
Subject Content Module IV: Analytical Geometry & Trigonometry	EMAC2511	4
Introduction to ICT	EGGI 2510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management	EGGM2612	8
Teaching FET Maths V: Statistics and Probability	EMAT2612	8
Subject Content Module V: Statistics and Probability	EMAQ2511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI2510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching FET Maths VI: Euclidean Geometry	EMAT2624	16
Subject Content Module VI: Euclidean Geometry	EMAC2521	4
ICT in the Classroom II	EGGI2520	3

11.2.13 ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING MATHEMATICAL LITERACY TEACHING

Academic Plan Code: LD711831

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching Maths Literacy I: Numbers and Calculations	EYAT1612	8
Subject Content Module I: Numbers and Calculations	EYAC1511	4
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching Maths Literacy II: Finance	EYAT1614	16
Subject Content Module II: Finance	EYAQ1511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching Maths Literacy III: Data and Probability	EYAT1624	16
Subject Content Module III: Data and Probability	EYAC1521	4
ICT in the Classroom I	EGGI1520	3

NAME OF MODULE	CODE	CREDITS
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching Maths Literacy IV: Numbers and Calculations	EYAT2612	8
Subject Content Module IV: Numbers and Calculations	EYAC2511	4
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management	EGGM2612	8
Teaching Maths Literacy V: Measurement	EYAT2614	16
Subject Content Module V: Measurement	EYAQ2511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching Maths Literacy VI: Representations of the Physical World	EYAT2624	16
Subject Content Module VI: Representations of the Physical World	EYAC2521	4
ICT in the Classroom II	EGGI2520	3

11.2.14   ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING PHYSICAL SCIENCES TEACHING
Academic Plan Code: LD711832

MODULE NAME	CODE	CREDITS
YEAR 1		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies I: The Individual in Education Context	EGGE1612	8
Teaching Physics I: Motion	EPAT1614	16
Subject Content Module I: Motion	EPAC1511	4
Introduction to ICT	EGGI1510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Teaching and Learning in Education Context	EGGT1612	8
Teaching Physics II: Energy, Momentum and Projectile Motion	EPAT1612	8
Subject Content Module II: Energy, Momentum and Projectile Motion	EPAQ1511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI1510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Professional Practice in the Classroom	EGGP1622	8
Teaching Physics III: Electricity, Magnetism and Waves	EPAT1624	16
Subject Content Module III: Electricity, Magnetism and Waves	EPAC1521	4
ICT in the Classroom I	EGGI1520	3

NAME OF MODULE	CODE	CREDITS
YEAR 2		
SEMESTER 1		
APRIL BLOCK + 2 X SATURDAYS + 1 JULY BLOCK		
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching Chemistry I: Matter and Materials	EPAT2614	16
Subject Content Module IV: Matter and Materials	EPAC2511	4
Introduction to ICT	EGGI2510	6
JULY BLOCK + 2 X SATURDAYS + 1 OCTOBER BLOCK		
Classroom Management	EGGM2612	8
Teaching Chemistry II: Chemical Systems	EPAT2612	8
Subject Content Module V: Chemical Systems	EPAQ2511	4
Introduction to ICT (REPEAT FOR NEW REGISTRATIONS)	EGGI2510	6
SEMESTER 2		
OCTOBER BLOCK + 3 X SATURDAYS		
Teaching Chemistry III: Chemical Reactions	EPAT2624	16
Subject Content Module VI: Chemical Reactions	EPAC2521	4
ICT in the Classroom II	EGGI2520	3

11.3. POSTGRADUATE CERTIFICATE IN EDUCATION IN FURTHER EDUCATION AND TRAINING PHASE (PGCE)

CAREER OPPORTUNITIES

The Postgraduate Certificate in Education (PGCE) is a professional educator's qualification that "caps" an undergraduate qualification. It is intended for students seeking a career in the Further Education and Training Band in schools. This qualification is also suitable for developing the expertise of training officials, who are in possession of at least a first Bachelor's degree, for education-related careers.

The following certificate will be awarded:

NAME	ACADEMIC PLAN CODE	CREDITS
Postgraduate Certificate in Education in Further Education and Training Phase	7225	184

ADMISSION REQUIREMENTS

- The General Rules of the University in respect of admission to certificate study are applicable.
- In addition to the institutional rules for admission, the following requirements are also applicable for admission to this certificate study.

To be admitted to this certificate programme the student must have obtained a Bachelor's degree complying with the requirements stipulated for professional training in Education on NQF level 6 (360 credits), AND provided that the student passed:

- at least one school subject (per **List B***) at a third-year level (96 credits), and a second school subject from the list on a second-year level (64 credits), **OR**
- at least two school subjects from the list at second-year level (64 credits), as well as another school subject at first-year level (32 credits), **OR**
- at least one school subject from the list at a third-year level (96 credits), and a second school subject at first-year level, provided that the first-year subject is Biology, Technology, Mathematics or Physics and Chemistry. *(See **List B**).

OR

To specialise in Technology-related subjects a candidate must have the following:

a) A National Senior Certificate **OR** a National Certificate (Vocational) **OR** an equivalent qualification **OR** a provisional exemption that was issued by the Matriculation Board on the grounds of a foreign qualification **AND**

b) A qualification evaluated as M + 3 that includes two technical school subjects **OR** an approved, appropriate degree.

ADDITIONAL REQUIREMENTS AND RULES

STUDENTS WHO SPECIALISE IN MUSIC

Students must select their electives (for the certificate) as follows:

Two OR three of the following subjects in the under-mentioned combinations:

- Applied Music Studies (music instrument) on first or second instrument standard (levels B and C respectively).
  Note: that the credits for first and second instrument standard are not the same. Consult the regulations for BMus
- Historical Music Studies
- Systematic Music Studies
- A school subject (not from the learning area Music)

COMBINATIONS:

One subject on first, second and third-year level; **AND**

a second subject on first and second-year level.

OR

Two subjects on first and second-year level, **AND**

a third subject on first-year level.

N.B. The credits for each of the combinations must be a total of 160.

Students must, during their fourth year, present the following courses as subject teaching in the following combinations:

64 credits, compiled from the under-mentioned table of music modules, **OR**

32 credits, compiled from the under-mentioned table of music modules, plus

32 credits from the subject teaching of any other approved school subject, presented during the undergraduate course on at least 100-level (32 credits).

CODE	NAME OF MODULE	PREREQUISITE	CREDITS
---214 *	Subject teaching of the instrument	**	16
---224 *	Subject teaching of the instrument	**	16
---314 *	Subject teaching of the instrument	**	16
---324 *	Subject teaching of the instrument	**	16
MMG 614	History of Music subject education	Historical Music Studies at least on first-year level (32 credits).	16
MTP 614	Music Theory Pedagogy	Systematic Music Studies at least on first-year level (32 credits).	16
MOP 214	Music Education and Practice	***	16
MOP 224	Music Education and Practice	***	16
MOP 314	Music Education and Practice	***	16
MOP 324	Music Education and Practice	***	16

* Consult the regulations for B.Mus. for the applicable module codes (Regulation B16).

** Applied Music Studies on first instrument standard at least on first-year level (32 credits), or on second instrument standard at least at third-year level (48 credits).

*** If all 64 credits are compiled from music modules, only a maximum of 32 credits may consist of MOP-modules.

Students intending to follow learning area education OR subject education in:

- Consumer Studies: must have passed Clothing and Foods or Cooking on at least second-year level;

- Drama, Theatre and Arts: must have passed Drama and Theatre at third-year level;

- Life orientation (Career and Career Choices): must have passed Psychology at second-year level and preferably Sociology/Political Science/Human Movement Science/Labour Studies/Philosophy (Human Rights and Ethics) at least at first-year level;

- Life orientation (Recreation and physical well-being): must have passed Human Movement Science at second-year level and preferably Sociology/Political Science/Psychology/Labour Studies/Philosophy (Human Rights and Ethics) at least at first-year level;

- Life Sciences for the Further Education and Training Phase: must have passed Biology at first-year level and Botany/Zoology/Micro Biology/Physiology/Bio-Chemistry at least at second-year level;

- Mathematics, for the Senior Phase: must have passed Mathematics at least at the first-year level;

- Mathematics, for the Further Education and Training Phase: must have passed Mathematics at least at the second-year level;

- Natural Sciences with Biology, for the Senior Phase: must have passed Biology at least at the first-year level;

- Natural Sciences with Physics and Chemistry, for the Senior Phase: must have passed Physics and Chemistry at least at the first-year level;

- Physical Sciences, for the Further Education and Training Phase: must have passed one subject (Physics or Chemistry) at least at the second-year level and the other (Physics or Chemistry) at the first-year level.

LIFE ORIENTATION EDUCATION

Students presenting a combination of Human Movement Science and Psychology to gain entry into the learning area, Life Orientation education, must also have passed a second school subject from the Natural Sciences/Mathematics at first-year level or a second school subject at second-year level.

To follow a particular learning area education/subject education, a student must have passed the related subject(s) up to at least second-year level (64 credits), with exception of Mathematics, Physics, Chemistry and Biology which must be passed on at least first-year level.

ADDITIONAL COURSES

Students who have completed a relevant degree and who need to complete an academic subject(s) to qualify for a particular learning area/subject education may be allowed to register for the relevant additional module(s) concurrently with the PGCE subject to a maximum of 16 credits.

Learning area education/subject education for the Further Education and Training Phase must be chosen in accordance with **LIST C**.

TEACHING PRACTICE

Students must submit evidence of successful participation with regard to the following activities, by not later than the date for submission of marks for the additional examinations.

PRACTICAL TEACHING (ETV401)

Students obtain a pass mark by means of various forms of continuous assessment, according to the stipulations of the Programme Directorate: Initial Teacher Education. The mentorship programme is compulsory.

SPORT AND CULTURAL ACTIVITIES

Students must also provide proof of the following:
Certificates in two sport and/or cultural activities of the student's choice. (A student also qualifies upon obtaining at least two official and/or refereeing and/or adjudicating certificates in one or more sport or cultural activities).

FIRST AID AND/OR OCCUPATIONAL SAFETY

A certificate in first aid and/or occupational safety. Both certificates are recommended for students who enrol for who offer subjects in Mathematics, Natural Sciences or Technology.

LANGUAGE ENDORSEMENTS

a) All students specialising in the Further Education and Training Phases have to offer TWO modules (16 credits each) in Language Proficiency and Communication. Students have to choose from the following modules:

- Afrikaans (AFP132/142)
- English (ENGS1504)
- Sesotho (ETC112/122)
- isiZulu (ETZ112/122) (only presented on Qwaqwa campus)

b) A distinction will be made (on the certificate) between a higher (AE) language proficiency (where two of these languages are passed with 60%) – and a lower (Ae or Ea) language proficiency (where one of the languages is passed with 60%, and the other with less than 60%). For students offering a Language Proficiency module in African Languages, the same norm of 60% applies to the language combination with respect to either Afrikaans or English. A distinction shall be made on the certificate to distinguish, for example between a higher (AS) language proficiency (where Afrikaans and Sesotho both have been passed with 60%) and a lower language proficiency (As or a S) where 60% is obtained in either Afrikaans or Sesotho and less than 60% in the other. The same applies, for example, to English and Zulu – Thus (EZ) and (Ez) or (eZ).

c) Students who pass one of the above-mentioned languages as an elective subject at second-year level (64 credits) are exempted from the relevant section of the Language Proficiency module.

DURATION OF STUDY

The duration of the Postgraduate Certificate in Education is <u>one year of full-time study</u>. A <u>two year part-time programme</u> is available **only** for currently employed educators.

ASSESSMENT

The General Rules of the University in respect of assessments and examinations are applicable to this qualification.

Module assessment implies the assessment of knowledge, skills and attitudes by means of continuous assessment (module mark) as well as a final assessment (exam mark) in a ratio of 1:1.

MODULE ASSESSMENT

There will be a maximum of two summative assessment opportunities per 8/16-credit module. However, a third assessment opportunity will be scheduled as a special opportunity for students who for valid reasons could not participate in one of the first two assessments. This special assessment opportunity will cover all the work of the module and will be conducted at the end of the term/semester.

Additional, continuous assessment opportunities as set out in the study guide (counting up to a maximum of 20% of the module mark) may take place during contact sessions. A student will forfeit the mark in case of absence from such assessment opportunities.

A lecturer has the right not to accept late assignments, subsequent to liaising with the Programme Director: Initial Teacher Education.

MINIMUM MODULE MARK

Students must note that, in terms of UFS General Rules (A9) a mark of 40% must be obtained in order to be eligible to write the final examinations.

INCOMPLETE

A module will be regarded as incomplete if a student did not participate in two of the three scheduled assessment activities.

"Incomplete" implies that a student will not be allowed to participate in the scheduled examination opportunities.

CALCULATION OF MARKS

Students have to participate in the scheduled University examination in order to obtain a combined mark of at least 50% (a minimum examination mark of 40% is required). The average of the module mark and the examination mark will constitute the **final mark** (rounded off to a percentage integer) of the module in a 1:1 proportion.

EXAMINATIONS

Refer to the UFS General Rules.

DURATION OF PAPERS

Assessment during the scheduled University examinations will take the form of a one-hour paper on each 8-credit module and a two-hour paper on each 16 credit module, except where indicated differently in the module guide.

AWARDING OF QUALIFICATION

The qualification will be awarded when **all** modules have been completed successfully. Any outstanding module has to be repeated.

QUALIFICATION WITH DISTINCTION

The General Rules of the University in respect of qualification with distinction are applicable to the qualification.

EXAMINATION IRREGULARITIES

The General Rules of the University in respect of *examination irregularities* are applicable to the qualification.

<u>FULL-TIME</u> curriculum: **POSTGRADUATE CERTIFICATE IN EDUCATION FURTHER EDUCATION AND TRAINING PHASE**
  Study code: 7225   **Credits: 192**

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Learning area/Subject Education 1*	16	1 + 2
XXX	Learning area/Subject Education 2*	16	1 + 2
CSIL1511	Basic Computer Literacy	4	1 + 2
EDS152	Curriculum Design	8	1 + 2
EDM152	Teaching Methods, Instructional Technology and Instructional Materials	8	1 + 2
EFK112	Outcomes-based Education: A critical approach	8	1 + 2
EFA112	Culture and Education	8	1 + 2
EPI112	Intelligence, Attention and Memory	8	1
ELX112	Career Orientation, Self-actualisation and Relationship Skills	8	2
AFPB1512/AFRT1514*** ENGS1504 (ETB112) SSOL1514**** (ETC112) ETZ112**	Language proficiency and communication in **TWO** of the following: Afrikaans vir die professies: Doeltreffende formulering Language proficiency and communication in English Language proficiency and communication in Sesotho isiZulu: Teaching of Zulu	8 + 8	1 + 2
ETV401	Practice Teaching	2	1 + 2
	TOTAL	**102**	

* See **LIST C.**

** <u>isiZulu: is only offered at the Qwaqwa Campus</u>.

*** AFRT1514 may be chosen by non-mother tongue speakers of Afrikaans.

**** SSOL1514 may be chosen by non-mother tongue speakers of Sesotho.

NB: Students may <u>NOT</u> choose both non-mother tongue modules (Afrikaans / Sesotho).

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Learning area/Subject education 1*	16	3 + 4
XXX	Learning area/Subject education 2*	16	3 + 4
EDA142	Assessment	8	3 + 4
ECS122	South African education system and professionalism	8	3
EJI122	Classroom management and related judicial issues	8	4
ESM122	Learning and study methods	8	3
RLO142	A survey of the religions of South Africa and the education of religion in the FET phase	8	3 + 4
AFPD1522/ AFRL1624*** ENGS1504 (ETB122) SSOL1524**** (ETC122) ETZ122**	Language proficiency and communication in TWO of the following: Afrikaans vir die professies: Doeltreffende formulering Language proficiency and communication in English Language proficiency and communication in Sesotho isiZulu: Teaching of Zulu	8 + 8	3 + 4
ETV401	Practical teaching	2	3 + 4
	TOTAL	**90**	

* See **List C** 1 for learning area/subject education

** isiZulu: ETZ 122 is only offered at the Qwaqwa Campus.

*** AFRL1624 may be chosen by non-mother tongue speakers of Afrikaans.

**** SSOL1524 may be chosen by non-mother tongue speakers of Sesotho.

NB: Students may NOT choose both non-mother tongue modules (Afrikaans / Sesotho).

PART-TIME curriculum: POSTGRADUATE CERTIFICATE IN EDUCATION FURTHER EDUCATION AND TRAINING PHASE
  Study code: 7225   **Credits: 192**

The duration of the PGCE part-time programme is <u>two years</u> and is available only for currently employed educators

MODULES: 2015 (EVENING CLASSES)			
SEMESTER 1		**SEMESTER 2**	
Module 1	Module 2	Module 3	Module 4
EDS152	EDM152	ECS122	EJI 122
EPI 112	ELX112	AFP142	ETC122
AFP132	ETC112	ENGS1504 (ETB122)	ETZ 122**
ENGS1504 (ETB112)	ETZ 112**	EDA142	

AFP = Afrikaans/ ETB/ENGS = English/ ETC = Sesotho (Select **two** languages from English, Afrikaans and Sesotho)
** isiZulu: ETZ 112/122 (is only presented at the Qwaqwa campus**)**

*** AFRT1514/AFRL1624 may be chosen by non-mother tongue speakers of Afrikaans.

**** SSOL1514/SSOL1524 may be chosen by non-mother tongue speakers of Sesotho.

NB: Students may <u>NOT</u> choose both non-mother tongue modules (Afrikaans / Sesotho).

MODULES: 2016 (EVENING CLASSES)			
SEMESTER 1		**SEMESTER 2**	
Module 1	Module 2	Module 3	Module 4
Subject Education 1*	Subject Education 1*	Subject Education 1*	Subject Education 1*
Subject Education 2	Subject Education 2	Subject Education 2	Subject Education 2
EFK112	EFA112	ESM122	
CSIL1511		RLO142	
ETV401 Winter School			

* See **LIST C.**

12. DIPLOMAS

12.1 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)
* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

PURPOSE OF THE QUALIFICATION

The purpose of this qualification is to improve the quality of teaching and learning in General Education and Training (GET) Grades R-9 schools, for the Further Education and Training (Further Education and Training) Phase Grades 10-12, as well as for Further Education and Training colleges.

According to the *Minimum Requirements for Teacher Education Qualifications,* previous teacher education certificates, diplomas and further diplomas will be phased out. There is, however, a large number of currently serving educators who are still only in possession of such qualifications. This qualification provides under-qualified educators with the opportunity to improve their existing qualifications but does not serve the purpose of initial teachers' training.

PRESENTATION MODE

- The NPDE is a part-time modular programme that extends over a MINIMUM period of:
    - two years for currently serving educators classified as REQV 11 or 12, and the successful completion of a recognition of prior learning (RPL) portfolio.
    - four years for currently serving educators classified as REQV 10, and the successful completion of an RPL portfolio.
- Eight modules are presented during each of the study years (see the table below).
- The contact time per module is eight hours.

MODE	ALL CENTRES		
	Module 1: TIME (hours)	Module 2: TIME (hours)	TOTAL hours per session
Contact session 1	2	2	4
Contact session 2	2	2	4
Contact session 3	2	2	4
Contact session 4	2	2	4
Semester exam	1	1	2

PRESENTATION OF MODULES	
Aliwal-North, Bethlehem, Butterworth, Flagstaff, Greytown, Kimberley, Kokstad, Kuruman, Ladysmith, Maluti, Mount Frere, Newcastle, Ncgobo, Queenstown, Qwaqwa, Sasolburg, Sterkspruit, Tweespruit, Upington, Welkom, Wepener	Modules of Year 4 and Year 6 during uneven years (2013, 2015. etc.) Modules of Year 3 and Year 5 during even years (2014, 2016 etc.)
Bloemfontein (Friday)	Modules of Year 4 and Year 6 during uneven years (2013, 2015. etc.) Modules of Year 3 and Year 5 during even years (2014, 2016, etc.)
Bloemfontein and Qwaqwa (Saturday)	Modules of Year 3 and Year 5 during uneven years (2013, 2015, etc.) Modules of Year 4 and Year 6 during even years (2014, 2016, etc.)

Teaching Practice takes place at all the centres for all Year 5 and Year 6 students.

ADMISSION REQUIREMENTS

To register for the NPDE, students must have at least five years teaching experience as an in-service educator. Depending on the entry level students will remain in the programme for a minimum of:

- REQV 10: 4 years of formal studies (32 modules) + RPL (portfolio) + practical teaching during the last two study years.
- REQV 11 and 12: 2 years of formal studies (16 modules) + RPL (portfolio) + practical teaching during each study year.

REPEATING OF MODULES

Students repeating a module/modules must register for the particular module/modules again and attend all the contact sessions in order to obtain a new module mark. Module marks cannot be carried over. Please note that each year's module/modules are presented each alternative year at a specific centre. All the modules are annually presented at the Bloemfontein and Qwaqwa campuses.

Students who register for a module/modules they have failed must indicate the campus code for these modules. It is thus possible that a student can register for modules at one campus and the module/modules to be repeated at another campus. This must be clearly indicated on the registration form. Please check your module codes and campus codes.

Students will not be allowed to register for more than 10 modules per annum.

A student will not be allowed to repeat a module more than twice, except with the approval of the Dean in collaboration with the Programme Director.

ATTENDANCE

Attendance of the contact sessions is compulsory. Continuous assessment (CASS) takes place during these contact sessions. Should a student fail to attend the sessions, he/she forfeits opportunities to compile CASS marks that eventually determine the final mark.

It is important to note that class tests are also written during contact sessions. There is no scheduled second opportunity to write these tests. If a student therefore is not present when the tests are written, he/she will forfeit the marks.

Assignments have to be handed in at the scheduled times during the contact sessions. If a student cannot, for some serious reason attend a session, the assignment(s) must be sent to the tutor so that it reaches him/her at the contact session. Assignments which are handed in late will be penalised by deducting 10% of the mark per day it is late to a maximum of 100%.

ASSESSMENT

The General Rules of the University in respect of assessment to diploma study are applicable to this diploma.

RECOGNITION OF PRIOR LEARNING (Portfolio: ONLY Year 5 and Year 6 students)

A one-hour session will be added to the first three contact sessions for RPL training.

An RPL workshop will be conducted during the March school holidays. Attendance is compulsory.

The last day of teaching practice (09h00 – 13h00) will be devoted to RPL training. Attendance is compulsory.

Portfolios must be handed in during the first contact session of the second semester.

DURATION OF STUDY

The National Professional Diploma in Education may be completed within a minimum period of four years for REQV 10 educators and a minimum of two years for REQV 11 **OR** 12 educators, by means of part-time study.

CURRICULUM

The overall curriculum consists of four areas of specialisation for the NPDE:

DESCRIPTION	CODE
Grade R and Foundation phase	7045
Intermediate Phase	7046
Senior Phase: Languages	7047
Senior Phase: Mathematics **AND** Natural Science **OR** Technology	7048

SPECIALISATIONS

Not all of the specialisations are presented at a centre. In this regard the information on the curricula and the timetables needs to be consulted carefully. All modules are presented in Bloemfontein and Qwaqwa campuses on either Fridays or Saturdays to enable students who have failed modules to repeat modules.

TRANSITIONAL ARRANGEMENTS

A student will be **exempted** from Year 1 and 2 of the curriculum upon the successful completion of a portfolio on prior learning. This portfolio is offered as module UPL101 (128 credits) in the second last year of study.

Students in possession of a prior professional qualification receive **acknowledgement** for two years of study. Module UTQ313 (128 credits) acknowledges the curriculum of year three and year four.

STUDENTS REGISTER FOR ONE OF THE FOLLOWING SPECIALISATIONS:

12.1.1   NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION IN GRADE R AND FOUNDATION PHASE

Study code: 7045   **Credits: 400**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
ULS112	The Teacher's Own Communication Skills	8
UFN112	Numeracy Skills	8
ULO112	Life Skills (Personality A)	8
USO112	Life Skills Education (Recreation)	8
ULD122	Early Literacy Development	8
UEL122	Early Literacy Education	8
UND122	Early Numeracy Development	8
UNE122	Early Numeracy Education	8
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UIL112	Information Resources Literacy	8
UAF212	Assessment	8
UEL112	Early Literacy Education	8
UCD112	Early Childhood Development	8
UII122	Inclusive Education	8
ULO122	Life Skills (Personality B)	8
UCM122	Classroom Management	8
ULW122	Education Law	8
	TOTAL	**64**

THIRD ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UPM112	Study Methods	8
UFN212	Numeracy Skills	8
ULS212	Communication Skills: English	8
UFN332	Numeracy Skills	8
ULD222	Early Literacy Development (English)	8
UEL222	Early Literacy Education (English)	8
ULO322	Life Skills (Introduction)	8
ULP122	Learning Problems: Literacy	8
	TOTAL	**64**

FOURTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
ULN132	Learning Problems: Numeracy	8
UCL132	Community Service Learning	8
UND232	Early Numeracy Development	8
UNE232	Early Numeracy Education	8
UIL242	Information Resources Literacy	8
UFX142	Ethics	8
USY142	Social Work	8
USO242	Life Skills Education: HIV & Aids	8
	TOTAL	**64**

FIFTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UAF312	Assessment Practices	8
UBE112	Practising OBE	8
ULS312	Communication Skills: English	8
UFN412	Numeracy Skills	8
UPT101	Teaching Practice	8
UPL101	Recognition of Prior Learning: Portfolio	(128)*
UDM122	Teaching Methods	8
UTM122	Instructional Technology and Methods	8
ULO422	Life Skills: Civics Education	8
USO322	Life Skills Education: Study methods	8
	TOTAL	**72 (200)**

* A student will be exempted from Year 1 and 2 of the curriculum upon the successful completion of a portfolio on prior learning. This portfolio is offered as module UPL101 (128 credits) in the second last year of studies.

Students in possession of a prior professional qualification receive acknowledgement for two years of study. Module UTQ313 (128 credits) acknowledges the curriculum of year three and year four.

SIXTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
ULD332	Early Literacy Development: English	8
UEL332	Early Literacy Education: English	8
UND332	Early Numeracy Development	8
UNE332	Early Numeracy Education	8
UPT202	Teaching Practice	8
ULP242	Learning Problems: Literacy	8
ULN242	Learning Problems: Numeracy	8
UND442	Early Numeracy Development	8
UNE442	Early Numeracy Education	8
	TOTAL	**72**

12.1.2   NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION IN INTERMEDIATE PHASE

Study code: 7046   **Credits: 400**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
ULS112	The teacher's own communication skills	8
UFN112	Numeracy Skills	8
ULC112	English: Second Language	8
UCE112	English: Second Language Education	8
UML122	Elementary Mathematics	8
UME122	Elementary Mathematics Education	8
ULC122	English Second Language	8
UCE122	English Second Language Education	8
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UIL112	Information Resources Literacy	8
UHE212	Natural Sciences and Technology	8
UNS212	Natural Sciences and Technology Education	8
UCD112	Early Childhood Development	8
UII122	Inclusive Education	8
USY122	Social Work	8
UCM122	Classroom Management	8
ULW122	Education Law	8
	TOTAL	**64**

THIRD ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UPM112	Study Methods	8
UFN212	Numeracy Skills	8
ULS212	Communication Skills: English	8
UFN332	Numeracy Skills	8
ULC222	English Second Language	8
UCE222	English Second Language Education	8
ULO322	Life Skills (Introduction)	8
ULP122	Learning Problems: Literacy	8
	TOTAL	**64**

FOURTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
ULN132	Learning Problems: Numeracy	8
UCL132	Community Service Learning	8
UML212	Elementary Mathematics	8
UME212	Elementary Mathematics Education	8
UIL242	Information Resources Literacy	8
UFX142	Ethics	8
USY142	Social Work	8
USO242	Life Skills Education: HIV & Aids	8
	TOTAL	**64**

FIFTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UAF312	Assessment Practices	8
UBE112	Practising OBE	8
ULS312	Communication Skills: English	8
UFN412	Numeracy Skills	8
UPT101	Teaching Practice	8
UPL101	Recognition of Prior Learning: Portfolio	(128)*
UDM122	Teaching Methods	8
UTM122	Instructional Technology & Methods	8
ULO422	Life Skills: Civics Education	8
USO322	Life Skills Education: Study Methods	8
	TOTAL	**72 (200)**

* A student will be underlined exempted from Year 1 and 2 of the curriculum upon the successful completion of a portfolio on prior learning. This portfolio is offered as module UPL101 (128 credits) in the second last year of study.

Students in possession of a prior professional qualification receive acknowledgement for two years of study. Module UTQ313 (128 credits) acknowledges the curriculum of year three and year four.

SIXTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UML332	Elementary Mathematics	8
UME332	Elementary Mathematics Education	8
ULC332	English Second Language	8
UCE332	English Second Language Education	8
UPT202	Teaching Practice	8
ULP 242	Learning Problems: Literacy	8
ULN242	Learning Problems: Numeracy	8
UHE242	Natural Sciences and Technology	8
UNS242	Natural Sciences and Technology Education	8
	TOTAL	**72**

12.1.3 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION IN SENIOR PHASE: LANGUAGES

Study code: 7047   **Credits: 400**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UML112	Elementary Mathematics	8
UME112	Elementary Mathematics Education	8
UEE112	English	8
UED112	English Education	8
UML122	Elementary Mathematics	8
UME122	Elementary Mathematics Education	8
USS122	Sesotho	8
	OR	
UAA122	Afrikaans	8
USE122	Sesotho Education	8
	OR	
UAE122	Afrikaans Onderwys	8
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
USS212	Sesotho	8
	OR	
UAA212	Afrikaans	8
USE212	Sesotho Education	8
	OR	
UAE212	Afrikaans onderwys	8
UAF112	Assessment	8
UBX112	OBE Practices	8
UII122	Inclusive Education	8
UHD122	Human Development	8
UCM122	Classroom Management	8
ULW122	Education Law	8
	TOTAL	**64**

THIRD ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UPM112	Study Methods	8
UFN212	Numeracy Skills	8
ULS212	Communication Skills: English	8
UFN332	Numeracy Skills	8
UEI222	Introduction to English	8
UEJ222	Introduction to English Education	8
ULO322	Life Skills (Introduction)	8
ULP122	Learning Problems: Literacy	8
	TOTAL	**64**

FOURTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
ULN132	Learning Problems: Numeracy	8
UCL132	Community Service Learning	8
UCI232	Introduction to Elementary Mathematics	8
UCJ232	Introduction to Elementary Mathematics Education	8
UIL242	Information Resources Literacy	8
UFX142	Ethics	8
ULO442	Life Skills	8
USO242	Life Skills Education: HIV & Aids	8
	TOTAL	**64**

FIFTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UAF312	Assessment Practices	8
UBE112	Practising OBE	8
UPM312	Study Methods	8
UFN412	Numeracy Skills	8
UPT101	Teaching Practice	8
UPL101	Recognition of Prior Learning: Portfolio	(128)*
UDM122	Teaching Methods	8
UTM122	Instructional Technology and Methods	8
UEE222	English	8
UED222	English Education	8
	TOTAL	**72 (200)**

* A student will be <u>exempted</u> from Year 1 and 2 of the curriculum upon the successful completion of a portfolio on prior learning. This portfolio is offered as module UPL101 (128 credits) in the second last year of study.

Students in possession of a prior professional qualification receive <u>acknowledgement</u> for two years of study. Module UTQ313 (128 credits) acknowledges the curriculum of year three and year four.

SIXTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UEE332	English	8
UED332	English Education	8
USS332	Sesotho	8
	OR	
UAA332	Afrikaans	8
	OR	
USZ332	isiZulu	8
USE332	Sesotho Education	8
	OR	
UAE332	Afrikaans Onderwys	8
	OR	
UZE332	isiZulu Education	8
UPT202	Teaching Practice	8
UEE442	English	8
UED442	English Education	8
USS442	Sesotho	8
	OR	
UAA442	Afrikaans	8
	OR	
USZ442	isiZulu	8
USE442	Sesotho Education	8
	OR	
UAE442	Afrikaans Onderwys	8
	OR	
UZE442	isiZulu Education	8
	TOTAL	**72**

12.1.4 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION IN SENIOR PHASE: MATHEMATICS AND SCIENCE OR TECHNOLOGY

Study code: 7048   **Credits: 400**

FIRST ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
ULS112	The teacher's own communication skills	8
UAF112	Assessment	8
UEM112	Mathematics	8
UMM112	Mathematics Education	8
USC122	Science	8
	OR	
UCH122	Technology	8
UNN122	Science Education	8
	OR	
UTC122	Technology Education	8
UHE122	Natural Sciences and Technology	8
UNS122	Natural Sciences and Technology Education	8
	TOTAL	**64**

SECOND ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
USC212	Science	8
	OR	
UCH212	Technology	8
UNN212	Science Education	8
	OR	
UTC212	Technology Education	8
ULC212	English Second Language	8
UCE112	English Second Language Education	8
UII122	Inclusive Education	8
UHD122	Human Development	8
UCM122	Classroom Management	8
ULW122	Education Law	8
	TOTAL	**64**

THIRD ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UPM112	Study Methods	8
UFN212	Numeracy Skills	8
ULS212	Communication Skills: English	8
UFN332	Numeracy Skills	8
UMS122	Mathematics Strategies for the Senior Phase	8
UMR122	Introduction to Elementary Mathematics for the Senior Phase	8
ULO322	Life Skills	8
ULP122	Learning Problems: Literacy	8
	TOTAL	**64**

FOURTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
ULN132	Learning Problems: Numeracy	8
UCL132	Community Service Learning	8
UST132	Science Strategies for the Senior Phase	8
UIS132	Introduction to Science for the Senior Phase	8
UIL242	Information Resources Literacy	8
UFX142	Ethics	8
ULO442	Life Skills	8
USO242	Life Skills Education: HIV & AIDS	8
	TOTAL	**64**

FIFTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UAF312	Assessment Practices	8
UBE112	Practising OBE	8
UPM312	Study Methods	8
UFN412	Numeracy Skills	8
UPT101	Teaching Practice	8
UPL101	Recognition of Prior Learning: Portfolio	(128)*
UDM122	Teaching Methods	8
UTM122	Instructional Technology & Methods	8
UEM222	Mathematics	8
UMM222	Mathematics Education	8
	TOTAL	**72 (200)**

* Students will be exempted from Year 1 and 2 of the curriculum upon the successful completion of a portfolio on prior learning. This portfolio is offered as module UPL101 (128 credits) in the second last year of study.
Students in possession of a prior professional qualification receive acknowledgement for two years of study. Module UTQ313 (128 credits) acknowledges the curriculum of year three and year four.

SIXTH ACADEMIC YEAR

CODE	NAME OF MODULE	CREDITS
UEM332	Mathematics	8
UMM332	Mathematics Education	8
USC332	Science	8
	OR	
UCH332	Technology	8
UNN332	Science Education	8
	OR	
UTC332	Technology Education	8
UPT202	Teaching Practice	8
UEM442	Mathematics	8
UMM442	Mathematics Education	8
USC442	Science	8
	OR	
UCH442	Technology	
UNN442	Science Education	8
	OR	
UTC442	Technology Education	8
	TOTAL	**72**

12.2 POSTGRADUATE DIPLOMAS (PGDIP)
Part-time only.

A Postgraduate Diploma serves to strengthen and deepen an educator's knowledge in a particular field of education. The primary purpose of the Postgraduate Diploma is to enable working professional educators to involve themselves in advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in an area of specialisation in their profession, or in a sub-field of education. The qualification demands a high level of theoretical engagement and intellectual independence. A Postgraduate Diploma in an appropriate field of specialisation would prepare an educator for an advanced leadership position in that field. The variety of specialisations within this qualification provide for opportunities to become specialists in one of the following fields:

- Curriculum Studies
- Education Policy
- Life and Counselling Skills in Education (*The 2016 intake is subject to the external approval of this programme*)
- Mathematics Education
- School Leadership and Management
- Higher Education

ADMISSION REQUIREMENTS
To be admitted to this diploma, a student must be in possession of a **relevant qualification on NQF Level 7** which implies:

ACCORDING TO HEQSF
an approved and recognised four-year BEd, **OR**

a three-year general Bachelor's Degree capped by a PGCE (or equivalent) / 120 credit Level 7 Advanced Diploma in Education in a cognate specialisation, **OR**

a preceding cognate qualification(s) that meet Level 7 Exit Level outcomes, **OR**

a preceding qualification(s) that in exceptional cases are approved by assessment of prior learning, provided that they meet Level 7 Exit level outcomes

In the case of the PGDip in Higher Education, a preceding qualification(s) that meet Level 7 Exit level outcomes

ACCORDING TO PREVIOUS NQF (Interim to accommodate students in the current system)
an approved and recognised four-year BEd, **OR**

a three-year general Bachelor's Degree capped by a PGCE (or equivalent), **OR**

preceding cognate qualification(s) that meet old level 6 Exit level outcomes plus an Advanced Diploma, **OR**

preceding qualification(s) that in exceptional cases are approved by assessment of prior learning, provided that they meet Level 7 Exit level outcomes.

In the case of the PGDip in Higher Education, a preceding qualification(s) that meet Level 7 Exit level outcomes

A <u>selection process</u> is applicable for admission to the PGDip Programme (**minimum of 60% average in preceding degree OR 65% in a preceding diploma**).

ADDITIONAL REQUIREMENTS FOR ADMISSION:

Students have to be computer and internet literate to be successful in this programme.

DURATION

The duration of the PGDip programme in Education is a minimum of two years part-time.

ASSESSMENT

Continuous assessment activities of knowledge, skills and attitudes will take place, implying that **no formal examinations** will be written.

The final mark of the module will be calculated according to the weights assigned to the various assessment activities over the period of presentation of the module. A mark of 50% is required to pass a module and no re-assessment of a module will be granted. To pass a module with distinction, a final mark of at least 75% has to be obtained.

12.2.1 POSTGRADUATE DIPLOMA IN CURRICULUM STUDIES

Academic Plan Code: BC754142   **Credits: 128**

PURPOSE

The development of critical, reflective practitioners in schools and in the education system in order to contribute to the transformation of education across the school system by being able to intellectually engage with current practices and challenges related to curriculum development, evaluation, assessment and quality assurance, as well as education technology and instructional design. Practitioners in this area of specialisation have to be equipped to act within the South African education context.

CURRICULUM

YEAR 1	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Education Theory	EDUT5812		8
Foundations of Curriculum Studies	EDCF5812		8
Methods for Researching Practice	EDRM5814		16
Curriculum Types and Models		EDCM5824	16
Curriculum Development		EDCD5824	16
Total (Sem 1; Sem 2)	*32*	*32*	
Total (Year)	*0*		**64**
TOTAL CREDITS: YEAR 1	*64*		

YEAR 2	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Evaluation, Assessment and Quality Assurance of the Curriculum	EDCA5814		16
Capstone Project in Curriculum Studies	EDCC5808		32
Educational Technology and the Curriculum		EDCT5822*	8
Social justice Education		EDSJ5822*	8
Leadership for Organisational Change		EDLC5822*	8
Instructional Design		EDCI5822*	8
Project Management		EDPM5822*	8
Total (Sem 1; Sem 2)	*16*	*16*	**64**
Total (Year)	*32*		
TOTAL CREDITS: YEAR 2	*64*		

* Choose one of these modules

12.2.2   POSTGRADUATE DIPLOMA IN EDUCATION POLICY

Academic Plan Code: BC754143   **Credits: 128**

PURPOSE

The development of critical, reflective policy developers and professional practitioners in schools and education departments in order to lead the analysis, development and implementation of policies across the school system. Students will be equipped to respond to challenges through a policy process, as underpinned by the South African constitutional and legislative framework in order to contribute to transformation in education.

CURRICULUM

YEAR 1	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Education Theory	EDUT5812		8
Education Systems	EDPS5812		8
Methods for Researching Practice	EDRM5814		16
Foundations of Education Law and Policy		EDPF5824	16
Legislative and Policy Framework for Education in South Africa		EDPL5824	16
Total (Sem 1; Sem 2)	*32*	*32*	**64**
Total (Year)	*0*		
TOTAL CREDITS: YEAR 1	*64*		

YEAR 2	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Professional Context: Policy for transformed practice	EDPP5814		16
Education Policy Capstone Project	EDPC5808		32
Facilitating socially responsive transformation		EDPT5822	8
Social Justice Education		EDSJ5822*	8
Project Management		EDPM5822*	8
Total (Sem 1; Sem 2)	16	16	
Total (Year)	32		**64**
TOTAL CREDITS: YEAR 2	64		

* Choose one of these modules

12.2.3 POSTGRADUATE DIPLOMA IN LIFE AND COUNSELLING SKILLS IN EDUCATION
The 2016-intake is subject to the external approval of this programme.

Academic Plan Code: BC754144   **Credits: 128**

CURRICULUM

YEAR 1	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Education Theory	EDUT5812		8
Foundations of Education Psychology	EDLF5812		8
Methods for Researching Practice	EDRM5814		16
Perspectives on Life Skills		EDLL5824	16
Career Education and Counselling		EDLE5824	16
Total (Sem 1; Sem 2)	32	32	
Total (Year)	0		**64**
TOTAL CREDITS: YEAR 1	64		

YEAR 2	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
The Theory and Practice of Counselling	EDLT5814		16
Capstone Project in Life and Counselling Skills in Education	EDLC5808		32
Physical Education		EDLP5822	8
Social Justice Education		EDSJ5822*	8
Leadership for Organisational Change		EDLC5822*	8
Social Work Support		EDLS5822*	8
Total (Sem 1; Sem 2)	16	16	
Total (Year)	32		**64**
TOTAL CREDITS: YEAR 2	64		

* Choose one of these modules

12.2.4   POSTGRADUATE DIPLOMA IN MATHEMATICS EDUCATION

Academic Plan Code: BC754145/QC754145   **Credits: 128**

PURPOSE

The development of critical, reflective Mathematics teachers in schools in order to contribute to the transformation of Mathematics as field of study. Through intellectual engagement with current practices and challenges in Mathematics Education, these students have to be able to apply professional knowledge and practices in dealing with issues related to the teaching and learning in this field of study within the South African education context.

CURRICULUM

YEAR 1	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Education Theory	EDUT5812		8
Foundations of Mathematics Education	EDWF5812		8
Methods for Researching Practice	EDRM5814		16
Forces Impacting on Mathematics Education		EDWI5824	16
Mathematical Pedagogical Content Knowledge 1		EDWP5824	16
Total (Sem 1; Sem 2)	*32*	*32*	
Total (Year)	*0*		**64**
TOTAL CREDITS: YEAR 1	*64*		

YEAR 2	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Mathematical Pedagogical Content Knowledge 2	EDWP5814		16
Capstone Project in Mathematics Education	EDWC5808		32
Assessment in Mathematics		EDWA5822	8
Social Justice Education		EDSJ5822*	8
Leadership for Organisational Change		EDLC5822*	8
Project Management		EDPM5822*	8
Total (Sem 1; Sem 2)	*16*	*16*	
Total (Year)	*32*		**64**
TOTAL CREDITS: YEAR 2	*64*		

* Choose one of these modules

12.2.5 POSTGRADUATE DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT

Academic Plan Code: BC754146/QC754146   **Credits: 128**

PURPOSE

The development of critical, reflective middle and senior managers in schools. These managers have to lead the delivery and transformation of education in the school by being able to apply professional management and leadership knowledge and practices to deal with issues related to the teaching and learning and the people in the school, as well as the complexities in society that impact on quality education. Managers have to be equipped to make decisions and take actions that are framed within the South African legal framework.

CURRICULUM

YEAR 1	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Education Theory	EDUT5812		8
Foundations of Education Management and Leadership	EDMF5812		8
Methods for Researching Practice	EDRM5814		16
People Leadership and Management in the School		EDMP5824	16
Legislative and Policy Framework for Education in South Africa		EDPL5824	16
Total (Sem 1; Sem 2)	32	32	
Total (Year)	0		**64**
TOTAL CREDITS: YEAR 1	64		

YEAR 2	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Managing Teaching and Learning in the School	EDML5814		16
Capstone Project in School Leadership and Management	EDMC5808		32
Managing Complex Social Issues in the School		EDMS5822	8
Social Justice Education		EDSJ5822*	8
Leadership for Organisational Change		EDLC5822*	8
Project Management		EDPM5822*	8
Total (Sem 1; Sem 2)	16	16	
Total (Year)	32		**64**
TOTAL CREDITS: YEAR 2	64		

* Choose one of these modules

12.2.6   POSTGRADUATE DIPLOMA IN HIGHER EDUCATION
Academic Plan Code: BC754147   **Credits: 128**

PURPOSE

The development of critical, reflective teaching practitioners and specialists in the higher education sector, who will be able to lead the academic delivery and transformation of higher education in the country by being able to apply professional knowledge and practices to deal with higher education issues such as student teaching and learning. These students will be grounded by current theoretical foundations in order to be equipped to make decisions and take actions that are framed within the South African higher education context, enabling them to act as agents of change in institutions and at national level by contributing to the generation of new knowledge, skills, attitudes and attributes.

CURRICULUM

YEAR 1	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Higher Education Theory	EDHT5812		8
Foundations of Higher Education Studies	EDHF5812		8
Methods for Researching Higher Education Practice	EDHM5812		8
Learning Programme Design	EDHP5802		8
Student Learning, Development and Support		EDHD5824	16
Learning Facilitation and Evaluation		EDHL5824	16
Total (Sem 1; Sem 2)	*24*	*32*	**64**
Total (Year)	*8*		
TOTAL CREDITS: YEAR 1	*64*		

YEAR 2	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Assessment and Moderation	EDHA5814		16
Capstone Project in Higher Education	EDHC5808*		32
Research Project in Higher Education	EDHR5808*		32
Service Learning		EDSL5822**	8
ICT in the Facilitation of Student Learning		EDTH5822**	8
Social Justice Education		EDSJ5822***	8
Leadership for Organisational Change		EDLC5822***	8
Project Management		EDPM5822***	8
Total (Sem 1; Sem 2)	*16*	*16*	**64**
Total (Year)	*32*		
TOTAL CREDITS: YEAR 2	*64*		

* Choose one of these modules   ** Choose one of these modules   *** Choose one of these modules

13.   BACHELOR'S DEGREES

13.1 BACHELOR OF EDUCATION (BED) [PIPELINE]

* Only pipeline students may register for this qualification. No new entries into this qualification are accepted.

CAREER OPPORTUNITIES

The Bachelor of Education (BEd) is a qualification directed at initial teacher education for educators in schools. It is intended for students seeking a focused teaching degree which would qualify them as professional educators for the Foundation, Intermediate, or Senior and Further Education and Training Phases. This qualification is also suitable for the training of expertise for education-related careers such as training officials.

The following degrees are still awarded for pipeline students:

NAME	CODE
Bachelor of Education In:	
Pre-school and Foundation Phase	7311
Intermediate Phase	7312
Further Education and Training Phase	7314

ADMISSION REQUIREMENTS

The General Rules of the University in respect of admission to degree study (General Rule A2) are applicable for admission to this degree.

Students must be in possession of a National Senior Certificate or a National Certificate (Vocational), with endorsement for degree studies, and a minimum admission (AP) score of **30 for the four-year degrees and 25 for the extended (five-year) degrees**. The language of instruction can be in either English or Afrikaans subject to a minimum achievement level 4 (50%).

Admission to the BEd programmes is, furthermore, subject to selection and based on the capacity of the Faculty of Education.

ADDITIONAL REQUIREMENTS AND RULES

LABORATORY LECTURES

All students who are registered for subjects with a laboratory component must attend all laboratory lectures and periods presented in the School of Mathematics, Natural Sciences and Technology Education.

A demonstration, process, skill, etc. is presented in each laboratory period or laboratory session and cannot be repeated due to the content load of the subject.

During these laboratory periods, marks are allocated for attendance, acquisition of skills, application of processes, skills, techniques, etc.

The above-mentioned marks thus obtained form an integral part of the continuous evaluation of each student's module mark.

TEACHING PRACTICE

Students must submit evidence of successful participation with regard to the following activities, not later than the date for submission of marks for the additional examination opportunities.

Students obtain a pass mark by means of various forms of continuous assessment, according to the stipulations of the Directorate: Initial Teacher Education.

SPORTS AND CULTURAL ACTIVITIES

Students must also provide proof of the following:

Certificates in two sport and/or cultural activities of the student's choice. (A student also qualifies upon obtaining at least two official and/or refereeing and/or adjudicating certificates in one or more sport or cultural activities).

FIRST AID AND/OR OCCUPATIONAL SAFETY

A certificate in first aid and/or occupational safety is required. Both certificates are recommended for students who offer subjects in Mathematics, Natural Sciences or Technology.

LANGUAGE ENDORSEMENTS

a) All Foundation and Intermediate Phase students must specialise in Home Language Teaching in one or two of English/Afrikaans/Sesotho/*isiZulu. If the teaching specialisation is in only one Home Language then students need to specialise in a First Additional Language Teaching in one of English/Afrikaans/ Sesotho/*isiZulu.
The endorsement(s) of Language of Learning and Teaching (LoLT) in the specific language(s) will be printed on the degree certificate.
To obtain these endorsements, students must pass both Language Teaching modules in the final year and obtain 60% in oral presentations of all four subject teaching modules in the particular LoLT. The oral presentation is part of the continuous assessment activities of a teaching module.

b) All students specialising in the Senior and Further Education and Training Phases have to offer TWO modules (12 credits each) in Language Proficiency and Communication. Students have to take both Afrikaans (in year 3) and English (in year 4) as languages of teaching and learning.
The endorsement(s) of Language of Learning and Teaching (LoLT) in the specific language(s) (see exception below) will be printed on the degree certificate.
To obtain these endorsements, students must pass both Language Proficiency and Communication modules with 60% (see exception below).
Students who are not proficient in Afrikaans must take a second language of conversation instead. This module is presented in year 3 of the curriculum (or year 4 in the Extended Curriculum Programme).
Students who pass one of the above-mentioned languages as an elective subject at the 200 level (64 credits) are exempted from the modules of the Language Proficiency and Communication module.

DURATION OF STUDY

The duration of the BEd degree is four years full-time. The duration of the Extended Curriculum Programme is 5 years full-time.

ASSESSMENT AND CALCULATION OF MARKS
The General Rules of the University in respect of assessment and examination are applicable to this qualification.

MODULE ASSESSMENT
Module assessment implies the assessment of knowledge, skills and attitudes by means of continuous assessment (module mark) as well as a final assessment (exam mark) in a ratio of 1:1.

There will be a maximum of three summative assessment opportunities per 12/16-credit module. However a fourth assessment opportunity will be scheduled, as a special opportunity for students who, for valid reasons, could not participate in one of the first three assessments. This special assessment opportunity will cover all the work of the module and will be conducted at the end of the term/semester.

Additional, continuous assessment opportunities as set out in the study guide (counting up to a maximum of 20% of the module mark) may take place during contact sessions. A student will forfeit the mark in case of absence from such assessment opportunities.

A lecturer has the right not to accept late assignments, subsequent to liaising with the Programme Director: Initial Teacher Education.

MINIMUM MODULE MARK
Students must note that, in terms of the University's General Rules, a minimum module mark of 40% must be obtained in order to be eligible to write the final examinations.

INCOMPLETE
A module will be regarded as incomplete if a student did not participate in three of the four scheduled assessment activities

"Incomplete" implies that a student will not be allowed to participate in the scheduled examination opportunities.

CALCULATION OF FINAL MARK
Students have to participate in the scheduled University examination in order to obtain a combined mark of at least 50% (a minimum examination mark of 40% is required).

The average of the module mark and the examination mark will constitute the **final mark** (rounded off to a percentage integer) of the module in a 1:1 proportion.

EXAMINATIONS
The main examinations scheduled in May/June and October/November are compulsory.

DURATION OF PAPERS
Assessment during the scheduled University examinations will usually take the form of a two hour paper on each 12 or 16 credit module.

AWARDING OF QUALIFICATION
The qualification will be awarded when **all** modules have been completed successfully. Any module outstanding has to be repeated under the conditions as stipulated below*. Module marks are not transferable from one year to another.

* There will be a maximum of three summative assessment opportunities per 12/16-credit module. However, a fourth assessment opportunity will be scheduled as a special opportunity for students who – for valid reasons – could not participate in one of the first three assessments. This special assessment opportunity will cover all the work of the module and will be conducted at the end of the term/semester.
Additional, continuous assessment opportunities as set out in the study guide (counting up to a maximum of 20% of the module mark) may take place during contact sessions.
A student will forfeit the mark in case of absence from such assessment opportunities.
A lecturer has the right not to accept late assignment, subsequent to liaising with the Programme Director: Initial Teacher Education.

QUALIFICATION WITH DISTINCTION
The General Rules of the University in respect of a *qualification with distinction* are applicable to the BEd degree.

EXAMINATION IRREGULARITIES
The General Rules of the University in respect of *examination irregularities* are applicable to the BEd degree.

REQUIREMENTS FOR SUBJECT EDUCATION
Students specialising in the BEd Pre-school and Foundation Phase and the BEd Intermediate Phase have to include in their curriculum at least one school subject at second-year level (64 credits) and an additional school subject on at least first-year level (32 credits). This means that students should have followed a particular subject for two years and another subject for one year. Elective subjects may be chosen from the **List A** below:

Students specialising in the BEd Further Education and Training Phase must choose elective subjects from the **List B** below, meeting the following requirements:
- To follow a particular subject education at senior phase level, a student must have passed the related subject(s) at first-year level. To follow a particular subject education in Further Education and Training phase, a student must have passed the related subject(s) at second-year level. In order to enrol for subject didactics (see **List C**) in the fourth year of study, a student must have passed the related subject(s) at third-year level.

Students intending to follow learning area education/subject education in the following areas should pass the specified modules at the levels indicated:
- Consumer Studies: must have passed Clothing and Foods or Cooking at second-year level;
- Life Orientation: must have passed Psychology or Human Movement Science at first/second-year level and preferably Sociology/Political Science/Human Movement Science/Philosophy (Human Rights and Ethics) at least at first-year level;
- Life Sciences for the Further Education and Training Phase: must have passed Biology at the first-year level and Botany or Zoology at least at the second-year level;
- Natural Sciences for the Senior Phase must have passed two of either Biology, Physics or Chemistry at the first-year level;
- Physical Sciences, for the Further Education and Training Phase: must have passed one subject (Physics or Chemistry) at least at the second-year level and the other (Physics or Chemistry) at the first-year level.

Consult the Rule Books of other Faculties for more information.

LIST OF SUBJECT CONTENT MODULES

APPROVED SUBJECTS FOR TEACHER EDUCATION PROGRAMMES FOR THE PRE-SCHOOL, FOUNDATION AND INTERMEDIATE PHASES

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Accounting							
Accounting	EACC2608: EACC1614 / EACC1624 EACC3708: EACC2608 / EFAC1614 + EFAC1612	EACC1614	EACC1624	EACC2608		EACC3708	
Accounting (Financial))	EFAC1614: Accounting at NSC level 5 (60%) EFAC1624: EFAC1614 passed 50% of EACC1614 passed 60% EFIN2708: EFAC1624 EFIN3708: EFIN2708 / EACC3708	EFAC1614	EFAC1624	EFIN2708		EFIN3708	
Afrikaans en Nederlands (moedertaal)							
Inleiding tot Afrikaanse Taalkunde	AFNT1614: Afrikaans 1st additional language level 6 (70%)	AFNT1614					
Inleiding tot Afrikaanse en Nederlandse Letterkunde: Periodes van Emansipasie	AFNL1624: AFNT1614		AFNL1624				
Afrikaanse Morfologie en Sosiolinguistiek	AFNT2614: AFNT1614 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFNT1614, may apply for departmental permission to register for AFNT2614			AFNT2614			
Nederlands en die Nederlandse Kultuur en Letterkunde	AFNK2724: AFNL1624 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFNL1624, may apply for departmental permission to register for AFNK2724				AFNK2724		
Gevorderde Afrikaanse Semantiek en Pragmatiek en Sintaksis	AFN3714 (AFNT3718): AFNT1614, + AFNL1624 + AFNT2614 + AFNK2724					AFN3714 (AFNT3718)	

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Hedendaagse Afrikaanse Letterkunde en sy Historiese Agtergrond	AFN324 (AFNL3728): AFNT3718						AFN324 (AFNL3728)
Afrikaans (nie-moedertaal)							
Basiese Afrikaanse Taalpatrone en –gebruik	AFRT1514: Afrikaans 1st additional language level 4 (50%) – level 6 (70%)	AFRT1514					
Basiese Afrikaanse Letterkunde			AFRL1624				
Afrikaanse Morfologie en Semantiek vir nie-moedertaalsprekers	AFRT2614: Afrikaans 1st additional language level 6 (70%) **OR** AFRT1514 --- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFRT1514, may apply for departmental permission to register for AFRT2614			AFRT2614			
Voortgesette Afrikaanse Letterkunde	AFRL2624: AFRL1624 --- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFRL1624, may apply for departmental permission to register for AFRL2624				AFRL2624		
Gevorderde Afrikaanse Taalleer en Taalverskeidenheid	AFRT3714: AFRT1514 + AFRL1624 + AFRT2614 + AFRL2624					AFRT3714	
Verdiepte Afrikaanse Letterkunde	AFRL3724: AFRT3714						AFRL3724
Biochemistry							
Biochemistry of Biological Compounds	BOCB2616: BLGY1513 + BLGY1643 + BLGY1663			BOCB2616			
Enzymology and Introductory Metabolism					BOCE2626		
Molecular Biology	BOCM3714: BOCE2626					BOCM3714	
Advanced Enzyme Kinetics and Metabolism	BOCE3714: BOCE2626					BOCE3714	
Protein and Proteome Analysis	BOCP3724: BOCE2626						BOCP3724
Cell Membranes, Signal Transduction and Immunology function and topology of membranes	BOCS3724: BOCE2626						BOCS3724

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Biology (Botany and Zoology)							
Introduction to Biology	BLGY1513: Life Sciences at NSC level 5 (60%)	BLGY1513					
The Interdependence of Plants and Life on Earth	BLGY1643: BLGY1513		BLGY1643				
Introduction to Zoology and Entomology	BLGY1663: BLGY1513		BLGY1663				
Botany							
Plant Adaptation for Survival on Land	BTNY2616: BLGY1513 + BLGY1643			BTNY2616			
Introductory Plant Development and Biotechnology	BTNY2626: BLGY1513 + BLGY1643				BTNY2626		
Diversity and Systematics of Higher Plants	BTNY3714: BTNY2616					BTNY3714	
Vegetation Science and Environmental Management	BTNY3734: BTNY2616					BTNY3734	
Plant Molecular Biotechnology	BTNY3754: BTNY2616					BTNY3754	
Plant Carbon Metabolism and Eco-physiology							BTNY3724
Plant Defence and Biotechnology	BTNY3744: BTNY2626						BTNY3744
Business Management							
Business Functions		EBUS1514					
Fundamental Business Functions		EBUS1614					
General Management			EBUS1624				
Entrepreneurship				EBUS2714			
Strategic Management	EBUS2715: EBUS1624			EBUS2715			
Personal Selling					EBMA2624		
Innovation Management					ENOV2624		
Small Business Management					ESBM2724		
Strategic Management	EBMA3715: EBUS1614					EBMA3715	
Relationship Marketing	EBMA3724: EBMA2624						EBMA3724
Digital Marketing							EBMA3725
Chemistry							
Physical and Organic Chemistry (mainstream)	CHEM1514: NSC with endorsement that allows entry to Mathematics and Physical Sciences	CHEM1514					
Physical and Organic Chemistry	CHEM1624: CHEM1514		CHEM1624				

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Physical and Organic Chemistry	CHEM1644: CHEM1514		CHEM1644				
Physical Chemistry	CHEM2614: CHEM1514 + CHEM1624 **OR** CHEM1644 (60% + MATM1614 **or** MATM1534)			CHEM2614			
Analytical Chemistry	CHEM2632: CHEM1514 + CHEM1624 **OR** CHEM1644 (60% + MATM1614 **or** MATM1534)			CHEM2632			
Organic Chemistry	CHEM2624: CHEM1514 + CHEM1624 **OR** CHEM1644 (60% + MATM1614 **or** MATM1534)				CHEM2624		
Inorganic Chemistry	CHEM2642: CHEM2614 + CHEM2634				CHEM2642		
Analytical Chemistry	CHEM3714: CHEM2614 + CHEM2632 + CHEM2642 + MATM1624 **or** MATM1544					CHEM3714	
Physical Chemistry	CHEM3734: CHEM2614 + CHEM2632 + MATM1624 **or** MATM1544					CHEM3734	
Inorganic Chemistry	CHEM3724: CHEM3714						CHEM3724
Organic Chemistry	CHEM3744: CHEM2624						CHEM3744
Computer Sciences and Informatics							
Computer Application Technology							
Computer Literacy: Part 1		CSIL1511					
Computer Literacy: Part 2	CSIL1521: CSIL1511		CSIL1521				
Introduction to Programming: Part 1	CSIS1534: In combination with CSIL1511+70% for Mathematical Literacy **or** 50% for Mathematics	CSIS1534					
Introduction to Programming: Part 2	CSIS1644: CSIS1534		CSIS1644				
Introduction to Computer Hardware				CSIS1553			
Human-Computer Interaction	CSIS2624: CSIS1644				CSIS2624		
Information Technology Service Learning	CSIS2642: CSIL1511 + CSIL1521				CSIS2642		

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Consumer Study							
Basic Clothing Construction		CNST1534					
Food Security		CNFD1532					
Home Planning			CNSC1624				
Food Preparation				CNFD2614			
Food Preparation					CNFD2624		
Housing					CNSC2624		
Nutrition						NUTE3714	
Consumer Study							CNSC3724

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Economics							
Economic Systems and Microeconomics	EECF1614: Mathematics at NSC level 4 (50%)	EECF1614					
Introduction to Macroeconomics	EECF1624: Mathematics at NSC level 4 (50%)		EECF1624				
Microeconomics	EMIC2714: EECF1614			EMIC2714			
Money and Interest Rates	EFES2714: EECF1624			EFES2714			
Macroeconomics	EMAC2724: EECF1624				EMAC2724		
Financial Instruments, Markets and Institutions	EFES2724: EECF1624				EFES2724		
International Economics	EINT3715: EECF1624					EINT3715	
Investment Management	EFET3714: EECF1624					EFET3714	
Risk Management in Banking	EFET3724: EECF1624						EFET3724
English							
Reading Literature: An Introduction to Reading, Writing and Critical Textual Analysis		ENGL1514					
Reading Literature, Film and Culture			ENGL1624				
Early Modern to Contemporary World Literatures	ENGL2614: ENGL1514 + ENGL1624 -------------------------------------- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass ENGL1514 or ENGL1624 may apply for departmental permission to register for ENGL2614			ENGL2614			
Twentieth Century and Modern Literature	ENGL2724: ENGL1514 + ENGL1624 -------------------------------------- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass ENGL1514 or ENGL1624 may apply for departmental permission to register for ENGL2724				ENGL2724		

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Early English Literature and Cultures; South African and African Literature and Culture	ENGL7318: ENGL1514 + ENGL1624 + ENGL2614 + ENGL2724					ENG314 (ENGL7318)	
Narrators of Resistance; Literature, Film, Culture: Critical Approaches from Cultural Studies	ENGL3728: ENGL1514 + ENGL1624 + ENGL2614 + ENGL2724 + ENGL3718						ENG324 (ENGL3728)
Geography							
Introduction to Physical Geography	GEOP1514: Mathematics at NSC level 4 (50%)	GEOP1514					
Introduction to Human Geography	GEOH1624: GEOP1514		GEOH1624				
Housing and Urban Development	GEOH2614: GEOH1624			GEOH2614			
Process Geomorphology	GEOP2614: GEOP1514			GEOP2614			
Environment and Climate Studies	GEOP2624: GEOP1514				GEOP2624		
Introduction to Geographic Information Systems	GISC2624: GEOP1514 + GEOH1624				GISC2624		
Applied Urban Development and Spatial Transformation	GEOH3714: GEOH2614					GEOH3714	
Environmental Geomorphology	GEOP3714: GEOP2614					GEOP3714	
Geographical Information Science	GISC3724: GISC2624						GISC3724
Environmental Management and Analysis	GEOP3724: GEOP2624						GEOP3724
History							
Introduction to the 20th Century History South Africa		HIST1514					
20th Century World History			HIST1624				
The Rise of Nationalism in South Africa				HIST2614			
20th Century Global Clashes					HIST2624		
En route to the New South Africa						GES314 (HIST3718)	
How to make History							GES324 (HIST3728)
Human Movement Science							
Movement Development		MBWD1512					
Growth and Development		MBWG1512					
Motor Learning and Body Posture			MBWM1524				

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Philosophy and Sociology of Sport and Recreation				MBWP2614			
Movement Psychology					MBWM2622		
Sport and facility management						MBWS3714	
Science of Coaching							MBWC3722
Ergonomics							MBWE3724
Information Technology							
Computer Literacy: Part 1		CSIL1511					
Computer Literacy: Part 2	CSIL1521: CSIL1511		CSIL1521				
Programming and Problem-Solving: Part 1	CSIS1614: In combination with CSIL1511+ 50% for Mathematics	CSIS1614					
Programming and Problem-Solving: Part 2	CSIS1624: CSIS1614 **OR** CSIS1644		CSIS1624				
Introduction to Computer Hardware		CSIS1553					
Introduction to the Internet and Web Page Development	CSIS1664: CSIS1614 **OR** CSIS1644		CSIS1664				
Data Structures and Advanced Programming	CSIS2614: CSIS1624			CSIS2614			
Introduction to Data Bases and Data Base Management Systems: Part 1	CSIS2634: CSIS1624			CSIS2634			
Human-Computer Interaction	CSIS2624: CSIS1624				CSIS2624		
Software Design	CSIS2664: CSIS2614				CSIS2664		
Information Technology Service Learning (optional)	CSIS2642: CSIL1521				CSIS2642		
Mathematics							
Calculus	MATM1614: Mathematics at NSC level 7 (80%) **OR** 65% for MATM1584 **OR** 50% for MATM1534 **+** 60% in departmental admission test	MATM1614					
Calculus	MATM1534: Mathematics at NSC level 5 (60%) **OR** MATM1584	MATM1534					
Precalculus I	MATM1574: Mathematics at NSC level 4 (50%)	MATM1574					
Algebra and Differential Equations	MATM1624: 40% for MATM1614		MATM1624				
Calculus and Linear Algebra	MATM1544: MATM1534 **OR** 40% for MATM1614		MATM1544				
Precalculus II	MATM1584: MATM1574:		MATM1584				
Vector Analysis	MATM2614:			MATM2614			

Subject / Module	Prerequisites	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
	MATM1614 + 40% for MATM1624						
Mathematical Modelling	MATA2634: 40% for MATM1614 **OR** MATM1534 + 40% for MATM1614 **OR** MATM1544			MATA2634			
Scientific Computing	MATM2654: MATM1624 **OR** MATM1544			MATM2654			
Linear Algebra	MATM2624: MATM1624				MATM2624		
Ordinary Differential Equations	MATA2644: MATM1624 **OR** MATM1544				MATA2644		
Sequences and Series	MATM2664: MATM1614 + MATM1624				MATM2664		
Complex Analysis	MATM3714: MATM1624 + MATM2614 + 40% for MATM2664					MATM3714	
Discrete Mathematics	MATM3734: MATM2614 + 40% for MATM2664					MATM3734	
Numerical Analysis	MATA3774: MATM1624 + MATM2654					MATA3774	
Real Analysis	MATM3724: MATM2614 + 40% for MATM2664						MATM3724
Algebra	MATM3744: MATM1614 + MATM2614 + 40% for MATM2664						MATM3744

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Industrial Mathematics	MATA3764: MATM2614 + MATM2624 + MATM2664 + 40% for MATA2634						MATA3764
Dynamical Systems	MATA3784: MATA2644						MATA3784
Physics							
Mechanics, Optics and Electricity	PHYS1514: In combination with MATM1614 **OR** MATM1534	PHYS1514					
Mechanics, Optics, Electricity, Biologically and Medically Relevant Topics		PHYS1534					
Mechanics, Thermodynamics, Electricity and Magnetism	PHYS1624: PHYS1514 + MATM1614 **OR** PHYS1534 + MATM1534		PHYS1624				
Mechanics, Thermodynamics, Electricity, Magnetism, Biologically and Medically Relevant Topics			PHYS1644				
Mechanics, Waves and Optics	PHYS2614: PHYS1514 + MATM1614 + PHYS1624 + MATM1624 **OR** PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1544			PHYS2614			

Subject / Module	Prerequisites	First Year Sem 1	First Year Sem 2	Second Year Sem 1	Second Year Sem 2	Third Year Sem 1	Third Year Sem 2
Practical Work: Physics	PHYS2632: In combination with PHYS2614			PHYS2632			
Ophthalmic Optics / Visual Optics	PHYS2654: PHYS1514 + PHYS1624 **OR** PHYS1534 + PHYS1644			PHYS2654			
Electronics	PHYS2624: PHYS1514 + MATM1614 + PHYS1624 + MATM1624 **OR** PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1544				PHYS2624		
Electromagnetism	PHYS2642: PHYS2614				PHYS2642		
Modern Physics	PHYS3714: PHYS2614					PHYS3714	
Statistical Physics I	PHYS3732: PHYS2614					PHYS3732	
Practical Work: Physics	PHYS3752: PHYS2632 + in combination with (PHYS3714 + PHYS3732)					PHYS3752	
Solid-state Physics	PHYS3724: PHYS3714						PHYS3724
Statistical Physics II	PHYS3742: PHYS3732						PHYS3742

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Practical Work: Physics	PHYS3762: PHYS2632 + in combination with (PHYS3724 + PHYS3742)						PHYS3762
Psychology							
Introduction to Psychology		PSIN1514					
Developmental Psychology			PSDE1624				
Social Psychology				PSSO2614			
Introduction to Health Psychology					PSIH2724		
Psychopathology						PSPA3714	
Personology							PSPE3724
Introduction to Psychotherapy and Ethics							PSTH3724
Research Methodology						PSRM3714	
Psychology (pipeline until 2017)							
Social Psychology						PSY312	
Therapeutic Intervention						PSY332	
Research Methodology							PSY324
Religious Study							
Religion and Social Milieu		GDD114					

Introduction to the Study of Religion and Development in the Study of Religion over the Centuries			GDD142				
A Survey of the Religions of South Africa and the Education of Religion in the Primary and Intermediate Phase			RLO122				
A Survey of the Religions of South Africa and the Education of Religion in the Senior and Further Education and Training Phase			RLO142				
The Christian Religion				GDD214			
African Indigenous Religions and African Indigenous Churches					GDD224		
Hinduism and Buddhism						GDD314	
Judaism and Islam							GDD324
Sesotho (mother tongue)							
Sesotho Language Structure and Usage	Students who took Sesotho in Grade 12 may either take Sesotho mother tongue or non-mother tongue	SSML1514					

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Prose Fiction in Sesotho	SSMT1524: SSML1514 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSML1514, may apply for departmental permission to register for SSMT1524		SSMT1524				
Sociolinguistics in Sesotho	SSML2614: SSML1514 + SSMT1524 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSML1514 **OR** SSMT1524, may apply for departmental permission to register for SSML2614			SSML2614			
Sesotho Poetry and Drama	SSMT2624: SSML1514 + SSMT1524 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSML1514 **OR** SSMT1524, may apply for departmental permission to register for SSMT2624				SSMT2624		
History of Language Development in Sesotho	SSM312 + SSM322 (SSML3718): SSML2614 + SSMT2624					SSM312 + SSM322 (SSML3718)	
Historical Development of Sesotho Literature	SSM332 + SSM342 (SSMT3728): SSMT2624 + SSML3714						SSM332 + SSM342 (SSMT3728)
Sesotho (non-mother tongue)							
Introduction to Sesotho, Basic Communication and Culture		SSOL1514					
Sesotho Basic Communication and Culture			SSOL1524				
Advanced Communication and Introduction to Reading Skills	SSOL2614: SSOL1514 + SSOL1524 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSOL1514 and/or SSOL1524, may apply for departmental permission to register for SSOL2614			SSOL2614			

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Creative Transactional Writing in Sesotho	SSOL2624: SSOL1514 + SSOL1524 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSOL1514 and/or SSOL1524, may apply for departmental permission to register for SSOL2624				SSOL2624		
Advanced Communication in Sesotho	SSO312 + SSO332 (SSOL3714): SSOL2614 + SSOL2624					SSO312 + SSO332 (SSOL3714)	
Introduction to Sesotho Oral Tradition and Modern Prose Fiction	SSO322 + SSO342 (SSOL3724): SSOL2614 + SSOL2624						SSO322 + SSO342 (SSOL3724)
Sign Language							
Basic South African Sign Language I		SASL1514					
Basic South African Sign Language II	SASL1524: SASL1514		SASL1524				
Intermediate South African Sign Language I	SASL2614: SASL1524			SASL2614			
Intermediate South African Sign Language II	SASL2624: SASL2614				SASL2624		
Advanced South African Sign Language I	GBT314 (SASL3718): SASL2624					GBT314 (SASL3718)	
Advanced South African Sign Language II	GBT324 (SASL3728): SASL3718						GBT324 (SASL3728)
Technology							
Technology		TEGC1614					
Technology			TEGC1624				
Technology				TEGC2714			
Technology					TEGC2724		
Technology						TGN314	
Technology							TGN324
Zoology							
Animals of Medical and Veterinary Importance	ZLGY2616: BLGY1513 + BLGY1663			ZLGY2616			
Vertebrate, Life and Evolution	ZLGY2626: ZLGY2616				ZLGY2626		
Marine and Fresh Water Ecology	ZLGY3714: ZLGY2626					ZLGY3714	
Conservation Ecology	ZLGY3734: ZLGY2626					ZLGY3734	
Life Strategies in Arid Environments	ZLGY3724: ZLGY2626						ZLGY3724
Animal Behaviour	ZLGY3744: ZLGY2626						ZLGY3744

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
Zulu							
isiZulu: Introduction to Linguistics		ZULL1514					
isiZulu: Introduction to Literature			ZULT1524				
Sociolinguistics in isiZulu	ZULL2614: ZULL1514 + ZULT1524 --- A student who achieved predicate and subminimum of 40% in the summative assessment of ZULL1514 may repeat this module in conjunction with ZULL2614			ZULL2614			
isiZulu: Poetry and Drama	ZULT2624: ZULL1514 + ZULT1524 --- A student who achieved predicate and subminimum of 40% in the summative assessment of ZULT1524 may repeat this module in conjunction with ZULT2624				ZULT2624		
History in Language development in isiZulu						ZULL3718	
Historical development of isiZulu literature							ZULT3728

LIST OF SUBJECT CONTENT MODULES

APPROVED SUBJECTS FOR TEACHER EDUCATION PROGRAMMES FOR THE FURTHER EDUCATION AND TRAINING PHASE

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Accounting							
Accounting	EACC2608: EACC1614 / EACC1624 EACC3708: EACC2608 / EFAC1614 + EFAC1612	EACC1614	EACC1624	EACC2608		EACC3708	
Accounting (Financial)	EFAC1614: Accounting at NSC level 5 (60%) EFAC1624: EFAC1614 passed 50% of EACC1614 passed 60% EFIN2708: EFAC1624 EFIN3708: EFIN2708 / EACC3708	EFAC1614	EFAC1624	EFIN2708		EFIN3708	
Afrikaans en Nederlands (moedertaal)							
Inleiding tot Afrikaanse Taalkunde	AFNT1614: Afrikaans 1st additional language level 6 (70%)	AFNT1614					
Inleiding tot Afrikaanse en Nederlandse Letterkunde: Periodes van Emansipasie	AFNL1624: AFNT1614		AFNL1624				
Afrikaanse Morfologie en Sosiolinguistiek	AFNT2614: AFNT1614 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFNT1614, may apply for departmental permission to register for AFNT2614			AFNT2614			
Nederlands en die Nederlandse Kultuur en Letterkunde	AFNK2724: AFNL1624 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFNL1624, may apply for departmental permission to register for AFNK2724				AFNK2724		

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Gevorderde Afrikaanse Semantiek en Pragmatiek en Sintaksis	AFN3714 (AFNT3718): AFNT1614, + AFNL1624 + AFNT2614 + AFNK2724					AFN3714 (AFNT3718)	
Hedendaagse Afrikaanse Letterkunde en sy Historiese Agtergrond	AFN324 (AFNL3728): AFNT3718						AFN324 (AFNL3728)
Afrikaans (nie-moedertaal)							
Basiese Afrikaanse Taalpatrone en –gebruik	AFRT1514: Afrikaans 1st additional language level 4 (50%) – level 6 (70%)	AFRT1514					
Basiese Afrikaanse Letterkunde			AFRL1624				
Afrikaanse Morfologie en Semantiek vir nie-moedertaalsprekers	AFRT2614: Afrikaans 1st additional language level 6 (70%) **OR** AFRT1514 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFRT1514, may apply for departmental permission to register for AFRT2614			AFRT2614			
Voortgesette Afrikaanse Letterkunde	AFRL2624: AFRL1624 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFRL1624, may apply for departmental permission to register for AFRL2624				AFRL2624		
Gevorderde Afrikaanse Taalleer en Taalverskeidenheid	AFRT3714: AFRT1514 + AFRL1624 + AFRT2614 + AFRL2624					AFRT3714	
Verdiepte Afrikaanse Letterkunde	AFRL3724: AFRT3714						AFRL3724
Agricultural Economics (not in combination with Economics and/or Business Management)							
Economic Management of Resources	AGEC1514: Mathematics at NSC level 3 (40%)	AGEC1514					
Business Functions for Agribusiness	AGEC1634: AGEC1514	AGEC1634					
Agricultural Finances	AGEC1624: AGEC1514		AGEC1624				
Farm Planning and Management	AGEC2614: AGEC1514			AGEC2614			

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Introduction to Agricultural Marketing	AGEC2624: AGEC1514				AGEC2624		
Managerial Economics	AGEC3714: AGEC1514					AGEC3714	
Agribusiness Management	AGEC3734: AGEC1514					AGEC3734	
Resource Economics	AGEC3724: AGEC1514						AGEC3724
Agricultural Policy and Development	AGEC3744: AGEC1514						AGEC3744
Seminar in Agricultural Economics							AGEC3721
Agronomy (only for Agriculture specialisation)							
Introduction to Soil, Crop and Climate Sciences			SCCS1624				
Concepts in Crop Production	CROP2614: SCCS1624			CROP2614			
Winter Grain, Industrial and Diverse Crops	CROP2624: CROP2614				CROP2624		
Summer Grain, Oil and Protein-rich Crops	CROP3714: CROP2614					CROP3714	
Vegetable Crops	CROP3724: CROP2624						CROP3724
Animal Science							
Introduction to Animal, Wildlife and Grassland Sciences			ANIG1624				
Introductory Ruminant Production				ANIG2614			
Introductory Monogastric Production					ANIG2624		
Cattle Production Systems						ANIG3714	
Poultry Production Systems						ANIG3734	
Sheep and Goat Production Systems							ANIG3724
Pig Production Systems							ANIG3744
Biochemistry							
Biochemistry of Biological Compounds	BOCB2616: BLGY1513 + BLGY1643 + BLGY1663			BOCB2616			
Enzymology and Introductory Metabolism					BOCE2626		
Molecular Biology	BOCM3714: BOCE2626					BOCM3714	
Advanced Enzyme Kinetics and Metabolism	BOCE3714: BOCE2626					BOCE3714	

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Protein and Proteome Analysis	BOCP3724: BOCE2626						BOCP3724
Cell Membranes, Signal Transduction and Immunology function and topology of membranes	BOCS3724: BOCE2626						BOCS3724
Biology (Botany and Zoology)							
Introduction to Biology	BLGY1513: Life Sciences at NSC level 5 (60%)	BLGY1513					
Introduction to Genetics	BLGY1623: BLGY1513		BLGY1623				
The Interdependence of Plants and Life on Earth	BLGY1643: BLGY1513		BLGY1643				
Introduction to Zoology and Entomology	BLGY1663: BLGY1513		BLGY1663				
Botany							
Plant Adaptation for Survival on Land	BTNY2616: BLGY1513 + BLGY1643			BTNY2616			
Introductory Plant Development and Biotechnology	BTNY2626: BLGY1513 + BLGY1643				BTNY2626		
Diversity and Systematics of Higher Plants	BTNY3714: BTNY2616					BTNY3714	
Vegetation Science and Environmental Management	BTNY3734: BTNY2616					BTNY3734	
Plant Molecular Biotechnology	BTNY3754: BTNY2616					BTNY3754	
Plant Carbon Metabolism and Eco-physiology							BTNY3724
Plant Defence and Biotechnology	BTNY3744: BTNY2626						BTNY3744
Business Management							
Business Functions		EBUS1514					
Fundamental Business Functions		EBUS1614					
General Management			EBUS1624				
Entrepreneurship				EBUS2714			
Strategic Management	EBUS2715: EBUS1624			EBUS2715			
Personal Selling					EBMA2624		
Innovation Management					ENOV2624		
Small Business Management					ESBM2724		
Strategic Management	EBMA3715: EBUS1614					EBMA3715	
Relationship Marketing	EBMA3724: EBMA2624						EBMA3724
Digital Marketing							EBMA3725

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Chemistry							
Physical and Organic Chemistry (mainstream)	CHEM1514: NSC with endorsement that allows entry to Mathematics and Physical Sciences	CHEM1514					
Physical and Organic Chemistry	CHEM1624: CHEM1514		CHEM1624				
Physical and Organic Chemistry	CHEM1644: CHEM1514		CHEM1644				
Physical Chemistry	CHEM2614: CHEM1514 + CHEM1624 **OR** CHEM1644 (60% + MATM1614 **or** MATM1534)			CHEM2614			
Analytical Chemistry	CHEM2632: CHEM1514 + CHEM1624 **OR** CHEM1644 (60% + MATM1614 **or** MATM1534)			CHEM2632			
Organic Chemistry	CHEM2624: CHEM1514 + CHEM1624 **OR** CHEM1644 (60% + MATM1614 **or** MATM1534)				CHEM2624		
Inorganic Chemistry	CHEM2642: CHEM2614 + CHEM2634				CHEM2642		
Analytical Chemistry	CHEM3714: CHEM2614 + CHEM2632 + CHEM2642 + MATM1624 **OR** MATM1544					CHEM3714	
Physical Chemistry	CHEM3734: CHEM2614 + CHEM2632 + MATM1624 **OR** MATM1544					CHEM3734	
Inorganic Chemistry	CHEM3724: CHEM3714						CHEM3724
Organic Chemistry	CHEM3744: CHEM2624						CHEM3744
Computer Sciences and Informatics							
Computer Application Technology							
Computer Literacy: Part 1		CSIL1511					
Computer Literacy: Part 2	CSIL1521: CSIL1511		CSIL1521				
Introduction to Programming: Part 1	CSIS1534: In combination with CSIL1511	CSIS1534					
Introduction to Programming: Part 2	CSIS1644: CSIS1534		CSIS1644				
Introduction to Computer Hardware				CSIS1553			

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Human-Computer Interaction	CSIS2624: CSIS1644				CSIS2624		
Information Technology Service Learning	CSIS2642: CSIL1511 + CSIL1521				CSIS2642		
Consumer Study							
Basic Clothing Construction		CNST1534					
Food Security		CNFD1532					
Home Planning			CNSC1624				
Food Preparation				CNFD2614			
Food Preparation					CNFD2624		
Housing					CNSC2624		
Nutrition						NUTE3714	
Consumer Study							CNSC3724

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Economics							
Economic Systems and Microeconomics	EECF1614: Mathematics at NSC level 4 (50%)	EECF1614					
Introduction to Macroeconomics	EECF1624: Mathematics at NSC level 4 (50%)		EECF1624				
Microeconomics	EMIC2714: EECF1614			EMIC2714			
Money and Interest Rates	EFES2714: EECF1624			EFES2714			
Macroeconomics	EMAC2724: EECF1624				EMAC2724		
Financial Instruments, Markets and Institutions	EFES2724: EECF1624				EFES2724		
International Economics	EINT3715: EECF1624					EINT3715	
Investment Management	EFET3714: EECF1624					EFET3714	
Risk Management in Banking	EFET3724: EECF1624						EFET3724
Engineering Graphics							
Engineering Graphics 1.1	EGDC1614: Engineering and Graphics Design at NSC level 4 (50%)	EGDC1614					
Engineering Graphics 1.2			EGDC1624				
Engineering Graphics 2.1				EGDC2714			
Engineering Graphics 2.2					EGDC2724		
Teaching of Engineering Graphics Design 1						TTK314 (EGTV3605)	TTK322 + TTB322
English							
Reading Literature: An Introduction to Reading, Writing and Critical Textual Analysis		ENGL1514					
Reading Literature, Film and Culture			ENGL1624				
Early Modern to Contemporary World Literatures	ENGL2614: ENGL1514 + ENGL1624 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass ENGL1514 **OR** ENGL1624 may apply for departmental permission to register for ENGL2614			ENGL2614			

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR Sem 1	FIRST YEAR Sem 2	SECOND YEAR Sem 1	SECOND YEAR Sem 2	THIRD YEAR Sem 1	THIRD YEAR Sem 2
Twentieth Century and Modern Literature	ENGL2724: ENGL1514 + ENGL1624 --- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass ENGL1514 **OR** ENGL1624 may apply for departmental permission to register for ENGL2724				ENGL2724		
Early English Literature and Cultures; South African and African Literature and Culture	ENGL7318: ENGL1514 + ENGL1624 + ENGL2614 + ENGL2724					ENG314 (ENGL7318)	
Narrators of Resistance; Literature, Film, Culture: Critical Approaches from Cultural Studies	ENGL3728: ENGL1514 + ENGL1624 + ENGL2614 + ENGL2724 + ENGL3718						ENG324 (ENGL3728)
Genetics							
Human Genetics	GENE2616: BLGY1513 + BLGY1623			GENE2616			
Molecular Genetics	GENE2626: BLGY1513 + BLGY1623				GENE2626		
Genomics	GENE3714: GENE2616 + GENE2626					GENE3714	
Behavioural Genetics	GENE3734: GENE2616 + GENE2626					GENE3734	
Cyntotaxonomy	GENE3724: GENE2616 + GENE2626						GENE3724
Population and Conservation Genetics	GENE3744: GENE2616 + GENE2626						GENE3744
Geography							
Introduction to Physical Geography	GEOP1514: Mathematics at NSC level 4 (50%)	GEOP1514					
Introduction to Human Geography	GEOH1624: GEOP1514		GEOH1624				
Housing and Urban Development	GEOH2614: GEOH1624			GEOH2614			
Process Geomorphology	GEOP2614: GEOP1514			GEOP2614			
Environment and Climate Studies	GEOP2624: GEOP1514				GEOP2624		
Introduction to Geographic Information Systems	GISC2624: GEOP1514 + GEOH1624				GISC2624		
Applied Urban Development and Spatial Transformation	GEOH3714: GEOH2614					GEOH3714	
Environmental Geomorphology	GEOP3714: GEOP2614					GEOP3714	
SUBJECT / MODULE	**PREREQUISITES**	**FIRST YEAR** Sem 1	Sem 2	**SECOND YEAR** Sem 1	Sem 2	**THIRD YEAR** Sem 1	Sem 2

Module	Prerequisite						
Geographical Information Science	GISC3724: GISC2624						GISC3724
Environmental Management and Analysis	GEOP3724: GEOP2624						GEOP3724
History							
Introduction to the 20th Century History South Africa		HIST1514					
20th Century World History			HIST1624				
The Rise of Nationalism in South Africa				HIST2614			
20th Century Global Clashes					HIST2624		
En route to the New South Africa						GES314 (HIST3718)	
How to make History						GES324 (HIST3728)	
Human Movement Science							
Movement Development		MBWD1512					
Growth and Development		MBWG1512					
Motor Learning and Body Posture			MBWM1524				
Elementary Aspects of Nutrition				MBWE2614			
Philosophy and Sociology of Sport and Recreation				MBWP2614			
Movement Psychology					MBWM2622		
Recreation Programme Planning						MBWR3712	
Perceptual Motor Learning						MBWP3712	
Sport and Facility Management						MBWS3714	
Research and Statistical Methods							MBWN3722
Science of Coaching							MBWC3722
Ergonomics							MBWE3724
Information Technology							
Computer Literacy: Part 1		CSIL1511					
Computer Literacy: Part 2	CSIL1521: CSIL1511		CSIL1521				
Programming and Problem-Solving: Part 1	CSIS1614: In combination with CSIL1511	CSIS1614					
Programming and Problem-Solving: Part 2	CSIS1624: CSIS1614 **OR** CSIS1644		CSIS1624				
Introduction to Computer Hardware		CSIS1553					
Introduction to the Internet and Web Page Development	CSIS1664: CSIS1614 **OR** CSIS1644		CSIS1664				
Data Structures and Advanced Programming	CSIS2614: CSIS1624			CSIS2614			

SUBJECT / MODULE	PREREQUISITES	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Introduction to Data Bases and Data Base Management Systems: Part 1	CSIS2634: CSIS1624			CSIS2634			
Human-Computer Interaction	CSIS2624: CSIS1624			CSIS2624			
Software Design	CSIS2664: CSIS2614			CSIS2664			
Information Technology Service Learning (optional)	CSIS2642: CSIL1521			CSIS2642			
Mathematics							
Calculus	MATM1614: Mathematics at NSC level 7 (80%) **OR** 65% for MATM1584 **OR** 50% for MATM1534 **+** 60% in departmental admission test	MATM1614					
Calculus	MATM1534: Mathematics at NSC level 5 (60%) **OR** MATM1584	MATM1534					
Precalculus I	MATM1574: Mathematics at NSC level 4 (50%)	MATM1574					
Algebra and Differential Equations	MATM1624: 40% for MATM1614		MATM1624				
Calculus and Linear Algebra	MATM1544: MATM1534 **OR** 40% for MATM1614		MATM1544				
Precalculus II	MATM1584: MATM1574:		MATM1584				

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Vector Analysis	MATM2614: MATM1614 + 40% for MATM1624			MATM2614			
Mathematical Modelling	MATA2634: 40% for MATM1614 **OR** MATM1534 + 40% for MATM1614 **or** MATM1544			MATA2634			
Scientific Computing	MATM2654: MATM1624 **OR** MATM1544			MATM2654			
Linear Algebra	MATM2624: MATM1624:				MATM2624		
Ordinary Differential Equations	MATA2644: MATM1624 **OR** MATM1544				MATA2644		
Sequences and Series	MATM2664: MATM1614 + MATM1624				MATM2664		
Complex Analysis	MATM3714: MATM1624 + MATM2614 + 40% for MATM2664					MATM3714	
Discrete Mathematics	MATM3734: MATM2614 + 40% for MATM2664					MATM3734	
Numerical Analysis	MATA3774: MATM1624 + MATM2654					MATA3774	
Real Analysis	MATM3724: MATM2614 + 40% for MATM2664						MATM3724

SUBJECT / MODULE	PREREQUISITES	First Year Sem 1	First Year Sem 2	Second Year Sem 1	Second Year Sem 2	Third Year Sem 1	Third Year Sem 2
Algebra	MATM3744: MATM1614 + MATM2614 + 40% for MATM2664						MATM3744
Industrial Mathematics	MATA3764: MATM2614 + MATM2624 + MATM2664 + 40% for MATA2634						MATA3764
Dynamical Systems	MATA3784: MATA2644						MATA3784
Physics							
Mechanics, Optics and Electricity	PHYS1514: In combination with MATM1614 **OR** MATM1534	PHYS1514					
Mechanics, Optics, Electricity, Biologically and Medically Relevant Topics		PHYS1534					
Mechanics, Thermodynamics, Electricity and Magnetism	PHYS1624: PHYS1514 + MATM1614 **OR** PHYS1534 + MATM1534		PHYS1624				
Mechanics, Thermodynamics, Electricity, Magnetism, Biologically and Medically Relevant Topics			PHYS1644				
Mechanics, Waves and Optics	PHYS2614: PHYS1514 + MATM1614 + PHYS1624 + MATM1624 **OR** PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1544			PHYS2614			

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR Sem 1	FIRST YEAR Sem 2	SECOND YEAR Sem 1	SECOND YEAR Sem 2	THIRD YEAR Sem 1	THIRD YEAR Sem 2
Practical Work: Physics	PHYS2632: In combination with PHYS2614			PHYS2632			
Ophthalmic Optics / Visual Optics	PHYS2654: PHYS1514 + PHYS1624 **OR** PHYS1534 + PHYS1644			PHYS2654			
Electronics	PHYS2624: PHYS1514 + MATM1614 + PHYS1624 + MATM1624 **OR** PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1544				PHYS2624		
Electromagnetism	PHYS2642: PHYS2614				PHYS2642		
Modern Physics	PHYS3714: PHYS2614					PHYS3714	
Statistical Physics I	PHYS3732: PHYS2614					PHYS3732	
Practical Work: Physics	PHYS3752: PHYS2632 + in combination with (PHYS3714 + PHYS3732)					PHYS3752	
Solid-state Physics	PHYS3724: PHYS3714						PHYS3724
Statistical Physics II	PHYS3742:						PHYS3742

	PHYS3732						
Practical Work: Physics	PHYS3762: PHYS2632 + in combination with (PHYS3724 + PHYS3742)						PHYS3762
Psychology							
Introduction to Psychology		PSIN1514					
Developmental Psychology			PSDE1624				
Social Psychology				PSSO2614			
Introduction to Health Psychology					PSIH2724		
Psychopathology						PSPA3714	
Personology							PSPE3724
Introduction to Psychotherapy and Ethics							PSTH3724
Research Methodology						PSRM3714	
Psychology (pipeline until 2017)							
Social Psychology						PSY312	
Therapeutic Intervention						PSY332	
Research Methodology							PSY324
Religious Study							
Religion and Social Milieu		GDD114					
Introduction to the Study of Religion and Development in the Study of Religion over the Centuries			GDD142				
A Survey of the Religions of South Africa and the Education of Religion in the Primary and Intermediate Phase			RLO122				
A Survey of the Religions of South Africa and the Education of Religion in the Senior and Further Education and Training Phase			RLO142				
The Christian Religion			GDD214				
African Indigenous Religions and African Indigenous Churches				GDD224			
Hinduism and Buddhism						GDD314	
Judaism and Islam							GDD324
Sesotho (mother tongue)							
Sesotho Language Structure and Usage	Students who took Sesotho in Grade 12 may either take Sesotho mother tongue **OR** non-mother tongue	SSML1514					
Prose Fiction in Sesotho	SSMT1524: SSML1514 ---------------------------------------		SSMT1524				

	Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSML1514, may apply for departmental permission to register for SSMT1524						
Sociolinguistics in Sesotho	SSML2614: SSML1514 + SSMT1524 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSML1514 **or** SSMT1524, may apply for departmental permission to register for SSML2614			SSML2614			
Sesotho Poetry and Drama	SSMT2624: SSML1514 + SSMT1524 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSML1514 **OR** SSMT1524, may apply for departmental permission to register for SSMT2624				SSMT2624		

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
History of Language Development in Sesotho	SSM312 + SSM322 (SSML3718): SSML2614 + SSMT2624					SSM312 + SSM322 (SSML3718)	
Historical Development of Sesotho Literature	SSM332 + SSM342 (SSMT3728): SSMT2624 + SSML3714						SSM332 + SSM342 (SSMT3728)
Sesotho (non-mother tongue)							
Introduction to Sesotho, Basic Communication and Culture		SSOL1514					
Sesotho Basic Communication and Culture			SSOL1524				
Advanced Communication and Introduction to Reading Skills	SSOL2614: SSOL1514 + SSOL1524 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSOL1514 and/or SSOL1524, may apply for departmental permission to register for SSOL2614			SSOL2614			
Creative Transactional Writing in Sesotho	SSOL2624: SSOL1514 + SSOL1524 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSOL1514 **AND/OR** SSOL1524, may apply for departmental permission to register for SSOL2624				SSOL2624		
Advanced Communication in Sesotho	SSO312 + SSO332 (SSOL3714): SSOL2614 + SSOL2624					SSO312 + SSO332 (SSOL3714)	
Introduction to Sesotho Oral Tradition and Modern Prose Fiction	SSO322 + SSO342 (SSOL3724): SSOL2614 + SSOL2624						SSO322 + SSO342 (SSOL3724)
Soil Science (only for specialisation in Agriculture)							
Introduction to Soil, Crop and Climate Sciences			SCCS1624				
Soil Classification, Evaluation and Land Use Planning	SOIL2614: SCCS1624			SOIL2614			
Sustainable Soil and Water Management	SOIL2624: SCCS1624				SOIL2624		
Soil Fertility and Fertilisation	SOIL3714: SCCS1624					SOIL3714	
Soil Contaminants and Management	SOIL3724: SCCS1624						SOIL3724

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Technology							
Technology		TEGC1614					
Technology			TEGC1624				
Technology				TEGC2714			
Technology					TEGC2724		
Technology						TGN314	
Technology							TGN324
Zoology							
Animals of Medical and Veterinary Importance	ZLGY2616: BLGY1513 + BLGY1663			ZLGY2616			
Vertebrate, Life and Evolution	ZLGY2626: ZLGY2616				ZLGY2626		
Marine and Fresh Water Ecology	ZLGY3714: ZLGY2626					ZLGY3714	
Conservation Ecology	ZLGY3734: ZLGY2626					ZLGY3734	
Life Strategies in Arid Environments	ZLGY3724: ZLGY2626						ZLGY3724
Animal Behaviour	ZLGY3744: ZLGY2626						ZLGY3744
Zulu							
isiZulu: Introduction to Linguistics		ZULL1514					
isiZulu: Introduction to Literature			ZULT1524				
Sociolinguistics in isiZulu	ZULL2614: ZULL1514 + ZULT1524 -- A student who achieved predicate and subminimum of 40% in the summative assessment of ZULL1514 may repeat this module in conjunction with ZULL2614			ZULL2614			
isiZulu: Poetry and Drama	ZULT2624: ZULL1514 + ZULT1524 -- A student who achieved predicate and subminimum of 40% in the summative assessment of ZULT1524 may repeat this module in conjunction with ZULT2624				ZULT2624		
History in Language development in isiZulu						ZULL3718	
Historical development of isiZulu literature							ZULT3728

LIST OF SUBJECT DIDACTICS

APPROVED SUBJECT DIDACTICS (LEARNING AREA EDUCATION/SUBJECT EDUCATION) FOR FURTHER EDUCATION AND TRAINING PHASE

SUBJECT / MODULE	SEMESTER 1	SEMESTER 2
ACCOUNTING EDUCATION	AEO112 Curriculum cycle and a process approach	REO122 Methods and media in accounting education
	AEO132 Situation analysis, aims and objectives	REO142 Assessment, year planning and homework in accounting education
AFRIKAANS EDUCATION (HOME LANGUAGE)	LTM112 Subject teaching languages I	KFA124 Facilitating Afrikaans literature and composition
	LTM132 Subject teaching languages II	
AFRIKAANS EDUCATION (1ST ADDITIONAL LANGUAGE)	LTM112 Subject teaching languages I	KFA144 Facilitating literature and writing in Afrikaans as additional language (Further Education and Training)
	LTM132 Subject teaching languages II	
AGRICULTURAL EDUCATION	LNW112 The nature of Natural Sciences Education	MAL122 Basic agricultural science education
	MAL112 Agricultural science teaching methodology	MAL142 Applied agricultural science education
BUSINESS -STUDIES EDUCATION	AEO112 Curriculum cycle and a process approach	BEO122 Methods and media in Business Studies education
	AEO132 Situation analysis, aims and objectives	BEO142 Assessment, year planning and homework in Business Studies education
CIVIL TECHNOLOGY EDUCATION	TMH114 Civil technology education	TMH124 Civil technology education

SUBJECT / MODULE	SEMESTER 1	SEMESTER 2
COMPUTER EDUCATION	MRF112 Didactic principles and application programmes MRF132 Problem-solving, algorithm and high level language	MRF124 Assessment, renewal and project programming
CONSUMER STUDIES EDUCATION	SDH414 Consumer study: Learning programme and teaching methods	SDH424 Consumer study: Teaching aids and administration
ECONOMICS EDUCATION	AEO112 Curriculum cycle and a process approach AEO132 Situation analysis, aims and objectives	ECT122 Methods and media in economics education ECT142 Assessment, year planning and homework in economics education
ENGINEERS GRAPHICS AND DESIGN EDUCATION	TMT114 Engineers graphics and design education	TMT124 Engineers graphics and design education
ENGLISH EDUCATION	LTM112 Subject teaching languages I LTM132 Subject teaching languages II	MFZ122 Teaching methods in English MFZ142 Language teaching practice in ELT
GEOGRAPHY EDUCATION	SOF112 General orientation in the Human and Social Sciences SOF132 The learning environment and planning in the Human and Social Sciences	GOF122 General orientation to Geography teaching GOF142 The learning environment and planning in Geography teaching

SUBJECT / MODULE	SEMESTER 1	SEMESTER 2
GERMAN EDUCATION	LTM112 Subject teaching languages I	MDU124 Teaching German as foreign language
	LTM132 Subject teaching languages II	
HISTORY EDUCATION	SOF112 General orientation in the Human and Social Sciences	GEL122 Learner-centred and group orientated practices
	SOF132 The learning environment and planning in the Human and Social Sciences	GEL142 Innovative teaching technology
LIFE ORIENTATION EDUCATION	MSI 114 Personal well-being and citizenship education	MSU124 Career and career choices
		OR
		LOM 124 Recreation and physical well-being
LIFE SCIENCES EDUCATION Further Education and Training Phase	LNW112 The nature of Natural Sciences education	VBL162 Life Sciences subject knowledge and application
	VBL132 Life Sciences subject knowledge and didactic principles	VBL182 Managing a Life Sciences laboratory
MATHEMATICS EDUCATION Senior Phase	WOS112 Classroom management and assessment in Mathematics Education	WOS122 Subject perspective (Mathematics) I
	WOS132 Effective teaching and learning in Mathematics	WOS142 Subject perspective (Mathematics) II

SUBJECT / MODULE	SEMESTER 1	SEMESTER 2
MATHEMATICS EDUCATION Further Education and Training Phase	WOF112 Classroom management and assessment in Mathematics Education WOF132 Effective teaching and learning in Mathematics	WOF122 Subject perspective (Mathematics) I WOF142 Subject perspective (Mathematics) II
NATURAL SCIENCES: (BIOLOGY EDUCATION) Senior phase	LNW112 The nature of Natural Sciences Education VBL112 Biology subject knowledge and didactic principles	VBL122 Biology subject knowledge and application VBL142 Managing a biology laboratory
PHYSICAL SCIENCES EDUCATION Further Education and Training Phase	LNW112 The nature of Natural Sciences Education VNS132 Physical Sciences Education I	VNS162 Physical Sciences Education II VNS182 Physical Sciences Education III
RELIGION STUDIES EDUCATION	RSO114 Religion studies Education	RSO124 Religion studies Education
SESOTHO EDUCATION (HOME LANGUAGE)	LTM112 Subject teaching languages I LTM132 Subject teaching languages II	VSS124 Methods, techniques and activities in the teaching of Sesotho
SESOTHO EDUCATION (1ST ADDITIONAL LANGUAGE)	LTM112 Subject teaching languages I LTM132 Subject teaching languages II	VSS144 Methods, techniques and activities in the teaching of Sesotho as additional language (Further Education and Training)
TECHNOLOGY EDUCATION	TMS114 Technology Education	TMS124 Technology Education

13.1.1   BACHELOR OF EDUCATION IN PRE-SCHOOL AND FOUNDATION PHASE

Study code: 7311

Core and elective credits: 540
UFS101:   16
Total credits: 556

FIRST ACADEMIC YEAR
NB UFS 101 is a compulsory first year institutional module for all minimum duration programmes

CURRICULUM

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
EPE114	Professional English	16	1 + 2
ELE112	Literacy Education (English: First additional language)	8	1 + 2
EGM114*	Elementary mathematics	16	1 + 2
DNU112	Numeracy Education	8	1
DNU132	Numeracy Education	8	2
EDS112	Curriculum Design	8	1 + 2
EDM112	Teaching Methods, Instructional Technology and Instructional Materials	8	1 + 2
ICT111	Information Communication Technology	4	1 + 2
ETG101	Practice Teaching	2	1 + 2
DLO112**	Life Orientation	8	1 + 2
	TOTAL	**78**	

*Students who have attained achievement level 4 (50% plus) or higher in Grade 12 Mathematics must register for WTW174
** Students with an AP score of 25 – 29 must register for this module

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
EPE124	Professional English	16	3 + 4
ELE122	Literacy Education (English: First additional language)	8	3 + 4
EGM124*	Elementary Mathematics	16	3 + 4
DNU122	Numeracy Education	8	3
DNU142	Numeracy Education	8	4
ELL122	Environment Education	8	3 + 4
ETG101	Practice Teaching	2	3 + 4
	TOTAL	**66**	

* Students who have attained achievement level 4 (50% plus) or higher in Grade 12 Mathematics must register for WTW184

SECOND ACADEMIC YEAR

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
AFN114*	Inleiding tot die Afrikaanse Taalkunde	16	1 + 2*
	OR		
SAS112	Professional Sesotho	16	1 + 2
SAS132	Professional Sesotho	16	1 + 2
	OR		
EZU114**	isiZulu	16	1 + 2
ELA112*	Literacy Education: Afrikaans	8	1 + 2
	OR		
ELO112	Sesotho	8	1 + 2
	OR		
ELC112	Literacy Education: Afrikaans as additional language,	8	1 + 2
	OR		
EZU132**	Literacy Education: Zulu	8	1 + 2
ECE112	Pre-school learning environment and structure of learning environment	8	1 + 2
ECD112	Developmental Play	8	1 + 2
ECM112	Preparatory Mathematics	8	1
ECW112	Preparatory Writing	8	1 + 2
EMD112	Childhood Movement and Music	8	1 + 2
ETG201	Practice Teaching	2	1 + 2
	TOTAL	**66**	

* Afrikaans: Non mother-tongue Afrikaans speakers must register for AFRT1514
** isiZulu: EZU114 is only offered on the Qwaqwa campus

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
AFN124*	Inleiding tot die Afrikaanse letterkunde	16	3 + 4
	OR		
SAS122	Professional Sesotho	16	3 + 4
SAS142	Professional Sesotho	16	3 + 4
	OR		
EZU124**	isiZulu	16	3 + 4
ELA122*	Literacy education: Afrikaans	8	3 + 4
	OR		
ELO122	Sesotho	8	3 + 4
	OR		
ELC122	Literacy Education: Afrikaans as additional language	8	3 + 4
	OR		
EZU132	Literacy Education: Zulu	8	3 + 4
FPL122	Foundation Phase Learning Environment	8	3 + 4
ECD122	Developmental Play	8	3 + 4
ECC122	Children's Literature	8	3 + 4
ERS122	School Readiness Skills	8	3 + 4
FFL122	Learning Problems and Remedial Action	8	3 + 4
ETG201	Practice Teaching	2	3 + 4
	TOTAL	**66**	

* Afrikaans: Non mother-tongue Afrikaans speakers must register for AFR124
**isiZulu: EZU132 is only offered on the Qwaqwa campus.

THIRD ACADEMIC YEAR

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Elective subject 1*	Min 16 credits	1 + 2
XXX	Elective subject 2*	Min 16 credits	1 + 2
ELE152	Literacy Education (English: Home language)	8	1 + 2
ETG112	Technology Education	8	1 + 2
EEE132	Integrated Teaching and Learning	8	1
EPL112	Pre-school Language and Speech Development	8	1 + 2
ETG301	Practice Teaching	2	1 + 2
	TOTAL	**66**	

* See **List A** for specific subject and codes

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Elective subject 1*	Min 16 credits	3 + 4
XXX	Elective subject 2*	Min 16 credits	3 + 4
ELE162	Literacy Education (English: Home language)	8	3 + 4
ETG122	Technology Education	8	3 + 4
FSD122	Childhood Speech and Drama	8	3 + 4
FPA122	Childhood Art	8	3 + 4
ETG301	Practice Teaching	2	3 + 4
	TOTAL	**66**	

* See **List A** for specific subject and codes

FOURTH ACADEMIC YEAR

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Continuation of one elective subject*	Min 16 credits	1 + 2
DPH112	Physical and Health Education	8	1 + 2
DLS112	Life skills Education	8	1 + 2
EBP112	Early Childhood Behaviour Problems	8	2
EFK112	Outcomes-based Education: A critical approach	8	1 + 2
EFA112	Culture and Education	8	1 + 2
ETG401	Practice Teaching	2	1 + 2
	TOTAL	**58**	

* See **list A** for specific subject and codes

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Continuation of one elective subject*	Min 16 credits	3 + 4
RLO122	A Survey of the Religions of South Africa and the Education of Religion in the Primary and Intermediate Phases	8	3 + 4
DLS122	Life Skills Education	8	3 + 4
ECS122	SA Education System and Professionalism	8	3
EJI122	Classroom Management and Related Judicial Issues	8	4
ECL122	Classroom Computer Usage	8	3 + 4
ESW122	Early Childhood Social Care	8	3 + 4
EPR122	Child Development	8	3 + 4
ETG401	Practice Teaching	2	3 + 4
	TOTAL	**74**	

* See **List A** for specific subject and codes

13.1.2   BACHELOR OF EDUCATION IN INTERMEDIATE PHASE

Study code: 7312

Core and elective credits: 540
UFS101:   16
Total credits: 556

FIRST ACADEMIC YEAR

NB UFS 101 is a compulsory first year institutional module for all minimum duration programmes

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
EPE114	Professional English	16	1 + 2
ELE132	Language and Literacy Education (English)	8	1 + 2
EGM114*	Elementary Mathematics	16	1 + 2
DME112	Mathematics Education	8	1
DME132	Mathematics Education	8	2
EDS132	Curriculum Design	8	1 + 2
EDM132	Teaching Methods, Instructional Technology and Instructional Materials	8	1 + 2
ICT111	Information Communication Technology	4	1 + 2
ETI101	Practice Teaching	2	1 + 2
DLO112**	Life Orientation	8	1 + 2
TOTAL		**78**	

* Students who have attained achievement level 4 (50% plus) or higher in Grade 12 Mathematics must preferably register for WTW174
** Students with an AP score of 25 – 29 must register for this module

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
EPE 124	Professional English	16	3 + 4
ELE 142	Language and Literacy Education (English)	8	3 + 4
EGM 124*	Elementary Mathematics	16	3 + 4
DME 122	Mathematics Education	8	3
DME 142	Mathematics Education	8	4
EPR 142	Child Development	8	3 + 4
ETI 101	Practice Teaching	2	3 + 4
TOTAL		**66**	

* Students who have attained achievement level 4 (50% plus) or higher in Grade 12 Mathematics must preferably register for WTW184

SECOND ACADEMIC YEAR

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
AFN114*	Inleiding tot die Afrikaanse Taalkunde	16	1 + 2
	OR		
SAS112 SAS132	Professional Sesotho Professional Sesotho	16	1 + 2
ELA 32	Language and Literacy Education: Afrikaans	8	1 + 2
	OR		
ELC132	Language and Literacy Education: Afrikaans as Additional Language	8	1 + 2
	OR		
ELO112	Sesotho	8	1 + 2
ENC114	Elementary Natural Science (Physics)	16	1 + 2
EDC112	Natural Science Education	8	1 + 2
ETG112	Technology Education	8	1 + 2
FPE112	Inclusive Education	8	1
ETI201	Practice Teaching	2	1 + 2
	TOTAL	**66**	

* Afrikaans: Non-mother tongue Afrikaans speakers must register for AFN114

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
AFN124	Inleiding tot die Afrikaanse Letterkunde	16	3 + 4
	OR		
SAS122 SAS142	Professional Sesotho Professional Sesotho	16	3 + 4
ELA142	Language and Literacy Education: Afrikaans	8	3 + 4
	OR		
ELC142	Language and Literacy Education: Afrikaans as Additional Language	8	3 + 4
	OR		
ELO122	Sesotho	8	3 + 4
ENC124	Elementary Natural Science (Biology)	16	3 + 4
EDC122	Natural Science Education	8	3 + 4
ETG122	Technology Education	8	3 + 4
PLR122	Learning Readiness Skills	8	3 + 4
ETI201	Practice Teaching	2	3 + 4
	TOTAL	**66**	

* Afrikaans: Non-mother tongue Afrikaans speakers must register for AFN124

THIRD ACADEMIC YEAR (LAST ADMISSION – 2016)

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Elective subject 1*	Min 16 credits	1 + 2
XXX	Elective subject 2*	Min 16 credits	1 + 2
HSS112	Human and Social Sciences (History)	8	1
HSS132	Human and Social Sciences (Geography)	8	2
EEE132	Integrated Teaching and Learning	8	1
ETI301	Practice Teaching	2	1 + 2
	TOTAL	**58**	

* See **List A** for specific subject and codes

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Elective subject 1*	Min 16 credits	3 + 4
XXX	Elective subject 2*	Min 16 credits	3 + 4
RLO122	A Survey of the Religions of South Africa and the Education of Religion in the Primary and Intermediate Phases	8	3 + 4
DHS122	Human and Social Science Education	8	3 + 4
ISD122	Intermediate Phase Speech and Drama	8	3 + 4
ELL142	Environmental Education	8	3 + 4
IPA122	Intermediate Phase Art	8	3 + 4
ETI301	Practice Teaching	2	3 + 4
	TOTAL	**74**	

* See **List A** for specific subjects and codes

FOURTH ACADEMIC YEAR

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Continuation of one elective subject *	Min 16 credits	1 + 2
EPD112	Intermediate Phase: Dance	8	1 + 2
IPM112	Intermediate Phase: Music	8	1 + 2
DAC112	Arts and Culture Education	8	1 + 2
EFK112	Outcomes-based Education: A critical approach	8	1 + 2
EFA112	Culture and Education	8	1 + 2
DPH132	Physical and Health Education	8	1 + 2
ETI401	Practice Teaching	2	1 + 2
	TOTAL	**66**	

*See **List A** for specific subject and codes

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Continuation of one elective subject *	Min 16 credits	3 + 4
DAC122	Arts and Culture Education	8	3 + 4
DLO122	Life Orientation Education	8	3 + 4
ECS122	SA Education System and Professionalism	8	3
EJI122	Classroom Management and Related Judicial Issues	8	4
ESS122	Social Problems: At-risk Children	8	3
ECL122	Classroom Computer Usage	8	3 + 4
ETI401	Practice Teaching	2	3 + 4
	TOTAL	**66**	

*See **List A** for specific subjects and codes

13.1.3   BACHELOR OF EDUCATION IN FURTHER EDUCATION AND TRAINING PHASE

Core and elective credits: 540

Study code: 7314

UFS101: 16

Total credits: 556

FIRST ACADEMIC YEAR

NB UFS 101 is a compulsory first year institutional module for all minimum duration programmes

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Elective subject 1*	Minimum 16 credits	1 + 2
XXX	Elective subject 2*	Minimum 16 credits	1 + 2
XXX	Elective subject 3*	Minimum 16 credits	1 + 2
EDS 132	Curriculum Design	8	1 + 2
EDM 132	Teaching Methods, Instructional Technology and Instructional Materials	8	1 + 2
CSIL1511	Basic Computer Literacy	4	1 + 2
ETV 101	Practice Teaching	2	1 + 2
	TOTAL	70	

* See **List B** for specific subjects and codes

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Elective subject 1*	Minimum 16 credits	3 + 4
XXX	Elective subject 2*	Minimum 16 credits	3 + 4
XXX	Elective subject 3*	Minimum 16 credits	3 + 4
EDL 122	Leadership Principles in the Management of the Didactical Situation	8	3 + 4
EDA 122	Assessment	8	3 + 4
ETV 101	Practice Teaching	2	3 + 4
	TOTAL	66	

* See **List B** for specific subjects and codes

SECOND ACADEMIC YEAR

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Continuation of elective subject 1*	Min 16 credits	1 + 2
XXX	Continuation of elective subject 2*	Min 16 credits	1 + 2
EPI 112	Intelligence, Attention and Memory	8	1
EPM 112	Motivation	8	2
AFP 132 ENGS1504 ETC 112 ETZ 112**	Language Proficiency and Communication in **TWO** of the following: Afrikaans vir die professies: Doeltreffende formulering Language Proficiency and Communication in English Language Proficiency and Communication in Sesotho Teaching of isiZulu	8 + 8	1 + 2
ETV 201	Practice Teaching	2	1 + 2
	TOTAL	**66**	

* See **List B** for specific subjects and codes
** isiZulu is only offered on the Qwaqwa campus

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Continuation of elective subject 1*	Min 16 credits	3 + 4
XXX	Continuation of elective subject 2*	Min 16 credits	3 + 4
ESM 122	Learning and Study Methods	8	3
EHD 122	Development Phases of the Learner	8	4
AFP 142 ETC 122 ETZ 122**	Language Proficiency and Communication in **TWO** of the following: Afrikaans vir die professies: Doeltreffende formulering Language Proficiency and Communication in Sesotho Teaching of isiZulu	8 + 8	3 + 4
ETV 201	Practice Teaching	2	3 + 4
	TOTAL	**66**	

* See **List B** for specific subjects and codes
** isiZulu: ETZ 122 is only offered on the Qwaqwa campus.

THIRD ACADEMIC YEAR (LAST ADMISSION – 2016)

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Continuation of elective subject 1*	Min 16 credits	1 + 2
XXX	Continuation of elective subject 2*	Min 16 credits	1 + 2
EFK 112	Outcomes-based Education: A Critical Approach	8	1 + 2
EFA 112	Culture and Education	8	1 + 2
ELX 112	Career Orientation, Self-actualisation and Relationship Skills.	8	2
ELF 112	Life and Worldview	8	2
ETV 301	Practice Teaching	2	1 + 2
	TOTAL	**66**	

* See **List B** for specific subjects and codes

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Continuation of elective subject 1*	Min 16 credits	3 + 4
XXX	Continuation of elective subject 2*	Min 16 credits	3 + 4
EFD 122	Democracy and Human Rights	8	3
EFT 122	Education and Transformation	8	4
ESS 122	Social Problems: At-risk Children	8	3
ESI 122	Invitational Teaching	8	4
ETV 301	Practice Teaching	2	3 + 4
	TOTAL	**66**	

* See **List B** for specific subjects and codes

FOURTH ACADEMIC YEAR

FIRST SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Subject education 1*	16	1 + 2
XXX	Subject education 2*	16	1 + 2
DPH 132	Physical and Health Education	8	1 + 2
EMC 112	Education and Gender in S.A.	8	1
EMG 112	Multicultural Education in S.A.	8	2
EGE 112	Eurocentric and Afrocentric Education in SA	8	1
ETV 401	Practice Teaching	2	1 + 2
	TOTAL	**66**	

* See **List C** for learning area/subject education

SECOND SEMESTER

CODE	NAME OF MODULE	CREDITS	TERM
XXX	Subject education 1*	16	3 + 4
XXX	Subject education 1*	16	3 + 4
RLO 142	A Survey of the Religions of South Africa and the Education of Religion in the Further Education and Training Phases	8	3 + 4
ECS 122	South African Education System and Professionalism	8	3
EJI 122	Classroom Management and related Judicial Issues	8	4
ETV 401	Practice Teaching	2	3 + 4
	TOTAL	**58**	

* See **List C** for learning area/subject education

13.1.4 BACHELOR OF EDUCATION: EXTENDED CURRICULUM PROGRAMME [PIPELINE]
This curriculum is only applicable to students who enrolled in 2015

13.1.4.1 BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

Academic Plan Code: 7318

Core and elective credits: 528
Developmental credits: 128
UFS101: 16
Total credits: 672

STUDY YEAR 2: DEVELOPMENTAL MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
English Academic Literacy	EALH2508		32
OR			
Academic Literacy in Afrikaans	AGAH2508		32
Total (Sem 1; Sem 2)	0	0	
Total (Year)	32		32
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 2	32		

STUDY YEAR 2: MAINSTREAM MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Compulsory Institutional Module	UFS101		16
Life-long Learning Skills for Teachers	LLST1513		12
Education Studies 1:			
1.1: The individual in education context	EDUB1613		12
1.2: What it means to educate: theoretical perspectives and significance for SA education		EDUB1623	12
General Pedagogy I: Early Childhood Development and Learning (birth to nine years)		PEDF1623	12
Life Skills 1	LSCF1604		16
Mathematics 1: Numbers, Operations, Relationships	MTCF1604		16
Teaching Practice 1	TPRF1502		8
Total (Sem 1; Sem 2)	24	24	
Total (Year)	40 + 16		88 + 16
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 2	88 + 16		

See mainstream curriculum <u>academic</u> years 2, 3 and 4 to complete <u>study</u> years 3, 4 and 5 of the Extended Curriculum Programme.

13.1.4.2 BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING

Academic Plan Code: 7318

Core and elective credits: 532
Developmental credits: 128
UFS101: 16
Total credits: 676

STUDY YEAR 2: DEVELOPMENTAL MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
English Academic Literacy	EALH2508		32
OR			
Academic Literacy in Afrikaans	AGAH2508		32
Total (Sem 1; Sem 2)	0	0	
Total (Year)	32		32
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 2	32		

STUDY YEAR 2: MAINSTREAM MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Compulsory institutional module	UFS101		16
Mathematics 1*	MTHI1614		16
Mathematics 2*		MTHI1624	16
OR			
Life Skills 1	LSCI1614		16
Life Skills 2		LSCI1624	16
Life-long Learning Skills for Teachers	LLST1513		12
Education Studies 1:			
1.1: The individual in education context	EDUB1613		12
1.2: What it means to educate: theoretical perspectives and significance for SA Education		EDUB1623	12
General Pedagogy I: Managing the Curriculum		GPED1623	12
Teaching Practice 1	TPRE1502		8
Total (Sem 1; Sem 2)	40	40	
Total (Year)	8 + 16		88 + 16
TOTAL MAINSTREAM MODULE CREDITS: YEAR 1	88 + 16		

* Students will be permitted to enrol for Mathematics 1 and 2 on condition that they have passed Mathematics in Grade 12 with at least 50%.

See mainstream curriculum <u>academic</u> years 2, 3 and 4 to complete <u>study</u> years 3, 4 and 5 of the Extended Curriculum Programme.

Academic Plan Code: 7318

Core and elective credits: 504
Developmental credits: 128
UFS101:   16
Total credits: 648

STUDY YEAR 2: DEVELOPMENTAL MODULES	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
English Academic Literacy	EALH2508		32
OR			
Academic Literacy in Afrikaans	AGAH2508		
Total (Sem 1; Sem 2)	*0*	*0*	**32**
Total (Year)	*32*		
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 2	32		

STUDY YEAR 2: MAINSTREAM MODULES	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Compulsory Institutional Module	UFS101		16
Subject Content 1 (continued)*	At least 16 credits	At least 16 credits	32
Life-long Learning Skills for Teachers	LLST1513		12
Education Studies 1.1: The individual in education context	EDUB1613		12
Education Studies 1.2: What it means to educate: theoretical perspectives and significance for SA Education		EDUB1623	12
General Pedagogy I: Managing the curriculum		GPED1623	12
Teaching Practice 1	TPRE1502		8
Total (Sem 1; Sem 2)	*Min 40*	*Min 40*	**88 + 16**
Total (Year)	*8 + 16*		
TOTAL MAINSTREAM MODULE CREDITS: YEAR 2	Min 88 + 16		

Subject content modules must be chosen from the subject fields, Natural Sciences **OR** the Economic and Management Sciences **OR** the Human Sciences.

* Choose a subject from **List D** that proceeds to Year 2.

See mainstream curriculum <u>academic</u> years 2, 3 and 4 to complete <u>study</u> years 3, 4 and 5 of the Extended Curriculum Programme.

13.2 BACHELOR OF EDUCATION (BED) [NEW]

The BEd programme is specifically designed to prepare students for teaching in the South African schooling system and beyond. The purpose of the BEd degree is to provide a well-rounded education that will shape graduates with an integrated knowledge base enabling them to demonstrate applied competence, commitment and responsibility as academically and professionally qualified beginner teachers. Principles and theory are emphasised as a basis for entry into a professional teaching career. The degree requires a specific depth of, and specialisation in knowledge, together with practical skills and workplace experience, to enable successful students to enter into teaching and apply their learning as beginner teachers in schools in varying contexts. The following aims will assist in exploring and fulfilling the purpose of the BEd degree:

- provision of subject/discipline knowledge;
- provision of pedagogical content knowledge;
- fostering of self-reflexivity and self-understanding to enable commitment to the highest level of professional work ethics;
- development of students as active citizens who will respond to and initiate change;
- development of competences to organize learning among a diverse range of learners in diverse contexts.

ARTICULATION WITH OTHER QUALIFICATIONS AND PROGRAMMES

The **BEd (Foundation Phase Teaching)** programme is an NQF Exit Level 7 qualification. This programme will enable students to build their competence in the Foundation Phase (GradeR-3) education through a supportive understanding of birth to four years. This meets the need for a well-rounded education for a beginner teacher in the early years.

The **BEd (Foundation Phase Teaching), BEd (Intermediate Phase Teaching)** and the **BEd (Senior and Further Education and Training Phase Teaching)** are NQF Exit Level 7 qualifications. Students in these programmes must enroll respectively for 96 credits (FP), 96 credits (IP) and 88 credits (S&FETP) in Education Studies, of which the last four 16-credit modules are on an NQF Level 7. All four exit level Subject Education modules (20 credits each) are also on NQF Level 7. This provides students with the means to articulate vertically to postgraduate studies in Education by applying for enrolment for a BEdHons or a PGDip qualification (both on NQF Level 8) at any higher education institution that offers these qualifications. These qualifications also provide the means to articulate horizontally to an Advanced Diploma in Education (e.g. in leadership) or downwards to an Advanced Certificate in Teaching (e.g. in Foundation Phase) on NQF Level 6.

DURATION OF STUDY

The duration of the BEd degree is four years full-time. The duration of the Extended Curriculum Programmes is five years full-time.

ADMISSION REQUIREMENTS

The General Rules of the University in respect of admission to degree study (General Rule A2) are applicable for admission to this degree.

Students must be in possession of a National Senior Certificate or a National Certificate (Vocational), with endorsement for degree studies, and a minimum admission point (AP) of **30 for the four-year degrees** and **25 for the Extended Curriculum Programme (five-year)**. The language of instruction can be either English or Afrikaans, subject to a minimum achievement level 4 (50%).

Admission to the BEd programmes is furthermore subject to selection, based on the capacity of the Faculty of Education.

MINIMUM REQUIREMENTS FOR PROGRESSION IN THE NEW BEd DEGREE

<u>**MAINSTREAM PROGRAMME**</u>

Minimum requirements for admission to the second academic year

To be allowed to register for the second academic year, a student must have completed a minimum of 72 (60%) core credits in the first academic year.

Minimum requirements for admission to the third academic year

To be allowed to register for the third academic year, a student must have passed all modules in the first and second academic years.

Minimum requirements for admission to the fourth academic year

To be allowed to register for the fourth academic year a student must have passed all modules in the first, second and third academic years.

<u>Note</u>: Students can only proceed to subject education and teaching practice modules in the fourth academic year if <u>all</u> modules were successfully completed in the preceding academic years.

EXTENDED CURRICULUM PROGRAMMES

Minimum requirements for admission to the second year of study

To be admitted to the second year of study (<u>first</u> academic year of four-year BEd qualification), a student must have passed <u>all</u> modules in the first year of study.

Minimum requirements for admission to the third year of study

To be allowed to register for the third year of study (<u>second</u> academic year of four-year BEd qualification), a student must have completed a minimum of 72 (60%) core credits in the second year of study (first academic year of four-year BEd qualification).

Minimum requirements for admission to the fourth (third year of four-year BEd qualification) year of study

To be admitted to the fourth year of study (<u>third</u> academic year of four-year BEd qualification), a student must have passed all modules in the first and second academic years.

Minimum requirements for admission to the fifth year of study

To be admitted to the fifth year of study (<u>fourth</u> and last academic year of four-year BEd qualification), a student must have passed all modules in the first, second and third academic years.

<u>Note</u>: Students can only proceed to subject education and teaching practice modules in the fifth year of study (fourth academic year of the four-year BEd qualification) if all modules were successfully completed in the preceding academic years.

ADDITIONAL REQUIREMENTS AND RULES

Laboratory lectures

All students who are registered for modules with a laboratory component must attend all laboratory lectures and periods presented in the School of Mathematics, Natural Sciences and Technology Education.

A demonstration, process, skill, etc. is presented in each laboratory period or laboratory session and cannot be repeated due to the content load of the subject.

During these laboratory periods, marks are allocated for attendance, acquisition of skills, application of processes, skills, techniques, etc.

The above-mentioned marks thus obtained form an integral part of the continuous evaluation of each student's module mark.

TEACHING PRACTICE

DURATION

Year 1: (8 credits)	:	2 weeks in May, focusing on shadowing
Year 2 (8 credits)	:	2 weeks in January before UFS classes start and 2 weeks in May, focusing on shadowing
Year 3 (24 credits)	:	2 weeks in January, 5 weeks in May, 4 weeks in September
Year 4 (40 credits)	:	10 weeks in July-September

The role of Teaching Practice in the Initial Teacher Education (ITE) programmes

Teaching Practice is an integral part of the Faculty's ITE programmes, because it:

- provides the platform for student teachers to interact with the various school context in the broader school community in South Africa
- provides student teachers with the opportunity for socialisation into the teaching profession
- facilitates the structuring of a learning community in which student teachers, practicing teachers and lecturers can learn from one another and interdependently enhance their professional development
- provides student teachers with the opportunity to develop and to demonstrate their applied competence and readiness to enter the teaching profession
- encourages student teachers to innovate and reflect on their practice within a supportive environment as part of their professional development process
- places student teachers in schools (which are important sites for learning) to teach and progress through the cycle of learning (see Appendix A) themselves by:
  - understanding themselves in context
  - fulfilling the role as deliverer
  - fulfilling the role as adaptor
  - fulfilling the role as creator and becoming an agent of change

Teaching Practice Activities

Student teachers are provided with a range of experiences, which include visits to a variety of schools within the diverse school context in South Africa. These activities aim to provide student teachers with an increasing involvement in schools over the four years of their education. The main component of teaching practice consists of sustained periods of block teaching practice in the last two years of the BEd programme. Student teachers move from assisting a teacher in the classroom and working with individuals or small groups of learners, to eventually teaching a whole class.

VISITS

Visits are made to various types of schools to broaden student teachers' understanding of the rich diversity of learning opportunities. These visits give student teachers a chance to talk to learners individually and in small groups, as well as to observe lessons.

SCHOOL PLACEMENTS

School placements that forms part of communities of practice at the beginning of the second and third years of the BEd programmes, gives student teachers the opportunity to be involved in the day-to-day life of a school as interactive observers. Each student is assigned to a co-ordinating teacher and will serve as an assistant to this teacher. The student teachers are expected to help the teachers in class, by taking up the supervision of some groups of learners, tutoring, preparing teaching materials, marking pupils' work (only in the third year), helping groups of pupils or an individual pupil, and assisting in extra-curricular activities. Students are also expected to engage with learners and staff about the learning experiences offered by the school, both in the classroom and outside, so as to be as fully involved in the life of the school as possible.

TEACHING PRACTICE IN BLOCKS

Teaching practice in blocks (in years three and four) provides student teachers with opportunities to teach and to be engaged in the life and work of the school. Student teachers will be placed with mentor teachers in the final teaching practice block (whole of the third term) of the fourth year of the BEd programme. The block practice is made up of two components, namely teaching and involvement in extracurricular activities such as sport and cultural activities.   The student teacher's involvement in both of these activities will provide the basis for the assessment of the demonstration of the students' applied competence.

ASSESSMENT

Students obtain a pass mark by means of various forms of continuous assessment, according to the stipulations of the Directorate: Initial teacher education.

Students must submit evidence of successful participation with regard to the following activities, not later than the date for submission of marks for the additional examination opportunities:

Sports and cultural activities

Certificates in two sport and/or cultural activities of the student's choice. (A student also qualifies upon obtaining at least two official and/or refereeing and/or adjudicating certificates in one or more sports or cultural activities).

First aid and/or occupational safety

A certificate in first aid and/or occupational safety is required. Both certificates are recommended for students who offer subjects in Mathematics, Natural Sciences or Technology.

LANGUAGE ENDORSEMENTS

a) All Foundation and Intermediate Phase students must specialise in Home Language Teaching in one or two of English/Afrikaans/Sesotho/*isiZulu. If the teaching specialisation is in only one Home Language then students need to specialise in a First Additional Language Teaching in one of English/Afrikaans/ Sesotho/*isiZulu.

The endorsement(s) of Language of Learning and Teaching (LoLT) in the specific language(s) will be printed on the degree certificate.

To obtain these endorsements, students must pass both Language Teaching modules in the final year and obtain 60% in oral presentations of all four subject teaching modules in the particular LoLT. The oral presentation is part of the continuous assessment activities of a teaching module.

b) All students specialising in the Senior and Further Education and Training Phases have to offer TWO modules (12 credits each) in Language Proficiency and Communication. Students have to take both Afrikaans (in year 3) and English (in year 4) as languages of teaching and learning.

The endorsement(s) of Language of Learning and Teaching (LoLT) in the specific language(s) (see exception below) will be printed on the degree certificate.

To obtain these endorsements, students must pass both Language Proficiency and Communication modules with 60% (see exception below).

Students who are not proficient in Afrikaans must take a second language of conversation instead. This module is presented in year 3 of the curriculum (or year 4 in the Extended Curriculum Programme).

Students who pass one of the above-mentioned languages as an elective subject at the 200 level (64 credits) are exempted from the modules of the Language Proficiency and Communication module.

ASSESSMENT AND CALCULATION OF MARKS

The General Rules of the University in respect of assessment and examination are applicable to this degree study.

MODULE ASSESSMENT

Module assessment implies the assessment of knowledge, skills and attitudes by means of continuous assessment (module mark) as well as a final assessment (exam mark) in a ratio of 1:1.

There will be a maximum of three summative assessment opportunities per 12/16-credit module. However a fourth assessment opportunity will be scheduled, as a special opportunity for students who - for valid reasons - could not participate in one of the first three assessments. This special assessment opportunity will cover **all** the work of the module and will be conducted at the end of the term/semester.

Additional, continuous assessment opportunities as set out in the study guide (counting up to a maximum of 20% of the module mark) may take place during contact sessions. A student will forfeit the mark in case of absence from such assessment opportunities.

A lecturer has the right not to accept late assignments, subsequent to liaising with the Programme Director: Initial Teacher Education.

MINIMUM MODULE MARK

Students must note that, in terms of the University's General Rule, a minimum module mark of 40% must be obtained in order to be eligible to write the final examinations.

INCOMPLETE

A module will be regarded as incomplete if a student did not participate in three of the four scheduled assessment activities

"Incomplete" implies that a student will not be allowed to participate in the scheduled examination opportunities.

CALCULATION OF FINAL MARK

Students have to participate in the scheduled University examination in order to obtain a combined mark of at least 50% (a minimum examination mark of 40% is required). The average of the module mark and the examination mark will constitute the **final mark** (rounded off to a percentage integer) of the module in a 1:1 proportion.

EXAMINATIONS

The main examinations scheduled in May/June and October/November are compulsory.

DURATION OF PAPERS

Assessment during the scheduled University examinations will usually take the form of a two hour paper for a 12- or 16-credit module.

AWARDING OF QUALIFICATION

The qualification will be awarded when **all** modules have been completed successfully. Any module outstanding has to be repeated under the conditions as stipulated below*. Module marks are not transferable from one year to another.

*There will be a maximum of three summative assessment opportunities per 12/16-credit module. However, a fourth assessment opportunity will be scheduled as a special opportunity for students who – for valid reasons – could not participate in one of the first three assessments. This special assessment opportunity will cover all the work of the module and will be conducted at the end of the term/semester.

Additional, continuous assessment opportunities as set out in the study guide (counting up to a maximum of 20% of the module mark) may take place during contact sessions.

A student will forfeit the mark in case of absence from such assessment opportunities.

A lecturer has the right not to accept late assignment, subsequent to liaising with the Programme Director: Initial Teacher Education.

QUALIFICATION WITH DISTINCTION

The General Rules of the University in respect of a *qualification with distinction* are applicable to the BEd degree.

EXAMINATION IRREGULARITIES

The General Rules of the University in respect of *examination irregularities* are applicable to the BEd degree.

13.2.1   BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

Core and elective credits: 528
UFS101:   16
Total credits: 544

Academic Plan Code: 73110

CURRICULUM

NB: Students should register for **EALH1508** <u>or</u> **AGAE1508** as an additional module if the stipulated requirements of the National Benchmark Test (NBT) have not been met, or the results of the tests cannot be submitted.

YEAR 1	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Compulsory Institutional Module	UFS101		16
English Skills for Education 1	ENGE1608		32
Life-long Learning Skills for Teachers	LLST1513		12
Education Studies 1:			
1.1: The individual in education context	EDUB1613		12
1.2: What it means to educate: theoretical perspectives and significance for SA Education		EDUB1623	12
General Pedagogy I: Early Childhood Development and Learning (birth to nine years)		PEDF1623	12
Life Skills 1	LSCF1604		16
Mathematics 1: Numbers, Operations, Relationships, Patterns, Functions and Algebra	MTCF1604		16
Teaching Practice 1	TPRF1502		8
Total (Sem 1; Sem 2)	*24*	*24*	**120 + 16**
Total (Year)	*72 + 16*		
TOTAL CREDITS: YEAR 1	120 + 16		

YEAR 2	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Education Studies 2:			
2.1: Teaching and Learning in education context	EDUB2714		16
2.2: Human Relationships In education context		EDUB2724	16
General Pedagogy 2:			
2.1: Learning in an Inclusive Environment	PEDF2613		12
2.2: Teaching and Learning in the Foundation Phase		PEDF2623	12
Afrikaans (Home Language)	AFNT1614		16
Afrikaans (Home Language)		AFNL1624	16
OR			
Afrikaans (Additional Language)	AFRT1514		16
Afrikaans (Additional Language)		AFRL1624	16
OR			
Sesotho (Home Language)	SSML1514		16
Sesotho (Home Language)		SSMT1524	16
OR			
Sesotho (Additional Language)	SSOL1514		16
Sesotho (Additional Language)		SSOL1524	16
OR			
isiZulu (Home Language)*	ZULL1514		16
isiZulu (Home Language)*		ZULL1524	16
Mathematics 2: Space and Shape, Measurement and Data Handling	MTCF2604		16
Life Skills 2: Foundation Phase	LSCF2604		16
Teaching Practice 2	TPRF2502		8
Total (Sem 1; Sem 2)	44	44	
Total (Year)	40		128
TOTAL CREDITS: YEAR 2	128		

Choose only <u>one</u> of the language groups.

Language modules are presented by the mother disciplines in the Faculty of Humanities.

* isiZulu is only presented on the Qwaqwa campus.

YEAR 3	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Education Studies 3:			
3.1: Education systems in Global and National Contexts	EDUB3714		16
3.2: Contemporary Education Theory in Current Social Context		EDUB3724	16
Early Childhood Education 1: Reception Year Studies	ECED3703		12
Mathematics Teaching 1	MTTF3604		16
Life Skills Teaching 1	LSTF3604		16
English Teaching 1 (Home Language)*	EHTF3604		16
OR			
English Teaching 1 (Additional Language)	EATF3604		16
Afrikaans Teaching 1: (Home Language)**	AHTF3604		16
OR			
Afrikaans Teaching 1: (Additional Language)**	AATF3604		16
OR			
Sesotho Teaching 1: (Home Language)**	SHTF3604		16
OR			
Sesotho Teaching 1: (Additional Language)**	SATF3604		16
OR			
isiZulu Teaching 1: (Home Language)**	ZHTF3604		16
OR			
isiZulu Teaching 1: (Additional Language)**	ZATF3604		16
Conversational Language: Sesotho***	SSCL3502		8
OR			
Conversational Language: Sign Language***	SICL3502		8
OR			
Conversational Language: isiZulu***	ZUCL3502		8
Teaching Practice 3	WILF3606		24
Total (Sem 1; Sem 2)	**16**	**16**	
Total (Year)	108		**140**
TOTAL CREDITS: YEAR 3	140		

* The choice of an English language teaching module will depend on the language level that the student is interested in teaching once he/she is qualified.

** Choose 1: The choice of a language teaching module depends on the level of language chosen in year 2.

*** isiZulu as conversational language is only presented on the Qwaqwa campus; Sign Language as conversational language is only presented on the Bloemfontein campus.

YEAR 4	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Early Childhood Education 2: Foundations in Early Childhood Education (birth to four years)	ECED4703		12
Mathematics Teaching 2	MTTF4705		20
Life Skills Teaching 2	LSTF4705		20
English Teaching 2 (Home Language)*	EHTF4705		20
OR			
English Teaching 2 (Additional Language)	EATF4705		20
Afrikaans Teaching 2: (Home Language)*	AHTF4705		20
OR			
Afrikaans Teaching 2: (Additional Language)*	AATF4705		20
OR			
Sesotho Teaching 2: (Home Language)*	SHTF4705		20
OR			
Sesotho Teaching 2: (Additional Language)*	SATF4705		20
OR			
isiZulu Teaching 2: (Home Language)*	ZHTF4705		20
OR			
isiZulu Teaching 2: (Additional Language)*	ZATF4705		20
Conversational Language: Sesotho*	SSCL4502		8
OR			
Conversational Language: Sign Language*	SICLC4502		8
OR			
Conversational Language: isiZulu*	ZUCL4502		8
Teaching Practice 4	WILF4700		40
Total (Sem 1; Sem 2)	0	0	
Total (Year)	140		140
TOTAL CREDITS: YEAR 4	140		

* Continuation of language teaching choices in year 3.

13.2.2   BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING

Academic Plan Code: 73120

Core and elective credits: 532
UFS101:   16
Total credits: 548

CURRICULUM

NB: Students should register for **EALH1508** or **AGAE1508** as an additional module if the stipulated requirements of the National Benchmark Test (NBT) have not been met, or the results of the tests cannot be submitted.

YEAR 1	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Compulsory Institutional Module	UFS101		16
English Skills for Education 1	ENGE1608		32
Mathematics 1*	MTHI1614		16
Mathematics 2*		MTHI1624	16
OR			
Life Skills 1	LSCI1614		16
Life Skills 2		LSCI1624	16
Life-long Learning Skills for Teachers	LLST1513		12
Education Studies 1:			
1.1: The individual in education context	EDUB1613		12
1.2: What it means to educate: theoretical perspectives and significance for SA Education		EDUB1623	12
General Pedagogy I: Managing the curriculum		GPED1623	12
Teaching Practice 1	TPRI1502		8
Total (Sem 1; Sem 2)	*40*	*40*	
Total (Year)	*40 + 16*		**120 + 16**
TOTAL CREDITS: YEAR 1	120 + 16		

* Students will be permitted to enrol for Mathematics 1 and 2 on condition that they have passed Mathematics in Grade 12 with at least 50%.

YEAR 2	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Basic Mathematics	MTBI2503		12
Education Studies 2:			
2.1: Teaching and Learning in Education Context	EDUB2714		16
2.2: Human Relationships In Education Context		EDUB2724	16
General Pedagogy 2:			
2.1: Inclusive Teaching and Learning	GPED2613		12
2.2: Instruction and Assessment		GPED2623	12
Afrikaans (Home Language)	AFNT1614		16
Afrikaans (Home Language)		AFNL1624	16
OR			
Afrikaans (Additional Language)	AFRT1514		16
Afrikaans (Additional Language)		AFRL1624	16
OR			
Sesotho (Home Language)	SSML1514		16
Sesotho (Home Language)		SSMT1524	16
OR			
Sesotho (Additional Language)	SSOL1514		16
Sesotho (Additional Language)		SSOL1524	16
Elementary Science and Technology*	NSTC2614		16
Elementary Natural Sciences *		NSTC2624	16
OR			
Social Sciences 1: History**	SSCI2614		16
Social Sciences 2: Geography**		SSCI2624	16
Teaching Practice 2	TPRE2502		8
Total (Sem 1; Sem 2)	*60*	*60*	
Total (Year)	*20*		**140**
TOTAL CREDITS: YEAR 2	140		

* Choose Elementary Science and Technology/Elementary Natural Sciences if Mathematics was chosen in year 1.

** Choose Social Sciences if Life Skills was chosen in year 1.

YEAR 3	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Education Studies 3:			
3.1: Education Systems in Global and National Contexts	EDUB3714		16
3.2: Contemporary education theory in current social context		EDUB3724	16
#Intermediate Phase School Curriculum 1	CURI3502		8
English Teaching 1 (Home Language)*	EHTI3604		16
OR			
English Teaching 1 (Additional Language)*	EATI3604		16
Afrikaans Teaching 1: (Home Language)**	AHTI3604		16
OR			
Afrikaans Teaching 1: (Additional Language)**	AATI3604		16
OR			
Sesotho Teaching 1: (Home Language)**	SHTI3604		16
OR			
Sesotho Teaching 1: (Additional Language)**	SATI3604		16
Conversational Language: Sesotho	SSCL3502		8
OR			
Conversational Language: Sign Language	SICL3502		8
Teaching of Natural Sciences and Technology 1	NTTI3604		16
Teaching of Mathematics 1	MTTI3604		16
OR			
Teaching of Life Skills 1	LSTI3604		16
Teaching of Social Sciences 1	SSTI3604		16
Teaching Practice 3	WILI3606		24
Total (Sem 1; Sem 2)	*16*	*16*	
Total (Year)	*104*		**136**
TOTAL CREDITS: YEAR 3	136		

\# Two groups: In this module students, who in year 1 and 2 selected Mathematics and Natural Sciences, will focus on Social Sciences and Life Skills. Students, who in year 1 and 2 selected Social Sciences and Life Skills, will focus on Mathematics and Natural Sciences.

* The choice of an English language teaching module will depend on the language level that the student is interested in teaching once he/she is qualified.

** Choose 1: The choice of a language teaching module depends on the level of language chosen in year 2.

YEAR 4	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Intermediate Phase School Curriculum 2	CURI4502		8
English Teaching 2 (Home Language)*	EHTI4705		20
OR			
English Teaching 2 (Additional Language)*	EATI4705		20
Afrikaans Teaching 2: (Home Language)*	AHTI4705		20
OR			
Afrikaans Teaching 2: (Additional Language)*	AATI4705		20
OR			
Sesotho Teaching 2: (Home Language)*	SHTI4705		20
OR			
Sesotho Teaching 2: (Additional Language)*	SATI4705		20
Conversational Language: Sesotho*	SSCL4502		8
OR			
Conversational Language: Sign Language*	SICL4502		8
Teaching of Natural Sciences and Technology 2*	NTTI4075		20
Teaching of Mathematics 2*	MTTI4705		20
OR			
Teaching of Life Skills 2*	LSTI4705		20
Teaching of Social Sciences 2*	SSTI4705		20
Teaching Practice 4	WILI4700		40
Total (Sem 1; Sem 2)	0	0	
Total (Year)	136		136
TOTAL CREDITS: YEAR 4	136		

* Continuation of subject teaching choices in year 3.

13.2.3   BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING

Academic Plan Code: 73130

Core and elective credits: 504
UFS101:   16
Total credits: 520

CURRICULUM

NB: Students should register for **EALH1508** <u>or</u> **AGAE1508** as an additional module if the stipulated requirements of the National Benchmark Test (NBT) have not been met, or the results of the tests cannot be submitted.

YEAR 1	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Compulsory institutional module	UFS101		16
Subject Content 1*	At least 16 credits	At least 16 credits	32
Subject Content 2**	At least 16 credits	At least 16 credits	32
Life-long Learning Skills for Teachers	LLST1513		12
Education Studies 1.1: The individual in education context	EDUB1613		12
Education Studies 1.2: What it means to educate: theoretical perpectives and significance for SA education		EDUB1623	12
General Pedagogy I: Managing the curriculum		GPED1623	12
Teaching Practice 1	TPRV1502		8
Total (Sem 1; Sem 2)	*Min 56*	*Min 56*	**136**
Total (Year)	*8 + 16*		
TOTAL CREDITS: YEAR 1	Min120 + 16		

Subject content modules must be chosen from the subject fields, Natural Sciences **OR** the Economic and Management Sciences **OR** the Human Sciences.

* Choose a subject from **List D** that proceeds to Year 2.

** Choose a subject from **List D** that ends at year 1 **OR** that proceeds to Year 2.

YEAR 2	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Subject Content 1 (continued)*	At least 16 credits	At least 16 credits	32
Subject Content 2 (continued)*	At least 16 credits	At least 16 credits	32
OR			
Subject Content 3**	At least 16 credits	At least 16 credits	32
Education Studies 2:			
2.1: Teaching and Learning in Education Context	EDUB2714		16
2.2: Human Relationships In Education Context		EDUB2724	16
General Pedagogy 2:			
2.1: Inclusive Teaching and Learning	GPED2613		12
2.2: Instruction and Assessment		GPED2623	12
Teaching Practice 2	TPRE2502		8
Total (Sem 1; Sem 2)	*60*	*60*	
Total (Year)	*8*		**128**
TOTAL CREDITS: YEAR 2	128		

Subject content modules in Year 2 are a continuation of modules chosen in Year 1.

* Select a module from **List D** to continue with subject chosen in Year 1.

OR

** Choose an altogether different subject from **List D** that ends at year 1.

APPROVED SUBJECTS FOR TEACHER EDUCATION PROGRAMMES FOR THE SENIOR & FURTHER EDUCATION AND TRAINING PHASE IN YEARS 1 AND 2

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
Accounting					
Accounting	EACC2608: EACC1614 / EACC1624	EACC1614	EACC1624	EACC2608	
Accounting (Financial)	EFAC1614: Accounting at NSC level 5 (60%) EFAC1624: EFAC1614 passed 50% of EACC1614 passed 60% EFIN2708: EFAC1624	EFAC1614	EFAC1624	EFIN2708	
Afrikaans en Nederlands (moedertaal)					
Inleiding tot Afrikaanse Taalkunde	AFNT1614: Afrikaans 1st additional language level 6 (70%)	AFNT1614			
Inleiding tot Afrikaanse en Nederlandse Letterkunde: Periodes van Emansipasie	AFNL1624: AFNT1614		AFNL1624		
Afrikaanse Morfologie en Sosiolinguistiek	AFNT2614: AFNT1614 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFNT1614, may apply for departmental permission to register for AFNT2614			AFNT2614	
Nederlands en die Nederlandse Kultuur en Letterkunde	AFNK2724: AFNL1624 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFNL1624, may apply for departmental permission to register for AFNK2724				AFNK2724
Afrikaans (nie-moedertaal)					
Basiese Afrikaanse Taalpatrone en –gebruik	AFRT1514: Afrikaans 1st additional language level 4 (50%) – level 6 (70%)	AFRT1514			

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
Basiese Afrikaanse Letterkunde			AFRL1624		
Afrikaanse Morfologie en Semantiek vir nie-moedertaalsprekers	AFRT2614: Afrikaans 1st additional language level 6 (70%) **OR** AFRT1514 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFRT1514, may apply for departmental permission to register for AFRT2614			AFRT2614	
Voortgesette Afrikaanse Letterkunde	AFRL2624: AFRL1624 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass AFRL1624, may apply for departmental permission to register for AFRL2624				AFRL2624
Biochemistry					
Biochemistry of Biological Compounds	BOCB2616: BLGY1513 + BLGY1643 + BLGY1663			BOCB2616	
Enzymology and Introductory Metabolism					BOCE2626
Biology (Botany and Zoology)					
Introduction to Biology	BLGY1513: Life Sciences at NSC level 5 (60%)	BLGY1513			
The Interdependence of Plants and Life on Earth	BLGY1643: BLGY1513		BLGY1643		
Introduction to Zoology and Entomology	BLGY1663: BLGY1513		BLGY1663		
Botany					
Plant Adaptation for Survival on Land	BTNY2616: BLGY1513 + BLGY1643			BTNY2616	
Introductory Plant Development and Biotechnology	BTNY2626: BLGY1513 + BLGY1643				BTNY2626
Business Management					
Business Functions		EBUS1514			
Fundamental Business Functions		EBUS1614			
General Management			EBUS1624		
Entrepreneurship				EBUS2714	
Strategic Management	EBUS2715: EBUS1624			EBUS2715	
Personal Selling					EBMA2624
Innovation Management					ENOV2624
Small Business Management					ESBM2724

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
Chemistry					
Physical and Organic Chemistry (mainstream)	CHEM1514: NSC with endorsement that allows entry to Mathematics and Physical Sciences	CHEM1514			
Physical and Organic Chemistry	CHEM1624: CHEM1514		CHEM1624		
Physical and Organic Chemistry	CHEM1644: CHEM1514		CHEM1644		
Physical Chemistry	CHEM2614: CHEM1514 + CHEM1624 **OR** CHEM1644 (60% + MATM1614 **or** MATM1534)			CHEM2614	
Analytical Chemistry	CHEM2632: CHEM1514 + CHEM1624 **OR** CHEM1644 (60% + MATM1614 **or** MATM1534)			CHEM2632	
Organic Chemistry	CHEM2624: CHEM1514 + CHEM1624 **OR** CHEM1644 (60% + MATM1614 **or** MATM1534)				CHEM2624
Inorganic Chemistry	CHEM2642: CHEM2614 + CHEM2634				CHEM2642
Computer Sciences and Informatics					
Computer Application Technology					
Computer Literacy: Part 1		CSIL1511			
Computer Literacy: Part 2	CSIL1521: CSIL1511		CSIL1521		
Introduction to Programming: Part 1	CSIS1534: In combination with CSIL1511	CSIS1534			
Introduction to Programming: Part 2	CSIS1644: CSIS1534		CSIS1644		
Introduction to Computer Hardware				CSIS1553	
Human-Computer Interaction	CSIS2624: CSIS1644				CSIS2624
Information Technology Service Learning	CSIS2642: CSIL1511 + CSIL1521				CSIS2642
Information Technology					
Computer Literacy: Part 1		CSIL1511			
Computer Literacy: Part 2	CSIL1521: CSIL1511		CSIL1521		
Programming and Problem-Solving: Part 1	CSIS1614: In combination with CSIL1511	CSIS1614			
Programming and Problem-Solving: Part 2	CSIS1624: CSIS1614 **OR** CSIS1644		CSIS1624		
Introduction to Computer Hardware		CSIS1553			
Introduction to the Internet and Web Page Development	CSIS1664: CSIS1614 **OR** CSIS1644		CSIS1664		

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
Data Structures and Advanced Programming	CSIS2614: CSIS1624			CSIS2614	
Introduction to Data Bases and Data Base Management Systems: Part 1	CSIS2634: CSIS1624			CSIS2634	
Human-Computer Interaction	CSIS2624: CSIS1624				CSIS2624
Software Design	CSIS2664: CSIS2614				CSIS2664
Information Technology Service Learning (optional)	CSIS2642: CSIL1521				CSIS2642
Economics					
Economic Systems and Microeconomics	EECF1614: Mathematics at NSC level 4 (50%)	EECF1614			
Introduction to Macroeconomics	EECF1624: Mathematics at NSC level 4 (50%)		EECF1624		
Microeconomics	EMIC2714: EECF1614			EMIC2714	
Money and Interest Rates	EFES2714: EECF1624			EFES2714	
Macroeconomics	EMAC2724: EECF1624				EMAC2724
Financial Instruments, Markets and Institutions	EFES2724: EECF1624				EFES2724
Engineering Graphics					
Engineering Graphics 1.1	EGDC1614: Engineering and Graphics Design at NSC level 4 (50%)	EGDC1614			
Engineering Graphics 1.2			EGDC1624		
Engineering Graphics 2.1				EGDC2714	
Engineering Graphics 2.2					EGDC2724
Genetics					
Human Genetics	GENE2616: BLGY1513 + BLGY1623			GENE2616	
Molecular Genetics	GENE2626: BLGY1513 + BLGY1623				GENE2626
English					
Reading Literature: An Introduction to Reading, Writing and Critical Textual Analysis		ENGL1514			
Reading Literature, Film and Culture			ENGL1624		

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
Early Modern to Contemporary World Literatures	ENGL2614: ENGL1514 + ENGL1624 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass ENGL1514 or ENGL1624 may apply for departmental permission to register for ENGL2614			ENGL2614	
Twentieth Century and Modern Literature	ENGL2724: ENGL1514 + ENGL1624 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass ENGL1514 or ENGL1624 may apply for departmental permission to register for ENGL2724				ENGL2724
Geography					
Introduction to Physical Geography	GEOP1514: Mathematics at NSC level 4 (50%)	GEOP1514			
Introduction to Human Geography	GEOH1624: GEOP1514		GEOH1624		
Housing and Urban Development	GEOH2614: GEOH1624			GEOH2614	
Process Geomorphology	GEOP2614: GEOP1514			GEOP2614	
Environment and Climate Studies	GEOP2624: GEOP1514				GEOP2624
Introduction to Geographic Information Systems	GISC2624: GEOP1514 + GEOH1624				GISC2624
History					
Introduction to the 20th Century History South Africa		HIST1514			
20th Century World History			HIST1624		
The Rise of Nationalism in South Africa				HIST2614	
20th Century Global Clashes					HIST2624
Human Movement Science					
Movement Development		MBWD1512			
Growth and Development		MBWG1512			
Motor Learning and Body Posture			MBWM1524		
Philosophy and Sociology of Sport and Recreation				MBWP2614	
Movement Psychology					MBWM2622
Science of Coaching					MBWC3722

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
Mathematics					
Calculus	MATM1614: Mathematics at NSC level 7 (80%) **OR** 65% for MATM1584 **OR** 50% for MATM1534 **+** 60% in departmental admission test	MATM1614			
Calculus	MATM1534: Mathematics at NSC level 5 (60%) **OR** MATM1584	MATM1534			
Precalculus I	MATM1574: Mathematics at NSC level 4 (50%)	MATM1574			
Algebra and Differential Equations	MATM1624: 40% for MATM1614		MATM1624		
Calculus and Linear Algebra	MATM1544: MATM1534 **OR** 40% for MATM1614		MATM1544		
Precalculus II	MATM1584: MATM1574:		MATM1584		
Vector Analysis	MATM2614: MATM1614 + 40% for MATM1624			MATM2614	
Mathematical Modelling	MATA2634: 40% for MATM1614 **OR** MATM1534 + 40% for MATM1614 **OR** MATM1544			MATA2634	
Scientific Computing	MATM2654: MATM1624 **OR** MATM1544			MATM2654	
Linear Algebra	MATM2624: MATM1624:				MATM2624
Ordinary Differential Equations	MATA2644: MATM1624 **OR** MATM1544				MATA2644
Sequences and Series	MATM2664: MATM1614 + MATM1624				MATM2664
Microbiology					
The Basic Principles of Microbiology	MCBP2616: BLGY1513 + BLGY1683			MCBP2616	
Microbial Evolution and Diversity	MCBP2626: MCBP2616				MCBP2626
Physics					
Mechanics, Optics and Electricity	PHYS1514: In combination with MATM1614 **OR** MATM1534	PHYS1514			
Mechanics, Optics, Electricity, Biologically and Medically Relevant Topics		PHYS1534			
Mechanics, Thermodynamics, Electricity and Magnetism	PHYS1624: PHYS1514 + MATM1614 **OR** PHYS1534 + MATM1534		PHYS1624		
Mechanics, Thermodynamics, Electricity, Magnetism, Biologically and Medically Relevant Topics			PHYS1644		

Subject	Prerequisites				
Mechanics, Waves and Optics	PHYS2614: PHYS1514 + MATM1614 + PHYS1624 + MATM1624 **OR** PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1544			PHYS2614	
Practical Work: Physics	PHYS2632: In combination with PHYS2614			PHYS2632	
Ophthalmic Optics / Visual Optics	PHYS2654: PHYS1514 + PHYS1624 **OR** PHYS1534 + PHYS1644			PHYS2654	
Electronics	PHYS2624: PHYS1514 + MATM1614 + PHYS1624 + MATM1624 **OR** PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1544				PHYS2624
Electromagnetism	PHYS2642: PHYS2614				PHYS2642
Psychology					
Introduction to Psychology		PSIN1514			
Developmental Psychology			PSDE1624		
Social Psychology				PSSO2614	
Introduction to Health Psychology					PSIH2724
Religious Study					
Religion and Social Milieu		GDD114			
Introduction to the Study of Religion and Development in the Study of Religion over the Centuries			GDD142		
A Survey of the Religions of South Africa and the Education of Religion in the Primary and Intermediate Phase			RLO122		
A Survey of the Religions of South Africa and the Education of Religion in the Senior and Further Education and Training Phase			RLO142		
The Christian Religion				GDD214	
African Indigenous Religions and African Indigenous Churches					GDD224
Sesotho (mother tongue)					
Sesotho Language Structure and Usage	Students who took Sesotho in Grade 12 may either take Sesotho mother tongue or non-mother tongue	SSML1514			
Prose Fiction in Sesotho	SSMT1524: SSML1514 -- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSML1514, may apply for departmental permission to register for SSMT1524		SSMT1524		

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
Sociolinguistics in Sesotho	SSML2614: SSML1514 + SSMT1524 --- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSML1514 **OR** SSMT1524, may apply for departmental permission to register for SSML2614			SSML2614	
Sesotho Poetry and Drama	SSMT2624: SSML1514 + SSMT1524 --- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSML1514 **OR** SSMT1524, may apply for departmental permission to register for SSMT2624				SSMT2624
Sesotho (non-mother tongue)					
Introduction to Sesotho, Basic Communication and Culture		SSOL1514			
Sesotho Basic Communication and Culture			SSOL1524		
Advanced Communication and Introduction to Reading Skills	SSOL2614: SSOL1514 + SSOL1524 --- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSOL1514 **and/or** SSOL1524, may apply for departmental permission to register for SSOL2614			SSOL2614	
Creative Transactional Writing in Sesotho	SSOL2624: SSOL1514 + SSOL1524 --- Students who obtained predicate (as per Faculty rules) and a sub-minimum of 40% in the final summative assessment, but did not pass SSOL1514 **and/or** SSOL1524, may apply for departmental permission to register for SSOL2624				SSOL2624
Technology					
Technology		TEGC1614			
Technology			TEGC1624		
Technology				TEGC2714	
Technology					TEGC2724
Zoology					
Animals of Medical and Veterinary Importance	ZLGY2616: BLGY1513 + BLGY1663			ZLGY2616	
Vertebrate, Life and Evolution	ZLGY2626: ZLGY2616				ZLGY2626
Zulu					
isiZulu: Introduction to Linguistics		ZULL1514			
isiZulu: Introduction to Literature			ZULT1524		

Sociolinguistics in isiZulu	ZULL2614: ZULL1514 + ZULT1524 --- A student who achieved predicate and subminimum of 40% in the summative assessment of ZULL1514 may repeat this module in conjunction with ZULL2614			ZULL2614	
isiZulu: Poetry and Drama	ZULT2624: ZULL1514 + ZULT1524 --- A student who achieved predicate and subminimum of 40% in the summative assessment of ZULT1524 may repeat this module in conjunction with ZULT2624				ZULT2624

YEAR 3	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Education Studies 3:			
3.1: Education Systems in Global and National Contexts	EDUB3714		16
3.2: Contemporary education theory in current social context		EDUB3724	16
Subject Teaching module*	20 credits		20
Subject Teaching module*	20 credits		20
Subject Teaching module*	20 credits		20
OR			
Learning support module*	20 credits		20
Conversational language: Sesotho**	SSCL3502		8
OR			
Conversational language: Sign language**	SICL3502		8
OR			
Conversational language: isiZulu**	ZUCL3502		8
Afrikaans as Medium for Teaching and Learning***	ALLT3503		12
Teaching Practice 3	WILV3606		24
Total (Sem 1; Sem 2)	**16**	**16**	
Total (Year)	*104*		**136**
TOTAL CREDITS: YEAR 3	136		

Modules from **List F** can only be chosen if the related subject was offered on second-year level in year two.

* Choose <u>two</u> modules from **List F** and <u>one</u> module from **List G**

OR

Choose <u>two</u> modules from **List E** and <u>one</u> module from **List F**

OR

Choose <u>one</u> module from **List E**, <u>one</u> module from **List F** and <u>one</u> module from **List G**

** isiZulu as conversational language is only presented on the Qwaqwa campus; Sign Language as conversational language is only presented on the Bloemfontein campus.

*** Students who are not proficient in Afrikaans must instead choose an additional conversational language in the third and fourth years to the value of 16 credits.

YEAR 3: <u>SENIOR PHASE</u> SUBJECT TEACHING MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	PREREQUISITES	NQF LEVEL	CREDITS
Economic and Management Science	Economic and Management Science Teaching 1: Senior Phase	EMST3605		6	20
Human and Social Sciences	Afrikaans Teaching (Additional Language) 1: Senior Phase	AATS3605		6	20
	Afrikaans Teaching (Home Language) 1: Senior Phase	AHTS3605		6	20
	Arts and Culture Teaching 1: Senior Phase	ACTS3605		6	20
	English Teaching (Additional Language) 1: Senior Phase	EATS3605		6	20
	English Teaching (Home Language) 1: Senior Phase	EHTS3605		6	20
	Life Orientation Teaching 1: Senior Phase	LOTS3605		6	20
	Sesotho Teaching (Additional Language) 1: Senior Phase	SATS3605		6	20
	Sesotho Teaching (Home Language) 1: Senior Phase	SHTS3605		6	20
	Social Sciences Teaching 1: Senior Phase	SSTS3605		6	20
Mathematics, Natural Sciences and Technology Education	Mathematics Teaching 1: Senior Phase	MSTS3605		6	20
	Natural Sciences Teaching 1: Senior Phase	NTST3605		6	20
	Technology Teaching 1: Senior Phase	TEGT3605		6	20

YEAR 3: <u>FURTHER EDUCATION AND TRAINING PHASE</u> SUBJECT TEACHING MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	PREREQUISITES	NQF LEVEL	CREDITS
Economic and Management Science	Accounting Teaching 1: Further Education and Training	ACTV3605		6	20
	Business Studies Teaching 1: Further Education and Training	BSTV3605		6	20
	Economics Teaching 1: Further Education and Training	ECTV3605		6	20
Human and Social Sciences	Afrikaans Teaching (Additional Language) 1: Further Education and Training	AATV3605		6	20
	Afrikaans Teaching (Home Language) 1: Further Education and Training	AHTV3605		6	20
	English Teaching (Additional Language) 1: Further Education and Training	EATV3605		6	20
	English Teaching (Home Language) 1: Further Education and Training	EHTV3605		6	20
	Geography Teaching 1: Further Education and Training	GETV3605		6	20
	History Teaching 1: Further Education and Training	HITV3605		6	20
	Life Orientation Teaching 1: Further Education and Training	LOTV3605		6	20
	Religion Studies Teaching 1: Further Education and Training	RSTV3605		6	20
	Sesotho Teaching (Additional Language) 1: Further Education and Training	SATV3605		6	20
	Sesotho Teaching (Home Language) 1: Further Education and Training	SHTV3605		6	20
Mathematics, Natural Sciences and Technology Education	CAT Teaching 1: Further Education and Training	CTTV3605		6	20

	Engineering Graphics and Design Teaching 1: Further Education and Training	EGTV3605		6	20
	Information Technology Teaching 1: Further Education and Training	ITTV3605		6	20
	Life Sciences Teaching 1: Further Education and Training	LSTV3605		6	20
	Mathematical Literacy Teaching 1: Further Education and Training	MLTV3605		6	20
	Mathematics Teaching 1: Further Education and Training	MSTV3605		6	20
	Physical Sciences Teaching 1: Further Education and Training	PSTV3605		6	20

YEAR 3: <u>SENIOR AND FURTHER EDUCATION AND TRAINING PHASE</u> LEARNING SUPPORT MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	PREREQUISITES	NQF LEVEL	CREDITS
	Learning Support Physical Education 1: Senior & Further Education and Training	LSPT3605		6	20
	Learning Support - Guidance, Counselling and Specialised Learning Support 1: Senior & Further Education and Training	LSGT3605		6	20
	Learning Support Librarianship 1: Senior & Further Education and Training	LSLT3605		6	20
	Learning Support ICT 1: Senior & Further Education and Training	LSIT3605		6	20

YEAR 4	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Subject Teaching module*	20 credits		20
Subject Teaching module*	20 credits		20
Subject Teaching module*	20 credits		20
OR			
Learning support module*	20 credits		20
conversational language: Sesotho*	SSCL4502		8
OR			
Conversational language: Sign language*	SICL4502		
OR			
Conversational language: isiZulu*	ZUCL4502		
English as medium for teaching and learning	ELLT4503		12
Teaching Practice 4	WILV4700		40
Total (Sem 1; Sem 2)	0	0	**120**
Total (Year)	120		
TOTAL CREDITS: YEAR 4	120		

* Continue with the modules chosen in year 2.

Students who are not proficient in Afrikaans must continue with the additional conversational language chosen in year 3.

Modules from **List I** can only be chosen if the related subject was offered on second-year level in year 2.

* Choose <u>two</u> modules from **List I** and <u>one</u> module from **List J.**

OR

Choose <u>two</u> modules from **List H** and <u>one</u> module from **List I.**

OR

Choose <u>one</u> module from **List H**, <u>one</u> module from **List I** and <u>one</u> module from **List J.**

** isiZulu as Conversational Language is only presented on the Qwaqwa campus. Sign Language as Conversational Language is only presented on the Bloemfontein campus.

YEAR 4: <u>SENIOR PHASE</u> SUBJECT TEACHING MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	PREREQUISITES	NQF LEVEL	CREDITS
Economic and Management Science	Economic and Management Science Teaching 2: Senior Phase	EMST4705		7	20
Human and Social Sciences	Afrikaans Teaching (Additional Language) 2: Senior Phase	AATS4705		7	20
	Afrikaans Teaching (Home Language) 2: Senior Phase	AHTS4705		7	20
	Arts and Culture Teaching 2: Senior Phase	ACTS4705		7	20
	English Teaching (Additional Language) 2: Senior Phase	EATS4705		7	20
	English Teaching (Home Language) 2: Senior Phase	EHTS4705		7	20
	Life Orientation Teaching 2: Senior Phase	LOTS4705		7	20
	Sesotho Teaching (Additional Language) 2: Senior Phase	SATS4705		7	20
	Sesotho Teaching (Home Language) 2: Senior Phase	SHTS4705		7	20
	Social Sciences Teaching 2: Senior Phase	SSTS4705		7	20
Mathematics, Natural Sciences and Technology Education	Mathematics Teaching 2: Senior Phase	MSTS4705		7	20
	Natural Sciences Teaching 2: Senior Phase	NTST4705		7	20
	Technology Teaching 2: Senior Phase	TEGT4705		7	20

YEAR 4: <u>FURTHER EDUCATION AND TRAINING PHASE</u> SUBJECT TEACHING MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	PREREQUISITES	NQF LEVEL	CREDITS
Economic and Management Science	Accounting Teaching 2: Further Education and Training	ACTV4705		7	20
	Business Studies Teaching 2: Further Education and Training	BSTV4705		7	20
	Economics Teaching 2: Further Education and Training	ECTV4705		7	20
Human and Social Sciences	Afrikaans Teaching (Additional Language) 2: Further Education and Training	AATV4705		7	20
	Afrikaans Teaching (Home Language) 2: Further Education and Training	AHTV4705		7	20
	English Teaching (Additional Language) 2: Further Education and Training	EATV4705		7	20
	English Teaching (Home Language) 2: Further Education and Training	EHTV4705		7	20
	Geography Teaching 2: Further Education and Training	GETV4705		7	20
	History Teaching 2: Further Education and Training	HITV4705		7	20
	Life Orientation Teaching 2: Further Education and Training	LOTV4705		7	20
	Religion Studies Teaching 2: Further Education and Training	RSTV4705		7	20
	Sesotho Teaching (Additional Language) 2: Further Education and Training	SATV4705		7	20
	Sesotho Teaching (Home Language) 2: Further Education and Training	SHTV4705		7	20
Mathematics, Natural Sciences and Technology Education	CAT Teaching 2: Further Education and Training	CTTV4705		7	20

				7	20
	Engineering Graphics and Design Teaching 2: Further Education and Training	EGTV4705		7	20
	Information Technology Teaching 2: Further Education and Training	ITTV4705		7	20
	Life Sciences Teaching 2: Further Education and Training	LSTV4705		7	20
	Mathematical Literacy Teaching 2: Further Education and Training	MLTV4705		7	20
	Mathematics Teaching 2: Further Education and Training	MSTV4705		7	20
	Physical Sciences Teaching 2: Further Education and Training	PSTV4705		7	20

YEAR 4: <u>SENIOR AND FURTHER EDUCATION AND TRAINING PHASE</u> LEARNING SUPPORT MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	PREREQUISITES	NQF LEVEL	CREDITS
	Learning Support Physical Education 2: Senior & Further Education and Training	LSPT4705		7	20
	Learning Support - Guidance, Counselling and Specialised Learning Support 2: Senior & Further Education and Training	LSGT4705		7	20
	Learning Support Librarianship 2: Senior & Further Education and Training	LSLT4705		7	20
	Learning Support ICT 2: Senior & Further Education and Training	LSIT4705		7	20

13.3 BACHELOR OF EDUCATION: EXTENDED CURRICULUM PROGRAMMES [NEW]

13.3.1 BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING: EXTENDED CURRICULUM PROGRAMME

Academic Plan Code: BC7351E1/QC7351E1

Core and elective credits: 528
Developmental credits: 128
UFS101: 16
Total credits: 672

STUDY YEAR 1: DEVELOPMENTAL MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Skills and Competencies in Lifelong Learning	SCLL1508		32
English Academic Literacy	EALH1508		32
OR			
Academic Literacy in Afrikaans	AGAE1508		32
Total (Sem 1; Sem 2)	*0*	*0*	**64**
Total (Year)	*64*		
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 1	64		

STUDY YEAR 1: MAINSTREAM MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Life-long Learning Skills for Teachers	LLST1513		12
Education Studies 1:			
1.1: The individual in education context	EDUB1613		12
1.2: What it means to educate: theoretical perspectives and significance for SA education		EDUB1623	12
General Pedagogy I: Early Childhood Development and Learning (birth to nine years)		PEDF1623	12
Total (Sem 1; Sem 2)	*24*	*24*	**48**
Total (Year)	0		
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 1	48		

STUDY YEAR 2: DEVELOPMENTAL MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Mathematical Literacy	MTDH1508		32
English Academic Literacy	EALH2508		32
OR			
Academic Literacy in Afrikaans	AGAH2508		
Total (Sem 1; Sem 2)	0	0	64
Total (Year)	64		
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 2	64		

STUDY YEAR 2: MAINSTREAM MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Compulsory Institutional Module	UFS101		16
English Skills for Education 1	ENGE1608		32
Life Skills 1	LSCF1604		16
Mathematics 1: Numbers, Operations, Relationships	MTCF1604		16
Teaching Practice 1	TPRF1502		8
Total (Sem 1; Sem 2)	0	0	72 + 16
Total (Year)	72 + 16		
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 2	72 + 16		

See mainstream curriculum academic years 2, 3 and 4 to complete study years 3, 4 and 5 of the Extended Curriculum Programmes.

13.3.2 BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING: EXTENDED CURRICULUM PROGRAMME

Academic Plan Code: BC7357E2

Core and elective credits: 532
Developmental credits: 128
UFS101: 16
Total credits: 676

STUDY YEAR 1: DEVELOPMENTAL MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Skills and Competencies in Lifelong Learning	SCLL1508		32
English Academic Literacy	EALH1508		32
OR			
Academic Literacy in Afrikaans	AGAE1508		32
Total (Sem 1; Sem 2)	0	0	
Total (Year)	64		**64**
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 1	64		

STUDY YEAR 1: MAINSTREAM MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Life-long Learning Skills for Teachers	LLST1513		12
Education Studies 1:			
1.1: The individual in education context	EDUB1613		12
1.2: What it means to educate: theoretical perspectives and significance for SA education		EDUB1623	12
General Pedagogy I: Managing the Curriculum		GPED1623	12
Total (Sem 1; Sem 2)	24	24	
Total (Year)	0		**48**
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 1	48		

STUDY YEAR 2: DEVELOPMENTAL MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Mathematical Literacy	MTDH1508		32
English Academic Literacy	EALH2508		32
OR			
Academic Literacy in Afrikaans	AGAH2508		
Total (Sem 1; Sem 2)	0	0	
Total (Year)	64		**64**
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 2	64		

STUDY YEAR 2: MAINSTREAM MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Compulsory institutional module	UFS101		16
English Skills for Education 1	ENGE1608		32
Mathematics 1 *	MTHI1614		16
Mathematics 2 *		MTHI1624	16
OR			
Life Skills 1	LSCI1614		16
Life Skills 1		LSCI1624	16
Teaching Practice 1	TPRE1502		8
Total (Sem 1; Sem 2)	0	0	**72 + 16**
Total (Year)	72 + 16		
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 2	72 + 16		

* Students will be permitted to enrol for Mathematics 1 and 2 on condition that they have passed Mathematics in Grade 12 with at least 50%.

See mainstream curriculum academic years 2, 3 and 4 to complete study years 3, 4 and 5 of the Extended Curriculum Programmes.

13.3.3 BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING: EXTENDED CURRICULUM PROGRAMME

Academic Plan Code: BC7363E3/QC7363E3

Core and elective credits: 504
Developmental credits: 128
UFS101: 16
Total credits: 648

STUDY YEAR 1: DEVELOPMENTAL MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Skills and Competencies in Lifelong Learning	SCLL1508		32
Academic Language Course in English	EALH1508		32
OR			
Afrikaans for Academic Purposes	AGAE1508		32
Total (Sem 1; Sem 2)	0	0	
Total (Year)	64		**64**
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 1	64		

STUDY YEAR 1: MAINSTREAM MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Life-long Learning Skills for Teachers	LLST1513		12
Education Studies 1:			
1.1: The individual in education context	EDUB1613		12
1.2: What it means to educate: theoretical perspectives and significance for SA education		EDUB1623	12
General Pedagogy I: Managing the Curriculum		GPED1623	12
Total (Sem 1; Sem 2)	24	24	**48**
Total (Year)	0		
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 1	48		

STUDY YEAR 2: DEVELOPMENTAL MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Mathematical Literacy	MTDH1508		32
English Academic Literacy	EALH2508		32
OR			
Academic Literacy in Afrikaans	AGAH2508		
Total (Sem 1; Sem 2)	0	0	
Total (Year)	64		**64**
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 2	64		

STUDY YEAR 2: MAINSTREAM MODULES	YEAR		CREDITS
Name of module	**Semester 1**	**Semester 2**	
Compulsory Institutional Module	UFS101		16
Subject Content 1*	At least 16 credits	At least 16 credits	32
Subject Content 2**	At least 16 credits	At least 16 credits	32
Teaching Practice 1	TPRE1502		8
Total (Sem 1; Sem 2)	*Min 32*	*Min 32*	**72 + 16**
Total (Year)	*8 + 16*		
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 2	Min 72 + 16		

Subject content modules must be chosen from the subject fields, Natural Sciences **OR** the Economic and Management Sciences **OR** the Human Sciences.

* Choose a subject from **List D** that proceeds to Year 2.

** Choose a subject from **List D** that ends at year 1 **OR** that proceeds to Year 2.

See mainstream curriculum <u>academic</u> years 2, 3 and 4 to complete <u>study</u> years 3, 4 and 5 of the Extended Curriculum Programmes.

14. BACHELOR HONOURS DEGREES

14.1 BACHELOR OF EDUCATION HONOURS (BEDHONS)

CAREER OPPORTUNITIES

Bachelor of Education Honours is a qualification which focuses on the continued training and development of educators to enable them to play a leadership role in the various education sectors in South Africa. The variety of endorsements within this qualification affords educators the opportunity to become specialists in one of the following fields: Education Management, Curriculum Studies, Support Teaching, Inclusive Education, Education Policy Studies and Governance.

The following advanced Bachelor Honours Degrees will be awarded:

NAME	CODE
BEdHons (Policy Studies and Governance in Education)	7514
BEdHons (Professional Education Management and Leadership)	7508
BEdHons (Professional Curriculum Studies)	7509
BEdHons (Professional Curriculum Studies in Technology)	7510
BEdHons (Psychology of Education in Inclusive Education)	7524

ADMISSION REQUIREMENTS

ADMISSION

- The General Rules of the University in respect of admission to Bachelor Honours Degrees are applicable to this degree (except where indicated differently)
- To be admitted to this degree, a student must be in possession of a relevant qualification on NQF level 7 (480 credits) which implies:
  - a Bachelor's degree or licentiate (360 credits) **AND** a Postgraduate Certificate in Education or equivalent professional Education qualification (120 credits); **OR**
  - a Bachelor of Education (480 credits); **OR**
  - a recognised teaching qualification of 360 credits and a Further Diploma in Education / Advanced Certificate in Education (120 credits); **OR**
  - any equivalent recognised teaching qualifications that add up to 480 credits.
- A selection process is applicable for admission to the BEdHons Programme.
- Computer literacy is a prerequisite.

ADDITIONAL REQUIREMENTS FOR:

- BEdHons (Psychology of Education in Inclusive Education): Psychology at first-year level is compulsory.

DURATION OF STUDY

The duration of the BEdHons qualification is a minimum of one year full-time or two years part-time.

ASSESSMENT AND FINAL ASSESSMENT

Continuous as well as summative assessment of knowledge, skills and attitudes will take place.

The General Rules of the University in respect of assessment of Bachelor Honours Degrees are applicable to this degree.

14.1.1   BACHELOR OF EDUCATION HONOURS IN POLICY STUDIES AND GOVERNANCE IN EDUCATION

Only pipeline students will be allowed to register. No new entries will be allowed.

Credits: 128

Study code: 7514

FIRST ACADEMIC YEAR

OLD CODE	NAME OF MODULE	CREDITS
GPS612	Philosophy of Education	8
GCS612	Comparative Education and Education System Studies	8
GPL612	Learning Styles and Self-concept	8
GCU612	Curriculum Science and Teaching Practice	8
PPE622	Principles of Education Policy and Governance	8
FOI622	Ideology in Education	8
RMA622	Literature Study for Research in Education	8
FOC622	Principles of Scientific Critique	8

SECOND ACADEMIC YEAR

OLD CODE	NAME OF MODULE	CREDITS
LAC612	Education Law in the South African Context	8
PPO612	Development of Education Policy	8
LAG612	Education Management and Governance: Legal Principles	8
CUL612	Innovative Learner-centred and Group Orientated Practices	8
RMA642	Qualitative Research Methods in Education (for Policy Studies in Education)	8
FOD622	Democracy and Education Policy	8
FBB622	Education-related Structures: Policy and Governance	8
RMA662	Quantitative Research Methods in Education (for Policy Studies in Education)	8
	TOTAL CREDITS	**128**

14.1.2 BACHELOR OF EDUCATION HONOURS IN PROFESSIONAL EDUCATION MANAGEMENT AND LEADERSHIP

Only pipeline students will be allowed to register. No new entries will be allowed.

Credits: 128

Study code: 7508

FIRST ACADEMIC YEAR

OLD CODE	NAME OF MODULE	CREDITS
GPS612	Philosophy of Education	8
GCS612	Comparative Education and Education System Studies	8
GPL612	Learning Styles and Self-concept	8
GCU612	Curriculum Science and Teaching Practice	8
MLP622	Fundamentals of Education Management and Leadership	8
MLM622	Management tasks as basis of effective school management	8
RMM622	Literature Study for Research in Education Management and Leadership	8
MLC622	Management of Change in Education	8
OR		
MLI622	Effective Leadership in Instructional Context	8

SECOND ACADEMIC YEAR

OLD CODE	NAME OF MODULE	CREDITS
LAC612	Education Law in the South African Context	8
MLS612	The School as Organisation: Theory, Gender and Conflict	8
LAG612	Education Management and Governance: Legal Principles	8
CUL612	Innovative Learner-centred and Group Orientated Practices	8
RMM642	Qualitative Research Methods in Education Management and Leadership	8
MLH622	Organisational Management: Human Resources in School Context	8
OR		
MLL622	Creative and Innovative Learner Leadership	
MLF622	Organisational Management: School Finance	8
OR		
MLE622	Educational Leadership and Community Empowerment	8
RMM662	Quantitative Research Methods in Education Management and Leadership	8
	TOTAL CREDITS	128

14.1.3   BACHELOR OF EDUCATION HONOURS IN PROFESSIONAL CURRICULUM STUDIES
Only pipeline students will be allowed to register. No new entries will be allowed.

Credits: 128

Study code: 7509

FIRST ACADEMIC YEAR

OLD CODE	NAME OF MODULE	CREDITS
GPS612	Philosophy of Education	8
GCS612	Comparative Education and Education System Studies	8
GPL612	Learning Styles and Self-concept	8
GCU612	Curriculum Science and Teaching Practice	8
CUP622	Part Disciplines of Didactics	8
CUB622	Instructional Design	8
RMC622	Literature Study for Research in Curriculum Science	8
CUD622	Power Relations in the Didactic Situation	8

SECOND ACADEMIC YEAR

OLD CODE	NAME OF MODULE	CREDITS
CUC612	Outcomes-based education in the South African context	8
CUM612	Multicultural education in culturally diverse South African schools	8
CUO612	Orthodidactics	8
CUL612	Innovative learner-centred and group orientated practices	8
RMC642	Qualitative research methods in curriculum science	8
CUT622	Innovation in instructional technology	8
CUA622	Quality assessment in the teaching-learning situation	8
RMC662	Quantitative research methods in curriculum science	8
	TOTAL CREDITS	**128**

14.1.4   BACHELOR OF EDUCATION HONOURS IN PROFESSIONAL CURRICULUM STUDIES IN TECHNOLOGY

Only pipeline students will be allowed to register. No new entries will be allowed.

Credits: 128

Study code: 7510

FIRST ACADEMIC YEAR

OLD CODE	NAME OF MODULE	CREDITS
GPS612	Philosophy of education	8
GCS612	Comparative education and education system studies	8
GPL612	Learning styles and self-concept	8
GCU612	Curriculum science and teaching practice	8
TEF622	Technology as learning area: fundamentals and teaching skills	8
MLM622	Management tasks as basis of effective school management	8
RMC622	Literature study for research in curriculum science	8
TEM622	Modern technology and communication	8

SECOND ACADEMIC YEAR

OLD CODE	NAME OF MODULE	CREDITS
CUC612	Outcomes-based education in the South African context	8
TEC612	Creative design and professional ethics	8
TEP612	Psycho-motor skills and entrepreneurship	8
CUL612	Innovative learner-centred and group orientated practices	8
RMC642	Qualitative research methods in curriculum science	8
CUT622	Innovation in instructional technology	8
CUA622	Quality assessment in the teaching-learning situation	8
RMC662	Quantitative research methods in curriculum science	8
	TOTAL CREDITS	**128**

14.1.5   BACHELOR OF EDUCATION HONOURS IN PSYCHOLOGY OF EDUCATION IN INCLUSIVE EDUCATION

Only pipeline and new full-time students will be allowed to register.

Study code: 7524   **Credits: 144**

FIRST ACADEMIC YEAR (CORE LEARNING)

MOD. NO.	CODE	NAME OF MODULE	CREDITS
YEAR 1			
17	EDU 613	Foundations of educational psychology	16
18	EDU 633	Developmental psychology	16
19	EDV 613	Didactics	16
20	EDV 623	Curriculum studies	16
21	EDU 623	Special educational needs	16
Elective learning			
22	EDU 643*	Support to learners with special needs	16
	OR		
	EDU 663**	Sexuality education and life skills	16
Core learning			
23	RMM622+ RMM662	Quantitative research in education	16
24	RMM612+ RMM642	Qualitative research in education	16
Elective learning			
25	EDU 653	Teaching methodologies for special needs	16
	OR		
	EDU673	HIV / AIDS Education	16
	POO604*	This module entails practical work in Support Teaching (16 credits). It provides intensive training in support teaching strategies and procedures and will be offered in Bloemfontein on Saturdays,	16
		TOTAL CREDITS	**144**

EDU643 and EDU653 are offered in combination.
EDU663 and EDU673 are offered in combination.
* Students who have successfully completed this module will receive an additional certificate in practical teaching – Bachelor Honours level.

15.   MASTER'S DEGREES

15.1 MASTER OF EDUCATION (MED) BY COURSEWORK [PIPELINE]
Only pipeline students completing their mini-dissertations will be allowed to register. No new entries will be allowed.

CAREER OPPORTUNITIES

The Master of Education is a qualification directed at continued learning of educators to empower them to play a leading role in various education sectors in South Africa. The qualification will enable educators to integrate educational and/or teaching knowledge in one of the following areas of specialisation:

NAME	CODE
Master of Education by Coursework	
MEd (with specialisation in Policy Studies and Governance in Education)	7701
MEd (with specialisation in Professional Education Management and Leadership)	7703
MEd (with specialisation in Professional Curriculum Studies)	7705
MEd (with specialisation in Professional Curriculum Studies in Technology)	7716
MEd (with specialisation in Psychology of Education in Inclusive Education)	7751

ADMISSION REQUIREMENTS

The General Rules of the University in respect of admission to a Master's Degree are applicable to this degree.

To be admitted to this qualification a student must pass the selection process of the applicable discipline.

ASSESSMENT

The General Rules of the University in respect of assessment are applicable to this degree.

MEd COURSEWORK (only for pipeline students completing their mini-dissertations)

- No new entrants to MEd coursework will be enrolled in 2016.
- The student, in consultation with the Head of School and supervisor, will determine the topic and the format of the comprehensive mini-dissertation.
- In order to qualify for the two graduation ceremonies scheduled yearly by the University, comprehensive mini-dissertations must be submitted for assessment purposes by a date determined by the UFS General Rules.
- Dissertations must be submitted in accordance with the stipulations of the UFS General Rules. Note: Quality assurance takes place by means of external moderation and/or examination.
- The final product can either be in the form of a comprehensive mini-dissertation or one publishable manuscript/published article in an accredited journal.

15.1.1 MASTER OF EDUCATION WITH SPECIALISATION IN POLICY STUDIES AND GOVERNANCE IN EDUCATION (BY COURSEWORK)

Study code: 7701   **Credits: 120**

The curriculum consists of the modules as stipulated for the PGDE as well as the following modules:

CODE	NAME OF MODULE	CREDITS
FGS791	Comprehensive mini-dissertation: Policy Studies and Governance in Education	120
	OR	
FGS701	One publishable manuscript/published article: Policy Studies and Governance in Education	120

15.1.2 MASTER OF EDUCATION WITH SPECIALISATION IN CURRICULUM STUDIES (BY COURSEWORK)

Study code: 7703   **Credits: 120**

The curriculum consists of modules as stipulated for the PGDE as well as the following modules:

CODE	NAME OF MODULE	CREDITS
CMD791	Comprehensive mini-dissertation: Curriculum Studies	120
	OR	
CMD701	One publishable manuscript/published article: Curriculum Studies	120

15.1.3 MASTER OF EDUCATION WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION (BY COURSEWORK)

Study code: 7705   **Credits: 120**

The curriculum consists of the modules as stipulated for the PGDE as well as the following modules:

CODE	NAME OF MODULE	CREDITS
PSE791	Comprehensive mini-dissertation: Psychology of Education	120
	OR	
PSE705	One publishable manuscript/published article: Psychology of Education/Inclusive Education	120

15.1.4 MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATIONAL PSYCHOLOGY (BY COURSEWORK)

Study code: 7716   **Credits: 240**

INFORMATION

The aim of this full-time two-year programme is to train the student so that, subsequent to the successful completion of the programme, he/she will be able to register with the Health Professions Council of South Africa (HPCSA) as psychologists in the category Educational Psychology.

The training programme is compiled in accordance with the regulations of the HPCSA by the Department of Psychology and the Discipline Psychology of Education in association with the training institution where the internship takes place.

Due to the limited number of candidates that can be admitted to the master's study in Educational Psychology, stringent selection takes place. A student will be considered for selection if he/she has already obtained the Bachelor Honours Degree in Psychology or Educational Psychology and a professional teacher's qualification, or is enrolled for it.

ADMISSION REQUIREMENTS

ADMISSION

- The General Rules with respect to Master's Degrees apply to this degree.
- Students of this university who have not interrupted their studies must apply for admission to the Head of Department of Psychology.
- Students who have interrupted their studies and students from other universities must apply for admission directly to the Department of Student Academic Services.
- Admission is subject to the approval of the Department of Psychology and the particular School in the Faculty and is granted on the basis of a combination of criteria, including academic performance, work experience, personal background, personal characteristics, motivation, psychological adjustment as well as demographic considerations.
- Applications for selection and admission must be submitted on the prescribed form. Selection takes place during the third term of each year and the programme commences in January of the following year.
- Interested students from other universities must submit the content of their Bachelor Honours modules to the Head of the Department of Psychology for approval.
- Application forms and further information may be obtained from the Department of Psychology or the UFS website.

ASSESSMENT

Assessment takes place on a continuous basis and is formative and summative in nature. Written, as well as oral assessments are utilised.

Apart from the abovementioned assessment, the candidate must submit a comprehensive mini-dissertation or one publishable manuscript/published article before commencement of the internship AND complete an approved internship. The comprehensive mini-dissertation or publishable manuscript/published article must deal with a topic relevant to Educational Psychology. The article is examined in accordance with the regulations applicable to comprehensive mini-dissertations. In calculating the final pass mark for the degree, the different papers will be accorded the following weights:

PSE701 (120 credits)

- Paper 1: Psychodiagnostics (24 credits)
- Paper 2: Practice management (24 credits)   ;
- Paper 3: Child assessment and intervention (24 credits)
- Paper 4: Adolescent assessment and intervention (24 credits)
- Paper 5: Adult assessment and intervention (24 credits)

PSE704

Successful completion of the internship according to the requirements of the Professional Board.

PSE791/PSE705

Comprehensive mini-dissertation or publishable manuscript/published article (120 credits).

A year mark of 50% is required for PSE701. A sub-minimum of 50% is required for each of the five papers of PSE701.

CURRICULUM

The curriculum for the MEd degree in Educational Psychology consists of:

PSE701

Educational Psychology (first year)

PSE704

An internship in Educational Psychology according to the requirements of the Professional Board.

PSE791/PSE705

Educational Psychology (Comprehensive mini-dissertation or publishable manuscript/published article)

Under normal circumstances a student therefore registers as follows:

First year of study	PSE701
Second year of study	PSE704 (Internship)
	PSE791 / PSE705 (Comprehensive mini-dissertation/publishable manuscript/published article)

15.1.5 MASTER OF EDUCATION WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION: INCLUSIVE EDUCATION (BY COURSEWORK)

Study code: 7751   **Credits: 120**

The curriculum consists of the modules as stipulated for the PGDIP/PGDE as well as the following modules:

CODE	NAME OF MODULE	CREDITS
EDW791	Comprehensive mini-dissertation: Inclusive Education	120
OR		
PSE705	One publishable manuscript/published article: Inclusive Education/Psychology of Education	120

15.2 MASTER OF ARTS (MA) IN HIGHER EDUCATION STUDIES [PIPELINE]

Only pipeline students completing their mini-dissertations will be allowed to register. No new entries will be allowed.

ADMISSION REQUIREMENTS

The UFS General Rules in respect of admission to a Masters' degree are applicable to this degree.

A student is admitted to the programme if he/she meets with the following prescribed requirements:

- A four-year Bachelor's degree **OR** a Bachelor Honours degree **OR** a Postgraduate Diploma on NQF exit-level 8; **AND**

- Appropriate working experience related to higher education or further education and training.

- In exceptional cases, the Head of School may allow a prospective student with appropriate experience and academic foundation related to higher education **OR** further education and training to be admitted to the programme.

15.2.1 MASTER OF ARTS IN HIGHER EDUCATION STUDIES (BY COURSEWORK)

Study code: 7832   **Credits: 240**

*Please note that no new students will be accepted for the structured MA (HES). Students already in the programme will be allowed to complete the degree. All new applicants must register for the unstructured formats (full dissertation or publishable manuscript/published article option) of the qualification.

YEAR ONE	CREDITS
Semester One	
Two compulsory modules:	
HOS710: Higher education systems, transformation and policy analysis	24
HOS715: Leadership and management in higher education	24
Semester Two	
Electives (At least THREE electives must be completed over the entire study period):	
HOS717: Community service learning	24
HOS719: The design, implementation and management of an E-learning environment	24
HOS722: Learning facilitation and assessment/evaluation*	24

YEAR TWO	CREDITS
Semester One	
Electives (At least THREE electives must be completed over the entire study period):	
HOS711: Programme planning and development/Design of study material	24
HOS716: Quality assurance	24
HOS718: Postgraduate supervision	24
HOS723: Student learning and development	24
HOS736: Mentoring in higher education	24
Compulsory year module	
HOS791: Research methodology and comprehensive mini-dissertation/one publishable manuscript/published article **	120
TOTAL CREDITS:	**240**

* HOS722 is recommended for lecturing staff.

** The publishable manuscript/published article will have to be presented according to a prescribed format, which bears similarity to that of the Master's degree comprehensive mini-dissertation.

15.2.2 MASTER OF ARTS IN HIGHER EDUCATION STUDIES WITH SPECIALISATION IN FURTHER EDUCATION STUDIES (BY COURSEWORK)

Study code: 7833   **Credits: 240**

YEAR ONE	CREDITS
Semester One	
Two compulsory modules:	
FES710: Further education systems, transformation and policy analysis	24
FES715: Leadership and management in further education	24
Semester Two	
Electives (At least THREE electives must be completed over the entire study period):	
FES717: Community service learning	24
FES719: The design, implementation and management of an E-learning environment	24
FES722: Learning facilitation and assessment/evaluation*	24

YEAR TWO	CREDITS
Semester One	
Electives (At least THREE electives must be completed over the entire study period):	
FES711: Programme planning and development/Design of study material	24
FES716: Quality assurance	24
FES723: Student learning and development	24
FES736: Mentoring in further education	24
Compulsory year module	
FES791: Research methodology and comprehensive mini-dissertation/one publishable manuscript/published article **	120
TOTAL CREDITS:	**240**

* FES722 is recommended for lecturing staff.

** The publishable manuscript/published article will have to be presented according to a prescribed format, which bears similarity to that of the Master's degree comprehensive mini-dissertation.

15.2.3 MASTER OF ARTS IN HIGHER EDUCATION STUDIES (BY COURSEWORK)

Study code: 7834   **Credits: 180**

FOUR COMPULSORY MODULES (one of which should be selected from a prescribed group):

YEAR ONE	CREDITS
Semester One	
Compulsory module	
HES710: Higher Education Studies in context	20
Compulsory module: Choose ONE from the following group*	
HES715: Leadership, management and governance	20
OR	
HES712: Programme development/Quality assurance	20
OR	
HES723: Student/adult learning and development	20

* Any of the modules in the group marked * which is not selected here, may be selected as an elective in Year Two, Semester One. Students should note, however, that the three modules are presented simultaneously during the same contact sessions. Thus a student may only select one of the three modules at a particular point in time.

YEAR ONE	CREDITS
Semester Two	
Compulsory module	
HES790: Research in Higher Education Studies	20

YEAR TWO	CREDITS
Semesters One and Two	
Compulsory module: Choose ONE from the following group**	
HES791: Comprehensive mini-dissertation	60
OR	
HES701: One publishable manuscript/published article **	60
TOTAL CREDITS	**120**

**The publishable manuscript/published article will have to be presented according to a prescribed format, which bears similarity to that of the Master's degree comprehensive mini-dissertation.

THREE ELECTIVES

Choose ANY THREE of the electives as outlined below:

SEMESTER ONE (YEAR ONE OR YEAR TWO): ELECTIVES	CREDITS
Only ONE of the electives in this group may be selected at a particular point in time (provided that the particular module selected here as an elective has not already been selected as one of the student's compulsory modules)***:	
HES715: Leadership, management and governance	20
OR	
HES712: Programme development/Quality assurance	20
OR	
HES723: Student/adult learning and development	20
Only ONE of the electives in this group at a particular point in time***:	
HES718: Postgraduate supervision	20
OR	
HES736: Mentoring	20

SEMESTER TWO (YEAR ONE OR YEAR TWO): ELECTIVES	CREDITS
Only ONE of the electives in this group may be selected at a particular point in time***:	
HES717: Community service learning	20
OR	
HES719: The design, implementation and management of an E-learning environment	20
HES720: Learning design and learning facilitation	20
HES721: Assessment and moderation	20
HES724: Administration and support****	40
TOTAL CREDITS	**60**

In the case of the modules appearing in the same cell in any of the two tables above (marked), only ONE of the relevant modules may be selected as an elective at a particular point in time. The reason for this is that these modules are presented simultaneously during the same contact sessions.

****HES724 is a double module (40 credits) and therefore accounts for two of a student's three electives.

Equivalents of modules in the new format to the modules in the old formats of the qualification:

HES710 = HOS710 or FES710

HES712 = [HOS711 or FES711] + [HOS716 or FES716]

HES715 = HOS715 or FES715

HES717 = HOS717 or FES717

HES718 = HOS718 or FES718

HES719 = HOS719 or FES719

HES720 = [HOS711 or FES711 (Design of study material)] + [HOS722 or FES722 (Learning facilitation and evaluation)]

HES721 = [HOS722 or FES722 (Assessment)] + Moderation (new theme)

HES723 = HOS723 or FES723

HES736 = HOS736 or FES736

HES790 = [HOS791 or FES791] (Research methodology and proposal only)

HES791/701 = [HOS791 or FES791] (comprehensive mini-dissertation only/one publishable article only, as applicable)

(i.e.HES790 + HES791/701 = HOS/FES791)

15.3 MASTER OF EDUCATION (MED) BY DISSERTATION

CAREER OPPORTUNITIES

The Master of Education is a qualification directed at continued learning of educators to empower them to play a leading role in various education sectors in South Africa. The qualification will enable educators to integrate educational and/or teaching knowledge in one of the following areas of specialisation:

NAME	CODE
Master of Education by Dissertation	
All fields of specialisation	7714

ADMISSION REQUIREMENTS

The General Rules of the University in respect of admission to a Master's degree are applicable to this degree.

To be admitted to this degree a student must be in possession of an acknowledged qualification on the Exit NQF Level 8 (120 credits), which includes one or more of the following:

- BEdHons Exit NQF Level 8 (120 credits).
- any other acknowledged qualification with an acceptable educational substructure existing on Exit NQF Level 8 (120 credits).

A student must attend the Faculty's research training programme for the first six months of study, at the end of which the student needs to present an oral defence of his/her research proposal. Ethical clearance can only be granted and the title of the dissertation may only be registered after the successful completion of the oral defence.

DURATION OF STUDY

It is preferable that a dissertation is completed over a period of at least 18-24 months.

MEd DISSERTATION

- The student in consultation with the Head of School and the supervisor will determine the theme and the format of the dissertation.
- Dissertations must comply with the requirements and submission dates as stipulated in the UFS General Rules.
- Quality assurance is facilitated through external examination.
- The final product can either be in the form of a dissertation or two interrelated publishable manuscripts/published articles.

15.3.1 MASTER OF EDUCATION WITH SPECIALISATION IN POLICY STUDIES AND GOVERNANCE IN EDUCATION (BY DISSERTATION)

Study code: 7714   **Credits: 240**

CODE	NAME OF MODULE	CREDITS
FGS700	Dissertation: Policy Studies and Governance in Education	240
	OR	
FGS702	Two interrelated publishable manuscripts/published articles: Policy Studies and Governance in Education	240

15.3.2 MASTER OF EDUCATION WITH SPECIALISATION IN PHILOSOPHY OF EDUCATION (BY DISSERTATION)

Study code: 7714   **Credits: 240**

CODE	NAME OF MODULE	CREDITS
FGS700	Dissertation: Philosophy of Education	240
	OR	
FGS702	Two interrelated publishable manuscripts/published articles: Philosophy of Education	240

15.3.3 MASTER OF EDUCATION WITH SPECIALISATION IN CURRICULUM STUDIES (BY DISSERTATION)

Study code: 7714   **Credits: 240**

CODE	NAME OF MODULE	CREDITS
DKT700	Dissertation: Curriculum Studies	240
	OR	
DKT702	Two interrelated publishable manuscripts/published articles: Curriculum Studies	240

15.3.4 MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION MANAGEMENT (BY DISSERTATION)

Study code: 7714   **Credits: 240**

CODE	NAME OF MODULE	CREDITS
VOB700	Dissertation: Education Management	240
	OR	
VOB702	Two interrelated publishable manuscripts/published articles: Education Management	240

15.3.5 MASTER OF EDUCATION WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION (BY DISSERTATION)

Study code: 7714   **Credits: 240**

CODE	NAME OF MODULE	CREDITS
PSE700	Dissertation: Psychology of Education	240
	OR	
PSE702	Two interrelated publishable manuscripts/published articles: Psychology of Education	240

15.4 MASTER OF ARTS (MA) IN HIGHER EDUCATION STUDIES (BY DISSERTATION)

The unstructured format of the degree requires a research dissertation or two interrelated publishable manuscripts/published articles.

CAREER OPPORTUNITIES

Due to various internal and external influences, the higher education and further education and training sectors throughout the world are undergoing rapid change. In order to enable academics, support staff and managers at higher education and further education and training institutions to cope with these changes, this Master's Degree provides them with the opportunity to develop professionally and to manage effectively at different institutional levels within a dynamic higher education and further education and training environment.

ADMISSION REQUIREMENTS

The UFS General Rules in respect of admission to a Masters' degree are applicable to this degree.

A student is admitted to the programme if he/she meets with the following prescribed requirements:

- A four-year Bachelor's degree **OR** a Bachelor Honours degree **OR** a Postgraduate Diploma on NQF Exit Level 8; **AND**
- Appropriate working experience related to higher education or further education and training
- In exceptional cases, the Head of School may allow a prospective student with appropriate experience and academic foundation related to higher education **OR** further education and training to be admitted to the programme.

DURATION OF STUDY

- It is preferable that a dissertation is completed over a period of at least 18-24 months.

15.4.1   MASTER OF ARTS IN HIGHER EDUCATION STUDIES (BY DISSERTATION) [PIPELINE]
Study code: 7831   **Credits: 180**

For all the following options students are expected to attend a structured research methodology and group supervision programme:

CODE	NAME OF MODULE	CREDITS
HOS700	Dissertation: Higher Education Studies	240
	OR	
HOS702	Two interrelated publishable manuscripts/published articles: Higher Education Studies*****	240
	OR	
HOS799	Dissertation or two interrelated publishable manuscripts/published articles: Interdisciplinary******	240

***** The manuscripts/articles will have to be presented according to a prescribed format, which bears similarity to that of the Master's Degree dissertation.

****** This option is only possible if properly agreed between the relevant Faculties/Schools/Departments/Centres/Units/Divisions (as applicable)

15.4.2   MASTER OF ARTS IN HIGHER EDUCATION STUDIES (BY DISSERTATION)
Study code: 7835   **Credits: 180**

For all the following options students are expected to attend a structured research methodology and group supervision programme:

CODE	NAME OF MODULE	CREDITS
HES700	Dissertation: Higher Education Studies	180
	OR	
HES702	Two interrelated publishable manuscripts/published articles: Higher Education Studies*****	180
	OR	
HES799	Dissertation or two interrelated publishable manuscripts/published articles: Interdisciplinary******	180

***** The manuscripts/articles will have to be presented according to a prescribed format, which bears similarity to that of the Master's Degree dissertation.

****** This option is only possible if properly agreed between the relevant Faculties/Schools/Departments/Centres/Units/Divisions (as applicable)

Equivalents of modules in the new format to modules in the old format of the qualification:

HES700 = HOS700

HES702 = HOS702

HES799 = HOS799

16. DOCTORAL DEGREES

16.1 DOCTOR OF PHILOSOPHY (PHD)

CAREER OPPORTUNITIES

The PhD degree is a qualification directed at the development of high-level research competence to make a significant and original contribution at the frontiers of the various levels and sectors of education and training in South Africa.

ADMISSION REQUIREMENTS
- The General Rules of the UFS in respect of admission to Doctoral degrees (according to HEQSF) are applicable to this degree.
- To be admitted to the PhD study in Education the student must possess an acknowledged qualification on NQF level 9.
- To be admitted to the PhD study with specialisation in Higher Education Studies, the student must have appropriate experience related to higher education and training

DURATION OF STUDY
- The duration of study for the PhD degree is at least two years and may be extended with the approval of the Head of School/Programme Director: Postgraduate Studies/Dean.
- A student has to prepare a research proposal and defend the viability of the study in an oral presentation to a panel of academic experts in the field of study.
- If the student does not meet the latter requirement within the first six to twelve months of registration, the registration of the student will be terminated.

ASSESSMENT
- The General Rules of the UFS in respect of assessment are applicable to this degree.
- The research proposal must be defended successfully before a panel of lecturers, including the promoter and the Head of School concerned. Ethical clearance can only be granted and the title of the thesis may only be registered after the successful completion of the oral defence.
- The thesis can be submitted for examination with the approval of the promoter and the Head of School concerned after a study period of at least two years.
- The final product can either be a thesis on an approved research topic in Education or Higher Education Studies chosen by the candidate in consultation with the supervisor(s).

OR
- Five interrelated publishable manuscripts/published articles or three sole-authored published articles in (an) accredited journal(s) on an approved research topic in Education or Higher Education Studies chosen by the candidate in consultation with the supervisor(s).
- Quality assurance is facilitated through external examination of the thesis or manuscripts/articles.

FIELDS OF STUDY

A student who registers for the PhD degree chooses one of the following directions:

16.1.1   DOCTOR OF PHILOSOPHY (PHD)

16.1.1.1   DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN COMPARATIVE EDUCATION AND EDUCATION MANAGEMENT

Study code: 7910   **Credits: 240**

The curriculum for this qualification consists of a choice between two options:

CODE	NAME OF MODULE	CREDITS
VOB900	Thesis: Comparative Education and Education Management	240
	OR	
VOB905	Five interrelated publishable manuscripts/published articles or three sole-authored published articles: Comparative Education and Education Management	240

16.1.1.2   DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN CURRICULUM STUDIES

Study code: 7910   **Credits: 240**

The curriculum for this qualification consists of a choice between two options:

CODE	NAME OF MODULE	CREDITS
DKT900	Thesis: Curriculum Studies	240
	OR	
DKT905	Five interrelated publishable manuscripts/published articles or three sole-authored published articles: Curriculum Studies	240

16.1.1.3   DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PHILOSOPHY AND POLICY STUDIES IN EDUCATION

Study code: 7910   **Credits: 240**

The curriculum for this qualification consists of a choice between two options:

CODE	NAME OF MODULE	CREDITS
FGO900	Thesis: Philosophy and Policy Studies in Education	240
	OR	
FGO905	Five interrelated publishable manuscripts/published articles or three sole-authored published articles: Philosophy and Policy Studies in Education	240

16.1.1.4 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

Study code: 7910   **Credits: 240**

The curriculum for this qualification consists of a choice between two options:

CODE	NAME OF MODULE	CREDITS
PSE900	Thesis: Psychology of Education	240
	OR	
PSE905	Five interrelated publishable manuscripts/published articles or three sole-authored published articles: Psychology of Education	240

16.1.1.5 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN HIGHER EDUCATION STUDIES [PIPELINE]

Only pipeline students completing their theses will be allowed to register. No new entries will be allowed.

Study code: 7910   **Credits: 240**

For all the following options students are expected to attend a structured research methodology and group supervision programme:

CODE	NAME OF MODULE	CREDITS
HOS900	Thesis: Higher Education Studies	240
	OR	
HOS905	Five interrelated publishable manuscripts/published articles: Higher Education Studies*	240
	OR	
HOS999	Thesis or five interrelated publishable manuscripts/published articles: Interdisciplinary**	240

* The articles will have to be presented according to a prescribed format, which bears similarity to that of the doctoral thesis.

** This option is only possible if properly agreed between the relevant faculties/schools/departments/centres/units/divisions as applicable.

16.1.1.6   DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN HIGHER EDUCATION STUDIES

Study code: 7910   **Credits: 360**

For all the following options students are expected to attend a structured research methodology and group supervision programme:

CODE	NAME OF MODULE	CREDITS
HES900	Thesis: Higher Education Studies	360
	OR	
HES905	Five interrelated publishable manuscripts/published articles or three sole-authored published articles: Higher Education Studies*	360
	OR	
HES999	Thesis or five interrelated publishable manuscripts/published articles or three sole-authored published articles: Interdisciplinary**	360

*   The articles will have to be presented according to a prescribed format, which bears similarity to that of the doctoral thesis.

** This option is only possible if properly agreed between the relevant faculties/schools/departments/centres/units/divisions as applicable.

Equivalents of modules in the new format of the PhD in Higher Education Studies to modules in the old format of the qualification:

HES900 = HOS900

HES905 = HOS905

HES999 = HOS999

17.   UNIVERSITY PREPARATION PROGRAMME (UPP)

UNIVERSITY PREPARATION PROGRAMME

Core credits: 60
Academic plan code: 7099
Developmental credits: 64
Total credits: 124

STUDY YEAR 1: DEVELOPMENTAL MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Skills and Competencies in Lifelong Learning	SCLL1508		32
English Academic Literacy	EALH1508		32
OR			
Academic Literacy in Afrikaans	AGAE1508		32
Total (Sem 1; Sem 2)	*0*	*0*	**64**
Total (Year)	*64*		
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 1	64		

STUDY YEAR 1: MAINSTREAM MODULES	YEAR		CREDITS
Name of module	Semester 1	Semester 2	
Life-long Learning Skills for Teachers	LLST1513		12
Education Studies 1:			
1.1: The individual in education context	EDUB1613		12
1.2: What it means to educate: theoretical perspectives and significance for SA education		EDUB1623	12
General Pedagogy I: Early Childhood Development and Learning (birth to nine years)		PEDF1623	12
General Pedagogy I: Managing the curriculum		GPED1623	12
Total (Sem 1; Sem 2)	*24*	*36*	**60**
Total (Year)	0		
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 1	**60**		