

Faculty of Education Rule Book 2019



*Inspiring excellence. Transforming lives.
Inspireer uitnemendheid. Verander lewens.*

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



UFS·UV
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, 2019* (hereafter called the UFS 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.

2019 UFS General Rules for Undergraduate Qualifications, Postgraduate Diplomas, Bachelor Honours Degrees, Master's Degrees, Doctoral Degrees, Higher Doctorates, Honorary Degrees and the 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	ACTING SECRETARY	FACULTY MANAGER	SECRETARY	TEACHING AND LEARNING MANAGER	SECRETARY
NAME	Prof LC (Loyiso) Jita	MI (Irene) Molete-Mohapi	C (Charmell) Cardoso	B (Belinda) Putter	To be filled	L (Lungiswa) Nomtayi
BUILDING	Winkie Direko Building	Winkie Direko Building	Winkie Direko Building	Winkie Direko Building		Winkie Direko Building
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E-MAIL		moletemohapimi@ufs.ac.za	cardosoc@ufs.ac.za	putterb@ufs.ac.za		nomtayil@ufs.ac.za

2.2 OFFICE OF THE ASSISTANT-DEAN – QWAQWA CAMPUS

POSITION	ASSITANT DEAN (ACTING)	SECRETARY	FACULTY MANAGER	SECRETARY	TEACHING AND LEARNING MANAGER	SECRETARY
NAME	Dr CT (Cias) Tsotetsi	TJ (Thoko) Madonsela	C (Charmell) Cardoso	B (Belinda) Putter	To be filled	L (Lungiswa) Nomtayi
BUILDING	Sedibeng Building	Sedibeng Building	Refer to Bloemfontein Campus	Refer to Bloemfontein Campus	Refer to Bloemfontein Campus	Refer to Bloemfontein Campus
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2.3 OFFICE OF THE PRINCIPAL – SOUTH CAMPUS

POSITION	PRINCIPAL	SECRETARY	FACULTY MANAGER	SECRETARY	TEACHING AND LEARNING MANAGER	SECRETARY
NAME	Prof D (Daniella) Coetzee	CJ (Hantie) Fourie	C (Charmell) Cardoso	B (Belinda) Putter	To be filled	L (Lungiswa) Nomtayi
BUILDING	Admin Building	Admin Building	Refer to Bloemfontein Campus	Refer to Bloemfontein Campus	Refer to Bloemfontein Campus	Refer to Bloemfontein Campus
ROOM	B120	B120A				
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E-MAIL	coetzed@ufs.ac.za	FourieC1@ufs.ac.za				

2.4 SCIENCE-FOR-THE-FUTURE

POSITION	PROGRAMME DIRECTOR (Science-for-the-Future)	PROJECT MANAGER (Family Math)	PROJECT COORDINATOR (Family Math)	PROJECT COORDINATOR (Family Math)	PROJECT COORDINATOR (Family Science)
NAME	Dr J (Cobus) van Breda	A (Amaria) Reynders	RG (Ravial) Masuabi	SM (Susan) de Jager	M (Marianne) Erwee
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2.5 VICE-DEAN, ACADEMIC ADMINISTRATION, BURSARIES AND ETHICAL CLEARANCE – BLOEMFONTEIN CAMPUS

POSITION	VICE-DEAN	SECRETARY	MARKETING OFFICER	BURSARY OFFICER
NAME	To be filled	L (Lorene) van Wyk	SK (Shereen) Motaung	N (Nicolene) Butler
BUILDING		Winkie Direko Building	Winkie Direko Building	Winkie Direko Building
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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	TE (Teko) Malefane	RMN (Ruth) Tshehisi	EH (Edwin) Jacquire	EH (Edwin) Jacquire
BUILDING	Winkie Direko Building	Winkie Direko Building	Winkie Direko Building	Winkie Direko Building
ROOM	11	9	10	10
TELEPHONE	051 401 9963	051 401 9920	051 401 9685	051 401 9685
E-MAIL	malefanete@ufs.ac.za	tshehisirmn@ufs.ac.za	jacquireeh@ufs.ac.za	jacquireeh@ufs.ac.za

POSITION	DIRECTOR (RESEARCH)	SECRETARY	ETHICAL OFFICER
NAME	Prof ML (Matseliso) Mokhele-Makgalwa	CE (Elsa) Bester	CS (Christa) Duvenhage
BUILDING	Winkie Direko Building	Winkie Direko Building	Winkie Direko Building
ROOM	217	215	16
TELEPHONE	051 401 3777	051 401 3057	051 401 3651
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POSITION	DIRECTOR (POSTGRADUATE STUDIES)	SECRETARY	OFFICER
NAME	Prof F (Jan) Nieuwenhuis	C (Cindy) Baartman	GC (Carike) Swart
BUILDING	Winkie Direko Building	Winkie Direko Building	Winkie Direko Building
ROOM	13A	13	12
TELEPHONE	051 401 7550	051 401 9286	051 401 9922
E-MAIL	nieuwenhuisfjl@ufs.ac.za	baartmanch@ufs.ac.za	swartgc@ufs.ac.za

POSITION	ACADEMIC ADVICE (BACHELOR HONOURS & PGDip)	ACADEMIC ADVICE (MASTER'S & DOCTORATES)
NAME	GC (Carike) Swart	CS (Christa) Duvenhage
BUILDING	Winkie Direko Building	Winkie Direko Building
ROOM	12	16
TELEPHONE	051 401 9922	051 401 3651
E-MAIL	swartgc@ufs.ac.za	duvenhagecs@ufs.ac.za

2.6 PROGRAMME DIRECTORS, ACADEMIC ADMINISTRATION, BURSARIES AND ETHICAL CLEARANCE – QWAQWA CAMPUS

POSITION	VICE-DEAN	SECRETARY	MARKETING OFFICER	BURSARY OFFICER
NAME	To be filled	L (Lorene) van Wyk	SK (Shereen) Motaung	TM (Tshidi) Mosea
BUILDING	Refer to Bloemfontein Campus	Refer to Bloemfontein Campus	Refer to Bloemfontein Campus	Sedibeng Building
ROOM				6
TELEPHONE				058 718 5004
E-MAIL				moseatm@ufs.ac.za

POSITION	ACADEMIC ADVICE (FOUNDATION PHASE)	ACADEMIC ADVICE (INTERMEDIATE PHASE)	ACADEMIC ADVICE (SENIOR & FURTHER EDUCATION AND TRAINING PHASE)	ACADEMIC ADVICE (POSTGRADUATE CERTIFICATE OF EDUCATION)
NAME	TM (Tshidi) Mosea	TM (Tshidi) Mosea	TM (Tshidi) Mosea	TM (Tshidi) Mosea
BUILDING	Sedibeng Building	Sedibeng Building	Sedibeng Building	Sedibeng Building
ROOM	6	6	6	6
TELEPHONE	058 718 5004	058 718 5004	058 718 5004	058 718 5004
E-MAIL	moseatm@ufs.ac.za	moseatm@ufs.ac.za	moseatm@ufs.ac.za	moseatm@ufs.ac.za

POSITION	DIRECTOR (RESEARCH)	SECRETARY	ETHICAL OFFICER
NAME	Prof ML (Matseliso) Mokhele-Makgalwa	CE (Elsa) Bester	CS (Christa) Duvenhage
BUILDING	Refer to Bloemfontein Campus	Refer to Bloemfontein Campus	Refer to Bloemfontein campus
ROOM			
TELEPHONE			
E-MAIL			

POSITION	DIRECTOR (POSTGRADUATE STUDIES)	SECRETARY	OFFICER
NAME	Prof F (Jan) Nieuwenhuis	C (Cindy) Baartman	GC (Carike) Swart
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	OO (Oyinlola) Adebola	TJ (Thoko) Madonsela	OO (Oyinlola) Adebola
BUILDING	Kgorong Building	Sedibeng Building	Kgorong Building
ROOM	1029	7	1029
TELEPHONE	058 718 5344	058 718 5005	058 718 5344
E-MAIL	adebolaoo@ufs.ac.za	madonselatj@ufs.ac.za	adebolaoo@ufs.ac.za

2.7 PROGRAMME DIRECTORS AND ACADEMIC ADMINISTRATION – SOUTH CAMPUS

POSITION	PROGRAMME MANAGER (UNIVERSITY ACCESS PROGRAMME)	SECRETARY	ACADEMIC ADVICE
NAME	T (Tshego) Setilo	ML (Lydia) Moilwa	CN (Chwaro) Shuping
BUILDING	Admin Building	Admin Building	Admin Building
ROOM	B011	B010	BO17
TELEPHONE	051 505 1362	051 505 1201	051 505 1430
E-MAIL	setilot@ufs.ac.za	moilwaml@ufs.ac.za	shupingcn@ufs.ac.za

POSITION	PROGRAMME DIRECTOR	SECRETARY
NAME	P (Pierre) Plekker	Lebohang Seseane
BUILDING	Admin Building	Admin Building
ROOM	A312	A314
TELEPHONE	051 505 1250	051 505 1452
E-MAIL	plekkerp@ufs.ac.za	tsekeletsal@ufs.ac.za

2.8 TEACHING PRACTICE – BLOEMFONTEIN CAMPUS

PHASE/DIVISION	FOUNDATION PHASE	INTERMEDIATE PHASE	SENIOR & FURTHER EDUCATION AND TRAINING PHASE	POSTGRADUATE CERTIFICATE OF EDUCATION
NAME	DA (Dimakatso) Supi	To be filled	PC (Puleng) Letloenyane	PC (Puleng) Letloenyane
BUILDING	Winkie Direko Building		Winkie Direko Building	Winkie Direko Building
ROOM	139		139	139
TELEPHONE	051 401 7883		051 401 7884	051 401 7884
E-MAIL	supida@ufs.ac.za		letloenyanepc@ufs.ac.za	letloenyanepc@ufs.ac.za

2.9 TEACHING PRACTICE –QWAQWA CAMPUS

PHASE/DIVISION	FOUNDATION PHASE	INTERMEDIATE PHASE	SENIOR & FURTHER EDUCATION AND TRAINING PHASE	POSTGRADUATE CERTIFICATE OF EDUCATION
NAME	MM (Mahudi) Mofokeng	HR (Hadio) Mosia	ME (Moeketsi) Dlamini	ME (Moeketsi) Dlamini
BUILDING	Kgorong Building	Kgorong Building	Kgorong Building	Kgorong Building
ROOM	E1006	E1002	E1001	E1001
TELEPHONE	058 718 5465	058 718 5470	058 718 5483	058 718 5483
E-MAIL	mofokengmm@ufs.ac.za	mosiahr@ufs.ac.za	dlaminime@ufs.ac.za	dlaminime@ufs.ac.za

2.10 ACADEMIC STAFF – BLOEMFONTEIN CAMPUS

SCHOOL OF EDUCATION STUDIES

Head of School (Acting)	Dr FP (Fumane) Khanare	051 401 9490	121	khanarefp@ufs.ac.za
Philosophy of Education and Education Policy Studies				
Lecturer	Dr FJ (Frans) Kruger	051 401 3420	120	krugerf@ufs.ac.za
Senior Lecturer	Dr A (Adré) le Roux	051 401 2292	118	lerouxad@ufs.ac.za
	To be filled			
Psychology of Education				
Lecturer	Dr FP (Fumane) Khanare	051 401 9490	121	khanarefp@ufs.ac.za
Senior Lecturer	Dr C (Christa) Beyers	051 401 3456	116	beyersc@ufs.ac.za
Lecturer	Dr RJ (Rantsie) Kgothule	051 401 9688	119	kgothulerj@ufs.ac.za
Lecturer	Dr EH (Eben) Swanepoel	051 401 3945	117	swanepoeleh@ufs.ac.za
Curriculum Studies				
Lecturer	Dr T (Thuthukile) Jita	051 401 7441	112	jitat@ufs.ac.za
Lecturer	Dr M (Marguerite) Muller	051 401 9683	115	mullerm@ufs.ac.za
Lecturer	Dr DM (David) Letloenyane	051 401 3421	103	letloenyanedm@ufs.ac.za
Lecturer	V (Valensia) Jagessar	051 401 3576	113	jagessarv@ufs.ac.za
Education Management and Leadership				
Lecturer	Dr BO (Bernie) Plaatjies	051 401 2955	108	plaatjiesbo@ufs.ac.za
Lecturer	Dr N (Zandile) Gcelu	051 401 2909	109	gcelun@ufs.ac.za
Lecturer	Dr DP (Pearl) Larey	051 401 3419	110	lareydp@ufs.ac.za
	To be filled			

SCHOOL OF MATHEMATICS, NATURAL SCIENCES AND TECHNOLOGY EDUCATION

Lecturer: Head of School (Acting)	Dr NJP (Nixon) Teis	051 401 2693	4	teisnjp@ufs.ac.za
Mathematics				
Lecturer	MM (Tshidi) Moleko	051 401 3103	1.5	molekomm@ufs.ac.za
Lecturer	D SA (Simon) Tachie	051 401 7521	1.4	tachiesa@ufs.ac.za
Lecturer	Dr M (Msebenzi) Rabaza	051 401 2307	1.2	rabazam@ufs.ac.za
Physical and Natural Sciences Education				
Lecturer	Dr MF (Moeketsi) Tlali	051 401 7556	6	tlalimf@ufs.ac.za
Life Sciences / Natural Sciences Education				
Lecturer	Dr JPH (Jannie) Pretorius	051 401 3340	1.1	pretoriusjph@ufs.ac.za
Technology Education				
Lecturer	SJ (Johan) Coetzee	051 401 2395	1.6	coetzsj@ufs.ac.za
Associate Professor	Prof GP (Okkie) Combrinck	051 401 2524	7	combrinck@ufs.ac.za
Lecturer	Dr NJP (Nixon) Teis	051 401 2693	4	teisnjp@ufs.ac.za
Junior lecturer	MA (Masabata) Tlali	051 401 9167	1.3	tlalima@ufs.ac.za

SCHOOL OF SOCIAL SCIENCES, LANGUAGE EDUCATION AND HIGHER EDUCATION STUDIES

Head of School	Dr J (Juliet) Ramohai	051 401 2876/3898	19	ramohaij@ufs.ac.za
Commerce Education				
Lecturer	Dr MD (Molaodi) Tshelane	051 401 9589	127	tshelanemd@ufs.ac.za
Higher Education Studies				
Senior lecturer	Dr SP (Fanus) van Tonder	051 401 9174	210	vtondersp@ufs.ac.za
Senior lecturer	Dr SM (Somarie) Holtzhausen	051 401 2046	206	holtzhsm@ufs.ac.za
Lecturer	Dr MR (Makeresemese) Qhosola	051 401 9742	208A	ghosolamr@ufs.ac.za
Language Education				
Lecturer	I (Irma) Looock	051 401 2951	26	loocki@ufs.ac.za
	To be filled			
Human and Social Sciences Education				
Lecturer	Dr MP (Mariëtte) Koen	051 401 7453	28	koenmp@ufs.ac.za
Lecturer	SA (Sekanse) Ntsala	051 401 2709	24	ntsalasa@ufs.ac.za
Lecturer	Dr JS (Jonas) Kabi	051 401 9730	125	kabijs@ufs.ac.za
Junior lecturer	W (Willard) Morgan	051 401 2295	107	morganw@ufs.ac.za

2.11 ACADEMIC STAFF – QWAQWA CAMPUS**SCHOOL OF EDUCATION STUDIES****Philosophy of Education and Education Policy Studies**

Lecturer	Dr CT (Cias) Tsotetsi	058 718 5344	1029	tsotetsict@ufs.ac.za
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Psychology of Education

Lecturer	Dr KR (Kananga) Mukuna	058 718 5005	2	mukunakr@ufs.ac.za
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Education Management and Leadership

Junior lecturer	M (Moeketsi) Dlamini	058 718 5483	1001	dlatinime@ufs.ac.za
Lecturer	Dr SD (Sekitla) Makhasane	058 718 5294	12B	makhasanesd@ufs.ac.za

SCHOOL OF MATHEMATICS, NATURAL SCIENCES AND TECHNOLOGY EDUCATION**Mathematics**

Lecturer	Dr JT (Tshele) Moloi	058 718 5002	11	moloijt@ufs.ac.za
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Technology Education

Junior lecturer	BA (Babele) Moletsane	058 718 5481	1015	moletsaneba@ufs.ac.za
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Physical and Natural Sciences Education

Lecturer	Dr M (Maria) Tsakeni	058 718 5001	10	tsakenim@ufs.ac.za
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SCHOOL OF SOCIAL SCIENCES, LANGUAGE EDUCATION AND HIGHER EDUCATION STUDIES**Commerce Education**

Junior Lecturer	TJ (Thabiso) Motsoeneng	058 718 5055	E1031	motsoenengtj@ufs.ac.za
Junior Lecturer	OO (Oyinlola) Adebola	058 718 5344	1032	adebolao@ufs.ac.za

Pre-school and Foundation Phase (Early Childhood Development)

Junior lecturer	MN (Neli) Gabela	058 718 5467	1004	gabelamn@ufs.ac.za
Junior lecturer	MM (Mahudi) Mofokeng	058 718 5465	1006	mofokengmm@ufs.ac.za
Junior lecturer	LE (Leetoane) Sibeko	058 718 5466	1038	sibekole@ufs.ac.za

3. OTHER GENERAL INFORMATION

3.1 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 tests and examinations.

3.2 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 Rules [A8\(e\)](#), [A27\(c\)](#), [A82\(b\)](#), [A112\(c\)](#): Credit Accumulation and Credit Transfer).

3.3 NATIONAL BENCHMARK TESTS

- Prospective students registering for a first qualification on the Bloemfontein or South campuses 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 have not been met, or the results of the tests cannot be submitted, registration for the applicable language development modules (English: EALH1508 OR Afrikaans: AGAH1508) is compulsory according to 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.
- Students who start their first year of study at the beginning of the second semester are also required to write the tests prior to their registration.
- Exemptions from taking the NBT tests include the following:
 - Students who register for an additional undergraduate qualification after having obtained a higher education qualification, either at the UFS or at another higher education institution
 - Students who have successfully completed the first year of study or a comparable development module at another university or higher education institution
 - E-learning students
 - Students who register for distance learning

3.4 UNIVERSITY ACCESS PROGRAMME (UAP)

- Prospective students who do not meet the admission requirements of the UFS may enrol for and successfully complete a one-year UNIVERSITY ACCESS PROGRAMME (UAP) to obtain admission to the University.
- Students who wish to enrol for the UAP must be in possession of a National Senior Certificate with an admission point of 20-24.
- The UAP is offered in English only. Notwithstanding this, study material, tests and examination papers may, at the UFS's sole discretion, be supplied in Afrikaans and the writing of tests, assignments and examination in Afrikaans may be allowed by the UFS. The UFS may, at the UFS' sole discretion, grant permission for a UAP module/-s to be presented in Afrikaans, if a sufficient number of Afrikaans speaking students, who meet the laid down language requirements of 3 (40%), enrol for these modules at the South Campus.
- Successful completion of the UAP provides admission to the second study year of the BEd Extended Curriculum Programme. Students receive full credit for the first-year mainstream modules and applicable development modules successfully completed in the UAP, applicable to the selected BEd qualification.
- Information regarding the UAP and further details can be obtained from Tshego Setilo on 051 - 505 1362 or Lydia Moilwa on 051 - 505 1201.
- For details on the curriculum of the UAP for Education students, please refer to Section 17 of this Faculty Rule Book.

3.5 UFS101

- The UFS101 module is compulsory for all students registering for a first qualification at the UFS.
- 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 UAP and Extended Curriculum Programme, register for UFS101 in the second year of study.
- A qualification cannot be obtained from the UFS if the UFS101 module has not been completed successfully. Exemptions include the following:
 - Undergraduate certificate qualifications
 - National Professional Diplomas
 - Students aged 30 years and above at the date of registration
 - 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 people 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 seven 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 28 is required; for five-year degrees (Extended Curriculum Programme), a minimum AP of 24-27 is required; for the UAP a minimum AP of 20 is required.

The following designated 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%)	Life Orientation at an attainment level of 5 or higher, except in respect of certificate programmes that require an attainment level of 3 or higher.	1

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 context , 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 South African 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/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 three 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
<i>Bachelor of Education Degree</i>	7	<i>Advanced Certificate</i>	6	<i>Diploma in Grade R Teaching**</i> <i>Undergraduate qualification</i>	6
<i>Postgraduate Certificate in Education</i>	7	<i>Advanced Diploma**</i>	7		
		<i>Postgraduate Diploma</i>	8		
		<i>Bachelor of Education Honours Degree</i>	8		
		<i>Master of Education Degree /</i> <i>Master's Degree (Professional)**</i>	9		
		<i>Doctoral Degree /</i> <i>Doctoral Degree (Professional)**</i>	10		

* The primary purpose of Initial Teacher Education qualifications is to certify that the holder of the qualification has specialised as a beginner teacher. Specialisation can be linked to a phase (e.g. Foundation Phase, Intermediate Phase, Senior Phase and Further Education and Training Phase) **OR** in a specific subject, **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 three different qualification types, pitched at different NQF levels, to choose from:

QUALIFICATIONS FOR HIGHER EDUCATION/HIGHER EDUCATION STUDIES	NQF LEVEL
<i>Postgraduate Diploma</i>	8
<i>Master of Arts Degree</i>	9
<i>Doctoral Degree</i>	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	1 ST POST-INITIAL PROFESSIONAL QUALIFICATION	2 ND POST-INITIAL PROFESSIONAL QUALIFICATION	3 RD POST-INITIAL PROFESSIONAL QUALIFICATION	4 TH POST-INITIAL PROFESSIONAL QUALIFICATION
BEd OR BA, BSc, BCom, BSocSci, etc., plus PGCE	PGDip <i>[Specialising further in a cognate subject, phase OR practice contained in the initial qualification]</i>	MEd	PhD	
	AdvDip <i>[Developing a new role to support teaching and learning, e.g. School Librarianship, Deaf Education]</i>	PGDip <i>[Specialising further in the new role to support teaching and learning]</i>	MEd	PhD
	AdvCert <i>[Developing a new teaching specialisation phase OR subject, e.g. AdvCert in Mathematical Literacy Teaching]</i>	AdvDip <i>[Further specialisation in the new teaching specialisation phase OR subject developed in the AdvCert (Teaching)]</i>	PGDip <i>[Further specialisation in the new teaching specialisation phase OR subject developed in the AdvDip (Ed)]</i>	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	1 ST POST-INITIAL PROFESSIONAL QUALIFICATION	2 ND POST-INITIAL PROFESSIONAL QUALIFICATION	3 RD POST-INITIAL PROFESSIONAL QUALIFICATION	4 TH POST-INITIAL PROFESSIONAL QUALIFICATION
BEd OR BA, BSc, BCom, BSocSci, etc., plus PGCE	AdvCert <i>[School Leadership and Management]</i>	AdvDip <i>[School Leadership and Management, Education System Management]</i>	PGDip	MEd

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

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

Figure 3: Examples of qualification pathways that teachers, who choose to embark on an education planning, research or policy development career trajectory, 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

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

UNDERGRADUATE (UG)

Qualification Type	Subject field				Catalogue number				Examples
	E	N	G	L	1 st Digit	2 nd Digit	3 rd Digit	4 th Digit	
Higher Certificates	E	N	G	L	1	5	2	1 to 9 (X4)	ENGL1525, i.e. ENG=English L=Language 1=1 st Year 5=NQF Level 2=2 nd Semester 20=Credits (5X4)
Advanced Certificates					1	6	2		
Diplomas					1	5/6	1		
Advanced Diplomas					1	7			
Bachelor's Degrees					1/2/3	5/6/7			
Professional Bachelor's					1/2/3/4	5/6/7/8			
MBChB 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=2 nd 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=2 nd 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=2 nd 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
BACHELOR OF EDUCATION (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* on the web: https://www.ufs.ac.za/docs/default-source/all-documents/2018-general-rules.pdf?sfvrsn=690ba621_0. Below is a summary of the general rules contained in the *UFS General Rules*.

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 UFS 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 UFS and to an academic qualification	A8: Credit accumulation and 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 UFS campus/centre.	A32: Publication of a research essay	A38: Residence in campus accommodation
A21: Applying for admission	A27: Credit accumulation and transfer	A33: Results statements, academic records, study records, certified statements, certificates of conduct and certified examination timetables	A39: Fees payable
A22: Admission or readmission to the UFS and to an academic qualification	A28: Assessment rules	A34: Requests on the basis of exceptional circumstances	A40: Information communication and information technology
A23: Submission of documentation required to register as a student	A29: Qualification with distinction	A35: Discipline	
A24: Duration of study and compiling a curriculum	A30: Qualification certificates	A36: Financial support	
A25: Student registration and re-registration	A31: Intellectual property	A37: Module and venue timetable and examination timetable	

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 UFS campus/centre	A57: Publication of a research report	A63: Residence in campus accommodation
A46: Applying for admission	A52: Credit accumulation and 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 UFS 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 UFS 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: 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 UFS 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/published articles or a coursework Master's Degree mini-dissertation	A82: Credit accumulation and 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 and re-registration	A114: Qualification with distinction	A121: Financial support
A101: Applying for admission	A108: Registration of provisional research titles and modifying a research title	A115: Qualification certificates	A122: Residence in campus accommodation
A102: Admission or readmission to the UFS 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: Examiners	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 UFS 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/published articles or mini-thesis	A112: Credit accumulation and 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 and qualification with distinction	
A131: Applying for admission	A135: Examiners	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	

GENERAL RULES FOR HONORARY DEGREES

A145: Honorary degree proposals			
A146: Qualification certificates			

GENERAL RULES FOR POST DOCTORAL RESEARCH FELLOWSHIPS/FELLOWS

A148: Postdoctoral research fellowships/fellows			
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CONVOCATION

A150: Convocation			
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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. In the Faculty of Education, the UFS progression rule will apply:

- 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 A3.10(d) and A3.11(a) (i).
- 9.1.3 Students who perform exceptionally well may register, with the approval of the Dean, 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. To this end, certain prerequisites are provided throughout this Rule Book. Prerequisites is a way of making sure that students enrol for certain modules with the desired prior knowledge. This means that students must successfully complete certain modules before the system will allow them to register for a module on the next level.

9.2 EDU - PROGRESSION RULE FOR PIPELINE QUALIFICATIONS

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

- Students may repeat a module or 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).

9.3 EDU - PROGRESSION FROM THE UNIVERSITY ACCESS PROGRAMME (UAP) TO QUALIFICATIONS OFFERED IN THE FACULTY OF EDUCATION

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

9.4 EDU - RESIDENTIAL PERIOD

For a qualification in the Faculty of Education, a student must register for the minimum residential period, as specified by the UFS Programme and Qualifications Mix (PQM) for that qualification. All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

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 and prohibited from registering, even if the residential period has not been exhausted.

9.5 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.

9.6 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 the Rule Books of both faculties.
- If it is still a first qualification that the student wishes to register for, the residential period for a first qualification, as indicated in UFS General Rules, must be honoured in consultation with the Programme Director and Dean.
- Students should apply for admission to the new qualification in Education online or on the prescribed application form, on or before the closing date.
- Admission will be dependent on capacity in a particular programme, the student's Admission Point (AP) and academic performance in the faculty from which he/she originates, as well as on the need in the world of work for teachers holding such particular qualification (scarce skills areas).

9.7 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 and a certificate of conduct (original document) from the other institution. 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.

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. Refer to the UFS General Rule A62(c)(i) in case of timetable clashes.

9.8 EDU - EDUCATION STUDENT 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.

9.9 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.

9.10 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. Extra modules should not exceed 32 credits.

9.11 EDU - ELECTIVE MODULES OFFERED BY OTHER FACULTIES

Students may not enrol for elective subjects in other faculties that clash with modules in their core curriculum.

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. This rule may be applied after careful scrutiny of the curriculum by academic advisers.

NOTE: Equivalences not explicitly indicated in this Rule Book will be dealt with on an ad hoc basis at the discretion of the Dean.

9.13 EDU - REQUIREMENTS FOR SUBJECT EDUCATION

Students specialising in the BEd Senior Phase and Further Education and Training Phase must choose elective subjects from **List D (following on section 13.2.3)**, meeting the following requirements:

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

9.14 EDU – SCHOOL-BASED WORK INTERGRATED LEARNING

The BEd and PGCE qualifications have an external component in the form of school-based teaching practice. Students who enrol for these programmes carry full responsibility for logistical arrangements during periods of teaching practice. This means that students themselves have to organise their transport from their homes or the campus to the different schools where they are placed, as this will not be provided by the Faculty of Education.

9.15 EDU - 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.

- Prospective students sit for the NBT in the language in which they have received their schooling.
- If the stipulated requirements of the NBT have not been met, or the results of the test cannot be submitted, registration for the applicable language development modules (English: EALH1508 **OR** Afrikaans: AGAH1508) is compulsory according to 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.

9.16 EDU – MEDIUM OF INSTRUCTION

The medium of instruction will be aligned with the new language policy of the UFS:

Undergraduate level

On the Bloemfontein Campus students will be taught in parallel medium (English and Afrikaans). Parallel medium instruction in this context, means that:

- Lecturers teach in English (except for language subjects such as Sesotho and Afrikaans), but access to the class is provided by means of interpreting services.
- In some instances, large classes are divided into mixed groups which are taught in English, supported by interpreting services.
- Module content is made available in English and Afrikaans.
- Students are allowed to complete assessment in either English or Afrikaans.
- If the presenter of a module is not proficient in a particular language, markers are appointed.
- The language of instruction for the Advanced Certificate programmes presented at the South Campus of the UFS will be English only.

Students enrolled for service modules in other Faculties should adhere to the implementation of the language policy as applicable within those Faculties.

Postgraduate level

- All modules and associated module content pertaining to new, HEQSF-aligned programmes are offered in English only.
- All coursework programmes are offered in English.
- Specific cases for the use of languages other than English in theses and dissertations are left to the discretion of the Head of Department and the Dean who are accountable for the implementation of this language policy and for compliance with the academic rules of the University regarding external examination of Master's dissertations and PhD theses.

9.17(a) EDU – EXPECTED PROGRESS AT POSTGRADUATE LEVEL

With reference to the UFS General Rules, the Faculty expects Masters candidates to have achieved the following within the first **six** months subsequent to registration and Doctoral candidates within the first **twelve** months following registration:

- An approved proposal (i.e. a proposal defended in the Faculty proposal defence seminar)
- Title registration (CTR approval)
- Submission of ethics application

Registration for year 2 will depend on the student satisfying all three of these conditions. Any non-compliant students will have to appeal and motivate with the Dean for special permission/approval.

9.17(b) EDU – ENGAGEMENT OF POSTGRADUATE STUDENTS IN SCHOLARLY DISCUSSION

Master's and Doctoral students are required to publicly present and defend their research proposals to an audience of Faculty academic staff, prior to submission of their proposals to the Committee for Title Registration.

9.18 EDU – CLASS ATTENDANCE

Full-time students commit themselves to meet all academic requirements of the UFS as a residential institution in terms of class attendance and assessments. No appeals based on absence as a result of employment commitments will be considered.

9.19 EDU – PRESENTATION OF A PROGRAMME

Programmes reflected in this Rule Book will not be offered in 2019 if, in the sole discretion of UFS, a sufficient number of enrolments cannot be secured to render the programme sustainable. Sustainability will depend on availability of staff and resources.

9.20 EDU – READMISSION TO SERVICE MODULES

If a student has failed a service module twice, the two Faculties that are involved will only grant the student a further opportunity to re-register for that particular module, once the Deans of the two respective Faculties have been in consultation and have reached consensus on the outcome. Refer to the UFS General Rules.

9.21 EDU – AWARDING OF A QUALIFICATION PENDING A DISCIPLINARY MATTER

Students with pending disciplinary matters are not in good standing with the UFS and will therefore not receive their degree, diploma, or certificate, notwithstanding having met all the academic requirements therefor, pending the outcome of the disciplinary matters.

10. SUMMARY OF QUALIFICATIONS OFFERED IN THE FACULTY OF EDUCATION

The following qualifications are awarded in the Faculty of Education:

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAMME CODE	ACADEMIC PLAN	EXIT NQF LEVEL	TOTAL MINIMUM CREDITS	MINIMUM DURATION OF STUDIES
CERTIFICATES							
Advanced Certificate (ACT) in:							
Foundation Phase Teaching	2016	S	L7118 L7119	LD711800 LD711819	6	132	2
Intermediate Phase Teaching with specialisation in English FAL and Mathematics	2016	S	L7120	LD712001	6	148	2
Intermediate Phase Teaching with specialisation in English FAL and Social Sciences	2016	S	L7120	LD712002	6	148	2
Intermediate Phase Teaching with specialisation in English FAL and Life Skills	2016	S	L7120	LD712003	6	148	2
Intermediate Phase Teaching with specialisation in English FAL and Natural Sciences and Technology	2016	S	L7120	LD712004	6	148	2
Senior Phase Economic and Management Sciences Teaching	2016	S	L7121	LD711821	6	148	2
Senior Phase English First Additional Language Teaching	2016	S	L7122	LD711822	6	132	2
Senior Phase Life Orientation Teaching	2016	S	L7123	LD711823	6	148	2
Senior Phase Mathematics Teaching	2016	S	L7124	LD711824	6	156	2
Senior Phase Natural Sciences Teaching	2016	S	L7125	LD711825	6	156	2
Senior Phase Social Sciences Teaching	2016	S	L7126	LD711826	6	148	2
Further Education and Training Phase Accounting Teaching	2018	S	L7127	LD711827	6	156	2
Further Education and Training Phase English First Additional Language Teaching	2018	S	L7128	LD711828	6	148	2
Further Education and Training Phase Life Sciences Teaching	2016	S	L7129	LD711829	6	156	2
Further Education and Training Phase Mathematics Teaching	2016	S	L7130	LD711830	6	156	2
Further Education and Training Phase Mathematical Literacy Teaching	2016	S	L7131	LD711831	6	156	2
Further Education and Training Phase Physical Science Teaching	2016	S	L7132	LD711832	6	156	2
Foundation Phase Teaching	2016	S (Online)	L7100	LO711819	6	132	18-20 months
Intermediate Phase Teaching with specialisation in English FAL and Mathematics	2016	S (Online)	L7101	LO712001	6	148	18-20 months
Intermediate Phase Teaching with specialisation in English FAL and Social Sciences	2016	S (Online)	L7101	LO712002	6	148	18-20 months
Intermediate Phase Teaching with specialisation in English FAL and Life Skills	2016	S (Online)	L7101	LO712003	6	148	18-20 months
Intermediate Phase Teaching with specialisation in English FAL and Natural Sciences and Technology	2016	S (Online)	L7101	LO712004	6	148	18-20 months
Senior Phase English First Additional Language Teaching	2016	S (Online)	L7102	LO711822	6	132	18-20 months

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAMME CODE	ACADEMIC PLAN	EXIT NQF LEVEL	TOTAL MINIMUM CREDITS	MINIMUM DURATION OF STUDIES
Postgraduate Certificate in Education (PGCE) in:							
Further Education and Training Phase	Pipeline	BFN + QQ	M7D3	7252	7	192	1
Postgraduate Certificate in Education (PGCE) in:							
Senior Phase and Further Education and Training Teaching	2019	BFN + QQ	B7370 Q7370	BC737500 QC737500	7	164	1-full time 2-part time
Further Education and Training Teaching	2019	BFN + QQ	B7360 Q7360	BC736500 QC736500	7	164	1-full time 2-part time

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAMME CODE	ACADEMIC PLAN	EXIT NQF LEVEL	TOTAL MINIMUM CREDITS	MINIMUM DURATION OF STUDIES
DIPLOMAS							
National Professional Diploma in Education (NPDE) in:							
Grade R and Foundation Phase	Pipeline	S+QQ	M7D2	7041/7045	5	380/384	2/4
Intermediate Phase	Pipeline	S+QQ	M7D2	7042/7046	5	380/384	2/4
Senior Phase: Languages	Pipeline	S+QQ	M7D2	7043/7047	5	380/384	2/4
Senior Phase: Mathematics AND Natural Science OR Technology	Pipeline	S+QQ	M7D2	7044/7048	5	380/384	2/4
Postgraduate Diploma (PGDip) in:							
Curriculum Studies	2016	BFN+QQ	B7542 Q7542	BC754142 QC754200	8	128	2
Education Policy	2016	BFN	B7543	BC754143	8	128	2
Life and Counselling Skills	2017	BFN+QQ	B7544 Q7544	BC754144 QC754144	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

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAMME CODE	ACADEMIC PLAN	EXIT NQF LEVEL	TOTAL MINIMUM CREDITS	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
Bachelor of Education in:							
Foundation Phase Teaching	2015	BFN+QQ	B7352 Q7352 (M7130)	BC735152 QC735152 (73110)	7	528+16*	4
Intermediate Phase Teaching in:	2015	BFN+QQ	B7358 Q7358	BC735758 QC735758	7	532+16*	4
Life Skills and Social Sciences Teaching			B7359 Q7359 (M7130)	BC735759 QC735759 (73120)			
Mathematics, Natural Science and Technology Teaching	2015	BFN+QQ	B7364 Q7364 (M7130)	BC736364 QC736364 (73130)	7	512+16*	4
Senior Phase and Further Education and Training Phase Teaching in: (FET subject combination)			B7364 Q7364 (M7130)	BC736364 QC736364 (73130)			
(SP & FET subject combination)	2015	BFN+QQ	B73E1 Q73E1	BC7351E1 QC7351E1	7	528+16*+128**	5
Extended Curriculum Programmes			B73E2 Q73E2	BC7357E2 QC7357E2		532+16*+128**	
Foundation Phase Teaching			B73E3 Q73E3	BC7363E3 QC7363E3		504+16*+128**	
Intermediate Phase Teaching	2015	BFN+QQ	B73E3 Q73E3	BC7363E3 QC7363E3	7	504+16*+128**	5
Senior Phase and Further Education and Training Phase Teaching			B73E3 Q73E3	BC7363E3 QC7363E3			

*UFS101

** Fundamental learning

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAMME CODE	ACADEMIC PLAN	EXIT NQF LEVEL	TOTAL MINIMUM 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: Inclusive Education	Pipeline	BFN	M7131	7524	8	144	1
Bachelor of Education Honours with specialisation in:							
Management and Governance	2018	BFN+QQ	B7600 Q7600	BC760083 QC760083	8	144	1
Curriculum Studies	2018	BFN+QQ	B7600 Q7600	BC760089 QC760089	8	144	1
Psychology of Education	2018	BFN+QQ	B7600 Q7600	BC760092 QC760092	8	144	1
Early Childhood Development and Learning	2018	BFN+QQ	B7600 Q7600	BC760081 QC760081	8	144	1
MASTER'S DEGREES							
Master of Education with specialisation in: (By coursework and mini-dissertation)							
Policy Studies and Governance in Education	Pipeline	BFN	M7131	7701	9	248	2
Curriculum Studies	Pipeline	BFN	M7131	7703	9	248	2
Psychology of Education	Pipeline	BFN	M7131	7705	9	248	2
Psychology of Education: Inclusive Education	Pipeline	BFN	M7131	7751	9	248	2
Master of Arts in: (By coursework and mini-dissertation)							
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 with specialisation in: (By dissertation)							
Policy Studies and Governance in Education	Pipeline	BFN	M7131	7714	9	240	2
Philosophy of Education	Pipeline	BFN	M7131	7714	9	240	2
Curriculum Studies	Pipeline	BFN	M7131	7714	9	240	2
Education Management	Pipeline	BFN	M7131	7714	9	240	2
Psychology of Education	Pipeline	BFN	M7131	7714	9	240	2
Master of Arts in: (By dissertation)							
Higher Education Studies	Pipeline	BFN	M7131	7831	9	240	2
Higher Education Studies	Pipeline	BFN	M7131	7835	9	180	2

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAMME CODE	ACADEMIC PLAN	EXIT NQF LEVEL	TOTAL MINIMUM CREDITS	MINIMUM DURATION OF STUDIES
Master of Education with specialisation in:							
Education Management and Leadership	2018	BFN+QQ	B7800 Q7800	BC780083 QC780083	9	180	18 months
Education Policy Studies	2018	BFN+QQ	B7800 Q7800	BC780090 QC780090	9	180	18 months
Philosophy of Education	2018	BFN+QQ	B7800 Q7800	BC780091 QC780091	9	180	18 months
Psychology of Education	2018	BFN+QQ	B7800 Q7800	BC780092 QC780092	9	180	18 months
Community Psychology of Education	2018	BFN+QQ	B7800 Q7800	BC780080 QC780080	9	180	18 months
Comparative Education	2018	BFN+QQ	B7800 Q7800	BC780093 QC780093	9	180	18 months
Education Law	2018	BFN+QQ	B7800 Q7800	BC780082 QC780082	9	180	18 months
Curriculum Studies	2018	BFN+QQ	B7800 Q7800	BC780089 QC780089	9	180	18 months
Early Childhood Development and Learning	2018	BFN+QQ	B7800 Q7800	BC780081 QC780081	9	180	18 months
Subject Education in Social Sciences	2018	BFN+QQ	B7800 Q7800	BC780088 QC780088	9	180	18 months
Subject Education in Mathematics	2018	BFN+QQ	B7800 Q7800	BC780085 QC780085	9	180	18 months
Subject Education in Languages	2018	BFN+QQ	B7800 Q7800	BC780084 QC780084	9	180	18 months
Subject Education in Science and Technology	2018	BFN+QQ	B7800 Q7800	BC780087 QC780087	9	180	18 months
Subject Education in Natural Sciences	2018	BFN+QQ	B7800 Q7800	BC780086 QC780086	9	180	18 months
Higher Education Studies	2019	BFN+QQ	B7800 Q7800	BC780094 QC780094	9	180	18 months
Master of Higher Education Studies	2018	BFN	B7847	BC780047	9	180	18 months

QUALIFICATION	CHRONOLOGICAL STATUS	CAMPUS	PROGRAMME CODE	ACADEMIC PLAN	EXIT NQF LEVEL	TOTAL MINIMUM CREDITS	MINIMUM DURATION OF STUDIES
DOCTORAL DEGREES							
Doctor of Philosophy with specialisation in:							
Comparative Education and Education Management	Pipeline	BFN	M7131	7910	10	240	2
Curriculum Studies	Pipeline	BFN	M7131	7910	10	240	2
Philosophy and Policy Studies in Education	Pipeline	BFN	M7131	7910	10	240	2
Psychology of Education	Pipeline	BFN	M7131	7910	10	240	2
Higher Education Studies	Pipeline	BFN	M7131	7910	10	240	2
Higher Education Studies	Pipeline	BFN	M7131	7910	10	360	2
Doctor of Philosophy with specialisation in:							
Community Psychology of Education	2017	BFN+QQ	B7988/ Q7988	BC798880/ QC798880	10	360	2
Comparative Education and International Studies	2017	BFN+QQ	B7988/ Q7988	BC798893/ QC798893	10	360	2
Curriculum Studies	2017	BFN+QQ	B7988/ Q7988	BC798889/ QC798889	10	360	2
Early Childhood Development and Learning	2017	BFN+QQ	B7988/ Q7988	BC798881/ QC798881	10	360	2
Education Law	2017	BFN+QQ	B7988/ Q7988	BC798882/ QC798882	10	360	2
Education Management and Leadership	2017	BFN+QQ	B7988/ Q7988	BC798883/ QC798883	10	360	2
Philosophy of Education	2017	BFN+QQ	B7988/ Q7988	BC798891/ QC798891	10	360	2
Policy Studies in Education	2017	BFN+QQ	B7988/ Q7988	BC798890/ QC798890	10	360	2
Psychology of Education	2017	BFN+QQ	B7988/ Q7988	BC798892/ QC798892	10	360	2
Subject Education in Languages	2017	BFN+QQ	B7988/ Q7988	BC798884/ QC798884	10	360	2
Subject Education in Mathematics	2017	BFN+QQ	B7988/ Q7988	BC798885/ QC798885	10	360	2
Subject Education in Natural Sciences	2017	BFN+QQ	B7988/ Q7988	BC798886/ QC798886	10	360	2
Subject Education in Science & Technology	2017	BFN+QQ	B7988/ Q7988	BC798887/ QC798887	10	360	2
Subject Education in Social Sciences	2017	BFN+QQ	B7988/ Q7988	BC798888/ QC798888	10	360	2
Higher Education Studies	2017	BFN+QQ	B7988/ Q7988	BC798894/ QC798894	10	360	2

11. CERTIFICATES

11.1 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 a particular subject.

Areas of specialisation are:

DESCRIPTION	Programme code	Plan code
Advanced Certificate in Further Education and Training Phase Accounting Teaching	L7127	LD711827
Advanced Certificate in Further Education and Training Phase English First Additional Language Teaching	L7128	LD711828
Advanced Certificate in Further Education and Training Phase Life Sciences Teaching	L7129	LD711829
Advanced Certificate in Further Education and Training Phase Mathematics Teaching	L7130	LD711830
Advanced Certificate in Further Education and Training Phase Mathematical Literacy Teaching	L7131	LD711831
Advanced Certificate in Further Education and Training Phase Physical Sciences Teaching	L7132	LD711832
Advanced Certificate in Senior Phase English First Additional Language Teaching	L7122	LD711822
Advanced Certificate in Senior Phase Economic and Management Sciences Teaching	L7121	LD711821
Advanced Certificate in Senior Phase Life Orientation Teaching	L7123	LD711823
Advanced Certificate in Senior Phase Mathematics Teaching	L7124	LD711824
Advanced Certificate in Senior Phase Natural Sciences Teaching	L7125	LD711825
Advanced Certificate in Senior Phase Social Sciences Teaching	L7126	LD711826
Advanced Certificate in Intermediate Phase Teaching with specialisation in English First Additional Language and Mathematics	L7120	LD712001
Advanced Certificate in Intermediate Phase Teaching with specialisation in English First Additional Language and Social Sciences	L7120	LD712002
Advanced Certificate in Intermediate Phase Teaching with specialisation in English First Additional Language and Life Skills	L7120	LD712003
Advanced Certificate in Intermediate Phase Teaching with specialisation in English First Additional Language and Natural Sciences and Technology	L7120	LD712004
Advanced Certificate in Foundation Phase Teaching	L7119	LD711819

Areas of specialisation offered online are:

DESCRIPTION	Programme code	Plan code
Advanced Certificate in Foundation Phase Teaching	L7100	LO711819
Advanced Certificate in Intermediate Phase Teaching with specialisation in English First Additional Language and Mathematics	L7101	LO712001
Advanced Certificate in Intermediate Phase Teaching with specialisation in English First Additional Language and Social Sciences	L7101	LO712002
Advanced Certificate in Intermediate Phase Teaching with specialisation in English First Additional Language and Life Skills	L7101	LO712003
Advanced Certificate in Intermediate Phase Teaching with specialisation in English First Additional Language and Natural Sciences and Technology	L7101	LO712004
Advanced Certificate in Senior Phase English First Additional Language Teaching	L7102	LO711822

ADMISSION REQUIREMENTS

Admission into the AdvCert (Teaching) is subject to the UFS General Rules. 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.
 - A Teacher's Diploma, National Professional Diploma in Education or equivalent NQF Level 5 qualification; **OR**
 - A former Advanced Certificate (level 6) in a different phase or specialisation; **OR**
 - A 480-credit Bachelor of Education at NQF Level 7 (in a different phase or specialisation); **OR**
 - An Advanced Diploma or Postgraduate Certificate in Education (in a different phase or specialisation).
- c) Teachers who enrol for the qualification must provide proof that they either teach the specific subject specialisation and phase specialisation, or that they have access to a classroom to teach the specific subject and phase for the duration of the programme.
- d) 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 NC(V) or equivalent for Accounting; **OR**
 - ii. Further Education and Training Phase Accounting in a prior professional education qualification; **OR**
 - iii. At least two years practical experience as an FET Accounting teacher.
- b) **AdvCert (Further Education and Training Life Sciences Teaching):**
 - i. A minimum achievement level 4 NSC or NC(V) or equivalent for Life Sciences or equivalent; **OR**
 - 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 NC(V) or equivalent for Mathematics; **OR**
 - ii. Further Education and Training Phase Mathematics in a prior professional education qualification; **OR**
 - iii. At least two years practical experience as a Further Education and Training Mathematics teacher.
- d) **AdvCert (Further Education and Training Mathematics Literacy Teaching):**
 - i. A minimum achievement level 4 NSC or NC(V) or equivalent for Mathematics; **OR**
 - ii. Further Education and Training Phase Mathematics in a prior professional education qualification; **OR**
 - iii. At least two years practical experience as a Further Education and Training Mathematics/Mathematics Literacy teacher

- e) **AdvCert (Further Education and Training Physical Sciences Teaching):**
- i. A minimum achievement level 4 NSC or NC(V) or equivalent for Physical Sciences or equivalent; **OR**
 - 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;
- f) **AdvCert (Senior Phase Mathematics Teaching):**
- i. A minimum achievement level 4 NSC or NC(V) or equivalent for Mathematics; **OR**
 - ii. Senior Phase Mathematics in a prior professional education qualification; **OR**
 - iii. At least two years practical experience as a 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 General Rules of the University in respect of the residential period are applicable to this qualification:

- The Advanced Certificate in Teaching may be completed within a minimum period of two years of part-time study.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

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 reflective journal 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:

11.1.1 ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING

Academic Plan: LD711819/LO711819

Credits: 132

MODULE NAME	CODE (DISTANCE)	CODE (ONLINE)	CREDITS
CURRICULUM			
Education Studies I: The Individual in Education Context	EGGE1612	OGGE1612	8
Teaching and Learning in the FP	EGFT1612	OGFT1612	8
Introduction to ICT*	EGGI1510	OGGI1510	6
Reflective Journal I	EGGR1610	OGGR1600	0
Early Childhood Development and Learning	EEFD1614	OEFD1614	16
Reflective Journal II	EGGR1630	OGGR1600	0
Professional Practice in the Classroom	EGGP1622	OGGP1622	8
Teaching Life Skills in the FP	EOFT1624	OOFT1624	16
ICT in the Classroom I*	EGGI1520	OGGI1560 (part 1)	3
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	OGGE2612	8
The Curriculum in FP Teaching	EGFC2612	OGFC2612	8
Reflective Journal III	EGGR2610	OGGR1600	0
Teaching Mathematics in the FP I	EMFT2614	OMFT2614	16
Teaching English FAL in the FP	EEFT2612	OEFT2612	8
Reflective Journal IV	EGGR2630	OGGR1600	0
Language Teaching in the FP (Home Language)	ELFT2624	OLFT2624	16
Teaching Mathematics in the FP II	EMFT2622	OMFT2622	8
ICT in the Classroom II*	EGGI2520	OGGI1560 (part 2)	3

*ICT consists of three (3) modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.2 ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING WITH SPECIALISATION IN ENGLISH FAL AND MATHEMATICS

Academic Plan: LD712001

Credits: 132

MODULE NAME	CODE (DISTANCE)	CODE (ONLINE)	CREDITS
CURRICULUM			
Education Studies I: The Individual in Education Context	EGGE1612	OGGE1612	8
Teaching IP English FAL I: Approaches and Planning	EECC1612	OECC1612	8
Introduction to ICT*	EGGI1510	OGGI1510	6
Reflective Journal I	EGGR1610	OGGR1600	0
Teaching and Learning in Education Context	EGGT1612	OGGT1612	8
Teaching IP English FAL II: Assessment in English Language Teaching	EECE1612	OECE1612	8
Reflective Journal II	EGGR1630	OGGR1600	0
Professional Practice in the Classroom	EGGP1622	OGGP1622	8
Teaching IP English FAL III: Teaching Language Skills	EECL1622	OECL1622	8
ICT in the Classroom I*	EGGI1520	OGGI1560 (part 1)	3
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	OGGE2612	8
Teaching IP Maths I: Numbers, Operations and Relations	EMCN2614	OMCN2614	16
Reflective Journal III	EGGR2610	OGGR1600	0
Classroom Management	EGGM2612	OGGM2612	8
Teaching IP Maths II: Patterns, Functions, Algebra and Data Handling	EMCP2614	OMCP2614	16
Reflective Journal IV	EGGR2630	OGGR1600	0
Fundamental Mathematics	EGCF2522	OGCF2522	8
Teaching IP Maths III: Space, Shape and Measurement	EMCS2624	OMCS2624	16
ICT in the Classroom II*	EGGI2520	OGGI1560 (part 2)	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.3 **ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING WITH SPECIALISATION IN ENGLISH FAL AND SOCIAL SCIENCES**

Academic Plan: LD712002/LO712002

Credits: 132

MODULE NAME	CODE (DISTANCE)	CODE (ONLINE)	CREDITS
CURRICULUM			
Education Studies I: The Individual in Education Context	EGGE1612	OGGE1612	8
Teaching IP English FAL I: Approaches and Planning	EECC1612	OECC1612	8
Introduction to ICT*	EGGI1510	OGGI1510	6
Reflective Journal I	EGGR1610	OGGR1600	0
Teaching and Learning in Education Context	EGGT1612	OGGT1612	8
Teaching IP English FAL II: Assessment in English Language Teaching	EECE1612	OECE1612	8
Reflective Journal II	EGGR1630	OGGR1600	0
Professional Practice in the Classroom	EGGP1622	OGGP1622	8
Teaching IP English FAL III: Teaching Language Skills	EECL1622	OECL1622	8
ICT in the Classroom I*	EGGI1520	OGGI1560 (part 1)	3
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	OGGE2612	8
Teaching IP Social Sciences I: Geography	EHCG2614	OHCG2614	16
Reflective Journal III	EGGR2610	OGGR1600	0
Classroom Management	EGGM2622	OGGM2622	8
Teaching IP Social Sciences II: Projects	EHCP2614	OHCP2614	16
Reflective Journal IV	EGGR2630	OGGR1600	0
Fundamental Mathematics	EGCF2522	OGCF2522	8
Teaching IP Social Sciences III: History	EHCH2624	OHCH2624	16
ICT in the Classroom II*	EGGI2520	OGGI1560 (part 2)	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.4 ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING WITH SPECIALISATION IN ENGLISH FAL AND LIFE SKILLS

Academic Plan: LD712003/LO712003

Credits: 132

MODULE NAME	CODE (DISTANCE)	CODE (ONLINE)	CREDITS
CURRICULUM			
Education Studies I: The Individual in Education Context	EGGE1612	OGGE1612	8
Teaching IP English FAL I: Approaches and Planning	EECC1612	OECC1612	8
Introduction to ICT*	EGGI1510	OGGI1510	6
Reflective Journal I	EGGR1610	OGGR1600	0
Teaching and Learning in Education Context	EGGT1612	OGGT1612	8
Teaching IP English FAL II: Assessment in English Language Teaching	EECE1612	OECE1612	8
Reflective Journal II	EGGR1630	OGGR1600	0
Professional Practice in the Classroom	EGGP1622	OGGP1622	8
Teaching IP English FAL III: Teaching Language Skills	EECL1622	OECL1622	8
ICT in the Classroom I*	EGGI1520	OGGI1560 (part 1)	3
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	OGGE2612	8
Teaching IP Life Skills I: Development of Self in Society & World of Work	EOCD2614	OOCD2614	16
Reflective Journal III	EGGR2610	OGGR1600	0
Classroom Management	EGGM2612	OGGM2612	8
Teaching IP Life Skills II: Physical Education	EOCE2614	OOCE2614	16
Reflective Journal IV	EGGR2630	OGGR1600	0
Fundamental Mathematics	EGCF2522	OGCF2522	8
Teaching IP Life Skills III: Arts	EOCA2624	OOCA2624	16
ICT in the Classroom II*	EGGI2520	OGGI1560 (part 2)	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.5 ADVANCED CERTIFICATE IN INTERMEDIATE PHASE TEACHING WITH SPECIALISATION IN ENGLISH FAL AND NATURAL SCIENCES AND TECHNOLOGY

Academic Plan: LD712004/LO712004

Credits: 132

MODULE NAME	CODE (DISTANCE)	CODE (ONLINE)	CREDITS
CURRICULUM			
Education Studies I: The Individual in Education Context	EGGE1612	OGGE1612	8
Teaching IP English FAL I: Approaches and Planning	EECC1612	OECC1612	8
Introduction to ICT*	EGGI1510	OGGI1510	6
Reflective Journal I	EGGR1610	OGGR1600	0
Teaching and Learning in Education Context	EGGT1612	OGGT1612	8
Teaching IP English FAL II: Assessment in English Language Teaching	EECE1612	OECE1612	8
Reflective Journal II	EGGR1630	OGGR1600	0
Professional Practice in the Classroom	EGGP1622	OGGP1622	8
Teaching IP English FAL III: Teaching Language Skills	EECL1622	OECL1622	8
ICT in the Classroom I*	EGGI1520	OGGI1560 (part 1)	3
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	OGGE2612	8
Teaching IP Natural Sciences & Technology I: Matter & Materials & Processing	ENCM2614	ONCM2614	16
Reflective Journal III	EGGR2610	OGGR1600	0
Classroom Management	EGGM2612	OGGM2612	8
Teaching IP Natural Sciences & Technology II: Life & Living & Structures	ENCL2614	ONCL2614	16
Reflective Journal IV	EGGR2630	OGGR1600	0
Fundamental Mathematics	EGCF2522	OGCF2522	8
Teaching IP Natural Sciences & Technology III: Planet Earth & Beyond, Energy & Change and Systems & Control	ENCP2624	ONCP2624	16
ICT in the Classroom II*	EGGI2520	OGGI1560 (part 2)	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.6 ADVANCED CERTIFICATE IN SENIOR PHASE ECONOMIC AND MANAGEMENT SCIENCES TEACHING

Academic Plan: LD711821

Credits: 148

MODULE NAME	CODE	CREDITS
CURRICULUM		
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
Reflective Journal I	EGGR1610	0
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
Reflective Journal II	EGGR1630	0
Professional Practice in the Classroom	EGGP1622	8
Teaching SP EMS III (Economics)	EBBT1624	16
ICT in the Classroom I*	EGGI1520	3
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching SP EMS IV: Entrepreneurship I	EBBT2614	16
Reflective Journal III	EGGR2610	0
Classroom Management	EGGM2612	8
Teaching SP EMS V: Entrepreneurship II	EBBT2612	8
Reflective Journal IV	EGGR2630	0
Teaching SP EMS VI: Business Studies	EBBT2624	16
ICT in the Classroom II*	EGGI2520	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.7 ADVANCED CERTIFICATE IN SENIOR PHASE ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING

Academic Plan: LD711822/LO711822

Credits: 132

MODULE NAME	CODE (DISTANCE)	CODE (ONLINE)	CREDITS
CURRICULUM			
Education Studies I: The Individual in Education Context	EGGE1612	OGGE1612	8
Teaching SP English FAL I: Teaching Approaches	EEBT1614	OEBT1614	16
Introduction to ICT*	EGGI1510	OGGI1510	6
Reflective Journal I	EGGR1610	OGGR1600	0
Teaching and Learning in Education Context	EGGT1612	OGGT1612	8
Teaching SP English FAL II: Planning and Assessment	EEBT1612	OEBT1612	8
Reflective Journal II	EGGR1630	OGGR1600	0
Professional Practice in the Classroom	EGGP1622	OGGP1622	8
Teaching SP English FAL III: Listening and Speaking	EEBT1624	OEBT1624	16
ICT in the Classroom I*	EGGI1520	OGGI1560 (part 1)	3
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	OGGE2612	8
Teaching SP English FAL IV: Reading and Viewing	EEBT2612	OEBT2612	8
Reflective Journal III	EGGR2610	OGGR1600	0
Classroom Management	EGGM2612	OGGM2612	8
Teaching SP English FAL V (Language Structure and Convention)	EEBT2614	OEBT2614	16
Reflective Journal IV	EGGR2630	OGGR1600	0
Teaching SP English FAL VI: Writing	EEBT2624	OEBT2624	16
ICT in the Classroom II*	EGGI2520	OGGI1560 (part 2)	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.8 ADVANCED CERTIFICATE IN SENIOR PHASE LIFE ORIENTATION TEACHING

Academic Plan: LD711823

Credits: 148

MODULE NAME	CODE	CREDITS
CURRICULUM		
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
Reflective Journal I	EGGR1610	0
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
Reflective Journal II	EGGR1630	0
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
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching SP Life Orientation IV: Health, Social and Environmental Responsibility	EOBT2614	16
Reflective Journal III	EGGR2610	0
Classroom Management	EGGM2612	8
Teaching SP Life Orientation V: Counselling	EOBT2612	8
Subject Content Module: Health, Social and Environmental Responsibility & Counselling	EOBC2512	8
Reflective Journal IV	EGGR2630	0
Teaching Life Orientation VI: World of Work	EOBT2624	16
ICT in the Classroom II	EGGI2520	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.9 ADVANCED CERTIFICATE IN SENIOR PHASE MATHEMATICS TEACHING

Academic Plan: LD711824

Credits: 156

MODULE NAME	CODE	CREDITS
CURRICULUM		
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
Reflective Journal I	EGGR1610	0
Teaching and Learning in Education Context	EGGT1612	8
Teaching SP Maths II: Algebra	EMBT1612	8
Subject Content Module II: Algebra	EMBQ1511	4
Reflective Journal II	EGGR1630	0
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
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
Reflective Journal III	EGGR2610	0
Classroom Management	EGGM2612	8
Teaching SP Maths V (Space and Shape)	EMBT2614	16
Subject Content Module V: Space and Shape	EMBQ2511	4
Reflective Journal IV	EGGR2630	0
Teaching SP Maths VI: Data Handling	EMBT2624	16
Subject Content Module VI: Data Handling	EMBC2521	4
ICT in the Classroom II*	EGGI2520	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.10 ADVANCED CERTIFICATE IN SENIOR PHASE NATURAL SCIENCES TEACHING

Academic Plan: LD711825

Credits: 156

MODULE NAME	CODE	CREDITS
CURRICULUM		
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
Reflective Journal I	EGGR1610	0
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
Reflective Journal II	EGGR1630	0
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
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
Reflective Journal III	EGGR2610	0
Classroom Management	EGGM2612	8
Teaching Natural Sciences V: Matter and Material I	ENBT2612	8
Subject Content Module V: Matter and Material I	ENBQ2511	4
Reflective Journal IV	EGGR2630	0
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

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.11 ADVANCED CERTIFICATE IN SENIOR PHASE SOCIAL SCIENCES TEACHING

Academic Plan: LD711826

Credits: 148

MODULE NAME	CODE	CREDITS
CURRICULUM		
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
Reflective Journal I	EGGR1610	0
Teaching and Learning in Education Context	EGGT1612	8
Teaching Geography II: Human Geography	EHBT1612	8
Reflective Journal II	EGGR1630	0
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
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching History I: South African History	EHBT2614	16
Reflective Journal III	EGGR2610	0
Classroom Management	EGGM2612	8
Teaching History II: African History	EHBT2612	8
Reflective Journal IV	EGGR2630	0
Teaching History III: European History	EHBT2624	16
ICT in the Classroom II*	EGGI2520	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.12 ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING PHASE ACCOUNTING TEACHING

Academic Plan: LD711827

Credits: 156

MODULE NAME	CODE	CREDITS
CURRICULUM		
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
Reflective Journal I	EGGR1610	0
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
Reflective Journal II	EGGR1630	0
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
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
Reflective Journal III	EGGR2610	0
Classroom Management	EGGM2612	8
Teaching FET Accounting V: Reconciliation and Fixed Assets	ERAT2614	16
Subject Content Module V: Reconciliation and Fixed Assets	ERAQ2511	4
Reflective Journal IV	EGGR2630	0
Teaching FET Accounting VI: Companies	ERAT2624	16
Subject Content Module VI: Companies	ERAC2521	4
ICT in the Classroom II*	EGGI2520	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

MODULE NAME	CODE	CREDITS
CURRICULUM		
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
Reflective Journal I	EGGR1610	0
Teaching and Learning in Education Context	EGGT1612	8
Teaching FET English FAL II: Speaking Skills	EEAT1614	16
Reflective Journal II	EGGR1630	0
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
Education Studies II: Managing Diversity in the Learning Context	EGGE2612	8
Teaching FET English FAL IV: Listening and Comprehension	EEAT2612	8
Reflective Journal III	EGGR2610	0
Classroom Management	EGGM2612	8
Teaching FET English FAL V: Language Structure and Convention	EEAT2614	16
Subject Content Module: Language Structure and Convention	EEAC2512	8
Reflective Journal IV	EGGR2630	0
Teaching FET English FAL VI: Writing	EEAT2624	16
ICT in the Classroom II*	EGGI2520	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.14 ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING PHASE LIFE SCIENCES TEACHING

Academic Plan: LD711829

Credits: 156

MODULE NAME	CODE	CREDITS
CURRICULUM		
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
Reflective Journal I	EGGR1610	0
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
Reflective Journal II	EGGR1630	0
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
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
Reflective Journal III	EGGR2610	0
Classroom Management	EGGM2612	8
Teaching Life Sciences V: Environmental Studies	ELAT2612	8
Subject Content Module V: Environmental Studies	ELAQ2511	4
Reflective Journal IV	EGGR2630	0
Teaching Life Sciences VI: Animals	ELAT2624	16
Subject Content Module VI Life Processes in Animals	ELAC2521	4
ICT in the Classroom II*	EGGI2520	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.15 ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING PHASE MATHEMATICS TEACHING

Academic Plan: LD711830

Credits: 156

MODULE NAME	CODE	CREDITS
CURRICULUM		
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*	EGGI1510	6
Reflective Journal I	EGGR1610	0
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
Reflective Journal II	EGGR1630	0
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
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
Reflective Journal III	EGGR2610	0
Classroom Management	EGGM2612	8
Teaching FET Maths V: Statistics and Probability	EMAT2612	8
Subject Content Module V: Statistics and Probability	EMAQ2511	4
Reflective Journal IV	EGGR2630	0
Teaching FET Maths VI: Euclidean Geometry	EMAT2624	16
Subject Content Module VI: Euclidean Geometry	EMAC2521	4
ICT in the Classroom II*	EGGI2520	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

MODULE NAME	CODE	CREDITS
CURRICULUM		
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
Reflective Journal I	EGGR1610	0
Teaching and Learning in Education Context	EGGT1612	8
Teaching Maths Literacy II: Finance	EYAT1614	16
Subject Content Module II: Finance	EYAQ1511	4
Reflective Journal II	EGGR1630	0
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
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
Reflective Journal III	EGGR2610	0
Classroom Management	EGGM2612	8
Teaching Maths Literacy V: Measurement	EYAT2614	16
Subject Content Module V: Measurement	EYAQ2511	4
Reflective Journal IV	EGGR2630	0
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

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.1.17 ADVANCED CERTIFICATE IN FURTHER EDUCATION AND TRAINING PHASE PHYSICAL SCIENCES TEACHING

Academic Plan: LD711832

Credits: 156

MODULE NAME	CODE	CREDITS
CURRICULUM		
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
Reflective Journal I	EGGR1610	0
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
Reflective Journal II	EGGR1630	0
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
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
Reflective Journal III	EGGR2610	0
Classroom Management	EGGM2612	8
Teaching Chemistry II: Chemical Systems	EPAT2612	8
Subject Content Module V: Chemical Systems	EPAQ2511	4
Reflective Journal IV	EGGR2630	0
Teaching Chemistry III: Chemical Reactions	EPAT2624	16
Subject Content Module VI: Chemical Reactions	EPAC2521	4
ICT in the Classroom II*	EGGI2520	3

*ICT consists of three modules. Depending on individual student registration, the following equivalences will apply:

EGGI1540 = EGGI2540

EGGI1520 = EGGI1530

EGGI2520 = EGGI2530

11.2 POSTGRADUATE CERTIFICATE IN EDUCATION IN FURTHER EDUCATION AND TRAINING PHASE (PGCE) [PIPELINE]

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

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	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 this, 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:

- Performance Studies (music instrument) on first (MUSP1605/MUSP1604; MUSP2605/MUSP2604; MUSP3716 **AND** MUSP3726 **OR** MUSP3713 **AND** MUSP3723) **OR** second instrument standard (MUSP1502; MUSP2602; MUSP3604)

Note: that the credits for first and second instrument standard are not the same. Consult the regulations for BMus.

- Cultural Musicology
- Systematic Music Studies

and

- A school subject (not from the learning area Music)

COMBINATIONS:

One subject at first-, second- and third-year level; **AND**
a second subject at first- and second-year level.

OR

Two subjects at first- and second-year level, **AND**
a third subject at 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	MODULE NAME	PREREQUISITE	CREDITS
MUSP2612 *	Teaching and Literature	**	8
MUSP2622 *	Teaching and Literature	MUSP2612	8
MUSP3712 *	Teaching and Literature	MUSP2622	8
MUSP3722 *	Teaching and Literature	MUSP3712	8
MUSE1514	Music Education and Practice	***	16
MUSE1524	Music Education and Practice	***	16
MUSE3706	Music Education and Practice	***	16

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

** Applied Music Studies on first instrument standard at least at first-year level (24 credits), **OR** on second instrument standard at least at third-year level (8 credits).

*** If all 64 credits are compiled from music modules, only a maximum of 32 credits may consist of MUSE-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 as set by the faculty.

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.

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 AFPB1512/AFRT1514 (AFP132/142)
- English ENGS1504 (ETB112)
- Sesotho SSOL1514 (ETC112/122)
- isiZulu ETZ112 (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 aS) 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 General Rules of the University in respect of the residential period are applicable to this qualification:

- The Postgraduate Certificate in Education may be completed within a minimum period of one year of full-time study.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

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 the 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 Rule A9.2, as well as relevant UFS policies, 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 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 UFS General Rule A28.3 with regard to examination irregularities, as well as relevant UFS policies, is applicable to this qualification.

POSTGRADUATE CERTIFICATE IN EDUCATION FURTHER EDUCATION AND TRAINING PHASE

Academic Plan: 7225

Credits: 192

FIRST SEMESTER

CODE	MODULE NAME	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***	Language proficiency and communication in TWO of the following: Afrikaans vir die professies: Doeltreffende formulering	8 + 8	1 + 2
ENGS1504 (ETB112)	Language proficiency and communication in English		
SSOL1514**** (ETC112)	Language proficiency and communication in Sesotho		
ETZ112**	isiZulu: Teaching of Zulu		
ETV401	Practice Teaching	2	1 + 2
TOTAL		102	

* See **LIST C**.

** isiZulu: is only offered on the Qwaqwa Campus.

*** AFRT1514 OR AFRL1624 (in second semester) may be chosen by additional language speakers of Afrikaans.

**** SSOL1514 OR SSOL1524 (in second semester) may be chosen by additional language speakers of Sesotho.

NB: Students may NOT choose both additional language modules (Afrikaans / Sesotho).

SECOND SEMESTER

CODE	MODULE NAME	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***	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
ENGS1504 (ETB122)			
SSOL1524**** (ETC122)			
ETZ122**			
ETV401	Practical teaching	2	3 + 4
TOTAL		90	

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

*** AFRL1624 OR AFRT1514 (in first semester) may be chosen by additional language speakers of Afrikaans.

**** SSOL1524 OR SSOL1514 (in first semester) may be chosen by additional language speakers of Sesotho.

NB: Students may NOT choose both additional language modules (Afrikaans / Sesotho).

11.3. POSTGRADUATE CERTIFICATE IN EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING (PGCE: SP&FET)

CAREER OPPORTUNITIES

The Postgraduate Certificate in Education is a professional teaching programme that 'caps' an approved undergraduate Bachelor's Degree (NQF level 7 or 8) or an approved diploma offered by accredited public or private higher education institutions.

The PGCE qualification offers entry-level initial professional preparation for undergraduate degree or diploma holders who wish to develop focused knowledge and skills as classroom teachers in a chosen phase(s) and/or subjects(s). For this purpose, the qualification requires a specific depth and specialization of knowledge, together with practical skills and workplace experience to enable successful students to apply their learning as beginner teachers in schools in varying contexts.

The combined Senior Phase and Further Education and Training programme is appropriate for teaching in secondary schools.

ADMISSION REQUIREMENTS

- Admission to the PGCE (Senior Phase and Further Education and Training Teaching) is subject to the *UFS General Rules for First Qualifications, Post Graduate Diplomas, Bachelor Honours Degrees, Master's Degrees, Doctoral Degrees, Higher Doctorates, Honorary Degrees and Convocation*.
- The following minimum requirements apply:
 - an approved Bachelor's Degree that exits at least at NQF7, or equivalent. This Bachelor's Degree must include at least 24 credits at NQF Level 7) in (an) appropriate discipline(s) to specialize in at least **one FET school subject** and **one Senior Phase subject**.

OR

- an appropriate 360-credit exit NQF level 6 Diploma, or equivalent qualification. This diploma must include at least 24 credits on NQF level 6 in (an) appropriate discipline(s) to specialize in at least **one FET school subject** and **one Senior Phase subject**.
- The subject disciplinary basis for specialising in teaching a Senior or Further Education and Training subject, or to specialise in a support role, must be included in the prior qualification.
- Introductory or special courses are not regarded as sufficient in-depth study on which to base a teaching method. A completed full first-year academic degree course stretching over two semesters can be regarded as compliant with NQF Level 6 study, for example Chemistry I. A completed full second-year academic degree course stretching over two semesters can be regarded as compliant with study at NQF Level 7, for example Chemistry II. However, there is not necessarily a one-to-one correspondence between university academic year levels and NQF levels.
- If, in the prior qualification, there was insufficient study of the disciplines underpinning the specific teaching specialization (subject) for teaching that particular school subject in the Senior or FET Phase, the student will be required to complete additional subject matter modules - to the maximum of 24 credits – either concurrently or prior to entry into the PGCE¹.

¹ Refer to Faculty-specific rule, EDU 9.11

ADDITIONAL REQUIREMENTS FOR SPECIALISING IN A PARTICULAR SUBJECT DOMAIN

- *Consumer Studies Teaching*: in the preceding qualification the focus should have been on at least **two** of the following areas: food, clothing, housing, furnishings, household equipment, interior design, consumer behaviour. Therefore, must have passed, for example, Home Planning **and** Food Preparation at second-year level (NQF6) at least.
- *English Teaching*: must have passed English and English Language and Literature at third-year level (NQF7) **or** English I (NQF6), **in combination** with **one** of the following: Applied English Language Studies, African Literature, Linguistics, Literary Theory and Communication and Media Studies.
- *Life Orientation Teaching*: must have passed Psychology at third-year level (NQF7), plus **one** of the following: Sociology/Philosophy/Psychology/Political Science/Human Movement Sciences/Labour Studies/Industrial Studies at least at first-year level (NQF6).
- *Life Sciences Teaching*: must have passed Biology at first-year level and **one** of the following at third-year level: Zoology **or** Botany **or** Microbiology **or** Biochemistry (e.g. Biology I (NQF6) and Zoology III (NQF7)).
- *Physical Sciences Teaching*: must have passed **both** Physics and Chemistry, one of which should have been passed at third-year level at least, and the other at least at first-year level, e.g. Physics III (NQF7) and Chemistry I (NQF6).
- *Social Sciences Teaching in Senior Phase*: must have passed Geography **and/or** History at least at first-year level (NQF6).
- *Natural Sciences Teaching in Senior Phase*: must have passed at least **two** of the following at first-year level (NQF6): Geography, Physics, Chemistry, Biology.
- *Mathematics Teaching in Senior Phase*: must have passed Mathematics at least at first-year level (NQF6).
- *Mathematics Teaching in FET Phase*: must have passed Mathematics at least at third-year level (NQF7).

LANGUAGE ENDORSEMENTS

PGCE certificates will be endorsed to indicate the holder's level of competence in specific languages, e.g. LoLT (English) and LoCC (Afrikaans/isiZulu/Sesotho/Sign Language).

DURATION OF STUDY

The General Rules of the University in respect of the residential period are applicable to this qualification:

- The Postgraduate Certificate in Education may be completed within a minimum period of one year full-time or two years part-time.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules (i.e. minimum period allowed for a particular qualification, plus an additional two years, with the second period following immediately after the first).
- The maximum residential period for PGCE part-time students is four years.

ASSESSMENT

- PGCE students need to demonstrate applied competence. This means that they have to put achieved learning outcomes into practice in a context that is relevant to real life.
- Traditional forms of assessment such as tests and examinations, focusing primarily on foundational competence (i.e. testing the same restricted range of knowledge and

intellectual skills), will thus be balanced by assignments requiring students to perform tasks in authentic or simulated real-world, operational (i.e. practical competence) and reflexive contexts, so as to demonstrate learner autonomy.

- Students may be assessed by a combination of the following methods: tests, projects, research projects, poster presentations, group assignments, role play, case studies, reflective journal writing and portfolios. The type of assessment activity employed in the different modules will depend on the unique nature of each module.

AWARDING OF QUALIFICATION

- The qualification will be awarded when all the minimum required compulsory and elective credits comprising the curriculum have been obtained.

WORK PLACEMENT FOR EXPERIENTIAL LEARNING

- School-based work-integrated learning (WIL), including supervised and assessed teaching practice, is an important part of the PGCE programme. Students will spend 12 weeks of supervised and assessed WIL in schools. This school-based teaching practice will be flexibly scheduled over a period of 1 year (full time) or 2 years (part time).

- Semester 1:

During the first two weeks of the teaching practice period, the focus will be on the student teacher's roles of observer, with emphasis on learning from practice via observation. During the next four weeks, the focus will be on the student teacher's roles of adapter and creator/agent of change, with emphasis on learning from and in practice and on service learning. Assignments will be covered in this period.

Skills such as observation, reflection and presentation will also be developed in weekly micro-lesson situations on campus.

- Semester 2:

Teaching practice in the second semester will once again focus on the student teacher's roles of adapter and creator/agent of change, with emphasis on learning from and in practice and on service learning. Assignments will be covered in this period.

11.3.1 POSTGRADUATE CERTIFICATE IN EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING (PGCE: SP&FET)
[NEW]

Academic Plan: BC737500/QC737500

Credits: 164

MODULE NAME	YEAR		CREDITS
	Semester 1	Semester 2	
Group 1 modules: Compulsory, core modules			
Education Studies 1: Education for social transformation – conceptualising education for diverse contexts	EDST1713		12
Education Studies 2: Responsive teaching for meaningful learning	EDRT1713		12
Education Studies 3: Education systems in global and national context	EDES1713		12
General Pedagogy: Teaching, learning and assessment in diverse education contexts	GPEP1713		12
ICT	CSIL1511		4
Teaching Practice	WILP1700		40 ²

² The remaining 4 credits allocated to Teaching Practice are included in the two elective subject teaching modules

MODULE NAME	YEAR	CREDITS
Group 2 modules: Language of Learning and Teaching		
<i>Students must select and pass either Afrikaans OR English</i>		
Afrikaans as medium for Learning and Teaching*	ALLT3504 or AFRT1514 and AFRL1624	16(32)
English as medium for Learning and Teaching **	ELLT4504	16
Group 3 modules: Conversational Competence		
<i>Students must select and pass <u>one</u> other 16- credit module from Group 3</i>		
Conversational Language: Afrikaans***	GAFR3504	16
OR		
Conversational Language: Sesotho***	SSCL3504	16
OR		
Conversational Language: isiZulu*** (only on Qwaqwa campus)	ZUCL3504	16
OR		
Conversational Language: Sign Language*** (only on Bloemfontein campus)	SICL3504	16
Group 4 modules: Subject teaching		
<i>Students must select and pass <u>two</u> 20-credit modules from List X³</i>		
	Subject teaching and/or learning support modules	40
TOTAL		164

*Students who passed Afrikaans Home Language in Grade 12, as well as students who passed Afrikaans First Additional Language with 70% or more in Grade 12, may register for the ALLT3504 module.

³ Teaching subjects must be chosen as follows:

- Two specialisations from Human and Social Sciences; **or** one specialisation from Human and Social Sciences **plus** one Learning Support Specialisation
- OR**
- Two specialisations from Mathematics, Natural Sciences and Technology **or** Economic and Management Sciences; **or** one specialisation from Mathematics, Natural Sciences and Technology **or** Economic and Management Sciences **plus** one Learning Support Specialisation

Students who passed Afrikaans First Additional Language in Grade 12 with between 50% and 70%, must register for AFRT1514 **AND** AFRL1624.

Students with Afrikaans as Second Additional Language in Grade 12 must register for AFRT1514 **AND** AFRL1624.

** RPL: Students who have passed English in their first B-degree programme as an elective subject at first and second year levels do not qualify for an exemption for these modules. However, if students obtain 80% for a pre-course literacy test they will qualify for promotion. Students still need to register for the module though, and they remain responsible for all class fees.

***A student is not allowed to register for a particular language at conversational level AND at subject teaching (HL or FAL) level.

SENIOR PHASE SUBJECT TEACHING MODULES FOR PGCE

SUBJECT FIELD	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS
Economic and Management Science	Economic and Management Science Teaching 1&2: Senior Phase	EMST3705	7	20
Human and Social Sciences	Afrikaans Teaching (First Additional Language) 1&2: Senior Phase	AATS3705	7	20
	Afrikaans Teaching (Home Language) 1&2: Senior Phase	AHTS3705	7	20
	Arts and Culture Teaching 1&2: Senior Phase*	ACTS3705*	7	20
	English Teaching (First Additional Language) 1&2: Senior Phase	EATS3705	7	20
	English Teaching (Home Language) 1&2: Senior Phase	EHTS3705	7	20
	isiZulu Teaching (First Additional Language) 1&2: Senior Phase	ZATS3705	7	20
	isiZulu Teaching (Home Language) 1&2: Senior Phase	ZHTS3705	7	20
	Life Orientation Teaching 1&2: Senior Phase	LOTS3705	7	20
	Sesotho Teaching (First Additional Language) 1&2: Senior Phase	SATS3705	7	20
	Sesotho Teaching (Home Language) 1&2: Senior Phase	SHTS3705	7	20
	Social Sciences Teaching 1&2: Senior Phase	SSTS3705	7	20
Mathematics, Natural Sciences and Technology Education	Mathematics Teaching 1&2: Senior Phase	MSTS3705	7	20
	Natural Sciences Teaching 1&2: Senior Phase	NTST3705	7	20
	Technology Teaching 1&2: Senior Phase	TEGS3705	7	20

*This module will not be presented in 2019.

FURTHER EDUCATION AND TRAINING PHASE SUBJECT TEACHING MODULES FOR PGCE

SUBJECT FIELD	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS
Economic and Management Science	Accounting Teaching 1&2: Further Education and Training	ACTV3705	7	20
	Business Studies Teaching 1&2: Further Education and Training	BSTV3705	7	20
	Economics Teaching 1&2: Further Education and Training	ECTV3705	7	20
Human and Social Sciences	Afrikaans Teaching (First Additional Language) 1&2: Further Education and Training	AATV3705	7	20
	Afrikaans Teaching (Home Language) 1&2: Further Education and Training	AHTV3705	7	20
	English Teaching (First Additional Language) 1&2: Further Education and Training	EATV3705	7	20
	English Teaching (Home Language) 1&2: Further Education and Training	EHTV3705	7	20
	Geography Teaching 1&2: Further Education and Training	GETV3705	7	20
	History Teaching 1&2: Further Education and Training	HITV3705	7	20
	isiZulu Teaching (First Additional Language) 1&2: Further Education and Training Phase	ZATV3705	7	20
	isiZulu Teaching (Home Language) 1&2: Further Education and Training Phase	ZHTV3705	7	20
	Life Orientation Teaching 1&2: Further Education and Training	LOTV3705	7	20
	Religion Studies Teaching 1&2: Further Education and Training	RSTV3705	7	20
	Sesotho Teaching (First Additional Language) 1&2: Further Education and Training	SATV3705	7	20
	Sesotho Teaching (Home Language) 1&2: Further Education and Training	SHTV3705	7	20
Mathematics, Natural Sciences and Technology Education	Agricultural Science Teaching 1&2: Further Education and Training	ASTV3705	7	20
	CAT Teaching 1&2: Further Education and Training	CTTV3705	7	20
	Consumer Studies Teaching 1&2: Further Education and Training*	ECST3705*	7	20
	Engineering Graphics and Design Teaching 1&2: Further Education and Training	EGTV3705	7	20
	Information Technology Teaching 1&2: Further Education and Training	ITTV3705	7	20
	Life Sciences Teaching 1&2: Further Education and Training	LSTV3705	7	20
	Mathematics Teaching 1&2: Further Education and Training	MSTV3705	7	20
	Physical Sciences Teaching 1&2: Further Education and Training	PSTV3705	7	20

*This module will not be presented in 2019.

SENIOR PHASE AND FURTHER EDUCATION AND TRAINING PHASE LEARNING SUPPORT MODULES FOR PGCE

SUBJECT FIELD	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS
	Learning Support - Physical Education: Senior & Further Education and Training	LSPT3705	7	20
	Learning Support - Guidance, Counselling and Specialised Learning Support: Senior & Further Education and Training*	LSGT3705*	7	20
	Learning Support - Librarianship: Senior & Further Education and Training*	LSLT3705*	7	20
	Learning Support - ICT: Senior & Further Education and Training*	LSIT3705*	7	20

*These modules will not be presented in 2019.

11.4 POSTGRADUATE CERTIFICATE IN EDUCATION IN FURTHER EDUCATION AND TRAINING TEACHING (PGCE: FET)

CAREER OPPORTUNITIES

The Postgraduate Certificate in Education is a professional teaching programme that ‘caps’ an approved undergraduate Bachelor’s Degree (NQF level 7 or 8) or an approved diploma offered by accredited public or private higher education institutions.

The PGCE qualification offers entry-level initial professional preparation for undergraduate degree or diploma holders who wish to develop focused knowledge and skills as classroom teachers in a chosen phase(s) and/or subjects(s). For this purpose, the qualification requires a specific depth and specialization of knowledge, together with practical skills and workplace experience to enable successful students to apply their learning as beginner teachers in schools in varying contexts.

The PGCE (FET) is a stand-alone phase specialisation that is appropriate for teaching in secondary schools.

ADMISSION REQUIREMENTS

- Admission to the PGCE (Senior Phase and Further Education and Training Teaching) is subject to the *UFS General Rules for First Qualifications, Post Graduate Diplomas, Bachelor Honours Degrees, Master’s Degrees, Doctoral Degrees, Higher Doctorates, Honorary Degrees and Convocation*.
- The following minimum requirements apply:
 - an approved Bachelor’s Degree that exits at least at NQF7, or equivalent. This Bachelor’s Degree must include at least 24 credits at NQF Level 7) in (an) appropriate discipline(s) to specialize in at least **one FET school subject**.

OR

- an appropriate 360-credit exit NQF level 6 Diploma, or equivalent qualification. This diploma must include at least 24 credits on NQF level 6 in (an) appropriate discipline(s) to specialize in at least **one FET school subject**.
- The subject disciplinary basis for specialising in teaching a Further Education and Training subject, or to specialise in a support role, must be included in the prior qualification.
- Introductory or special courses are not regarded as sufficient in-depth study on which to base a teaching method. A completed full first-year academic degree course stretching over two semesters can be regarded as compliant with NQF Level 6 study, for example Chemistry I. A completed full second-year academic degree course stretching over two semesters can be regarded as compliant with study at NQF Level 7, for example Chemistry II. However, there is not necessarily a one-to-one correspondence between university academic year levels and NQF levels.
- If, in the prior qualification, there was insufficient study of the disciplines underpinning the specific teaching specialization (subject) for teaching that particular school subject in the FET Phase, the student will be required to complete additional subject matter modules - to the maximum of 24 credits – either concurrently or prior to entry into the PGCE⁴.

⁴ Refer to Faculty-specific rule, EDU 9.11

ADDITIONAL REQUIREMENTS FOR SPECIALISING IN A PARTICULAR SUBJECT DOMAIN

- *Consumer Studies Teaching*: in the preceding qualification the focus should have been on at least **two** of the following areas: food, clothing, housing, furnishings, household equipment, interior design, consumer behaviour. Therefore, must have passed, for example, Home Planning **and** Food Preparation at second-year level (NQF6) at least.
- *English Teaching*: must have passed English and English Language and Literature at third-year level (NQF7) **or** English I (NQF6), **in combination** with **one** of the following: Applied English Language Studies, African Literature, Linguistics, Literary Theory and Communication and Media Studies.
- *Life Orientation Teaching*: must have passed Psychology at third-year level (NQF7), plus **one** of the following: Sociology/Philosophy/Psychology/Political Science/Human Movement Sciences/Labour Studies/Industrial Studies at least at first-year level (NQF6).
- *Life Sciences Teaching*: must have passed Biology at first-year level and **one** of the following at third-year level: Zoology **or** Botany **or** Microbiology **or** Biochemistry (e.g. Biology I (NQF6) and Zoology III (NQF7)).
- *Mathematics Teaching*: must have passed Mathematics at least at third-year level (NQF7).
- *Physical Sciences Teaching*: must have passed **both** Physics and Chemistry, one of which should have been passed at third-year level at least, and the other at least at first-year level, e.g. Physics III (NQF7) and Chemistry I (NQF6).

LANGUAGE ENDORSEMENTS

PGCE certificates will be endorsed to indicate the holder's level of competence in specific languages, e.g. LoLT (English) and LoCC ((Afrikaans/ isiZulu/Sesotho/Sign Language).

DURATION OF STUDY

The General Rules of the University in respect of the residential period are applicable to this qualification:

- The Postgraduate Certificate in Education may be completed within a minimum period of one year full-time or two years part-time.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules (i.e. minimum period allowed for a particular qualification, plus an additional two years, with the second period following immediately after the first).
- The maximum residential period for PGCE part-time students is four years.

ASSESSMENT

- PGCE students need to demonstrate applied competence. This means that they have to put achieved learning outcomes into practice in a context that is relevant to real life.
- Traditional forms of assessment such as tests and examinations, focusing primarily on foundational competence (i.e. testing the same restricted range of knowledge and intellectual skills), will thus be balanced by assignments requiring students to perform tasks in authentic or simulated real-world, operational (i.e. practical competence)

and reflexive contexts, so as to demonstrate learner autonomy.

- Students may be assessed by a combination of the following methods: tests, projects, research projects, poster presentations, group assignments, role play, case studies, reflective journal writing and portfolios. The type of assessment activity employed in the different modules will depend on the unique nature of each module.

AWARDING OF QUALIFICATION

- The qualification will be awarded when all the minimum required compulsory and elective credits comprising the curriculum have been obtained.

WORK PLACEMENT FOR EXPERIENTIAL LEARNING

- School-based work-integrated learning (WIL), including supervised and assessed teaching practice, is an important part of the PGCE programme. Students will spend 12 weeks of supervised and assessed WIL in schools. This school-based teaching practice will be flexibly scheduled over a period of 1 year (full time) or 2 years (part time).

- Semester 1:

During the first two weeks of the teaching practice period, the focus will be on the student teacher's roles of observer, with emphasis on learning from practice via observation. During the next four weeks, the focus will be on the student teacher's roles of adapter and creator/agent of change, with emphasis on learning from and in practice and on service learning. Assignments will be covered in this period.

Skills such as observation, reflection and presentation will also be developed in weekly micro-lesson situations on campus.

- Semester 2:

Teaching practice in the second semester will once again focus on the student teacher's roles of adapter and creator/agent of change, with emphasis on learning from and in practice and on service learning. Assignments will be covered in this period.

11.4.1 POSTGRADUATE CERTIFICATE IN EDUCATION IN FURTHER EDUCATION AND TRAINING TEACHING (PGCE: FET) [NEW]

Academic Plan: BC736500/QC736500

Credits: 164

MODULE NAME	YEAR		CREDITS
	Semester 1	Semester 2	
Group 1 modules: Compulsory, core modules			
Education Studies 1: Education for social transformation – conceptualising education for diverse contexts	EDST1713		12
Education Studies 2: Responsive teaching for meaningful learning	EDRT1713		12
Education Studies 3: Education systems in global and national context	EDES1713		12
General Pedagogy: Teaching, learning and assessment in diverse education contexts	GPEP1713		12
ICT	CSIL1511		4
Teaching Practice	WILP1700		40 ⁵
Group 2 modules: Language of Learning and Teaching			
<i>Students must select and pass either Afrikaans OR English</i>			
Afrikaans as medium for Learning and Teaching*	ALLT3504 or AFRT1514 and AFRL1624		16(32)
English as medium for Learning and Teaching **	ELLT4504		16

⁵ The remaining 4 credits allocated to Teaching Practice are included in the two elective subject teaching modules

Group 3 modules: Conversational Competence		
<i>Students must select and pass <u>one</u> other 16- credit module from Group 3</i>		
Conversational Language: Afrikaans***	GAFR3504	16
OR		
Conversational Language: Sesotho***	SSCL3504	16
OR		
Conversational Language: isiZulu*** (only on Qwaqwa campus)	ZUCL3504	16
OR		
Conversational Language: Sign Language*** (only on Bloemfontein campus)	SICL3504	16
Group 4 modules: Subject teaching		
<i>Students must select and pass <u>two</u> 20-credit modules from List Z⁶</i>		
	Subject teaching and/or learning support modules	40
TOTAL		164

*Students who passed Afrikaans Home Language in Grade 12, as well as students who passed Afrikaans First Additional Language with 70% or more in Grade 12, may register for the ALLT3504 module.

Students who passed Afrikaans First Additional Language in Grade 12 with between 50% and 70%, must register for AFRT1514 **AND** AFRL1624.

Students with Afrikaans as Second Additional Language in Grade 12 must register for AFRT1514 **AND** AFRL1624.

** RPL: Students who have passed English in their first B-degree programme as an elective subject at first and second year levels do not qualify for an exemption for these modules. However, if students obtain 80% for a pre-course literacy test they will qualify for promotion. Students still need to register for the module though, and they remain responsible for all class fees.

***A student is not allowed to register for a particular language at conversational level **AND** at subject teaching (HL or FAL) level.

⁶ Teaching subjects must be chosen as follows:

- Two specialisations from Human and Social Sciences; **or** one specialisation from Human and Social Sciences **plus** one Learning Support Specialisation
- OR**
- Two specialisations from Mathematics, Natural Sciences and Technology **or** Economic and Management Sciences; **or** one specialisation from Mathematics, Natural Sciences and Technology **or** Economic and Management Sciences **plus** one Learning Support Specialisation

FURTHER EDUCATION AND TRAINING PHASE SUBJECT TEACHING MODULES FOR PGCE

SUBJECT FIELD	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS
Economic and Management Science	Accounting Teaching 1&2: Further Education and Training	ACTV3705	7	20
	Business Studies Teaching 1&2: Further Education and Training	BSTV3705	7	20
	Economics Teaching 1&2: Further Education and Training	ECTV3705	7	20
Human and Social Sciences	Afrikaans Teaching (First Additional Language) 1&2: Further Education and Training	AATV3705	7	20
	Afrikaans Teaching (Home Language) 1&2: Further Education and Training	AHTV3705	7	20
	English Teaching (First Additional Language) 1&2: Further Education and Training	EATV3705	7	20
	English Teaching (Home Language) 1&2: Further Education and Training	EHTV3705	7	20
	Geography Teaching 1&2: Further Education and Training	GETV3705	7	20
	History Teaching 1&2: Further Education and Training	HITV3705	7	20
	isiZulu Teaching (First Additional Language) 1&2: Further Education and Training Phase	ZATV3705	7	20
	isiZulu Teaching (Home Language) 1&2: Further Education and Training Phase	ZHTV3705	7	20
	Life Orientation Teaching 1&2: Further Education and Training	LOTV3705	7	20
	Religion Studies Teaching 1&2: Further Education and Training	RSTV3705	7	20
	Sesotho Teaching (First Additional Language) 1&2: Further Education and Training	SATV3705	7	20
	Sesotho Teaching (Home Language) 1&2: Further Education and Training	SHTV3705	7	20
	Mathematics, Natural Sciences and Technology Education	Agricultural Science Teaching 1&2: Further Education and Training	ASTV3705	7
CAT Teaching 1&2: Further Education and Training		CTTV3705	7	20
Consumer Studies Teaching 1&2: Further Education and Training*		ECST3705*	7	20
Engineering Graphics and Design Teaching 1&2: Further Education and Training		EGTV3705	7	20
Information Technology Teaching 1&2: Further Education and Training		ITTV3705	7	20
Life Sciences Teaching 1&2: Further Education and Training		LSTV3705	7	20
Mathematics Teaching 1&2: Further Education and Training		MSTV3705	7	20
Physical Sciences Teaching 1&2: Further Education and Training		PSTV3705	7	20

*This module will not be presented in 2019.

FURTHER EDUCATION AND TRAINING PHASE LEARNING SUPPORT MODULES FOR PGCE

SUBJECT FIELD	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS
	Learning Support - Physical Education: Further Education and Training	LSPT3705	7	20
	Learning Support - Guidance, Counselling and Specialised Learning Support: Further Education and Training*	LSGT3705*	7	20
	Learning Support - Librarianship: Further Education and Training*	LSLT3705*	7	20
	Learning Support - ICT: Further Education and Training*	LSIT3705*	7	20

*These modules will not be presented in 2019.

12. DIPLOMAS

12.1 NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

Only pipeline students who qualify 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, Ngcobo, Queenstown, Qwaqwa, Sasolburg, Sterkspruit, Tweespruit, 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 or modules must register for the particular module or 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 or modules are presented each alternative year at a specific centre. All the modules are annually presented on the Bloemfontein and Qwaqwa Campuses.

Students who register for a module or 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 or 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 at 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 attend a session (evidenced by a medical certificate, funeral letter, etc.) 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.

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 General Rules of the University in respect of the residential period are applicable to this qualification:

- 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.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

CURRICULUM

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

DESCRIPTION	CODE
Grade R and Foundation phase	7041/7045
Intermediate Phase	7042/7046
Senior Phase: Languages	7043/7047
Senior Phase: Mathematics AND Natural Science OR Technology	7044/7048

SPECIALISATIONS

Not all of the specialisations are presented at every centre. In this regard, the information on the curricula and the timetables needs to be consulted carefully. All modules are presented on the 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 (120 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 (120 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

Academic Plan: 7041/7045

Credits: 380/384

FIRST ACADEMIC YEAR

CODE	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	CREDITS
UAF312	Assessment Practices	8
UBE112	Practising OBE	8
ULS312	Communication Skills: English	8
UFN412	Numeracy Skills	8
UPT101	Teaching Practice	4
UPL101	Recognition of Prior Learning: Portfolio	(120)*
UDM122	Teaching Methods	8
UTM122	Instructional Technology and Methods	8
ULO422	Life Skills: Civics Education	8
USO322	Life Skills Education: Study methods	8
TOTAL		68 (188)

* 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 (120 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 (120 credits) acknowledges the curriculum of year three and year four.

SIXTH ACADEMIC YEAR

CODE	MODULE NAME	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

Academic Plan: 7042/7046

Credits: 380/384

FIRST ACADEMIC YEAR

CODE	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	CREDITS
UAF312	Assessment Practices	8
UBE112	Practising OBE	8
ULS312	Communication Skills: English	8
UFN412	Numeracy Skills	8
UPT101	Teaching Practice	4
UPL101	Recognition of Prior Learning: Portfolio	(120)*
UDM122	Teaching Methods	8
UTM122	Instructional Technology & Methods	8
ULO422	Life Skills: Civics Education	8
USO322	Life Skills Education: Study Methods	8
TOTAL		68 (188)

* 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 (120 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 (120 credits) acknowledges the curriculum of year three and year four.

SIXTH ACADEMIC YEAR

CODE	MODULE NAME	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

Academic Plan: 7043/7047

Credits: 380/384

FIRST ACADEMIC YEAR

CODE	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	CREDITS
UAF312	Assessment Practices	8
UBE112	Practising OBE	8
UPM312	Study Methods	8
UFN412	Numeracy Skills	8
UPT101	Teaching Practice	4
UPL101	Recognition of Prior Learning: Portfolio	(120)*
UDM122	Teaching Methods	8
UTM122	Instructional Technology and Methods	8
UEE222	English	8
UED222	English Education	8
TOTAL		68 (188)

* 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 (120 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 (120 credits) acknowledges the curriculum of year three and year four.

SIXTH ACADEMIC YEAR

CODE	MODULE NAME	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

FIRST ACADEMIC YEAR

CODE	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	CREDITS
UAF312	Assessment Practices	8
UBE112	Practising OBE	8
UPM312	Study Methods	8
UFN412	Numeracy Skills	8
UPT101	Teaching Practice	4
UPL101	Recognition of Prior Learning: Portfolio	(120)*
UDM122	Teaching Methods	8
UTM122	Instructional Technology & Methods	8
UEM222	Mathematics	8
UMM222	Mathematics Education	8
TOTAL		68 (188)

* 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 (120 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 (120 credits) acknowledges the curriculum of year three and year four.

SIXTH ACADEMIC YEAR

CODE	MODULE NAME	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
- 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

A selection process is applicable for admission to the PGDip Programme (**minimum of 60% average in preceding Degree OR 65% in a preceding Advanced Diploma**).

ADDITIONAL REQUIREMENTS FOR ADMISSION

- Students have to be digitally literate
- This qualification will only be offered if, in the discretion of the Faculty, a sufficient number of enrolments can be secured to render the programme sustainable. Sustainability will depend on availability of staff and resources.

DURATION

The General Rules of the University in respect of the residential period are applicable to this qualification:

- The Postgraduate Diploma may be completed within a minimum period of two years part-time study.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

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.

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 Module name	YEAR		CREDITS
	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
	<i>Total (Sem 1; Sem 2)</i>	32	32
	<i>Total (Year)</i>	0	
	TOTAL CREDITS: YEAR 1	64	

YEAR 2 Module name	YEAR		CREDITS
	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
	<i>Total (Sem 1; Sem 2)</i>	16	16
	<i>Total (Year)</i>	32	
	TOTAL CREDITS: YEAR 2	64	

*A student must have passed EDRM5814 before he/she will be allowed to register for the capstone project

** Choose one of these modules

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
Module name	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
	<i>Total (Sem 1; Sem 2)</i>	32	32
	<i>Total (Year)</i>	0	
	TOTAL CREDITS: YEAR 1	64	

YEAR 2	YEAR		CREDITS
Module name	Semester 1	Semester 2	
Professional Context: Policy for Transformed Practice	EDPP5814		16
Capstone Project in Education Policy*	EDPC5808		32
Facilitating Socially Responsive Transformation		EDPT5822	8
Social Justice Education		EDSJ5822	8
	<i>Total (Sem 1; Sem 2)</i>	16	16
	<i>Total (Year)</i>	32	
	TOTAL CREDITS: YEAR 2	64	

*A student must have passed EDRM5814 before he/she will be allowed to register for the capstone project

CURRICULUM

YEAR 1 Module name	YEAR		CREDITS
	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
	<i>Total (Sem 1; Sem 2)</i>	32	32
	<i>Total (Year)</i>	0	
	TOTAL CREDITS: YEAR 1	64	

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

*A student must have passed EDRM5814 before he/she will be allowed to register for the capstone project

** Choose one of these modules

PURPOSE

The development of critical, reflective Mathematics teachers in schools in order to contribute to the transformation of Mathematics as a 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 Module name	YEAR		CREDITS
	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
	<i>Total (Sem 1; Sem 2)</i>	32	32
	<i>Total (Year)</i>	0	
	TOTAL CREDITS: YEAR 1	64	

YEAR 2 Module name	YEAR		CREDITS
	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
	<i>Total (Sem 1; Sem 2)</i>	16	16
	<i>Total (Year)</i>	32	
	TOTAL CREDITS: YEAR 2	64	

*A student must have passed EDRM5814 before he/she will be allowed to register for the capstone project

** Choose one of these modules

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 have an 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 Module name	YEAR		CREDITS
	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
	<i>Total (Sem 1; Sem 2)</i>	32	32
	<i>Total (Year)</i>	0	
	TOTAL CREDITS: YEAR 1	64	

YEAR 2 Module name	YEAR		CREDITS
	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
	<i>Total (Sem 1; Sem 2)</i>	16	16
	<i>Total (Year)</i>	32	
	TOTAL CREDITS: YEAR 2	64	

*A student must have passed EDRM5814 before he/she will be allowed to register for the capstone project

** Choose one of these modules

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 Module name	YEAR		CREDITS
	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	EDHP5812		8
Student Learning, Development and Support		EDHD5824	16
Learning Facilitation and Evaluation		EDHL5824	16
<i>Total (Sem 1; Sem 2)</i>	32	32	64
TOTAL CREDITS: YEAR 1	64		

YEAR 2 Module name	YEAR		CREDITS
	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
Research Supervision***		EDHS5822***	8
<i>Total (Sem 1; Sem 2)</i>	16	16	64
<i>Total (Year)</i>	32		
TOTAL CREDITS: YEAR 2	64		

* Choose one of these modules

** Choose one of these modules

*** Choose one of these modules

Please note: Students who wish to proceed to a Master's programme have to choose EDHR5808

[#]A student must have passed EDHM5812 before he/she will be allowed to register for the capstone project or the research project

13. BACHELOR'S DEGREES

13.1 BACHELOR OF EDUCATION (BED) [PIPELINE]

Only pipeline students who qualify 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 Phase 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
<i>Bachelor of Education In:</i>	
Pre-school and Foundation Phase	7311
Intermediate Phase	7312
Further Education and Training Phase	7314

ADMISSION REQUIREMENTS

The UFS General Rule A2 in respect of admission to degree study is 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**. A minimum achievement level of 4 (50%) in the chosen UFS language of instruction (English or Afrikaans) is required.

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.

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 General Rules of the University in respect of the residential period are applicable to this qualification:

- The Bachelor of Education degree (mainstream programme) may be completed within a minimum period of four years full-time study. The minimum duration of the Extended Curriculum Programme is five years full-time study.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

ASSESSMENT AND CALCULATION OF MARKS

The General Rules and specific policies 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 the 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 UFS General Rule A9.2, 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 mid-year and the main end-of-year examinations, as well as the additional examinations.

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 UFS General Rule A28.3 with regard to examination irregularities, as well as relevant UFS policies, 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 a 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.

Please consult the Rule Books of other faculties if you have any queries on subject content modules that they offer, as listed in Lists A, B and C.

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 OR EACC1624 EACC3708: EACC2608	EACC1614	EACC1624	EACC2608		EACC3708	
Afrikaans en Nederlands (home language)							
Inleiding tot Afrikaanse Taalkunde	AFNT1614: Afrikaans First Additional Language Level 6 (70%)	AFNT1614					
Inleiding tot Afrikaanse en Nederlandse Letterkunde: Perodes van Emansipasie	AFNL1624: AFNT1614		AFNL1624				
Afrikaanse Morfologie en Sociolinguistiek	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	AFNT3718: AFNT1614, + AFNL1624 + AFNT2614 + AFNK2724					AFNT3718	
Hedendaagse Afrikaanse Letterkunde en sy Historiese Agtergrond	AFNL3728: AFNT3718						AFNL3728

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Afrikaans (additional language)							
Basiese Afrikaanse Taalpatrone en –gebruik	AFRT1514: Afrikaans First Additional Language Level 4 (50%) – level 6 (70%)	AFRT1514					
Basiese Afrikaanse Letterkunde			AFRL1624				
Afrikaanse Morfologie en Semantiek vir nie-moedertaalsprekers	AFRT2614: Afrikaans First 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 + BLGY1683			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					
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				
Introduction to Biochemistry and Microbiology	BLGY1683: BLGY1513		BLGY1683				
Botany							
Plant Adaptation for Survival on Land	BTNY2616: BLGY1513 + BLGY1643			BTNY2616			
Introductory Plant Development and Biotechnology	BTNY2626: 45% for BTNY2616				BTNY2626		
Field excursion 2	BTNY3712: 45% for BTNY2616					BTNY3712	
Diversity and Systematics of Higher Plants	BTNY3714: 45% for BTNY2616 BTNY3712 must be taken in the same year of study					BTNY3714	
Vegetation Science and Environmental Management	BTNY3734: 45% for BTNY2616 BTNY3712 must be taken in the same year of study					BTNY3734	
Plant Molecular Biotechnology	BTNY3754: 45% for BTNY2616					BTNY3754	
Plant Carbon Metabolism in plants	BTNY3724: 45% for BTNY2626						BTNY3724
Plant Defence and Biotechnology	BTNY3744: 45% for BTNY2626						BTNY3744
Eco-physiology: soil-plant-water interactions	BTNY3764: 45% for BTNY2626						BTNY3764
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	

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Relationship Marketing							EBMA3724
Digital Marketing							EBMA3725
Chemistry							
Physical and Organic Chemistry (mainstream)	<u>CHEM1513 + CHEM1551</u> : NSC with endorsement that allows entry to Mathematics and Physical Sciences	CHEM1513 + CHEM1551					
Physical and Organic Chemistry	<u>CHEM1623 + CHEM1661</u> : CHEM1514		CHEM1623 + CHEM1661				
Physical and Organic Chemistry	<u>CHEM1643 + CHEM1661</u> : CHEM1514		CHEM1643 + CHEM1661				
Physical Chemistry	<u>CHEM2613 + CHEM2611</u> : CHEM1513 + CHEM1551 OR CHEM1623 + CHEM1661 OR CHEM1643 + CHEM1661 (60% + MATM1534)			CHEM2613 + CHEM2611			
Analytical Chemistry	<u>CHEM2633 + CHEM2631</u> : CHEM1513 + CHEM1551 OR CHEM1623 + CHEM1661 OR CHEM1644 (60% + MATM1534)			CHEM2633 + CHEM2631			
Organic Chemistry	<u>CHEM2623 + CHEM2621</u> : CHEM1513 + CHEM1551 + CHEM1643 + CHEM1661 OR CHEM1644 (60% + MATM1534)				CHEM2623 + CHEM2621		
Inorganic Chemistry	<u>CHEM2643 + CHEM2641</u> : CHEM2613 + CHEM2611 + CHEM2633 + CHEM2631				CHEM2643 + CHEM2641		
Analytical Chemistry	<u>CHEM3713 + CHEM3711</u> : CHEM2613 + CHEM2611 + CHEM2633 + CHEM2631 + CHEM2643 + CHEM2641 + MATM1644					CHEM3713 + CHEM3711	
Physical Chemistry	<u>CHEM3733 + CHEM3731</u> : CHEM2613 + CHEM2611 + CHEM2633 + CHEM2631 + MATM1644					CHEM3733 + CHEM3731	
Inorganic Chemistry	<u>CHEM3723 + CHEM3721</u> : CHEM2641 + CHEM2643 + MATM1644						CHEM3723 + CHEM3721
Organic Chemistry	<u>CHEM3743 + CHEM3741</u> : CHEM2623 + CHEM2621						CHEM3743 + CHEM3741
Computer Sciences and Informatics							
Computer Application Technology							
Computer Literacy: Part 1		CSIL1511					
Computer Literacy: Part 2	<u>CSIL1521</u> : CSIL1511		CSIL1521				
Introduction to Information Systems	<u>BCIS1513</u> : In combination with CSIL1511	BCIS1513					

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Computer-assisted Software Development			BCIS1623				
Introduction to Computer Hardware				CSIS1553			
Visual Basic for Application with the focus on Excel	CSIS1683: CSIL1511				CSIS1683		
Information Technology Service Learning	CSIS2642: 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+ 50% for Mathematics	CSIS1614					
Programming and Problem-Solving: Part 2	CSIS1624: CSIS1614		CSIS1624				
Introduction to Computer Hardware		CSIS1553					
Data Structures and Advanced Programming	CSIS2614: CSIS1624			CSIS2614			
Introduction to the Internet and Web Page Development OR Human-Computer Interaction	CSIS1664: CSIS1614 OR 60% for IT in Grade 12 CSIS2624: CSIS1614				CSIS1664 OR CSIS2624		
Information Technology Service Learning (optional)	CSIS2642: CSIL1521				(CSIS2642)		
Consumer Study (only for pipeline students who qualify)							
Basic Clothing Construction		CNST1534					
Food Security		CNFD1532					
Home Planning			CNCS1624				
Food Preparation				CNFD2614			
Food Preparation					CNFD2624		
Introduction to Housing					CNSC2624		
Nutrition						NUTE3714	
Consumer Study							CNSC3724
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 OR EFEC2614			EMIC2714			

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Macroeconomics	EMAC2724: EECF1624 OR EFEC2624				EMAC2724		
International Economics	EINT3715: EECF1624 OR EFEC2624					EINT3715	
South African Macroeconomic Policy Issues	EECT3725: EECF1624 OR EFEC2624 + EMAC2724						EECT3725
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		
Early English Literature and Cultures; South African and African Literature and Culture	ENGL3718: ENGL1514 + ENGL1624 + ENGL2614 + ENGL2724					ENGL3718	
Narrators of Resistance; Literature, Film, Culture: Critical Approaches from Cultural Studies	ENGL3728: ENGL1514 + ENGL1624 + ENGL2614 + ENGL2724 + ENGL3718						ENGL3728
Geography							
Introduction to Physical Geography	GEOP1514: Mathematics at NSC level 4 (50%) OR 50% for MATD1554 NO BRIDGING COURSE ALLOWED	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		

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
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 20 th Century History of South Africa		HIST1514					
20 th Century World History			HIST1624				
The Rise of Nationalism in South Africa				HIST2614			
20 th Century Global Clashes					HIST2624		
<i>En route</i> to the New South Africa						HIST3718	
How to make History							HIST3728
Mathematics							
Introduction to Advanced Mathematics	MATM1622: 60% for MATM1534		MATM1622				
Calculus	MATM1534: Mathematics at NSC level 5 (60%) OR MATM1584	MATM1534					
Precalculus I	MATM1574: Mathematics at NSC level 4 (50%)	MATM1574					
Calculus and Linear Algebra	MATM1644: MATM1534		MATM1644				
Precalculus II	MATM1584: MATM1574:		MATM1584				
Vector Analysis	MATM2614: MATM1622 + MATM1644			MATM2614			
Mathematical Modelling	MATA2634: 60% for MATM1644			MATA2634			
Scientific Computing	MATM2654: 60% for MATM1644			MATM2654			
Linear Algebra	MATM2624: MATM1622 + MATM1644				MATM2624		
Ordinary Differential Equations	MATA2644: 60% for MATM1644				MATA2644		
Sequences and Series	MATM2664: MATM1622 + MATM1644				MATM2664		
Complex Analysis	MATM3714: MATM2614 + MATM2664					MATM3714	

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Discrete Mathematics	MATM3734: MATM2624 + MATM2664					MATM3734	
Numerical Analysis	MATA3774: MATM2614 + MATM2654					MATA3774	
Real Analysis	MATM3724: MATM2614 + MATM2664						MATM3724
Algebra	MATM3744: MATM2624						MATM3744
Industrial Mathematics	MATA3764: MATA2634 + MATA3774						MATA3764
Dynamical Systems	MATA3784: MATM2614 + MATA2644						MATA3784
Physics							
Mechanics, Optics and Electricity	PHYS1514: In combination with MATM1534	PHYS1514					
Mechanics, Optics, Electricity, Biologically and Medically Relevant Topics		PHYS1534					
Mechanics, Thermodynamics, Electricity and Magnetism	PHYS1624: PHYS1514 + PHYS1534 + MATM1534		PHYS1624				
Mechanics, Thermodynamics, Electricity, Magnetism, Biologically and Medically Relevant Topics			PHYS1644				
Mechanics, Waves and Optics	PHYS2614: PHYS1514 + PHYS1624 OR PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1644			PHYS2614			
Practical Work: Physics	PHYS2632: In combination with PHYS2614			PHYS2632			
Ophthalmic Optics / Visual Optics	PHYS2654: PHYS1514 + PHYS1624 OR PHYS1534 + PHYS1644			PHYS2654			
Electronics	PHYS2624: PHYS1514 + PHYS1624 OR PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1644				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	

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Solid-state Physics	PHYS3724: PHYS3714						PHYS3724
Statistical Physics II	PHYS3742: PHYS3732						PHYS3742
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	
Religious Study							
Religion and Social Milieu		TRRS1514					
Introduction to the Study of Religion and Development in the Study of Religion over the Centuries			TRID1522				
A Survey of the Religions of South Africa and the Education of Religion in the Primary and Intermediate Phase			TREP1522				
The Christian Religion				TRCR2614			
African Indigenous Religions and African Indigenous Churches					TRAI2624		
Hinduism and Buddhism						TRHB3714	
Judaism and Islam							TRJI3724
Sesotho (home language)							
Sesotho Language Structure and Usage	Students who took Sesotho in Grade 12 may either take Sesotho home language or additional language	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	SSML3718: SSML2614 + SSMT2624					SSML3718	
Historical Development of Sesotho Literature	SSMT3728: SSMT2624 + SSML3714						SSMT3728
Sesotho (additional language)							
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	SSOL3714: SSOL2614 + SSOL2624					SSOL3714	
Introduction to Sesotho Oral Tradition and Modern Prose Fiction	SSOL3724: SSOL2614 + SSOL2624						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	SASL3718: SASL2624					SASL3718	
Advanced South African Sign Language II	SASL3728: SASL3718						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	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Zulu							
isiZulu: Introduction to Linguistics		ZULL1514					
isiZulu: Introduction to Literature			ZULT1524				
Sociolinguistics in isiZulu	<u>ZULL2614:</u> 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	<u>ZULT2624:</u> 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 OR EACC1624 EACC3708: EACC2608	EACC1614	EACC1624	EACC2608		EACC3708	
Afrikaans en Nederlands (home language)							
Inleiding tot Afrikaanse Taalkunde	AFNT1614: Afrikaans First Additional Language level 6 (70%)	AFNT1614					
Inleiding tot Afrikaanse en Nederlandse Letterkunde: Periodes van Emansipasie	AFNL1624: AFNT1614		AFNL1624				
Afrikaanse Morfologie en Sociolinguistiek	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	AFNT3718: AFNT1614, + AFNL1624 + AFNT2614 + AFNK2724					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	AFNL3728: AFNT3718						AFNL3728
Afrikaans (additional language)							
Basiese Afrikaanse Taalpatrone en –gebruik	AFRT1514: Afrikaans First Additional Language level 4 (50%) – level 6 (70%)	AFRT1514					
Basiese Afrikaanse Letterkunde			AFRL1624				
Afrikaanse Morfologie en Semantiek vir nie-moedertaalsprekers	AFRT2614: Afrikaans First 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
Agronomy [only for Agriculture specialisation] (only for pipeline students who qualify)							
Introduction to Soil, Crop and Climate Sciences			SCCS1624				
Soil Classification, Evaluation and Land Use Planning	SOIL2614: SCCS1624			SOIL2614			
Fundamentals of Agrometeorology	CLIM2614: SCCS1624 + PHYS1514 OR PHYS1534			CLIM2614			
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	

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Vegetable Crops	CROP3724: CROP2624						CROP3724
Animal Science (only for pipeline students who qualify)							
Introduction to Animal, Wildlife and Grassland Sciences			ANIG1624				
Introductory Ruminant Production				ANIG2614			
Introductory Monogastric Production					ANIG2624		
Introduction to Animal Anatomy and Physiology				ANIP2614			
Introduction to Animal and Plant Breeding					ANIB2624		
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 + BLGY1683				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
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				
Introduction to Biochemistry and Microbiology	BLGY1683: BLGY1513		BLGY1683				

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Botany							
Plant Adaptation for Survival on Land	<u>BTNY2616:</u> BLGY1513 + BLGY1643			BTNY2616			
Introductory Plant Development and Biotechnology	<u>BTNY2626:</u> BTNY2616				BTNY2626		
Diversity and Systematics of Higher Plants	<u>BTNY3714:</u> BTNY2616					BTNY3714	
Vegetation Science and Environmental Management	<u>BTNY3734:</u> BTNY2616					BTNY3734	
Plant Molecular Biotechnology	<u>BTNY3754:</u> BTNY2616					BTNY3754	
Plant Carbon Metabolism and Eco-physiology							BTNY3724
Plant Defence and Biotechnology	<u>BTNY3744:</u> BTNY2626						BTNY3744
Business Management							
Business Functions		EBUS1514					
Fundamental Business Functions		EBUS1614					
General Management			EBUS1624				
Entrepreneurship				EBUS2714			
Strategic Management	<u>EBUS2715:</u> EBUS1624			EBUS2715			
Personal Selling					EBMA2624		
Innovation Management					ENOV2624		
Small Business Management					ESBM2724		
Strategic Management						EBMA3715	
Relationship Marketing							EBMA3724
Digital Marketing							EBMA3725
Chemistry							
Physical and Organic Chemistry (mainstream)	<u>CHEM1513 + CHEM1551:</u> NSC with endorsement that allows entry to Mathematics and Physical Sciences	CHEM1513 + CHEM1551					
Physical and Organic Chemistry	<u>CHEM1623 + CHEM1661:</u> CHEM1514		CHEM1623 + CHEM1661				
Physical and Organic Chemistry	<u>CHEM1643 + CHEM1661:</u> CHEM1514		CHEM1643 + CHEM1661				
Physical Chemistry	<u>CHEM2613 + CHEM2611:</u> CHEM1513 + CHEM1551 OR CHEM1623 + CHEM1661 OR CHEM1643 + CHEM1661 (60% + MATM1534)			CHEM2613 + CHEM2611			

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Analytical Chemistry	CHEM2633 + CHEM2631: CHEM1513 + CHEM1551 OR CHEM1623 + CHEM1661 OR CHEM1644 (60% + MATM1534)			CHEM2633 + CHEM2631			
Organic Chemistry	CHEM2623 + CHEM2621: CHEM1513 + CHEM1551 + CHEM1643 + CHEM1661 OR CHEM1644 (60% + MATM1534)				CHEM2623 + CHEM2621		
Inorganic Chemistry	CHEM2643 + CHEM2641: CHEM2613 + CHEM2611 + CHEM2633 + CHEM2631				CHEM2643 + CHEM2641		
Analytical Chemistry	CHEM3713 + CHEM3711: CHEM2613 + CHEM2611 + CHEM2633 + CHEM2631 + CHEM2643 + CHEM2641 OR MATM1644					CHEM3713 + CHEM3711	
Physical Chemistry	CHEM3733 + CHEM3731: CHEM2613 + CHEM2611 + CHEM2633 + CHEM2631 OR MATM1644					CHEM3733 + CHEM3731	
Inorganic Chemistry	CHEM3723 + CHEM3721: CHEM2641 + CHEM2643 OR MATM1644						CHEM3723 + CHEM3721
Organic Chemistry	CHEM3743 + CHEM3741: CHEM2623 + CHEM2621						CHEM3743 + CHEM3741
Computer Sciences and Informatics							
Computer Application Technology							
Computer Literacy: Part 1		CSIL1511					
Computer Literacy: Part 2	CSIL1521: CSIL1511		CSIL1521				
Introduction to Information Systems	BCIS1513: In combination with CSIL1511	BCIS1513					
Computer-assisted Software Development			BCIS1623				
Introduction to Computer Hardware				CSIS1553			
Visual Basic for Application with the focus on Excel	CSIS1683: CSIL1511				CSIS1683		
Information Technology Service Learning	CSIS2642: CSIL1521				CSIS2642		

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
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		CSIS1624				
Introduction to Computer Hardware		CSIS1553					
Data Structures and Advanced Programming	CSIS2614: CSIS1624			CSIS2614			
Introduction to the Internet and Web Page Development OR Human-Computer Interaction	CSIS1664: CSIS1614 OR 60% for IT in Grade 12 CSIS2624: CSIS1614				CSIS1664 OR CSIS2624		
Information Technology Service Learning (optional)	CSIS2642: CSIL1521				(CSIS2642)		
Consumer Studies (only for pipeline students who qualify)							
Basic Clothing Construction		CNST1534					
Food Security		CNFD1532					
Home Planning			CNSC1624				
Food Preparation				CNFD2614			
Food Preparation					CNFD2624		
Introduction to Housing					CNSC2624		
Nutrition						NUTE3714	
Consumer Study							CNSC3724
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 OR EFEC2614			EMIC2714			
Money and Interest Rates	EFES2714: EECF1624 OR EFEC2624			EFES2714			
Macroeconomics	EMAC2724: EECF1624 OR EFEC2624				EMAC2724		
Financial Instruments, Markets and Institutions	EFES2724: EECF1624 OR EFEC2624				EFES2724		
International Economics	EINT3715: EECF1624 OR EFEC2624					EINT3715	
Investment Management	EFET3714: EECF1624					EFET3714	
Risk Management in Banking	EFET3724: EECF1624 OR EFEC2624 + EMAC2724						EFET3724

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Engineering Graphics							
Engineering Graphics 1.1	<u>EGDC1614:</u> 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	<u>ENGL2614:</u> 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	<u>ENGL2724:</u> 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	<u>ENGL3718:</u> ENGL1514 + ENGL1624 + ENGL2614 + ENGL2724					ENGL3718	
Narrators of Resistance; Literature, Film, Culture: Critical Approaches from Cultural Studies	<u>ENGL3728:</u> ENGL1514 + ENGL1624 + ENGL2614 + ENGL2724 + ENGL3718						ENGL3728

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Genetics							
Human Genetics	GENE2616: BLGY1513 + BLGY1623			GENE2616			
Molecular Genetics	GENE2626: BLGY1513 + BLGY1623				GENE2626		
Genomics	GENE3714: GENE2616 + GENE2626					GENE3714	
Behavioural Genetics	GENE3734: GENE2616 + GENE2626					GENE3734	
Cytotaxonomy	GENE3724: GENE2616 + GENE2626						GENE3724
Population and Conservation Genetics	GENE3744: GENE2616 + GENE2626						GENE3744
Geography							
Introduction to Physical Geography	GEOP1514: Mathematics at NSC level 4 (50%) OR 50% for MATD1554	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

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
History							
Introduction to the 20 th Century History of South Africa		HIST1514					
20 th Century World History			HIST1624				
The Rise of Nationalism in South Africa				HIST2614			
20 th Century Global Clashes					HIST2624		
<i>En route</i> to the New South Africa						HIST3718	
How to make History							HIST3728
Mathematics							
Introduction to Advanced Mathematics	MATM1622: 60% for MATM1534		MATM1622				
Calculus	MATM1534: Mathematics at NSC level 5 (60%) OR MATM1584	MATM1534					
Precalculus I	MATM1574: Mathematics at NSC level 4 (50%)	MATM1574					
Calculus and Linear Algebra	MATM1644: MATM1534		MATM1644				
Precalculus II	MATM1584: MATM1574:		MATM1584				
Vector Analysis	MATM2614: MATM1622 + MATM1644			MATM2614			
Mathematical Modelling	MATA2634: 60% for MATM1644			MATA2634			
Scientific Computing	MATM2654: 60% for MATM1644			MATM2654			
Linear Algebra	MATM2624: MATM1622 + MATM1644				MATM2624		
Ordinary Differential Equations	MATA2644: 60% for MATM1644				MATA2644		
Sequences and Series	MATM2664: MATM1622 + MATM1644				MATM2664		
Complex Analysis	MATM3714: MATM2614 + MATM2664					MATM3714	
Discrete Mathematics	MATM3734: MATM2624 + MATM2664					MATM3734	
Numerical Analysis	MATA3774: MATM2614 + MATM2654					MATA3774	
Real Analysis	MATM3724: MATM2614 + MATM2664						MATM3724
Algebra	MATM3744: MATM2624						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: MATA2634 + MATA3774						MATA3764
Dynamical Systems	MATA3784: MATM2614 + MATA2644						MATA3784
Physics							
Mechanics, Optics and Electricity	PHYS1514: In combination with MATM1534		PHYS1514				
Mechanics, Optics, Electricity, Biologically and Medically Relevant Topics			PHYS1534				
Mechanics, Thermodynamics, Electricity and Magnetism	PHYS1624: PHYS1514 + PHYS1534 + MATM1534			PHYS1624			
Mechanics, Thermodynamics, Electricity, Magnetism, Biologically and Medically Relevant Topics				PHYS1644			
Mechanics, Waves and Optics	PHYS2614: PHYS1514 + PHYS1624 OR PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1644				PHYS2614		
Practical Work: Physics	PHYS2632: In combination with PHYS2614				PHYS2632		
Ophthalmic Optics / Visual Optics	PHYS2654: PHYS1514 + PHYS1624 OR PHYS1534 + PHYS1644				PHYS2654		
Electronics	PHYS2624: PHYS1514 + PHYS1624 OR PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1644					PHYS2624	
Electromagnetism	PHYS2642: PHYS2614					PHYS2642	
Modern Physics	PHYS3714: PHYS2614						PHYS3714
Statistical Physics I	PHYS3732: PHYS2614						PHYS3732

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR		THIRD YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Practical Work: Physics	PHYS3752: PHYS2632 + in combination with (PHYS3714 + PHYS3732)					PHYS3752	
Solid-state Physics	PHYS3724: PHYS3714						PHYS3724
Statistical Physics II	PHYS3742: PHYS3732						PHYS3742
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	
Religious Study							
Religion and Social Milieu		TRRS1514					
Introduction to the Study of Religion and Development in the Study of Religion over the Centuries			TRID1522				
A Survey of the Religions of South Africa and the Education of Religion in the Senior and Further Education and Training Phase			TRES1542				
The Christian Religion				TRCR2614			
African Indigenous Religions and African Indigenous Churches					TRAI2624		
Hinduism and Buddhism						TRHB3714	
Judaism and Islam							TRJI3724
Sesotho (home language)							
Sesotho Language Structure and Usage	Students who took Sesotho in Grade 12 may either take Sesotho home language OR additional language	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	SSML3718: SSML2614 + SSMT2624					SSML3718	
Historical Development of Sesotho Literature	SSMT3728: SSMT2624 + SSML3714						SSMT3728
Sesotho (additional language)							
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	SSOL3714: SSOL2614 + SSOL2624					SSOL3714	
Introduction to Sesotho Oral Tradition and Modern Prose Fiction	SSOL3724: SSOL2614 + SSOL2624						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
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	
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
Zulu (Only presented on Qwaqwa Campus)							
isiZulu: Introduction to Linguistics		ZULL1514					
isiZulu: Introduction to Literature			ZULT1524				
Sociolinguistics in isiZulu	<u>ZULL2614:</u> 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	<u>ZULT2624:</u> 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 (FIRST ADDITIONAL LANGUAGE)	LTM112 Subject teaching languages I	KFA144 Facilitating literature and writing in Afrikaans as First 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
ARTS EDUCATION	ADF114 History of Art	ADF124 Didactics of Fine Arts
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	TMH114 Civil Technology Education	TMH124 Civil Technology Education
COMPUTER EDUCATION	MRF112 Didactic principles and application programmes	MRF124 Assessment, renewal and project programming
	MRF132 Problem-solving, algorithm and high-level language	

SUBJECT / MODULE	SEMESTER 1	SEMESTER 2
CONSUMER STUDIES EDUCATION <i>(only for pipeline students who qualify)</i>	SDH414 Consumer study: Learning programme and teaching methods	SDH424 Consumer study: Teaching aids and administration
DRAMA EDUCATION	TRO111 Theatre in Education: Theory and practice	TOV122 Theatre Arts Education
	DRO131 Drama in Education: Theory and practice	SOV122 Speech education
	DOV112 Drama Education	
ECONOMICS EDUCATION	AEO112 Curriculum cycle and a process approach	ECT122 Methods and media in economics education
	AEO132 Situation analysis, aims and objectives	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	MFZ122 Teaching methods in English
	LTM132 Subject teaching languages II	MFZ142 Language teaching practice in ELT
GEOGRAPHY EDUCATION	SOF112 General orientation in the Human and Social Sciences	GOF122 General orientation to Geography teaching
	SOF132 The learning environment and planning in the Human and Social Sciences	GOF142 The learning environment and planning in Geography teaching
GERMAN EDUCATION	LTM112 Subject teaching languages I	MDU124 Teaching German as foreign language
	LTM132 Subject teaching languages II	

SUBJECT / MODULE	SEMESTER 1	SEMESTER 2
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
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
MATHEMATICS EDUCATION Further Education and Training Phase	WOF112 Classroom management and assessment in Mathematics Education	WOF122 Subject perspective (Mathematics) I
	WOF132 Effective teaching and learning in Mathematics	WOF142 Subject perspective (Mathematics) II
NATURAL SCIENCES: (BIOLOGY EDUCATION) Senior phase	LNW112 The nature of Natural Sciences Education	VBL122 Biology subject knowledge and application
	VBL112 Biology subject knowledge and didactic principles	VBL142 Managing a biology laboratory

SUBJECT / MODULE	SEMESTER 1	SEMESTER 2
PHYSICAL SCIENCES EDUCATION Further Education and Training Phase	LNW112 The nature of Natural Sciences Education	VNS162 Physical Sciences Education II
	VNS132 Physical Sciences Education I	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	VSS124 Methods, techniques and activities in the teaching of Sesotho
	LTM132 Subject teaching languages II	
SESOTHO EDUCATION (FIRST ADDITIONAL LANGUAGE)	LTM112 Subject teaching languages I	VSS144 Methods, techniques and activities in the teaching of Sesotho as First Additional Language (Further Education and Training)
	LTM132 Subject teaching languages II	
TECHNOLOGY EDUCATION	TMS114 Technology Education	TMS124 Technology Education

Academic Plan: 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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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 First 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: additional language Afrikaans speakers must register for AFRT1514

**isiZulu: EZU114 is only offered on the Qwaqwa Campus

SECOND SEMESTER

CODE	MODULE NAME	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 First 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: additional language Afrikaans speakers must register for AFRL1624

**isiZulu: EZU132 is only offered on the Qwaqwa Campus.

THIRD ACADEMIC YEAR

FIRST SEMESTER

CODE	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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

Academic Plan: 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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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 First 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: additional language Afrikaans speakers must register for AFRT1514

SECOND SEMESTER

CODE	MODULE NAME	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 as Home Language	8	3 + 4
	OR		
ELC142	Language and Literacy Education: Afrikaans as First 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: additional language Afrikaans speakers must register for AFRL1624

THIRD ACADEMIC YEAR (LAST ADMISSION – 2016)

FIRST SEMESTER

CODE	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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

Academic Plan: 7314

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	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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
AFRT1514***(AFP132) 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

***AFRT1514 OR AFRL1624 (in second semester) may be chosen by speakers of Afrikaans as additional language, provided that Afrikaans as First Additional Language has been passed with at least 50% in Grade 12

SECOND SEMESTER

CODE	MODULE NAME	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
AFRL1624***(AFP142) 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.

***AFRL1624 OR AFRT1514 (in first semester) may be chosen by speakers of Afrikaans as additional language, provided that Afrikaans as First Additional Language has been passed with at least 50% in Grade 12

THIRD ACADEMIC YEAR (LAST ADMISSION – 2016)

FIRST SEMESTER

CODE	MODULE NAME	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	MODULE NAME	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	MODULE NAME	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 SA	8	1
EMG 112	Multicultural Education in SA	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	MODULE NAME	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

Equivalents of modules in the new format of the BEd, to modules in the old format of the qualification: Subject to approval for extended residential period.*

FOUNDATION PHASE	INTERMEDIATE PHASE	SENIOR PHASE AND FURTHER EDUCATION AND TRAINING PHASE
1ST YEAR EPE114 = ENGE1608 EPE124 = ENGE1608 ELE112/ELE122 = EATF3604 EGM114 = MTHI1614 OR MTCF1604 (Foundation phase only) EGM124 = MTHI1624 DNU112/DNU132 = MTTF3604 EDS112 = EDS152 EDM112 = EDM152 ICT111 = CSIL1511 ETG101 = TPRF1502 DLO112 = LSCF1604 AFA108 = AGAE1508 ALC108 = EALH1508 ELL122 = ELL142 2ND YEAR ECC122 = AHTF3604 (Afrikaans Home Language) / EHTF3604 (for English Home Language) ECD112 / ECD122 = LSCF2604 ECE112 = ECED3703 ECM112 = MTTF3604 ECW112 = AHTF3604 (Afrikaans Home Language)/ EHTF3604 (English Home Language) ELA112/ELA122 = AHTF3604 ELO112/ELO122 = SHTF3604 ELC112/ELC122 = AATF3604 EMD112 = LSCF2604 ERS122 = ECED3704 FFL122 = PEDF2623 FPL122 = PEDF2623 ETG201 = TPRF2502 3RD YEAR ELE152 = EATF3604 ELE162 = EATF3604 ETG112 = TEGC1614 ETG122 = TEGC1614	1ST YEAR EPE114 = ENGE1608 EPE124 = ENGE1608 ELE132 = EHTI3604 (home language) or EATI3604 (add language) EGM114 = MTHI1614 OR MTCF1604 ((Foundation phase only) EGM124 = MTHI1624 DME112 = WOS112 DME132 = WOS132 DME122 = WOS122 DME142 = WOS142 EDM132 = EDM152 EDS132 = EDS152 ICT111 = CSIL1511 ETI101 = TPRI1502 AFA108 = AGAE1508 ALC108 = EALH1508 EPR142 = PEDF1623 DLO112 = LSCF1604 2ND YEAR ELA132 = AHTI3604 ELA142 = AHTI4705 ELC132 = AATI3604 ELC142 = AATI4705 ELE132 = EHTI3604/EATI3604 ELE142 = EHTI4705/EATI4705 ELO112/ELO122 = SHTI3604 FPE112 = GPED2613 ENC114 = NSTC2614 ENC124 = NSTC2624 EDC112/EDC122 = NTTI3604 ETG112 = ETG112 ETG122 = ETG122 PLR122 = GPED1623 ETI201 = TPPE2502 3RD YEAR HSS112 = to be provided HSS132 = to be provided EEE132 = EDM/EDS152 ETI301 = WILI3604	1ST YEAR EDA122 = EDA142 EDM132 = EDM152 EDS132 = EDS152 EDL122 = GPED1623 ETV101 = TPRV1502 AFA108 = AGAE1508 ALC108 = EALH1508 BRS111 = CSIL1511 2ND YEAR EPM112 = GPED2613 EHD122 = GPED2623 (If student passed EPM112) AFP112/AFP122 = AFPB1512/AFPD1522 ETB112 / ETB122 = ENGS1504 ETV201 = TPPE2502 3RD YEAR ELF112 = TRES1542 ETV301 = to be provided EFD122 = EDUB3724 EFT122 = EFT122 ESS122 = 4 TH YEAR MODULE FOR INTERMEDIATE PHASE

<p>EEE132 = EDM/EDS152 EPL112 = EHTF 3604/AHTF 3604 ETG301 = WILF3604 FSD122 = LSCF1604 FPA122 = LSCF 604</p>	<p>DHS122 = to be provided ISD122 = LSCI1624 (if a final year student and only has 1st semester modules to do, student may enrol for LSCI1614 but if student has IPA122 they must enrol for both LSCI1624 and LSCI1614) ELL142 = to be provided RLO122 = TREP1522 IPA122 = LSCI1624 (if a final year student and only has 1st semester modules to do, student may enrol for LSCI1624, but if student also has to complete ISD122 they must enrol for both LSCI1614 and LSCI1624)</p>	<p>ESI122 = EDUB2724</p>
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Module equivalents that are not listed in the table above, will be handled on an ad hoc basis by relevant role players in the faculty. The final decision will rest in the sole discretion of the Dean.

13.2 BACHELOR OF EDUCATION (BED)

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 organise 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 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 Phase 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 at 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 General Rules of the University in respect of the residential period are applicable to this qualification:

- The Bachelor of Education degree (mainstream programme) may be completed within a minimum period of four years full-time study. The minimum duration of the Extended Curriculum Programme is five years full-time study.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

ADMISSION REQUIREMENTS

The UFS General Rule A2 in respect of admission to degree study is applicable for admission to this degree.

Students must be in possession of a National Senior Certificate for admission to degree studies, and a minimum admission point (AP) of 28 **for the four-year degrees** and 24-27 **for the Extended Curriculum Programme (five-year)**. A minimum achievement level of 4 (50%) in the chosen UFS language of instruction (English or Afrikaans) is required.

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 BEd DEGREE

The UFS progression rule will apply in both the mainstream and extended programmes.

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

Students will spend a minimum of 20 weeks and a maximum of 32 weeks of supervised and assessed work integrated learning (WIL) in schools. This school-based teaching practice will be flexibly scheduled over the period of four years.

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 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 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:

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 the 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 UFS General Rule A9.2, 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 sub-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 mid-year and the main end-of-year examinations, as well as the additional examinations 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 UFS General Rule A28.3 with regard to examination irregularities, as well as relevant UFS policies, is applicable to the BEd degree.

13.2.1 BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

Academic Plan: BC735152/QC735152 (73110)

Core and elective credits: 528

UFS101: 16

Total credits: 544

CURRICULUM

NB: Students should register for **EALH1508** or **AGAH1508** 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 Module name	YEAR		CREDITS
	Semester 1	Semester 2	
Compulsory Institutional Module	UFS101		16
English Skills for Education 1	ENGE1608		32
Lifelong 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
	<i>Total (Sem 1; Sem 2)</i>	<i>24</i>	<i>24</i>
	<i>Total (Year)</i>	<i>72 + 16</i>	
	TOTAL CREDITS: YEAR 1	120 + 16	

YEAR 2 Module name	YEAR		CREDITS
	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 (First Additional Language)*	AFRT1514		16
Afrikaans (First Additional Language)*		AFRL1624	16
OR			
Sesotho (Home Language)**	SSML1514		16
Sesotho (Home Language)**		SSMT1524	16
OR			
Sesotho (First/Second Additional Language)**	SSML1514		16
Sesotho (First/Second Additional Language)**		SSMT1524	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
<i>Total (Sem 1; Sem 2)</i>	44	44	
<i>Total (Year)</i>	40		
TOTAL CREDITS: YEAR 2	128		128

Choose only one of the language groups.

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

*Students who have passed Afrikaans as a Home Language in Grade 12 must register for AFNT1614 and AFNL1624. Students who achieved 70% or higher in Afrikaans First Additional Language in Grade 12 must register for AFNT1614 and AFNL1624.

Students who passed Afrikaans First Additional Language or Second Additional Language in Grade 12 with between 50% and 70% must register for AFRT1514 and AFRL1624.

Students who do not speak and who did not offer or pass Afrikaans as a school subject in Grade 12 may register for GAFR3504 **OR** GAFR3512 and GAFR4512 if offered in their programme.

Students who did not pass Afrikaans in Grade 12 **may not** register for any AFN or AFR modules.

****Sotho students (Sesotho, Setswana & Sepedi)** who have passed Home Language, First Additional Language and Second Additional Language in Grade 12, in their respective languages should register for Sesotho Home Language (SSML1514 and SSMT1524).

Sotho students (Sesotho, Setswana & Sepedi) who did **not** do Sesotho Setswana or Sepedi in Grade 12 should register for SSOL1514 and SSOL1524. After successful completion of their 1st year they must convert to SSML2614 and SSMT2624 in year 2.

Students who do not speak and who did not offer or pass Sesotho Setswana and Sepedi as a school subject in Grade 12 may register for SSCL3502 and SSCL4512.

***isiZulu is only presented on the Qwaqwa Campus.

YEAR 3 Module name	YEAR		CREDITS
	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 (First Additional Language)	EATF3604		16
Afrikaans Teaching 1: (Home Language)**	AHTF3604		16
OR			
Afrikaans Teaching 1: (First Additional Language)**	AATF3604		16
OR			
Sesotho Teaching 1: (Home Language)**	SHTF3604		16
OR			
Sesotho Teaching 1: (First Additional Language)**	SATF3604		16
OR			
isiZulu Teaching 1: (Home Language)**	ZHTF3604		16
OR			
isiZulu Teaching 1: (First Additional Language)**	ZATF3604		16
Conversational Language: Sesotho	SSCL3502		8
OR			
Conversational Language: Sign Language***	SICL3502		8
OR			
Conversational Language: isiZulu***	ZUCL3502		8
OR			
Conversational Language: Afrikaans	GAFR3512		8
Teaching Practice 3****	WILF3606		24
<i>Total (Sem 1; Sem 2)</i>	16	16	
<i>Total (Year)</i>	108		
TOTAL CREDITS: YEAR 3	140		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.

****To be allowed to register for this module, students must have passed Teaching Practice 2 (TPRE2502) and all required compulsory and elective credits in the first and second academic years.

Students who wish to further their studies in Sesotho for postgraduate programmes should register for SSML3718 and SSMT3728.

NB: A student is not allowed to register for a particular language at Home Language or First Additional Language level AND at Conversational Language level.

YEAR 4 Module name	YEAR		CREDITS
	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)*	EHTE4705		20
OR			
English Teaching 2 (First Additional Language)	EATF4705		20
Afrikaans Teaching 2: (Home Language)*	AHTF4705		20
OR			
Afrikaans Teaching 2: (First Additional Language)*	AATF4705		20
OR			
Sesotho Teaching 2: (Home Language)*	SHTF4705		20
OR			
Sesotho Teaching 2: (First Additional Language)*	SATF4705		20
OR			
isiZulu Teaching 2: (Home Language)*	ZHTE4705		20
OR			
isiZulu Teaching 2: (First Additional Language)*	ZATF4705		20
Conversational Language: Sesotho	SSCL4502		8
OR			
Conversational Language: Sign Language**	SICL4502		8
OR			
Conversational Language: isiZulu**	ZUCL4502		
OR			
Conversational Language: Afrikaans	GAFR4512		8
Teaching Practice 4***	WILF4700		40
<i>Total (Sem 1; Sem 2)</i>	<i>0</i>	<i>0</i>	
<i>Total (Year)</i>	<i>140</i>		
TOTAL CREDITS: YEAR 4	140		140

*Continuation of language teaching choices in year 3.

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

***To be allowed to register for this module, students must have passed the third year Teaching Practice modules (WILF3606) and all other required compulsory and elective credits.

NB: A student is not allowed to register for a particular language as a subject teaching module at Home Language or First Additional Language level AND at Conversational Language level.

13.2.2 BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING

Academic Plan: BC735758/QC735758 or BC735759/QC735759 (73120)

Core and elective credits: 532

UFS101: 16

Total credits: 548

CURRICULUM

NB: Students should register for **EALH1508** or **AGAH1508** 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 Module name	YEAR		CREDITS
	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
Lifelong 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
	<i>Total (Sem 1; Sem 2)</i>	<i>40</i>	
		<i>40</i>	
	<i>Total (Year)</i>	<i>40 + 16</i>	
TOTAL CREDITS: YEAR 1		120 + 16	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 Module name	YEAR		CREDITS
	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 (First Additional Language)*	AFRT1514		16
Afrikaans (First Additional Language)*		AFRL1624	16
OR			
Sesotho (Home Language)**	SSML1514		16
Sesotho (Home Language)**		SSMT1524	16
OR			
Sesotho (First Additional Language)**	SSOL1514		16
Sesotho (First Additional Language)**		SSOL1524	16
OR			
isiZulu (Home Language)***	ZULL1514		16
isiZulu (Home Language)***		ZULL1524	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
<i>Total (Sem 1; Sem 2)</i>	60	60	
<i>Total (Year)</i>	20		
TOTAL CREDITS: YEAR 2	140		140

Choose only one of the language groups.

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

*Students who have passed Afrikaans as a Home Language in Grade 12 must register for AFNT1614 and AFNL1624. Students who achieved 70% or higher in Afrikaans First Additional Language in Grade 12 must register for AFNT1614 and AFNL1624.

Students who passed Afrikaans First Additional Language or Second Additional Language in Grade 12 with between 50% and 70% must register for AFRT1514 and AFRL1624.

Students who did not pass Afrikaans in Grade 12 **may not** register for any AFN or AFR modules.

Students who do not speak and who did not offer or pass Afrikaans as a school subject in Grade 12 may register for GAFR3504 **OR** GAFR3512 and GAFR4512 if offered in their programme.

****Sotho students (Sesotho, Setswana & Sepedi)** who have passed Home Language, First Additional Language and Second Additional Language in Grade 12, in their respective languages should register for Sesotho Home Language (SSML1514 and SSMT1524).

Sotho students (Sesotho, Setswana & Sepedi) who did **not** do Sesotho Setswana or Sepedi in Grade 12 should register for SSOL1514 and SSOL1524. After successful completion of their 1st year they must convert to SSML2614 and SSMT2624 in year 2.

Students who do not speak and who did not offer or pass Sesotho, Setswana and Sepedi as a school subject in Grade 12 may register for SSCL3502 and SSCL4502.

***isiZulu is only presented on the Qwaqwa Campus.

****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 4 Module name	YEAR		CREDITS
	Semester 1	Semester 2	
Intermediate Phase School Curriculum 2	CURI4502		8
English Teaching 2 (Home Language)*	EHTI4705		20
OR			
English Teaching 2 (First Additional Language)*	EATI4705		20
Afrikaans Teaching 2: (Home Language)*	AHTI4705		20
OR			
Afrikaans Teaching 2: (First Additional Language)*	AATI4705		20
OR			
Sesotho Teaching 2: (Home Language)*	SHTI4705		20
OR			
Sesotho Teaching 2: (First Additional Language)*	SATI4705		
OR			
isiZulu Teaching 1: (Home Language)*	ZHTI4705		20
OR			
isiZulu Teaching 1: (First Additional Language)*	ZATI4705		20
Conversational Language: Sesotho	SSCL4502		8
OR			
Conversational Language: Sign Language**	SICL4502		8
OR			
Conversational Language: isiZulu**	ZUCL4502		8
OR			
Conversational Language: Afrikaans	GAFR4512		8
Life Skills Teaching 2*	LSTI4705		20
Social Sciences Teaching 2*	SSTI4705		20
Teaching Practice 4***	WILI4700		40
<i>Total (Sem 1; Sem 2)</i>	<i>0</i>	<i>0</i>	
<i>Total (Year)</i>	<i>136</i>		
TOTAL CREDITS: YEAR 4	136		136

*Continuation of subject teaching choices in year 3.

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

***To be allowed to register for this module, students must have passed the third year teaching practice module (WILI3606) and all other required compulsory and elective credits.

NB: A student is not allowed to register for a particular language as a subject teaching module at Home Language or First Additional Language level AND at Conversational Language level.

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

Academic Plan: BC736364/QC736364 (73130)

Core and elective credits: 512

UFS101: 16

Total credits: 528

CURRICULUM

NB: Students should register for **EALH1508** or **AGAH1508** 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 Module name	YEAR		CREDITS
	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
Lifelong 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	TPRV1502		8
	<i>Total (Sem 1; Sem 2)</i>	<i>Min 56</i>	
	<i>Total (Year)</i>	<i>8 + 16</i>	
	TOTAL CREDITS: YEAR 1	Min120 + 16	136

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 Module name	YEAR		CREDITS
	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
	<i>Total (Sem 1; Sem 2)</i>	<i>60</i>	<i>60</i>
	<i>Total (Year)</i>	<i>8</i>	
	TOTAL CREDITS: YEAR 2		128
	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.

Students who have passed Afrikaans as a Home Language in Grade 12 must register for AFNT1614 and AFNL1624. Students who achieved 70% or higher in Afrikaans First Additional Language in Grade 12 must register for AFNT1614 and AFNL1624.

Students who passed Afrikaans First Additional Language or Second Additional Language in Grade 12 with between 50% and 70% must register for AFRT1514 and AFRL1624.

Students who did not pass Afrikaans in Grade 12 **may not** register for any AFN or AFR modules.

Sotho students (Sesotho, Setswana & Sepedi) who have passed Home Language, First Additional Language and Second Additional Language in Grade 12, in their respective languages should register for Sesotho Home Language (SSML1514 and SSMT1524).

Sotho students (Sesotho, Setswana & Sepedi) who did **not** do Sesotho Setswana or Sepedi in Grade 12 should register for SSOL1514 and SSOL1524. After successful completion of their 1st year they must convert to SSML2614 and SSMT2624 in year 2.

Please consult the Rule Books of other faculties if you have any queries on subject content modules that they offer, as listed in List D.

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 OR EACC1624	EACC1614	EACC1624	EACC2608	
Afrikaans en Nederlands (home language)					
Inleiding tot Afrikaanse Taalkunde	AFNT1614: Afrikaans First additional language level 6 (70%)	AFNT1614			
Inleiding tot Afrikaanse en Nederlandse Letterkunde: Perodes van Emansipasie	AFNL1624: AFNT1614		AFNL1624		
Afrikaanse Morfologie en Sociolinguistiek	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 (additional language)					
Basiese Afrikaanse Taalpatrone en –gebruik	AFRT1514: Afrikaans First Additional Language level 4 (50%) – level 6 (70%)	AFRT1514			
Basiese Afrikaanse Letterkunde			AFRL1624		
Afrikaanse Morfologie en Semantiek vir nie-moedertaalsprekers	AFRT2614: Afrikaans First 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	

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
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
Agronomy [only for Agriculture specialisation] (only for pipeline students who qualify)					
Introduction to Soil, Crop and Climate Sciences			SCCS1624		
Soil Classification, Evaluation and Land Use Planning	SOIL2614: SCCS1624			SOIL2614	
Fundamentals of Agrometeorology	CLIM2614: SCCS1624 + PHYS1514 OR PHYS1534			CLIM2614	
Concepts in Crop Production	CROP2614: SCCS1624			CROP2614	
Winter Grain, Industrial and Diverse Crops	CROP2624: CROP2614				CROP2624
Animal Science (only for pipeline students who qualify)					
Introduction to Animal, Wildlife and Grassland Sciences			ANIG1624		
Introductory Ruminant Production				ANIG2614	
Introductory Monogastric Production					ANIG2624
Introduction to Animal Anatomy and Physiology				ANIP2614	
Introduction to Animal and Plant Breeding					ANIB2624
Biochemistry					
Biochemistry of Biological Compounds	BOCB2616: BLGY1513 + BLGY1683			BOCB2616	
Enzymology and Introductory Metabolism					BOCE2626
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		
Introduction to Biochemistry and Microbiology	BLGY1683: BLGY1513		BLGY1683		

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
Botany					
Plant Adaptation for Survival on Land	BTNY2616: BLGY1513 + BLGY1643			BTNY2616	
Introductory Plant Development and Biotechnology	BTNY2626: BTNY2616				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
Chemistry					
Physical and Organic Chemistry (mainstream)	CHEM1513 + CHEM1551: NSC with endorsement that allows entry to Mathematics and Physical Sciences	CHEM1513 + CHEM1551			
Physical and Organic Chemistry	CHEM1623 + CHEM1661: CHEM1514		CHEM1623 + CHEM1661		
Physical and Organic Chemistry	CHEM1643 + CHEM1661: CHEM1514		CHEM1643 + CHEM1661		
Physical Chemistry	CHEM2613 + CHEM2611: CHEM1513 + CHEM1551 OR CHEM1623 + CHEM1661 OR CHEM1643 + CHEM1661 (60% + MATM1614 or MATM1534)			CHEM2613 + CHEM2611	
Analytical Chemistry	CHEM2633 + CHEM2631: CHEM1513 + CHEM1551 OR CHEM1623 + CHEM1661 OR CHEM1644 (60% + MATM1614 or MATM1534)			CHEM2633 + CHEM2631	
Organic Chemistry	CHEM2623 + CHEM2621: CHEM1513 + CHEM1551 + CHEM1643 + CHEM1661 OR CHEM1644 (60% + MATM1614 or MATM1534)				CHEM2623 + CHEM2621
Inorganic Chemistry	CHEM2643 + CHEM2641: CHEM2613 + CHEM2611 + CHEM2633 + CHEM2631				CHEM2643 + CHEM2641
Computer Sciences and Informatics					
Computer Application Technology					
Computer Literacy: Part 1		CSIL1511			
Computer Literacy: Part 2	CSIL1521: CSIL1511		CSIL1521		
Introduction to Information Systems	BCIS1513: In combination with CSIL1511	BCIS1513			
Computer-assisted Software Development			BCIS1623		
Introduction to Computer Hardware				CSIS1553	

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
Visual Basic for Application with the focus on Excel	CSIS1683: CSIL1511				CSIS1683
Information Technology Service Learning	CSIS2642: 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+ 50% for Mathematics	CSIS1614			
Programming and Problem-Solving: Part 2	CSIS1624: CSIS1614		CSIS1624		
Introduction to Computer Hardware		CSIS1553			
Data Structures and Advanced Programming	CSIS2614: CSIS1624			CSIS2614	
Introduction to the Internet and Web Page Development OR Human-Computer Interaction	CSIS1664: CSIS1614 OR 60% for IT in Grade 12 CSIS2624: CSIS1614				CSIS1664 OR CSIS2624
Information Technology Service Learning (optional)	CSIS2642: CSIL1521				(CSIS2642)
Consumer Studies (only for pipeline students who qualify)					
Basic Clothing Construction		CNST1534			
Food Security		CNFD1532			
Home Planning			CNCS1624		
Food Preparation				CNFD2614	
Food Preparation					CNFD2624
Consumer Behaviour					CNCS3724
Economics					
Economic Systems and Microeconomics	EECF1614: Mathematics at NSC level 4 (50%) OR 50% for MATD1554	EECF1614			
Introduction to Macroeconomics	EECF1624: Mathematics at NSC level 4 (50%) OR 50% for MATD1554		EECF1624		
Microeconomics	EMIC2714: EECF1614 OR EFEC2614			EMIC2714	
Macroeconomics	EMAC2724: EECF1624 OR EFEC2624				EMAC2724

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
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		
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%) OR 50% for MATD1554 NO BRIDGING COURSE ALLOWED	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

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
History					
Introduction to the 20 th Century History of South Africa		HIST1514			
20 th Century World History			HIST1624		
The Rise of Nationalism in South Africa				HIST2614	
20 th Century Global Clashes					HIST2624
Mathematics					
Introduction to Advanced Mathematics	MATM1622: 60% for MATM1534		MATM1622		
Calculus	MATM1534: Mathematics at NSC level 5 (60%) OR MATM1584	MATM1534			
Precalculus I	MATM1574: Mathematics at NSC level 4 (50%)	MATM1574			
Calculus and Linear Algebra	MATM1644: MATM1534		MATM1644		
Precalculus II	MATM1584: MATM1574		MATM1584		
Vector Analysis	MATM2614: MATM1622 + MATM1644			MATM2614	
Mathematical Modelling	MATA2634: 60% for MATM1644			MATA2634	
Scientific Computing	MATM2654: 60% for MATM1644			MATM2654	
Linear Algebra	MATM2624: MATM1622 + MATM1644				MATM2624
Ordinary Differential Equations	MATA2644: 60% for MATM1644				MATA2644
Sequences and Series	MATM2664: MATM1622 + MATM1644				MATM2664
Microbiology					
The Basic Principles of Microbiology	MCBP2616: BLGY1513 + BLGY1683			MCBP2616	
Microbial Evolution and Diversity	MCBP2626: MCBP2616				MCBP2626

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
Physics					
Mechanics, Optics and Electricity	PHYS1514: In combination with MATM1534	PHYS1514			
Mechanics, Optics, Electricity, Biologically and Medically Relevant Topics		PHYS1534			
Mechanics, Thermodynamics, Electricity and Magnetism	PHYS1624: PHYS1514 OR PHYS1534 + MATM1534		PHYS1624		
Mechanics, Thermodynamics, Electricity, Magnetism, Biologically and Medically Relevant Topics			PHYS1644		
Mechanics, Waves and Optics	PHYS2614: PHYS1514 + PHYS1624 + MATM1624 OR PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1644			PHYS2614	
Practical Work: Physics	PHYS2632: In combination with PHYS2614			PHYS2632	
Ophthalmic Optics / Visual Optics	PHYS2654: PHYS1514 + PHYS1624 OR PHYS1534 + PHYS1644			PHYS2654	
Electronics	PHYS2624: PHYS1514 + PHYS1624 + MATM1624 OR PHYS1534 (60%) + MATM1534 + PHYS1644 (60%) + MATM1644				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		TRRS1514			
Introduction to the Study of Religion and Development in the Study of Religion over the Centuries			TRID1522		
A Survey of the Religions of South Africa and the Education of Religion in the Senior and Further Education and Training Phase			TRES1542		
The Christian Religion				TRCR2614	
African Indigenous Religions and African Indigenous Churches					TRAI2624

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
Sesotho (home language)					
Sesotho Language Structure and Usage	Students who took Sesotho in Grade 12 may either take Sesotho home language or additional language	SSML1514			
Prose Fiction in Sesotho	<u>SSMT1524:</u> 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	<u>SSML2614:</u> 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	<u>SSMT2624:</u> 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 (additional language)					
Introduction to Sesotho, Basic Communication and Culture		SSOL1514			
Sesotho Basic Communication and Culture			SSOL1524		
Advanced Communication and Introduction to Reading Skills	<u>SSOL2614:</u> 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	<u>SSOL2624:</u> 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
Sign Language (on Bloemfontein Campus only)					
Basic SA Sign Language I		SASL1514			
Basic SA Sign Language II			SASL1524		
Intermediate SA Sign Language I				SASL2614	
Intermediate SA Sign Language II					SASL2624

SUBJECT / MODULE	PREREQUISITES	FIRST YEAR		SECOND YEAR	
		Sem 1	Sem 2	Sem 1	Sem 2
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 Module name	YEAR		CREDITS
	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	ALLT3504		16
Teaching Practice 3***	WILV3606		24
	<i>Total (Sem 1; Sem 2)</i>	16	16
	<i>Total (Year)</i>	104	
	TOTAL CREDITS: YEAR 3	136	
			140

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

* Choose two modules from **List F** and one module from **List G**

OR

Choose two modules from **List E** and one module from **List F**

OR

Choose one module from **List E**, one module from **List F** and one 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.

***To be allowed to register for this module, students must have passed Teaching Practice module at second year (TPRE2502), subject content in at least one subject at second year, and all required compulsory and elective credits in the first and second academic years.

NB: A student is not allowed to register for a particular language as a subject teaching module at Home Language or First Additional Language level AND at Conversational Language level.

YEAR 3: SENIOR PHASE SUBJECT TEACHING MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS
Economic and Management Science	Economic and Management Science Teaching 1: Senior Phase	EMST3605	6	20
Human and Social Sciences	Afrikaans Teaching (First 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 (First Additional Language) 1: Senior Phase	EATS3605	6	20
	English Teaching (Home Language) 1: Senior Phase	EHTS3605	6	20
	isiZulu Teaching (First Additional Language) 1: Senior Phase	ZATS3605	6	20
	isiZulu Teaching (Home Language) 1: Senior Phase	ZHTS3605	6	20
	Life Orientation Teaching 1: Senior Phase	LOTS3605	6	20
	Sesotho Teaching (First 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
Natural Sciences Teaching 1: Senior Phase		NTST3605	6	20
Technology Teaching 1: Senior Phase		TEGT3605	6	20

*This module will not be presented in 2019.

YEAR 3: FURTHER EDUCATION AND TRAINING PHASE SUBJECT TEACHING MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	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 (First Additional Language) 1: Further Education and Training	AATV3605	6	20
	Afrikaans Teaching (Home Language) 1: Further Education and Training	AHTV3605	6	20
	English Teaching (First 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
	isiZulu Teaching (First Additional Language) 1: Further Education and Training	ZATV3605	6	20
	isiZulu Teaching (Home Language) 1: Further Education and Training	ZHTV3605	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 (First Additional Language) 1: Further Education and Training	SATV3605	6	20
	Sesotho Teaching (Home Language) 1: Further Education and Training	SHTV3605	6	20

SUBJECT FIELD	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS
Mathematics, Natural Sciences and Technology Education	Agricultural Science Teaching 1: Further Education and Training*	ASTV3605*	6	20
	CAT Teaching 1: Further Education and Training	CTTV3605	6	20
	Consumer Studies Teaching1: Further Education and Training*	ECST3605*	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
	Mathematics Teaching 1: Further Education and Training	MSTV3605	6	20
	Physical Sciences Teaching 1: Further Education and Training	PSTV3605	6	20

*Only for pipeline students who qualify

YEAR 3: SENIOR PHASE AND FURTHER EDUCATION AND TRAINING PHASE LEARNING SUPPORT MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	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

*These modules will not be presented in 2019.

YEAR 4 Module name	YEAR		CREDITS
	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		8
English as a Medium for Teaching and Learning***	ELLT4504		16
Teaching Practice 4****	WILV4700		40
<i>Total (Sem 1; Sem 2)</i>	0	0	124
<i>Total (Year)</i>	120		
TOTAL CREDITS: YEAR 4	120		

*Continue with the modules chosen in year 3.

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 two modules from **List I** and one module from **List J**.

OR

Choose two modules from **List H** and one module from **List I**.

OR

Choose one module from **List H**, one module from **List I** and one module from **List J**.

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

***RPL: Students who have passed English in their first B-degree programme as an elective subject at first and second year levels do not qualify for an exemption for those modules. However, if students obtain 80% for a pre-course literacy test they will qualify for promotion. Students still need to register for the module though, and they remain responsible for all class fees.

****To be allowed to register for this module, students must have passed the third year teaching practice module (WILV3606), two subject teaching modules, and all other required compulsory and elective credits.

NB: A student is not allowed to register for a particular language as a subject teaching module at Home Language or First Additional Language level AND at Conversational Language level.

YEAR 4: SENIOR PHASE SUBJECT TEACHING MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS
Economic and Management Science	Economic and Management Science Teaching 2: Senior Phase	EMST4705	7	20
Human and Social Sciences	Afrikaans Teaching (First 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 (First Additional Language) 2: Senior Phase	EATS4705	7	20
	English Teaching (Home Language) 2: Senior Phase	EHTS4705	7	20
	isiZulu Teaching (First Additional Language) 2: Senior Phase	ZATS4705	7	20
	isiZulu Teaching (Home Language) 2: Senior Phase	ZHTS4705	7	20
	Life Orientation Teaching 2: Senior Phase	LOTS4705	7	20
	Sesotho Teaching (First 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
Natural Sciences Teaching 2: Senior Phase		NTST4705	7	20
Technology Teaching 2: Senior Phase		TEGT4705	7	20

*This module will not be presented in 2019.

YEAR 4: FURTHER EDUCATION AND TRAINING PHASE SUBJECT TEACHING MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	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 (First Additional Language) 2: Further Education and Training	AATV4705	7	20
	Afrikaans Teaching (Home Language) 2: Further Education and Training	AHTV4705	7	20
	English Teaching (First 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
	isiZulu Teaching (First Additional Language) 2: Further Education and Training Phase	ZATV4705	7	20
	isiZulu Teaching (Home Language) 2: Further Education and Training Phase	ZHTV4705	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 (First Additional Language) 2: Further Education and Training	SATV4705	7	20
	Sesotho Teaching (Home Language) 2: Further Education and Training	SHTV4705	7	20

SUBJECT FIELD	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS
Mathematics, Natural Sciences and Technology Education	Agricultural Science Teaching 2: Further Education and Training*	ASTV4705*	7	20
	CAT Teaching 2: Further Education and Training	CTTV4705	7	20
	Consumer Studies Teaching 2: Further Education and Training*	ECST4705*	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
	Mathematics Teaching 2: Further Education and Training	MSTV4705	7	20
	Physical Sciences Teaching 2: Further Education and Training	PSTV4705	7	20

*Only for pipeline students who qualify.

YEAR 4: SENIOR PHASE AND FURTHER EDUCATION AND TRAINING PHASE LEARNING SUPPORT MODULES

SUBJECT FIELD	MODULE NAME	MODULE CODE	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

*These modules will not be presented in 2019.

13.3 BACHELOR OF EDUCATION: EXTENDED CURRICULUM PROGRAMMES

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

Academic Plan: BC7351E1/QC7351E1

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

STUDY YEAR 1: DEVELOPMENTAL MODULES		YEAR		CREDITS
Module name		Semester 1	Semester 2	
Skills and Competencies in Lifelong Learning		SCLL1508		32
English Academic Literacy		EALH1508		32
OR				
Academic Literacy in Afrikaans		AGAH1508		32
<i>Total (Sem 1; Sem 2)</i>		0	0	
<i>Total (Year)</i>		64		64
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 1		64		

STUDY YEAR 1: MAINSTREAM MODULES		YEAR		CREDITS
Module name		Semester 1	Semester 2	
Lifelong 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
<i>Total (Sem 1; Sem 2)</i>		24	24	
<i>Total (Year)</i>		0		48
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 1		48		

STUDY YEAR 2: DEVELOPMENTAL MODULES		YEAR		CREDITS
Module name		Semester 1	Semester 2	
Mathematical Literacy		MTDH1508		32
English Academic Literacy		EALH2508		32
OR				
Academic Literacy in Afrikaans		AGAH2508		
<i>Total (Sem 1; Sem 2)</i>		<i>0</i>	<i>0</i>	
<i>Total (Year)</i>		<i>64</i>		
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 2		64		64

STUDY YEAR 2: MAINSTREAM MODULES		YEAR		CREDITS
Module name		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, Patterns, Functions and Algebra		MTCF1604		16
Teaching Practice 1		TPRF1502		8
<i>Total (Sem 1; Sem 2)</i>		<i>0</i>	<i>0</i>	
<i>Total (Year)</i>		<i>72 + 16</i>		
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 2		72 + 16		72 + 16

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

Academic Plan: BC7357E2/QC7357E2

Core and elective credits: 532

Developmental credits: 128

UFS101: 16

Total credits: 676

STUDY YEAR 1: DEVELOPMENTAL MODULES		YEAR		CREDITS
Module name		Semester 1	Semester 2	
Skills and Competencies in Lifelong Learning		SCLL1508		32
English Academic Literacy		EALH1508		32
OR				
Academic Literacy in Afrikaans		AGAH1508		32
<i>Total (Sem 1; Sem 2)</i>		0	0	
<i>Total (Year)</i>		64		64
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 1		64		

STUDY YEAR 1: MAINSTREAM MODULES		YEAR		CREDITS
Module name		Semester 1	Semester 2	
Lifelong 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
<i>Total (Sem 1; Sem 2)</i>		24	24	
<i>Total (Year)</i>		0		48
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 1		48		

STUDY YEAR 2: DEVELOPMENTAL MODULES		YEAR		CREDITS
Module name		Semester 1	Semester 2	
Mathematical Literacy		MTDH1508		32
English Academic Literacy		EALH2508		32
OR				
Academic Literacy in Afrikaans		AGAH2508		
<i>Total (Sem 1; Sem 2)</i>		0	0	
<i>Total (Year)</i>		64		64
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 2		64		

STUDY YEAR 2: MAINSTREAM MODULES Module name	YEAR		CREDITS
	Semester 1	Semester 2	
Compulsory Institutional Module	UFS101		16
English Skills for Education 1	ENGE1608		32
Mathematics 1 *	MTHI1614	MTHI1624	16
Mathematics 2 *			16
OR			
Life Skills 1	LSCI1614	LSCI1624	16
Life Skills 1			16
Teaching Practice 1	TPRI1502		8
	<i>Total (Sem 1; Sem 2)</i>	<i>0</i>	<i>0</i>
	<i>Total (Year)</i>	<i>72 + 16</i>	
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.

Academic Plan: BC7363E3/QC7363E3

Core and elective credits: 504

Developmental credits: 128

UFS101: 16

Total credits: 648

STUDY YEAR 1: DEVELOPMENTAL MODULES		YEAR		CREDITS
Module name		Semester 1	Semester 2	
Skills and Competencies in Lifelong Learning		SCLL1508		32
English Academic Literacy		EALH1508		32
OR				
Academic Literacy in Afrikaans		AGAH1508		32
<i>Total (Sem 1; Sem 2)</i>		0	0	64
<i>Total (Year)</i>		64		
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 1		64		

STUDY YEAR 1: MAINSTREAM MODULES		YEAR		CREDITS
Module name		Semester 1	Semester 2	
Lifelong 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
<i>Total (Sem 1; Sem 2)</i>		24	24	48
<i>Total (Year)</i>		0		
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 1		48		

STUDY YEAR 2: DEVELOPMENTAL MODULES		YEAR		CREDITS
Module name		Semester 1	Semester 2	
Mathematical Literacy		MTDH1508		32
English Academic Literacy		EALH2508		32
OR				
Academic Literacy in Afrikaans		AGAH2508		
<i>Total (Sem 1; Sem 2)</i>		0	0	64
<i>Total (Year)</i>		64		
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 2		64		

STUDY YEAR 2: MAINSTREAM MODULES	YEAR		CREDITS
	Semester 1	Semester 2	
Module name			
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	TPRV1502		8
	<i>Total (Sem 1; Sem 2)</i>	<i>Min 32</i>	
	<i>Total (Year)</i>	<i>Min 32</i>	
	8 + 16		72 + 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 academic years 2, 3 and 4 to complete study years 3, 4 and 5 of the Extended Curriculum Programmes.

14. BACHELOR HONOURS DEGREES

14.1 BACHELOR OF EDUCATION HONOURS (BED HONS) [NEW]

CAREER OPPORTUNITIES

The Bachelor of Education Honours is the first postgraduate degree in education. It is intended to prepare students for research-based postgraduate studies in a particular field of education. It serves to consolidate and deepen a student's knowledge of the field and to develop research capacity in the methodology and techniques of that field. This qualification demands a high level of theoretical engagement and intellectual independence.

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 different specialisation within this qualification affords educators the opportunity to become specialists in one of the following fields:

- Education Management and Governance
- Curriculum Studies
- Psychology of Education (not for professional registration with the HPCSA)
- Early Childhood Development and Learning

ADMISSION REQUIREMENTS

- The General Rules of the University in respect of admission to Bachelor Honours Degrees (according to HEQSF) are applicable to this degree.
- To be admitted to BEdHons study, a student must possess an acknowledged qualification on NQF Level 7, e.g.:
 - a four-year professional teaching degree such as a Bachelor of Education, with a minimum of 480 credits **OR**
 - an appropriate Bachelor's Degree such as a BSc or a BCom, **AND** a recognised professional teaching qualification such as a PGCE **OR**
 - a four-year professional teaching qualification **AND** an Advanced Diploma in a cognate sub-field of Education, with a minimum of 120 credits
- A selection process is applicable for admission to the BEd Hons programme (**minimum of 60% average in preceding Degree OR 65% in a preceding Advanced Diploma**).
- This qualification will only be offered if, in the discretion of the Faculty, a sufficient number of enrolments can be secured to render the programme sustainable.

ADDITIONAL REQUIREMENTS FOR BED HONS WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

- This is a selection course.
- Students may register for this specialisation, provided that registration has been preceded by a qualification in this discipline.
- Registration with the HPSA is not required.

DURATION OF STUDY

The General Rules of the University in respect of the residential period are applicable to this qualification:

- The Bachelor of Education Honours degree may be completed within a minimum period of one year full-time study or two years part-time study.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

ASSESSMENT

- The General Rules of the University in respect of assessment of Bachelor Honours Degrees are applicable to this degree.
- Assessment in this programme will furthermore comply with the Faculty of Education Research and Postgraduate Supervision Policy (Feb 2016).
- Integrated continuous assessments will apply, allowing demonstration of achieved competences, as required by the outcomes of the qualification.
- All modules in the BEdHons programme are non-examination modules. Students are required to attend class sessions and the summative end-assessment will consist of a portfolio a portfolio of evidence, demonstrating that the expected outcomes of the programme have been achieved.
- The number of assessment tasks will vary according to the particular module, with a minimum of four assessment tasks per module. These tasks could include tests, case studies, simulations, presentations, essays, gobbets, poster presentations and other assessment tasks that are appropriate at NQF Level 8.
- In the case of the research methodology module, assessment tasks will include, *inter alia*, a literature review, the design of research instruments, the writing of research reports and the drafting of a research proposal.
- No additional examinations will be granted.

14.1.1 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN MANAGEMENT AND GOVERNANCE

Academic Plan: BC760083/QC760083

Credits: 144

The curriculum consists of **three** compulsory core modules as well as **four** other compulsory modules:

	NAME OF MODULE	CREDITS
EDRM6808	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDRP6808*	Research Project*	32
EDML6804	Education Management and Leadership	16
EDLA6804	Education Law	16
EDPS6804	Education Policy Studies	16
EDCI6804	Comparative Education and International Studies	16

*Part-time students should have passed EDRM6808 before they will be allowed to register for EDRP6808

14.1.2 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN CURRICULUM STUDIES

Academic Plan: BC760089/QC760089

Credits: 144

The curriculum consists of **three** compulsory core modules, **two** other compulsory modules and a minimum of **one** elective module from Group1 **AND one** from Group 2:

CODE	NAME OF MODULE	CREDITS
EDRM6808	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDRP6808*	Research Project*	32
EDCS6804	Curriculum Studies	16
EDPS6804	Education Policy Studies	16
	<u>Electives - Group 1:</u>	
EDSS6804	Subject Education in Social Sciences (History/Geography)	16
	OR	
EDMA6804	Subject Education in Mathematics	16
	OR	
EDLE6804	Subject Education in Language Education (English/Afrikaans/Sesotho/isiZulu/Sign Language)	16
	OR	
EDST6804	Subject Education in Science and Technology (Physical Science/Life Science/Environmental	16
	<u>Electives - Group 2:</u>	
EDPH6804	Philosophy of Education	16
	OR	
EDCI6804	Comparative Education and International Studies	16

*Part-time students should have passed EDRM6808 before they will be allowed to register for EDRP6808

14.1.3 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

(Not for professional registration with the HPCSA)

Academic Plan: BC760092/QC760092

Credits: 144

The curriculum consists of **three** compulsory core modules, **two** other compulsory modules and a minimum of **two** elective modules:

CODE	NAME OF MODULE	CREDITS
EDRM6808	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDRP6808*	Research Project*	32
EDPY6804	Psychology of Education (not for registration with HPCSA)	16
EDCP6804	Community Psychology of Education (not for registration with HPCSA)	16
	Electives – Group 1:	
EDPH6804	Philosophy of Education	16
	OR/AND	
EDCI6804	Comparative Education and International Studies	16
	Electives – Group 2:	
EDCS6804	Curriculum Studies	16
	OR/AND	
EDPS6804	Education Policy Studies	16

*Part-time students should have passed EDRM6808 before they will be allowed to register for EDRP6808

14.1.4 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING

Academic Plan: BC760081/QC760081

Credits: 144

The curriculum consists of **three** compulsory core modules, **three** other compulsory modules and a minimum of **one** elective module:

CODE	NAME OF MODULE	CREDITS
EDRM6808	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDRP6808*	Research Project*	32
EDEC6804	Advanced Studies in Early Childhood Development and Learning	16
EDPY6804	Psychology of Education (not for registration with HPCSA)	16
EDPH6804	Philosophy of Education	16
	Electives:	
EDCS6804	Curriculum Studies	16
	OR	
EDPS6804	Education Policy Studies	16

*Part-time students should have passed EDRM6808 before they will be allowed to register for EDRP6808

15. MASTER'S DEGREES

15.1 MASTER OF EDUCATION (MED) BY COURSEWORK [PIPELINE]

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

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
<i>Master of Education by Coursework and mini-dissertation</i>	
MEd (with specialisation in Policy Studies and Governance in Education)	7701
MEd (with specialisation in Curriculum Studies)	7703
MEd (with specialisation in Psychology of Education)	7705
MEd (with specialisation in Psychology of Education: 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 who qualify)

- No new entrants to MEd coursework will be enrolled in 2019.
- 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 AND MINI-DISSERTATION)

Academic Plan: 7701

Credits: 248

FIRST ACADEMIC YEAR

CODE	MODULE NAME	CREDITS
RC0702	Research methodology	8
FGE710	Development of education policy and education law in SA	30
FGP750	Education policy: policy analysis	30
FGC760	Education policy: policy analysis	30
FGL760	Design of education policy	30

SECOND ACADEMIC YEAR

CODE	MODULE NAME	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 AND MINI-DISSERTATION)

Academic Plan: 7703

Credits: 248

FIRST ACADEMIC YEAR

CODE	MODULE NAME	CREDITS
RCD702	Research methodology	8
CCS710	Curriculum studies	30
CAR730	Assessment	30
CAA720	Alternative teaching approaches	30
CST740	Subject education	30
	OR	
CLS760	Educational leadership and the curriculum	30

SECOND ACADEMIC YEAR

CODE	MODULE NAME	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 AND MINI-DISSERTATION)

Academic Plan: 7705

Credits: 248

FIRST ACADEMIC YEAR

CODE	MODULE NAME	CREDITS
RCP702	Research methodology	8
PML710	Learning problems	30
PMG730	Education for living	30
PMA720	Abnormal behaviour	30
PMD740	Human development	30

SECOND ACADEMIC YEAR

CODE	MODULE NAME	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 PSYCHOLOGY OF EDUCATION: INCLUSIVE EDUCATION (BY COURSEWORK AND MINI-DISSERTATION)

Academic Plan: 7751

Credits: 248

FIRST ACADEMIC YEAR

CODE	MODULE NAME	CREDITS
RCP702	Research methodology	8
EDV711	Perspectives on special education	30
EDV732	Education support services	30
EDU725	Overcoming barriers to learning and development	30
EDU726	The rendering of education support services	30

SECOND ACADEMIC YEAR

CODE	MODULE NAME	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 who qualify may register for this qualification. No new entries into this qualification are accepted.

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 Level 8; **AND**
- Appropriate working experience related to higher education **OR** post-secondary technical and vocational 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** post-secondary technical and vocational education and training to be admitted to the programme.

15.2.1 MASTER OF ARTS IN HIGHER EDUCATION STUDIES (BY COURSEWORK AND MINI-DISSERTATION)

Academic Plan: 7832

Credits: 240

Please note that no new students will be accepted for the structured MA (HES). Only students already in the programme who have not yet completed HOS791, 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		
<i>Two compulsory modules:</i>		
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 of two years. Choose one OR two modules from this section):		
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 of two years. Choose one OR two modules from this section):		
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

*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 FURTHER EDUCATION STUDIES (BY COURSEWORK AND MINI-DISSERTATION)

Academic Plan: 7833

Credits: 240

YEAR ONE		CREDITS
Semester One		
<i>Two compulsory modules:</i>		
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 of two years. Choose one OR two modules from this section):		
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 of two years. Choose one OR two modules from this section):		
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 AND MINI-DISSERTATION)

Academic Plan: 7834

Credits: 180

Please note that no new students will be accepted for the structured MA (HES). Only students already in the programme, who have not yet completed HES791 **OR** HES701, 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.

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, so 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 [PIPELINE]

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
<i>Master of Education by Dissertation</i>	
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 NQF Level 8 (120 credits), which includes one or more of the following:

- BEd Hons NQF Level 8 (120 credits).
- Any other acknowledged qualification with an acceptable educational substructure existing on NQF Level 8 (120 credits).

A student must attend the faculty's orientation programme at the start of their studies.

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

The General Rules of the University in respect of the residential period are applicable to this qualification:

- The Master of Education degree may be completed within a minimum period of one year. It is preferable, however, that a dissertation is completed over a period of at least 18-24 months.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

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.

ASSESSMENT

- The manuscripts/articles will have to be presented according to a prescribed format, which bears similarity to that of the Masters' Degree dissertations.
- This option is only possible if properly agreed between the relevant faculties/schools/departments/centres/units/divisions (as applicable)

15.3.1 MASTER OF EDUCATION WITH SPECIALISATION IN POLICY STUDIES AND GOVERNANCE IN EDUCATION (BY DISSERTATION)

Academic Plan: 7714

Credits: 240

CODE	MODULE NAME	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)

Academic Plan: 7714

Credits: 240

CODE	MODULE NAME	CREDITS
FGO700	Dissertation: Philosophy of Education	240
	OR	
FGO702	Two interrelated publishable manuscripts/published articles: Philosophy of Education	240

15.3.3 MASTER OF EDUCATION WITH SPECIALISATION IN CURRICULUM STUDIES (BY DISSERTATION)

Academic Plan: 7714

Credits: 240

CODE	MODULE NAME	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)

Academic Plan: 7714

Credits: 240

CODE	MODULE NAME	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)

Academic Plan: 7714

Credits: 240

CODE	MODULE NAME	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) [PIPELINE]

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 post-secondary technical and vocational education and training sectors throughout the world are undergoing rapid change. In order to enable academics, support staff and managers at higher education and post-secondary technical and vocational 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 post-secondary technical and vocational 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 Level 8; **AND**
- Appropriate working experience related to higher education **OR** post-secondary technical and vocational 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** post-secondary technical and vocational education and training to be admitted to the programme.

DURATION OF STUDY

The General Rules of the University in respect of the residential period are applicable to this qualification:

- The Master of Education degree may be completed within a minimum period of one year. It is preferable, however, that a dissertation is completed over a period of at least 18-24 months.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

15.4.1 MASTER OF ARTS IN HIGHER EDUCATION STUDIES (BY DISSERTATION)

Academic Plan: 7831

Credits: 240

For all the following options students are expected to attend a structured research methodology and group supervision programme:

CODE	MODULE NAME	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)

Academic Plan: 7835

Credits: 180

For all the following options students are expected to attend a structured research methodology and group supervision programme:

CODE	MODULE NAME	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

15.5 MASTER OF EDUCATION (MED) [NEW]

CAREER OPPORTUNITIES

The primary purpose of a Master of Education degree is to prepare researchers who could contribute to the development of knowledge in the field of Education, including knowledge about professional practice at an advanced level.

Master of Education degree students should be able to deal with complex issues in education – both systematically and creatively. They should make sound judgements, using the data and information at their disposal, and be able to clearly communicate their conclusions to specialist and non-specialist audiences, demonstrate self-direction and originality in analysing and solving problems, act autonomously in planning and implementing tasks at a professional level and continue to advance their knowledge, understanding and skills.

The different specialisations within this qualification are:

- Education Management and Leadership
- Education Policy Studies
- Philosophy of Education
- Psychology of Education
- Community Psychology of Education
- Comparative Education
- Education Law
- Curriculum Studies
- Early Childhood Development and Learning
- Subject Education in Social Sciences
- Subject Education in Mathematics
- Subject Education in Languages
- Subject Education in Science and Technology
- Subject Education in Natural Sciences
- Higher Education Studies

ADMISSION REQUIREMENTS

The General Rules of the University in respect of admission to Master's Degrees (according to HEQSF) are applicable to this degree.

To be admitted to the MEd study, a student must possess an acknowledged qualification at NQF Level 8, e.g.:

- a Bachelor of Education Honours degree or an appropriate 480-credit Level 8 professional Bachelor's degree (e.g. a Bachelor Psychology degree) **OR**
- a relevant Bachelor of Honours degree **OR**
- a Postgraduate Diploma may also be recognised as meeting the minimum entry requirement for a cognate Master of Education degree programme, as long as it meets the HEQSF research requirement of at least 30 credits.

DURATION OF STUDY

The General Rules of the University in respect of the residential period are applicable to this qualification:

- The Master of Education degree may be completed within a minimum period of one year. It is preferable, however, that a dissertation is completed over a period of at least 18-24 months.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

ASSESSMENT

- The General Rules of the University in respect of assessment of Master's Degrees are applicable to this degree.
- Assessment in this programme will furthermore comply with the UFS Policy on Masters and Doctoral Studies (August 2016) and the Faculty of Education Research and Postgraduate Supervision Policy (Feb 2016).
- Assessment is based on evaluation of the student's ability to successfully conduct research and show attainment of advanced knowledge within the field of study.
- Ongoing supervision assist in supporting students and helping to shape their work throughout the programme.
- Students are required to complete a dissertation or two interrelated publishable manuscripts/published articles, contributing 180 credits to obtain the qualification.
- The dissertation or two interrelated publishable manuscripts/published articles will be assessed internally and externally, as per institutional policy and guidelines.

REQUIREMENTS FOR MED WITH SPECIALISATION IN MATHEMATICS OR SCIENCE AND TECHNOLOGY

- These are selection courses.
- Students may register for these specialisations, provided that registration has been preceded by a qualification in these disciplines at NQF levels 5 and 6.

ADDITIONAL REQUIREMENTS

- Enrolment for an MEd degree must have been preceded by a cognate subject specialisation.
- Within the first twelve months following registration, a student must:
- Defend his/her research proposal before a panel comprising members of the relevant Special Research Interest Group, as well as also before the Title Registration Committee (CTR);
- Submit ethical clearance application.
- Ethical clearance can only be granted and the title of the dissertation may only be registered after successful completion of the oral defence.

15.5.1 MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP

Academic Plan: BC780083/QC780083

Credits: 180

CODE	MODULE NAME	CREDITS
EDML8900	Dissertation: Education Management and Leadership	180
	OR	
EMLA8900	Two interrelated publishable manuscripts/published articles: Education Management and Leadership	180

15.5.2 MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION POLICY STUDIES

Academic Plan: BC780090/QC780090

Credits: 180

CODE	MODULE NAME	CREDITS
EDPS8900	Dissertation: Education Policy Studies	180
	OR	
EDPA8900	Two interrelated publishable manuscripts/published articles: Education Policy Studies	180

15.5.3 MASTER OF EDUCATION WITH SPECIALISATION IN PHILOSOPHY OF EDUCATION

Academic Plan: BC780091/QC780091

Credits: 180

CODE	MODULE NAME	CREDITS
EDPH8900	Dissertation: Philosophy of Education	180
	OR	
EPHA8900	Two interrelated publishable manuscripts/published articles: Philosophy of Education	180

15.5.4 MASTER OF EDUCATION WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

Academic Plan: BC780092/QC780092

Credits: 180

CODE	MODULE NAME	CREDITS
EDPY8900	Dissertation: Psychology in Education	180
	OR	
EPYA8900	Two interrelated publishable manuscripts/published articles: Psychology of Education	180

15.5.5 MASTER OF EDUCATION WITH SPECIALISATION IN COMMUNITY PSYCHOLOGY OF EDUCATION

Academic Plan: BC780080/QC780080

Credits: 180

CODE	MODULE NAME	CREDITS
EDCP8900	Dissertation: Community Psychology of Education	180
	OR	
ECPA8900	Two interrelated publishable manuscripts/published articles: Community Psychology of Education	180

15.5.6 MASTER OF EDUCATION WITH SPECIALISATION IN COMPARATIVE EDUCATION

Academic Plan: BC780093/QC780093

Credits: 180

CODE	MODULE NAME	CREDITS
EDCE8900	Dissertation: Comparative Education	180
	OR	
ECEA8900	Two interrelated publishable manuscripts/published articles: Comparative Education	180

15.5.7 MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION LAW**Academic Plan: BC780082/QC780082****Credits: 180**

CODE	MODULE NAME	CREDITS
EDLW8900	Dissertation: Education Law	180
	OR	
ELWA8900	Two interrelated publishable manuscripts/published articles: Education Law	180

15.5.8 MASTER OF EDUCATION WITH SPECIALISATION IN CURRICULUM STUDIES**Academic Plan: BC780089/QC780089****Credits: 180**

CODE	MODULE NAME	CREDITS
EDCI8900	Dissertation: Curriculum Studies	180
	OR	
EDCA8900	Two interrelated publishable manuscripts/published articles: Curriculum Studies	180

15.5.9 MASTER OF EDUCATION WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING**Academic Plan: BC780081/QC780081****Credits: 180**

CODE	MODULE NAME	CREDITS
EDCD8900	Dissertation: Early Childhood Development and Learning	180
	OR	
ECDA8900	Two interrelated publishable manuscripts/published articles: Early Childhood Development and Learning	180

15.5.10 MASTER OF EDUCATION WITH SPECIALISATION IN SUBJECT EDUCATION IN SOCIAL SCIENCES

Academic Plan: BC780088/QC780088

Credits: 180

CODE	MODULE NAME	CREDITS
EDCS8900	Dissertation: Subject Education in Social Sciences	180
	OR	
ECSA8900	Two interrelated publishable manuscripts/published articles: Subject Education in Social Sciences	180

15.5.11 MASTER OF EDUCATION WITH SPECIALISATION IN SUBJECT EDUCATION IN MATHEMATICS

Academic Plan: BC780085/QC780085

Credits: 180

CODE	MODULE NAME	CREDITS
EDMA8900	Dissertation: Subject Education in Mathematics	180
	OR	
ECMA8900	Two interrelated publishable manuscripts/published articles: Subject Education in Mathematics	180

15.5.12 MASTER OF EDUCATION WITH SPECIALISATION IN SUBJECT EDUCATION IN LANGUAGES

Academic Plan: BC780084/QC780084

Credits: 180

CODE	MODULE NAME	CREDITS
EDCL8900	Dissertation: Subject Education in Languages	180
	OR	
ECLA8900	Two interrelated publishable manuscripts/published articles: Subject Education in Languages	180

15.5.13 MASTER OF EDUCATION WITH SPECIALISATION IN SUBJECT EDUCATION IN SCIENCE AND TECHNOLOGY

Academic Plan: BC780087/QC780087

Credits: 180

CODE	MODULE NAME	CREDITS
EDST8900	Dissertation: Subject Education in Science and Technology	180
	OR	
ESTA8900	Two interrelated publishable manuscripts/published articles: Subject Education in Science and Technology	180

15.5.14 MASTER OF EDUCATION WITH SPECIALISATION IN SUBJECT EDUCATION IN NATURAL SCIENCES

Academic Plan: BC780086/QC780086

Credits: 180

CODE	MODULE NAME	CREDITS
EDNS8900	Dissertation: Subject Education in Natural Sciences	180
	OR	
EISA8900	Two interrelated publishable manuscripts/published articles: Subject Education in Natural Sciences	180

15.5.15 MASTER OF EDUCATION WITH SPECIALISATION IN HIGHER EDUCATION STUDIES

Academic Plan: BC780094/QC780094

Credits: 180

CODE	MODULE NAME	CREDITS
EDHS8900	Dissertation: Higher Education Studies	180
	OR	
ECHS8900	Two interrelated publishable manuscripts/published articles: Higher Education Studies	180

15.6 MASTER OF HIGHER EDUCATION STUDIES (MHES) [NEW]

Admission into the MHES is subject to the UFS *General Rules for Undergraduate Qualifications, Postgraduate Diplomas, Bachelor Honours Degrees, Master's Degrees, Doctoral Degrees, Higher Doctorates, Honorary Degrees and the Convocation*. Prospective students must further adhere to the specific requirements of the Faculty of Education.

The following minimum entry requirements apply to a Master of Higher Education Studies qualification:

- A qualification existing at NQF-level 8 or equivalent, such as a Bachelor Honours degree or a Postgraduate Diploma.
- The prerequisite qualification must have included a supervised research project of at least 30 credits.
- The research project should focus on teaching, learning and student development in higher education and training.
- An average academic performance of 65% for the previous NQF-level 8 qualification.
- Proof of appropriate work experience in the field of higher education and training.

Note:

- Students admitted to this programme will have to attend compulsory *ad hoc* training sessions on the foundations and theories of higher education as a field of study.
- The Faculty of Education has the right to limit the student intake per year, based on available staff capacity (refer to EDU 9.19).

ADDITIONAL REQUIREMENTS

- Enrolment for an MEd degree must have been preceded by a cognate subject specialisation.
- Within the first twelve months following registration, a student must:
 - defend his/her research proposal before a panel comprising members of the relevant Special Research Interest Group, as well as also before the Title Registration Committee (CTR);
 - submit ethical clearance application.
- Ethical clearance can only be granted and the title of the dissertation may only be registered after successful completion of the oral defence.

15.6.1 MASTER OF HIGHER EDUCATION STUDIES

Academic Plan: BC780047

Credits: 180

CODE	MODULE NAME	CREDITS
EDHE8900	Dissertation: Higher Education Studies	180
	or	
ECHA8900	Two interrelated publishable manuscripts/published articles: Higher Education Studies	180
	OR	
EDHI8900*	Dissertation: Higher Education Studies (Interdisciplinary)*	180
	Or	
ECHI8900*	Two interrelated publishable manuscripts/published articles: Higher Education Studies (Interdisciplinary)*	180

*This option is only possible if agreed between the Deans of the relevant Faculties.

16. DOCTORAL DEGREES

16.1. DOCTOR OF PHILOSOPHY (PHD) [PIPELINE]

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

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 the HEQSF) are applicable to this degree.
- To be admitted to the PhD study in Education the student must possess an acknowledged qualification at 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 **OR** post-secondary technical and vocational education and training.

DURATION OF STUDY

- The minimum 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 12 months of registration, the registration of the student will be terminated.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

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 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 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.
- The manuscripts/articles will have to be presented according to a prescribed format, which bears similarity to that of the doctoral thesis.

FIELDS OF STUDY

A student who registers for the PhD degree chooses one of the following directions:

16.1.1. DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN COMPARATIVE EDUCATION AND EDUCATION MANAGEMENT

Academic Plan: 7910

Credits: 240

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
VOB900	Thesis: Comparative Education and Education Management	240
	OR	
VOB905	Five interrelated publishable manuscripts/published articles: Comparative Education and Education Management	240

16.1.2 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN CURRICULUM STUDIES

Academic Plan: 7910

Credits: 240

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
DKT900	Thesis: Curriculum Studies	240
	OR	
DKT905	Five interrelated publishable manuscripts/published articles: Curriculum Studies	240

16.1.3 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PHILOSOPHY AND POLICY STUDIES IN EDUCATION

Academic Plan: 7910

Credits: 240

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
FGO900	Thesis: Philosophy and Policy Studies in Education	240
	OR	
FGO905	Five interrelated publishable manuscripts/published articles: Philosophy and Policy Studies in Education	240

16.1.4 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

Academic Plan: 7910

Credits: 240

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
PSE900	Thesis: Psychology of Education	240
	OR	
PSE905	Five interrelated publishable manuscripts/published articles: Psychology of Education	240

16.1.5 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN HIGHER EDUCATION STUDIES

Academic Plan: 7910

Credits: 240

For all the following options students are expected to attend a structured research methodology and group supervision programme:

CODE	MODULE NAME	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

*This option is only possible if properly agreed between the relevant faculties/schools/departments/centres/units/divisions as applicable.

16.1.6 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN HIGHER EDUCATION STUDIES

Academic Plan: 7910

Credits: 360

For all the following options students are expected to attend a structured research methodology and group supervision programme:

CODE	MODULE NAME	CREDITS
HES900	Thesis: Higher Education Studies	360
	OR	
HES905*	Five interrelated publishable manuscripts/published articles: Higher Education Studies*	360
	OR	
HES999**	Thesis or five interrelated publishable manuscripts/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.

16.2 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 the HEQSF) are applicable to this degree.
- To be admitted to the PhD study in Education the student must possess an acknowledged qualification at 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.
- A student must attend the faculty's orientation programme at the start of their studies.
- 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

- The minimum duration of study for the PhD degree is at least two years.
- 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 12 months of registration, the registration of the student will be terminated.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

ASSESSMENT

- The General Rules of the UFS in respect of assessment are applicable to this degree.
- Within the first twelve months following registration, a student must:
 - defend his/her research proposal before a panel comprising members of the relevant Special Research Interest Group, as well as before the Title Registration Committee;
 - submit ethical clearance.
- 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

- Three interrelated publishable manuscripts/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.
- The manuscripts/articles will have to be presented according to a prescribed format, which bears similarity to that of the doctoral thesis.

FIELDS OF STUDY

A student who registers for the PhD degree chooses one of the following directions:

16.2.1 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN COMMUNITY PSYCHOLOGY OF EDUCATION

Academic Plan: BC798880/QC798880

Credits: 360

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDCP9100*	Thesis: Community Psychology of Education	360
	OR	
ECPA9100*	Three interrelated publishable manuscripts/published articles: Community Psychology of Education	360

*Registration with the HPCSA is not required

16.2.2 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN COMPARATIVE EDUCATION AND INTERNATIONAL STUDIES

Academic Plan: BC798893/QC798893

Credits: 360

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDCE9100	Thesis: Comparative Education and International Studies	360
	OR	
ECEA9100	Three interrelated publishable manuscripts/published articles: Comparative Education and International Studies	360

16.2.3 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN CURRICULUM STUDIES

Academic Plan: BC798889/QC798889

Credits: 360

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDCI9100	Thesis: Curriculum Studies	360
	OR	
EDCA9100	Three interrelated publishable manuscripts/published articles: Curriculum Studies	360

16.2.4 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING

Academic Plan: BC798881/QC798881

Credits: 360

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDCD9100	Thesis: Early Childhood Development and Learning	360
	OR	
ECDA9100	Three interrelated publishable manuscripts/published articles: Early Childhood Development and Learning	360

16.2.5 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EDUCATION LAW

Academic Plan: BC798882/QC798882

Credits: 360

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDLW9100	Thesis: Education Law	360
	OR	
ELWA9100	Three interrelated publishable manuscripts/published articles: Education Law	360

16.2.6 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP

Academic Plan: BC798883/QC798883

Credits: 360

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDML9100	Thesis: Education Management and Leadership	360
	OR	
EMLA9100	Three interrelated publishable manuscripts/published articles: Education Management and Leadership	360

16.2.7 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PHILOSOPHY OF EDUCATION**Academic Plan: BC798891/QC798891****Credits: 360**

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDPH9100	Thesis: Philosophy of Education	360
OR		
EPHA9100	Three interrelated publishable manuscripts/published articles: Philosophy of Education	360

16.2.8 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN POLICY STUDIES IN EDUCATION**Academic Plan: BC798890/QC798890****Credits: 360**

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDPS9100	Thesis: Policy Studies in Education	360
OR		
EDPA9100	Three interrelated publishable manuscripts/published articles: Policy Studies in Education	360

16.2.9 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION**Academic Plan: BC798892/QC798892****Credits: 360**

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDPY9100*	Thesis: Psychology of Education	360
OR		
EPYA9100*	Three interrelated publishable manuscripts/published articles: Psychology of Education	360

**Registration with the HPCSA is not required*

16.2.10 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SUBJECT EDUCATION IN LANGUAGES**Academic Plan: BC798884/QC798884****Credits: 360**

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDCL9100	Thesis: Subject Education in Languages	360
OR		
ECLA9100	Three interrelated publishable manuscripts/published articles: Subject Education in Languages	360

16.2.11 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SUBJECT EDUCATION IN MATHEMATICS**Academic Plan: BC798885/QC798885****Credits: 360**

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDMA9100	Thesis: Subject Education in Mathematics	360
OR		
ECMA9100	Three interrelated publishable manuscripts/published articles: Subject Education in Mathematics	360

16.2.12 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SUBJECT EDUCATION IN NATURAL SCIENCES**Academic Plan: BC798886/QC798886****Credits: 360**

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDNS9100	Thesis: Subject Education in Natural Sciences	360
OR		
EISA9100	Three interrelated publishable manuscripts/published articles: Subject Education in Natural Sciences	360

16.2.13 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SUBJECT EDUCATION IN SCIENCE & TECHNOLOGY

Academic Plan: BC798887/QC798887

Credits: 360

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDST9100	Thesis: Subject Education in Science & Technology	360
	OR	
ESTA9100	Three interrelated publishable manuscripts/published articles: Subject Education in Science & Technology	360

16.2.14 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SUBJECT EDUCATION IN SOCIAL SCIENCES

Academic Plan: BC798888/QC798888

Credits: 360

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDCS9100	Thesis: Subject Education in Social Sciences	360
	OR	
ECSA9100	Three interrelated publishable manuscripts/published articles: Subject Education in Social Sciences	360

16.2.15 DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN HIGHER EDUCATION STUDIES

Academic Plan: BC798894/QC798894

Credits: 360

The curriculum for this qualification consists of a choice between two options:

CODE	MODULE NAME	CREDITS
EDHE9100	Thesis: Higher Education Studies	360
	OR	
ECHA9100	Three interrelated publishable manuscripts/published articles: Higher Education Studies	360
	OR	
EDHI9100*	Thesis: Higher Education Studies Interdisciplinary*	360
	OR	
ECHI9100*	Three interrelated publishable manuscripts/published articles Interdisciplinary*	360

*This option is only possible if properly agreed between the relevant faculties/schools/departments/centres/units/divisions as applicable

NOTE: For this specialisation the following additional admission requirements will apply:

- The student must have appropriate experience related to higher education and training **OR** a Master of Higher Education Studies degree with a relevant research component.
- The research project should focus on teaching, learning and student development in higher education and training.
- Students admitted to this programme will have to attend compulsory *ad hoc* training sessions on the foundations and theories of higher education as a field of study.

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 = EDHE9100

HES905 = HOS905 = ECHA9100

HES999 = HOS999 = EDHI9100

17. UNIVERSITY ACCESS PROGRAMME (UAP)

UNIVERSITY ACCESS PROGRAMME

Academic Plan: 7099

Developmental credits: 68

Mainstream credits: 36

Total credits: 104

STUDY YEAR 1: DEVELOPMENTAL MODULES		YEAR		CREDITS
Module name		Semester 1	Semester 2	
Skills and Competencies in Lifelong Learning		SCLL1508		32
English Academic Literacy		EALH1508		(32)
OR				
Academic Literacy in Afrikaans		AGAH1508		(32)
Basic Computer Literacy			CSIL1561	4
<i>Total (Sem 1; Sem 2)</i>		0	4	
<i>Total (Year)</i>		68		68
TOTAL DEVELOPMENT MODULE CREDITS: STUDY YEAR 1		68		

STUDY YEAR 1: MAINSTREAM MODULES		YEAR		CREDITS
Module name		Semester 1	Semester 2	
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)
OR				
General Pedagogy I: Managing the curriculum			GPED1623	(12)
<i>Total (Sem 1; Sem 2)</i>		12	24	
<i>Total (Year)</i>		36		36
TOTAL MAINSTREAM MODULE CREDITS: STUDY YEAR 1		36		