



FACULTY OF EDUCATION **RULE BOOK**

2023

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*Inspiring excellence, transforming lives
through quality, impact, and care.*

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



UFS
EDUCATION

COMPOSITION AND ORGANISATION OF THE FACULTY RULEBOOK

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 ethical conduct. Upon registering for a study career in Education, students thus commit themselves to be conversant with the faculty's rules and comply with the faculty's rule book. The purpose of this faculty-specific Rulebook 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 programs, the name, code, and credit value of modules, and 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 the Faculty of Education rules. However, the Rulebook should be read in tandem with the UFS General Rules and Regulations for Undergraduate Qualifications, Postgraduate Diplomas, Bachelor Honours Degrees, Master's Degrees, Doctoral Degrees, Higher Doctorates, Honorary Degrees, and the Convocation, 2023 (hereafter called the UFS General Rules).





The Faculty Rulebook is organised into three sections:

SECTION A

Vision and mission statements, contact details of the faculty's management, directorates, administrative/support staff, and other general information.

SECTION B

Clarification of terms, principles underpinning the design of programs leading to teacher education qualifications, higher education qualification types, teaching specializations, and examples of qualification paths in teacher education.

SECTION C

UFS General rules, faculty-specific requirements, and qualifications offered in the Faculty of Education.

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SECTION A



Vision and mission statements



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VISION AND MISSION STATEMENTS

Vision of the University of the Free State

A research-led, student-centred, and regionally engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge.

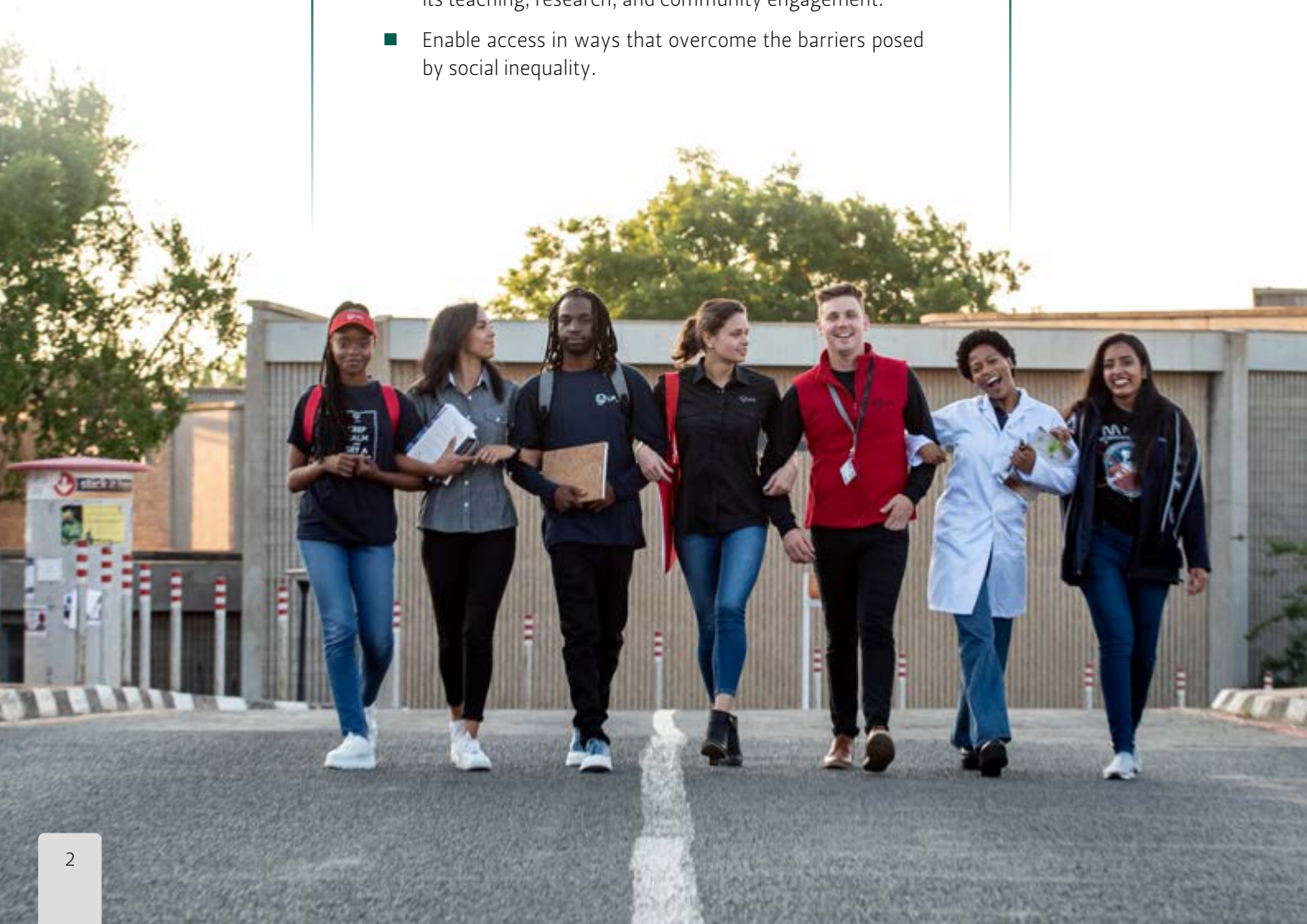
Vision of the Faculty of Education

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 recognized nationally and internationally for its scholarship and its contextualized understanding of education. To visibly contribute to the social transformation of the broader society.

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 developing pre-service and in-service teachers characterized by firm 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.



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Lizanne van der Merwe



Prof Chinede Okeke



Nicolene Butler



Prof Matseliso Mokhele-Makgalwa



S Mokhosoa



Olwethu Jonga

“ Education is the most powerful weapon which you can use to change the world.

–Nelson Mandela

3. OTHER GENERAL INFORMATION

3.1 Universal Access

The Faculty of Education takes a universal access approach to admission, which means 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 staff's attention upon registering. Non-exhaustive examples of conditions that call for extraordinary measures to make learning more accessible to students include students with disabilities of a physical nature.

3.2 Recognition of Prior Learning

Recognition of Prior Learning (RPL) can be undertaken as per UFS RPL rules and regulations. Many students entering teacher education programmes will already be practicing teachers or education and training development practitioners. They will have gained knowledge resulting from a result of learning in the workplace or other settings. It is possible to recognize 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 and Regulations 8(e), A27(c), A82(b), A112(c): Credit Accumulation and Credit Transfer).

3.3 National Benchmark Tests (NBT)

- Prospective students registering for a first qualification on the Bloemfontein or QwaQwa, 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 as laid down by the UFS have not been met, or the results of the tests cannot be submitted, registration for the applicable language development modules (English: EALT1508 OR Afrikaans: AGAE1508) is compulsory according to UFS 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 obtaining 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 UFSS1504

- The UFSS1504 module is compulsory for all students registering for a first qualification at the UFS.
- Mainstream undergraduate students register for UFSS1504 in the first year of study.
- If mainstream students do not pass the UFSS1504 module in the first academic year, they must repeat the module in the second academic year.
- A qualification cannot be obtained from the UFS if the UFSS1504 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 successfully completed a qualification from an accredited higher education institution.

3.5 Module codes subject to change

Certain module codes in service faculties are currently under review and may be changed at the Faculty's discretion. These include, but are not limited to, ENGE1608, ENGS1504*, ELLT2504* and ALLT3504/4504*.

SECTION B



Clarification of terms

Principles underpinning the design of programmes leading to teacher education qualifications

Higher education qualification types

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 few 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 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 enroll 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 complete a particular module successfully
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 must demonstrate to complete a particular qualification
Exit-level competencies	The purpose of qualifications pitched at the different NQF levels determines the level at which a student should be competent once they have completed a particular qualification. (See Appendix C for exit-level competences/ purpose descriptors of learning programmes)
Admission point	See the box below for calculation of the AP score. For four-year degrees, a minimum AP of 30 is required; for five-year degrees (Extended Curriculum Programme), a minimum AP of 28-29 is required.
The following designated subjects are considered 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, Three Languages (of which one must be the language of instruction at the UFS- South Sotho, Afrikaans, English and IsiZulu (QwaQwa), Consumer Studies, Visual Arts, Mathematics/ Mathematical Literacy.	

UFS ADMISSION POINT			
UFS ADMISSION POINT (AP)	NATIONAL SENIOR CERTIFICATE/ NATIONAL CERTIFICATE (VOCATIONAL) - PERFORMANCE LEVEL	NATIONAL SENIOR CERTIFICATE/ NATIONAL CERTIFICATE (VOCATIONAL) - PERFORMANCE LEVEL	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 crosscutting themes in the study of education and its foundations.
Pedagogic al 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 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 by means of 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
Fundament al 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
Bachelor of Education Degree	7	Advanced Certificate	6	Diploma in Grade R Teaching** Undergraduate qualification	6
Postgraduate Certificate in Education	7	Advanced Diploma**	7		
		Postgraduate Diploma	8		
		Bachelor of Education Honours Degree	8		
		Master of Education Degree / Master's Degree (Professional)**	9		
		Doctoral Degree / Doctoral Degree (Professional)**	10		
		**This qualification is currently not offered in the Faculty of Education at the UFS.			

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

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

6.1 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 in either 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.

7. Summary of the UFS General Rules and Regulations

7.1 GENERAL RULES AND REGULATIONS 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 incampus accommodation
A3: Admission or readmission to the UFS and to an academic qualification	A8: Credit accumulation and transfer	A13: Requests based on 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	

7.2 GENERAL RULES AND REGULATIONS FOR POSTGRADUATE DIPLOMAS (NQF EXIT LEVEL 8)

A20: General provisions	A26: Switching qualifications and/or disciplines and/or modules and/or migrating to another UFS campus/centre.	A32: Publication of a research essay	A38/A63/A93/A122: Residence in campus accommodation
A21/A60. /A61/A120: Applying for admission	A27: Credit accumulation and transfer	A33/A58/A88/A118: Results statements, academic records, study records, certified statements, certificates of conduct	A39/A64/A94/A123/A141: Fees payable
A22: Admission or readmission to the UFS and to an academic qualification	A28: Assessment rules	A34/A59/A89/A119: Requests based on exceptional circumstances	A40/A65/A95/A24: Information communication and information technology
A23: Submission of documentation required to register as a student	A29: Qualification with distinction	A35/A60/A90/A120: Discipline	
A24: Duration of study and compiling a curriculum	A30: Qualification certificates	A36/A61/A91/A121: Financial support	
A25: Student registration and re-registration	A31: Intellectual property	A37/A62/A92/A121: Module and venue timetable	

7.3 GENERAL RULES AND REGULATIONS 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/center	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 Honors Degree	A53: Assessment rules	A59: Requests based on 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	

7.4 GENERAL RULES AND REGULATIONS 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/center	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 based on exceptional circumstances	
A76: Duration of study and compiling a curriculum	A83: Assessment rules	A90: Discipline	

7.5 GENERAL RULES AND REGULATIONS 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/center	A118: Results statements, academic records, study records, certified statements, and certificates of conduct	
A106: Duration of study and compiling a curriculum	A113: Assessment rules	A120: Discipline	

7.6 GENERAL RULES AND REGULATIONS 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 reregistration	A137: Assessment reports	A141: Fees payable

7.7 GENERAL RULES AND REGULATIONS FOR HONORARY DEGREES

A145: Honorary degree proposals
A146: Qualification certificates

7.8 GENERAL RULES AND REGULATIONS FOR POSTDOCTORAL RESEARCH FELLOWSHIPS/ FELLOWS

A148: Postdoctoral research fellowships/fellows

7.9 CONVOCATION

A150: Convocation

7.10 FACULTY OF EDUCATION SPECIFIC REQUIREMENTS

7.10.1 Education progression rule

With due allowance for the module requirements, students are generally required to attain the following minimum achievements in each study programme for which the prescribed module combinations and the pre-requisites rule for each academic year have been stipulated:

YEAR 1	YEAR 2	YEAR 3/4/5/6	RULES ON WORK INTEGRATED LEARNING (WIL)
In the first academic year of all undergraduate degree programmes, students are required to pass a minimum of 48 credits, excluding the developmental modules (e.g., UFSS 1504 and/or EALT 1508), to be allowed to start with the second year of study.	In the second academic year of all undergraduate degree programmes, students are required to pass a minimum of 60 credits (of second year level modules), and all outstanding first year level modules, to be allowed to start with the third year of study.	In all other years of the undergraduate degree programmes, students are required to pass a minimum of 72 credits in that year of study to progress to the following year.	Where a student does not qualify to start with the next year's programme of study, the student must register for the outstanding modules and repeat the relevant academic year, and she/he may, with the dean's permission, add a maximum number of 2 modules to the next year's study, which may not amount to more than a total of 32 credits above the normal curriculum requirements for the programme in that specific academic year.
1. Second year students in all undergraduate degree programmes will be placed in schools for a 2-weeks observation period during the academic year. 2. Only third- and fourth year students who have passed all the required first- and second-year content modules will be placed on the compulsory school-based extended (8-12 weeks) Work Integrated Learning (WIL) experience in the respective academic years of study.			

7.10.2 Education 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.

7.10.3 Switching to another qualification within the Faculty of Education

Undergraduate students will only be allowed to enroll 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/center are captured in the UFS General Rules.

7.10.4 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 qualification, as stipulated in the Rulebook 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 the UFS General Rules, must be complied with, in consultation with the 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 qualification (scarce skills areas).

7.10.5 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 enroll 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.

7.10.6 Faculty of Education students registering for modules in another Faculty

Students who need to enroll 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.

7.10.7 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 Rulebook is updated every year to keep abreast of the latest developments. It is the responsibility of students to consult the new Faculty Rulebook before registration in every academic year.

7.10.8 Faculty of Education 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 must not exceed 32 credits.

7.10.9 Faculty of Education elective modules offered by other Faculties

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

7.10.10 Education module equivalences

From 2023, no student will receive credits for programmes that have been phased out. The reason is that the shelflife of modules are deemed to expire after no longer than five years and therefore no equivalent of the phased-out modules may exist.

7.10.11 Faculty of Education requirements for curriculum mix for Senior Phase (SP) and Further Education and Training (FET)

Students specialising in the BEd Senior Phase and Further Education and Training Phase must choose elective subjects from the specialisations 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.

7.10.12 Faculty of Education School-Based Work-Integrated Learning (WIL)

The BEd and PGCE qualifications have an external component in the form of school-based teaching practice. Students who enroll for these programmes carry full responsibility for logistical arrangements during periods of teaching practice. This means that students themselves must organize 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.

Successful completion of the third-year teaching practice is a prerequisite for fourth-year teaching practice.

7.10.13 Medium of Instruction

The medium of instruction is aligned to the new language policy of the UFS.

7.10.14 Education expected progress at postgraduate level

With reference to the UFS General Rules, the Faculty expects master's candidates, to have achieved the following within the first **six** months after 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 Faculty Readmission and Appeals Committee (RAC) for special permission/approval. Such an application must be well motivated, with all required evidence, and must be submitted by the due date as specified in the UFS calendar.

7.10.15 Faculty of Education 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.

7.10.16 Faculty of education 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 resulting from employment commitments will be considered.

7.10.17 Faculty of Education presentation of a programme

Programmes reflected in this Rulebook will not be offered in 2023 if, in the sole discretion of the UFS, enough enrolments cannot be secured to render the programme viable and sustainable. Viability will depend on the student numbers, staff availability and resources.

7.10.18 Faculty of Education 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 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 and Regulations.

7.10.19 Faculty of Education 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 thereof, pending the outcome of the disciplinary matters.

7.10.20

SECTION C

QUALIFICATIONS

DIPLOMA IN GRADE R TEACHING

Distance only

Academic Plan: LD720000

Total Credits: 364

The purpose of the Diploma in Grade R Teaching is to develop teachers who can demonstrate general principles, as well as focused knowledge and skills appropriate for Grade R teaching. The qualification requires in-depth specialisation of knowledge, as well as practical skills and experience in a Grade R classroom teaching context. As part of the qualification, students are expected to gain experience in applying such knowledge and skills in the context of working with Grade R learners in a school.

Grade R is the first year of the Foundation Phase that spans from Grade R to Grade 3 in the formal schooling system. In this grade, young children (4-5 years of age) are prepared for formal schooling. The focus of this grade is on learning through play, developing physical coordination, as well as developing spoken language competence and fundamental concepts that will form a basis for the further development of number sense and literacy.

Furthermore, the Diploma in Grade R Teaching opens an alternative pathway for teachers to advance in their careers as well as promoting further study. In addition, as stated in MRTEQ and the requirements specified for the Diploma, this qualification intends to offer graduates, who wish to become trained foundation phase teachers, an alternative pathway to enter the B Ed (Foundation Phase Teaching) and present credits for transfer through RPL.

Admission Requirements

The Diploma in Grade R Teaching intends to draw current in-service teachers, with a former qualification in the field of ECD in need of an upgraded qualification option to develop and enhance their skills and practice. It will also serve a broader community of teachers who are not qualified, with insufficient access opportunities to higher education.

The following admission requirements for prospective students apply:

- In possession of a National Senior Certificate (NSC), or a Level 4 National Certificate (Vocational) (NC(V)) with admission to Diploma studies, **OR**
- Level 4 or Level 5 Certificate or Diploma in Early Childhood Development may also be presented for admission and assessment pertaining to advanced credit standing.

Prospective students should also:

- Adhere to the minimum prescribed Academic Point (AP) score for this specific programme.
- Provide proof that they have access to a Grade R classroom to complete Work- based Learning (WIL).
- Prospective students are required to submit a form, signed off by the Principal of the applicable school, verifying the student is employed and has access to a Grade R classroom for the duration of the programme.

Duration

The Diploma in Grade R Teaching will be provided in the distance mode of delivery, spread over 4 years, since teachers are employed on a full-time basis. The diploma exits on NQF level six (6). The programme comprises 31 modules presented on NQF levels five (5) and six (6) to allow for sufficient fundamental and foundational learning, and preparation to progress to the next level. All modules contained in the curriculum are compulsory and should be successfully completed to be awarded the qualification.

Assessment

Students will conduct practical activities and assignments in their classrooms and reflect critically on their own practice. A Portfolio of Evidence, guided by instructions of what needs to be included in each year's portfolio, is part of the assessment criteria in all four (4) Teaching Practice modules.

Assessment will be conducted in accordance with a predetermined schedule, giving detailed feedback and reporting on progress made. A developmental approach is followed, which means mentors do not only assess the students, but support them throughout their placement in the school. The mentor reports will be included as part of the Portfolio of Evidence at the end of each module.

School-based mentor teachers conduct at least two lesson presentation sessions in a Teaching Practice cycle and submit a report on the performance of the student at the end of each cycle to the UFS WIL Office. UFS mentors will do at least two classroom visitations per student at the schools, per WIL session. If students experience challenges, the UFS mentor will re-visit a student for additional support.

Articulation

After successful completion of the Diploma in Grade R Teaching, graduates who meet the minimum entry requirements may articulate vertically by presenting this qualification for admission to a Bachelor of Education in Foundation Phase Teaching exiting on NQF exit level 7. It may further allow for maximum credit transfer (no more than 180 credits) towards the B Ed in Foundation Phase Teaching as outlined by MRTEQ (2015: 51), and in accordance with the RPL Policy.

Curriculum for Diploma in Grade R Teaching

YEAR 1	YEAR		CREDITS
MODULE NAME	SEMESTER 1	SEMESTER 2	
Introduction to ICT	RGIT1 512		8
Professional Studies I: Inclusive Education	RGPS1512		8
Early Childhood Development and Learning	RGEC1514		16
Education Studies I: Oppression & Equitable Social Relations	RGES 1512		8
Teaching Practice 1 (3 consecutive weeks)	RPTP1513		12
Introduction to Home Language (4 Compulsory Electives: Choose 1) RTHS1523 (Sesotho), RTHE 1523 (English), RTHA 1523 (Afrikaans), RTHI 1523 (IsiZulu)		RTHS1523	12
		RTHE1523	
		RTHA1523	
		RTHI 1523	
Introduction to English FA L		RTFL152 2	8
Life Skills I		RTLS1 522	8
Numeracy I		RTNS1 523	12
Total (Sem 1; Sem 2)	52	40	92
Total (Year)	0		
TOTAL CREDITS: YEAR 1	92		

YEAR 2		YEAR		CREDITS
MODULE NAME	SEMESTER 1	SEMESTER 2		
Numeracy II	RTNS2613		12	
Life Skills II	RTLS2512		8	
ICT in the Classroom	RFIC2512		8	
Education Studies II: Socialization and Identity	RGES2612		8	
Home Language I (4 Compulsory Electives: Choose 1) RTHS2523 (Sesotho), RTHE2523 (English), RTHA2523 (Afrikaans), RTHI2523 (IsiZulu)		RTHS2523	12	
		RTHE2523		
		RTHA2523		
		RTHI1523		
Teaching Practice II		RPP2624	16	
Reception Year Studies		RGRS2624	16	
English FAL I		RTFL2623	12	
Total (Sem 1; Sem 2)	36	56	92	
Total (Year)	0			
TOTAL CREDITS: YEAR 2	92			

YEAR 3		YEAR		CREDITS
MODULE NAME	SEMESTER 1	SEMESTER 2		
Numeracy Skills for Teachers	RFNS3 512		8	
Professional Studies II: Teaching & Learning & Classroom Management	RGPS3614		16	
Literacy Skills for Teachers	RFLS3 512		8	
Teaching Practice III	RPT P3614		16	
Home Language II (3 Compulsory Electives: Choose 1) RTHS 3613 (Sesotho), RTHE3613 (English), RTHA 3613 (Afrikaans), RTHI 3623 (Isi Zulu)		RTHS3613	12	
		RTHE3613		
		RTHA3613		
		RTHI3623		
English FAL II		RTFL352 2	8	
Numeracy III		RTNS3 623	12	
Life Skills III		RTLS3 622	8	
Total (Sem 1; Sem 2)	48	40	88	
Total (Year)	0			
TOTAL CREDITS: YEAR 3	88			

YEAR 4		YEAR		CREDITS
MODULE NAME	SEMESTER 1	SEMESTER 2		
Teaching Practice IV	RGTP46 18		32	
Conversational Language	RFC 45 14		16	
E nglish F AL III	RTFL461 2		8	
Hom e Language III (3 Co m pulsory Electives: Choose 1) RTHS 4623(Sesotho), RTHE 4623(English), RTHA 4623(Afrikaans), RTHI 4623 (IsiZulu)		RTHS4623	12	
		RTHE4623		
		RTHA 4623		
		RTHI 4623		
Life Skills IV		RTLS4623	12	
Numeracy IV		RTNS4623	12	
Total (Se m 1; Se m 2)	56	36	92	
Total (Year)	0			
TOTAL CREDITS: YEAR 4	92			



BACHELOR'S DEGREES

2.1 Purposes of a Bachelor of Education (B Ed) Degree

The BEd programme is specifically designed to prepare students for teaching in the South African schooling system and beyond. The purpose of the B Ed 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 emphasized 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 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 B Ed degree:

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

2.1.1 Articulation with other qualifications and programmes

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& FET P), respectively 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 B Ed Hons or a PG Dip 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.

2.1.2 Duration of study

The UFS General Rules and Regulations and regulations in respect of the residential period are applicable to this qualification:

- 2.1.2.1 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.
- 2.1.2.2 All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules (n+2).

2.1.3 Minimum requirements for progression in the BEd Degree

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

2.1.4 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 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.

2.1.5 Teaching practice duration

Students will spend a total of 23 weeks of supervised and assessed work-integrated learning (WIL) at schools. This school-based teaching practice will be scheduled over the period of four years.

i. 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 socialization 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 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.

ii. 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 B Ed 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 form part of communities of practice at the beginning of the second and third years of the B Ed programmes, give 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 coordinating teacher and the student 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 extracurricular 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, to be as fully involved in the life of the school as possible.

Teaching Practice in Blocks

Teaching practice in blocks of **6 consecutive weeks** 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 B Ed programme (3rd and 4th years). 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 activities will provide the basis for the assessment of the demonstration of the student's applied competence.

2.1.6 Assessment

Students obtain a pass mark by means of various form of continuous assessment, according to the stipulations of the Faculty. Students must submit evidence of successful participation about the following activities, **no later than the date for submission of marks for the additional examination opportunities.**

2.1.7 Language Endorsements

2.1.7.1 Foundation and Intermediate Phase

All students have to offer two languages of instruction. Home Language Teaching must be offered in **one or two** of English, Afrikaans, Sesotho, and/or IsiZulu. If there is only one Home Language teaching specialization, then the second language of learning and teaching must be on the First Additional Language level in English, Afrikaans, Sesotho or 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 the Language Teaching modules in the final year and obtain 60% in oral presentations of all four subject teaching modules in the LoLT. **The oral presentation is part of the continuous assessment activities of a teaching module.**

2.1.7.2 Senior and Further Education and Training Phases

All students have to offer one module (16 credits) in at least one language in Language Proficiency and Communication. **Students who pass either Afrikaans or English language as an elective subject at the 200 level (64 credits) are exempted from the Language Proficiency and Communication module.**

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 the Language Proficiency and Communication modules with 60 %.

All students are required to offer a language of conversation. This elective module (Afrikaans, Sign Language, Sesotho or isiZulu) is usually presented in Year 3 of the curriculum (or Year 4 in the Extended Curriculum Programme).

2.1.8 Assessment and calculation of marks

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

2.1.9 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).

There will be a maximum of three summative assessment opportunities per 12/16-credit module. However, a fourth assessment opportunity may 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 it will be conducted at the end of the term/ semester.

Additional, continuous assessment opportunities as set out in the study guide (counting to a maximum of 50% 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. If accepted, marks will be deducted for each day the submission is late.

2.1.10 Minimum module mark

Students must note that, in terms of the UFS General Rules and Regulations, a minimum module mark of 40% must be obtained to be eligible to write the final examinations.

2.1.11 Incomplete module

A module will be regarded as incomplete if a student did not participate in 75% of scheduled assessment activities.

“Incomplete” implies that a student will not be allowed to participate in the scheduled examination opportunities **and the student thus fails the module.**

2.1.12 Calculation of final mark

Students must participate in the scheduled University examination 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.

2.1.13 Examinations

The main summative assessments are compulsory, subject to individual module weightings.

2.1.14 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. Modules exceeding these credits qualify for a three-hour paper.

2.1.15 Examination irregularities

The UFS General Rules and Regulations about examination irregularities, as well as relevant UFS policies, are applicable to the B Ed degree.

2.1.16 Awarding of qualification

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

2.1.17 Qualification with distinction

The UFS General Rules and Regulations in respect of a qualification with distinction are applicable to the BEd degree.

BACHELOR OF EDUCATION IN
FOUNDATION PHASE
SPECIALISATIONS



Bed in Foundation Phase Specialising in Afrikaans Home Language

Academic Plan: BC735101

Total Compulsory credits: 544

Admission requirement: Afrikaans HL in grade 12 > 55% and English HL/FAL > 55%

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

FOUNDATION PHASE – YEAR 1				
Specialising in Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
UFSS1504	Undergraduate Core Curriculum	5	16	
LLST1513	Life-long learning skills for teachers	5	12	
ENGE1608*	English Skills for Education	6	32	
LSCF1604	Life Skills Content 1: Foundation Phase	5	16	
MTCF1604	Mathematics Content 1: Numbers, Operations, Relationships, Patterns, Functions and Algebra.	5	16	
EDUB1613	Education Studies 1.1 The individual in learning context	6	12	
TPRF1502	Teaching Practice 1 for Foundation Phase	5	8	
			112	
AGAE1508	Academic Literacy in Afrikaans	5	(32)	NBT requirements not been met.
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
PEDF1623	General Pedagogy 1: Early Childhood Development and Learning (birth to nine years)	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			136	

FOUNDATION PHASE – YEAR 2				
Specialising in Afrikaans Home Language				
SEMESTER 1				
MTCF2604	Algebra, Geometry, Measurement and Statistics in the Foundation Phase	6	16	MTC F1604
LSCF2604	Life Skills 2: Foundation Phase	6	16	LSC F1 604
EDUB2714	Education Studies 2: Teaching and Learning in Education Context	7	16	EDUB1613 & EDUB1623
PEDF2613	General Pedagogy 2: Learning in an inclusive environment	6	12	PEDF1623
TPRF2502	Teaching Practice 2	5	8	
AFNL1634	Introduction to Afrikaans and Dutch literature: Periods of emancipation	6	16	Grade 12 Afrikaans Home Language >55% or Grade 12 FAL >70%
			84	

SEMESTER 2				
EDUB2724	Education Studies 2: Human Relationships in Education Context	7	16	EDUB2714
PEDF2623	General Pedagogy 2: Teaching and Learning in the Foundation Phase	6	12	PEDF2613
AFNT1644	Introduction to Afrikaans Linguistics	6	16	AFNL1634
			44	
TOTAL CREDITS FOR YEAR 2			128	

FOUNDATION PHASE – YEAR 3

Specialising in Afrikaans Home Language

SEMESTER 1				
MTTF3604	Mathematics teaching 1	6	16	MTCF1604 & MTCF2604
LSTF3604	Life Skills Teaching 1	6	16	
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
ECED3703	Early Childhood Education 1: Reception Year Studies	7	12	
AHTF3604	Afrikaans Teaching 1: (Home Language)	6	16	AFNT1644 & AFNL1634
EATF3604	English Teaching 1: (Additional Language)	6	16	ENGE1608*
SSCL3512 OR SICL3512 OR ZUCL3512	Conversational Language: Sesotho OR Conversational Sign Language OR Conversational isiZulu	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILF3606	Teaching Practice 3	6	24	TPRF2502

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in current social context	7	16	EDUB3714
SICL3522 OR SSCL3522 OR ZUCL3522	Conversational Sign Language OR Conversational Sesotho OR Conversational isiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

FOUNDATION PHASE – YEAR 4				
Specialising in Afrikaans Home Language				
SEMESTER 1& 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTTF4705	Mathematics Teaching 2	7	20	MTTF3604
LSTF4705	Life Skills Teaching 2	7	20	LSTF36 04
ECED4703	Early Childhood Education 2: Foundations in Early Childhood Education (birth to four years)	7	12	ECED3703
AHTF4705	Afrikaans Teaching 2: (Hom e Languag e)	7	20	AHTF3604
EATF4705	English Teaching 1 (Additional Languag e)	7	20	EATF3 604
WILF4700	Teaching Practice 4	6	40	WILF3606
TOTAL CREDITS FOR YEAR 4			132	
TOTAL CREDITS FOR THE QUALIFICATION			544	

BEd in Foundation Phase Specialising in Sesotho Home Language

Total Compulsory credits: 544

Academic Plan: BC735103 / QC735103

Admission requirement: Sesotho HL in grade 12 > 55% and English FAL > 55%

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

FOUNDATION PHASE – YEAR 1				
Specialising in Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
UFSS1504	Undergraduate Core Curriculum	5	16	
LLST1513	Life-long learning skills for teachers	5	12	
ENGE1608*	English Skills for Education	6	32	
LSCF1604	Life Skills Content 1: Foundation Phase	5	16	
MTCF1604	Mathematics Content 1: Numbers, Operations, Relationships, Patterns, Functions and Algebra.	5	16	
EDUB1613	Education studies 11. 1 The individual in education context	6	12	
TPRF1502	Teaching Practice 1 for Foundation Phase	5	8	
			112	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not been m et.

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
PEDF1623	General Pedagogy 1: Early Childhood Development and Learning (birth to nine years)	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			136	

FOUNDATION PHASE – YEAR 2				
Specialising in Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTCF2604	Algebra, Geometry, Measurement and Statistics in the Foundation Phase	6	16	MTC F1604
LSCF2604	Life Skills 2: Foundation Phase	6	16	LSC F1 604
EDUB2714	Education Studies 2: Teaching and Learning in Education Context	7	16	EDUB1613 & EDUB1623
PEDF2613	General Pedagogy 2: Learning in an inclusive environment	6	12	PEDF 1623
TPRF2502	Teaching Practice 2	5	8	
SSML1514	Sesotho Home Language	5	16	Sesotho H/L Gr. 12 pass
			84	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB2724	Education Studies 2: Human Relationships in Education Context	7	16	EDUB2714
PEDF2623	General Pedagogy 2: Teaching and Learning in the Foundation Phase	6	12	PEDF 2613
SSMT1524	Sesotho Home Language	5	16	SSML1514
			44	
TOTAL CREDITS FOR YEAR 2			128	

FOUNDATION PHASE – YEAR 3				
Specialising in Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTTF3604	Mathematics teaching 1	6	16	MTCF1604 & MTCF 2604
LSTF3604	Life Skills Teaching 1	6	16	
EDUB3714	Education Studies 3. 1	7	16	EDUB2714 & EDUB2724
ECED3703	Early Childhood Education 1: Reception Year Studies	7	12	
SHTF3604	Sesotho Teaching 1: (Home Language)	6	16	SSML1514 & SSMT1524
EATF3604	English Teaching 1 (Additional Language)	6	16	ENGE1608*
WILF3606	Teaching Practice 3	6	24	TPRF2502
SICL3512 OR ZUCL3512 OR GAFR3512 (Bfn only)	Conversational Sign Language OR Conversational IsiZulu Language OR Conversational Afrikaans	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3: Contemporary Education Theory in Social Context	7	16	EDUB3714
GAFR3522 (Bfn only) OR SICL3522 OR ZUCL3522	Conversational Afrikaans or Conversational Sign Language Or Conversational IsiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

FOUNDATION PHASE – YEAR 4				
Specialising in Sesotho Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTTF4705	Mathematics Teaching 2	7	20	MTTF3 60 6
LSTF4705	Life Skills Teaching 2	7	20	LSTF 36 04
ECED4703	Early Childhood Education 2: Foundations in Early Childhood Education (birth to four years)	7	12	ECED 3703
SHTF4705	Sesotho Teaching 2: (Home Language)	7	20	SHTF 3 604
EATF4705	English Teaching 2 (Additional Language)	7	20	EATF3604
WILF4700	Teaching Practice 4	6	40	WIL F 3 606
TOTAL CREDITS FOR YEAR 4			132	
TOTAL CREDITS FOR THIS QUALIFICATION			544	

BEd in Foundation Phase: Specialising in English Home Language

Academic plan: BC735106

Total Compulsory Credits: 544

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

Admission requirement: English HL in grade 12 > 55% and Afrikaans FAL > 55%

CURRICULUM

FOUNDATION PHASE – YEAR 1				
Specialising in English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF	CREDIT	PREREQUISITES
UFSS1504	Undergraduate Core Curriculum	5	16	
LLST1513	Life-long learning skills for teachers	5	12	
ENGE1608*		5	32	English Home Language in Gr. 12 > 50%
LSCF1604	Life Skills Content 1: Foundation Phase	6	16	
MTCF1604	Mathematics Content 1: Numbers, Operations, Relationships, Patterns, Functions and Algebra.	6	16	
EDUB1613	Education studies 1.1.1 The individual in education context	6	12	
TPRF1502	Teaching Practice 1 for Foundation Phase	5	8	
			112	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not been met.
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF	CREDIT	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	EDUB1613
PEDF1623	General Pedagogy 1: Early Childhood Development and Learning (birth to nine years)	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			136	

FOUNDATION PHASE – YEAR 2				
Specialising in English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTCF2604	Algebra, Geometry, Measurement and Statistics in the Foundation Phase	6	16	MTCF1604
LSCF2604	Life Skills 2: Foundation Phase	6	16	LSCF1604
EDUB2714	Education Studies 2: Teaching and Learning in Education Context	7	16	EDUB1613 & EDUB1623
PEDF2613	General Pedagogy 2: Learning in an inclusive environment	6	12	PEDF1623
TPRF2502	Teaching Practice Two	5	8	TPRF1502
AFNL1634 OR	Introduction to the Afrikaans and Dutch literature	6	16	Afrikaans HL grade 12 pass at >55% Or Afr FAL grade 12 pass at >70%
AFRT1514				Afrikaans HL grade 12 pass at < 55% OR Afrikaans FAL grade 12 pass at <70%

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB2724	Education Studies 2: Human Relationships in Education Context	7	16	EDUB2714
PEDF2623	General Pedagogy 2 : Teaching and Learning in the Foundation Phase	6	12	PEDF2613
AFNT1644 OR	Afrikaans	6	16	AFNL1634
AFRL1624				AFRT1514
			44	
TOTAL CREDITS FOR YEAR 2			128	

FOUNDATION PHASE – YEAR 3				
Specialising in English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTTF3604	Mathematics teaching 1	6	16	MTCF1604 & MTCF2604
LSTF3604	LSTF 36 04 Life Skills Teaching 1	6	16	
EDUB3714	Education Studies 3. 1	7	16	EDUB2714 & EDUB2724
ECED3703	Early Childhood Education 1: Reception Year Studies	7	12	
EHTF3604	English Teaching 1: Home Language	6	16	ENGE1608
AHTF3604 OR AATF3604	Afrikaans Home Teaching 1 Or Afrikaans FAL teaching 1	6	16	AFNT1644 & AFNL1634 AFRT1514 & AFRL1624

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCL3512 OR SICL3512 OR ZUCL3512	Conversational Language: Sesotho OR Conversational Sign language OR Conversational isiZulu	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILF3606	Teaching Practice 3	6	24	TPRF25 02
			124	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3: Contemporary Education Theory in Social Context	7	16	EDUB3714
SICL3522* OR SSCL3522* OR ZUCL3522*	Conversational Sign Language OR Conversational Sesotho OR Conversational isiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	
FOUNDATION PHASE – YEAR 4				
Specialising in English Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTTF4705	Mathematics Teaching 2	7	20	MTTF3 60 6
LSTF4705	Life Skills Teaching 2	7	20	LSTF3604
ECED4703	Early Childhood Education 2: Foundations in Early Childhood Education (birth to four years)	7	12	ECED 3703
EHTF4705	English Teaching 2: Home Language	7	20	EHTF 3604
AHTF47 05 Or AATF4705	Afrikaans teaching 2: Home Language Or Afrikaans teaching 2: Additional language	7	20	AHTF 3604 or AATF3604
WILF4700	Teaching Practice 4	6	40	WILF3606
TOTAL CREDITS FOR YEAR 4			116	
TOTAL CREDITS FOR THIS QUALIFICATION			544	

BEd in Foundation Phase: Specialising in IsiZulu Home Language

Total Compulsory credits: 544

Academic Plan: QC735105

Admission requirement: isiZulu HL in grade 12 > 55% and English FAL > 55%

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

FOUNDATION Phase – Year 1				
Specialising in IsiZulu Home Language ⁷				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
UFSS1504	Undergraduate Core Curriculum	5	16	
LLST1513	Life-long learning skills for teachers	5	12	
ENGE1608*	English Skills for Education	6	32	
LSCF1604	Life Skills Content 1: Foundation phase	6	16	
MTCF1604	Mathematics Content 1: Numbers, Operations, Relationships, Patterns, Functions and Algebra.	6	16	
EDUB1613	Education studies 11.1 The individual in education context	6	12	
TPRF1502	Teaching Practice 1 for Foundation Phase	5	8	
			112	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not been met.
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
PEDF1623	General Pedagogy 1: Early Childhood Development and Learning	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			136	

FOUNDATION Phase – Year 2				
Specialising in IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTCF2604	Algebra, Geometry, Measurement and Statistics in the Foundation Phase	6	16	MTCF 1604
LSCF2604	Life Skills 2: Foundation Phase	6	16	LSCF1604
EDUB2714	Education Studies 2: Teaching and Learning in Education Context	7	16	EDUB1613 & EDUB1623
PEDF2613	General Pedagogy 2: Learning in an inclusive environment	6	12	PEDF1623
TPRF2502	Teaching Practice Two	5	8	TPRF15 02
ZULL1514	IsiZulu Home Language	5	16	IsiZulu Home language in Gr. 12 > 50%
			84	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB2724	Education Studies 2: Human Relationships in Education Context	7	16	EDUB2714
PEDF2623	General Pedagogy 2: Teaching and Learning in the Foundation Phase	6	12	PEDF2613
ZULT1624	IsiZulu Home Language	6	16	
			44	
TOTAL CREDITS FOR YEAR 2			128	
FOUNDATION Phase – Year 3				
Specialising in IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTTF3604	Mathematics teaching 1	6	16	MTCF 1604 & MTC F 2604
LSTF3604	L S T F 36 04 Life Skills Teaching 1	6	16	
EDUB3714	Education Studies 3. 1	7	16	EDUB2714 & EDUB7 24
ECED3703	Early Childhood Education 1: Reception Year Studies	7	12	
ZHTF3604	Isi Zulu Teaching 1: Home Language	6	16	ZULL1514 & ZULT1624
EATF3604	English Teaching 1: Additional Language	6	16	ENGE1608*
SSCL3512 OR SICL3512	Conversational Language Sesotho OR Conversational Sign Language	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers
WILF3606	Teaching Practice 3	6	24	TPRF25 02
			124	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3: Contemporary Education Theory in Social Context	7	16	EDUB3714
SICL3522 OR SSCL3522	Conversational Sign Language OR Conversational Sesotho	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	
FOUNDATION Phase – Year 4				
Specialising in IsiZulu Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTTF4705	Mathematics Teaching 2	7	20	MTTF3 60 6
LSTF4705	Life Skills Teaching 2	7	20	LST F 36 04
ECED4703	Early Childhood Education 2: Foundations in Early Childhood Education (birth to four years)	7	12	ECED3703
ZHTF4705	IsiZulu Teaching 2 (Home Language)	7	20	ZHTF36 04
EATF4705	English Teaching 2: (Additional Language)	7	20	E HT F3 604
WILF4700	Teaching Practice 4	6	40	WIL F 3 606
TOTAL CREDITS FOR YEAR 4			132	
TOTAL CREDITS FOR THIS QUALIFICATION			544	

BACHELOR OF EDUCATION IN
INTERMEDIATE PHASE
SPECIALISATIONS



Bachelor of Education in Intermediate Phase: Specialising in Maths, Natural Sciences, Technology Education and Afrikaans Home Language

Academic Plan: BC735791

Total compulsory credits: 548

Admission requirement: Afrikaans HL in grade 12 > 55% and English FAL > 55%

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Intermediate Phase – Year 1				
Specialising in Maths, Natural Sciences, Technology Education and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF	CREDITS	PREREQUISITES
MTH1614	Mathematics	6	16	Mathematics at NSC level 4 (50%) pass
ENGE1608*	English Skills Education Studies 1	6	32	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies. 1.1: The Individual in Education Context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			96	
AGAE1508	Academic Literacy in Afrikaans	5	(32)	NBT requirements not met.
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF	CREDITS	PREREQUISITES
MTH1624	Mathematics 1	6	16	MTH1614
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	EDUB1613
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			136	

Intermediate Phase – Year 2				
Specialising in Maths, Natural Sciences, Technology and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Science and Technology	6	16	MTH1614 & 1624
AFNL1634	Afrikaans and Dutch literature: Periods of emancipation	6	16	Afrikaans Home Language Grade 12 > 55% OR Afrikaans FAL grade 12 > 70%
MTBI2503	Basic Mathematics	5	12	Compulsory
EDUB2714	Education Studies 2. 1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2. 1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI1502
			80	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2624	Elementary Natural Science and Technology	6	16	MTH11614 & 1624
AFNT1644	Introduction to Afrikaans Linguistics	6	16	AFNL1634
EDUB2724	Education Studies 2. 2	7	16	EDUB2714
GPED2623	General Pedagogy 2. 2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			140	

Intermediate Phase – Year 3

Specialising in Maths, Natural Sciences, Technology and Afrikaans Home Language

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF	CREDITS	PREREQUISITES
NTTI3604	Teaching of Natural Sciences and Technology 1	6	16	NSTC2614 & NSTC2624
MTTI3604	Teaching of Mathematics 1	6	16	MTBI2503, NSTC2614 & NSTC2624
AHTI3604	Afrikaans Teaching 1: Home Language	6	16	AFNT1644 & AFNL1634
EATI3604	English teaching 1: First Additional language	6	16	ENGE1608*
CURM3502	Intermediate Phase School Curriculum	5	8	
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Sign Language or Conversational Sesotho Or Conversational IsiZulu	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	

Intermediate Phase – Year 4

Specialising in Maths, Natural Sciences, Technology and Afrikaans Home Language

SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF	CREDITS	PREREQUISITES
NTTI4705	Teaching of Natural Sciences and Technology 2	7	20	NTTI3604
MTTI4705	Teaching of Mathematics 2	7	20	MTTI3604
AHTI4705	Afrikaans Teaching 1: Home Language	7	20	AHTI3604
EATI4705	English teaching 2: First Additional language	7	20	EATI3604
CURM4502	Intermediate Phase School Curriculum	5	8	CURM3502
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR THIS QUALIFICATION			544	

Bachelor of Education in Intermediate Phase: Specialising in Maths, Natural Sciences, Technology & Sesotho Home Language

Academic Plan: BC735792/QC735792

Admission requirements: Gr 12 Sesotho Home Language > 55% and English FAL > 55%

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Intermediate Phase – Year 1				
Specialising in Maths, Natural Sciences, Technology & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1614	Mathematics	6	16	Mathematics at NSC level 4 (50 %) pass
ENGE1608*	English Skills Edu Studies 1	6	32	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies. 1.1: The Individual in Education Context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			96	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met.
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1624	Mathematics	6	16	MTHI1614
EDUB1623	Education Studies 1. 2	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			136	
Intermediate Phase – Year 2				
Specialising in Maths, Natural Sciences, Technology & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Science and Technology	6	16	MTHI1614/ 1624
SSML1514	Sesotho Home Language	5	16	Sesotho HL Gr. 12 pass
MTBI2503	Basic Mathematics	5	12	Compulsory
EDUB2714	Education Studies 2. 1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2. 1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI1502
			80	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2624	Elementary Natural Science and Technology	6	16	MTH11614/ 1624
SSMT1524	Sesotho Home Language	5	16	SSML1514
EDUB2724	Education Studies 2. 2	7	16	EDUB2714
GPED2623	General Pedagogy 2. 2	6	12	GPED2 613
			60	
TOTAL CREDITS FOR YEAR 2			140	
Intermediate Phase – Year 3				
Specialising in Maths, Natural Sciences, Technology & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTI3604	Teaching of Natural Sciences and Technology 1	6	16	NSTC2614 & NSTC2624
MTI3604	Teaching of Mathematics 1	6	16	MTBI2503, NSTC2614 & NSTC2624
SHTI3604	Sesotho Teaching 1: Home Language	6	16	SSML1514 & SSMT1524
EATI 3604	English teaching 1 First Additional language	6	16	ENGE1608*
CURM3502	Intermediate Phase School Curriculum	5	8	
WIL3606	Teaching Practice 3	6	24	TPRI2502
SICL3512 OR GAFR3512 OR ZUCL3512	Conversational Sign Language OR Conversational Afrikaans (Bfn only) OR Conversational IsiZulu	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2714
			120	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3. 2	7	16	EDUB 3614
GAFR3522 OR SICL3522 OR ZUCL3522*	Conversational Afrikaans OR Conversational Sign Language OR Conversational IsiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			144	

Intermediate Phase – Year 4				
Specialising in Maths, Natural Sciences, Technology & Sesotho Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Teaching of Natural Sciences and Technology 2	7	20	NTTI3604
MTTI4705	Teaching of Mathematics 2	7	20	MTTI 3604
SHTI4705	Sesotho Teaching 1: Home Language	7	20	SHTI3604
EATI4705	English teaching 1 First Additional language	7	20	EATI3604
CURM4502	Intermediate Phase School Curriculum	5	8	CURM3502
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR QUALIFICATION			548	

Bachelor of Education in Intermediate Phase: Specialising in Maths, Natural Sciences, Technology & English Home Language

Total compulsory credits: 548

Academic Plan: BC735793

Admission requirements: Gr 12 English Home Language > 55% and Afrikaans FAL > 55%

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Intermediate Phase – Year 1				
Specialising in Maths Natural Sciences and Technology and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1614	Mathematics	6	16	Mathematics at NSC level 4 (50 %) pass
ENGE1608*	English skills	5	32	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies. 1.1: The Individual in Education Context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			96	
EALT1508	English Academic Literacy for Education	5	(32)	NB requirements not met.
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1624	Mathematics	6	16	Mathematics at NSC level 4 (50%)
EDUB1623	Education Studies 1.2	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			136	

Intermediate Phase – Year 2				
Specialising in Maths Natural Sciences and Technology and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Science and Technology	6	16	MTHI 1614/ 1624
AFRT1514	Introduction to Afrikaans linguistics	6	16	Afrikaans FAL in grade 12 > 55%
AFNL1634	Afrikaans and Dutch literature: periods of emancipation			Afrikaans Home Language in Grade 12 >55% OR Afrikaans FAL in grade 12 > 70%
MTBI2503	Basic Mathematics	5	12	Compulsory
EDUB2714	Education Studies 2. 1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2. 1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI1502
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDIT	PREREQUISITES
NSTC2624	Elementary Natural Science and Technology	6	16	NSTC2614
AFNT1644	Introduction to Afrikaans linguistics	6	16	AFNL1634
AFRL1624				AFRT1514
EDUB2724	Education Studies 2. 2	7	16	EDUB2714
GPED2623	General Pedagogy 2. 2	6	12	GPED2613
TOTAL CREDITS FOR YEAR 2			140	
Intermediate Phase – Year 3				
MNST & English Home Language				
Specialising in Maths Natural Sciences and Technology and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDIT	PREREQUISITES
MTTI3604	Teaching of Mathematics 1	6	16	MTBI2503, NSTC2614 & NSTC2624
NTTI3604	Teaching of Natural Sciences 1	6	16	NSTC2614 & NSTC2624
EDUB3714	Education Studies 3. 1	7	16	EDUB2714 & EDUB2724
CURM3502	Intermediate Phase School Curriculum	5	8	
EHTI3604	English Teaching 1: Home Language	6	16	ENGE1608
AHTI3604	Afrikaans Teaching 1: Home	6	16	AFNT1644 & AFNL1634
AATI3604	Or Afrikaans teaching 1: FAL			AFRT1514 & AFRL1624
SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Sign Language OR Conversational Sesotho OR Conversational IsiZulu	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	TPRI 2502
			120	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVE	CREDIT	PREREQUISITES
EDUB3724	Education Studies 3. 2	7	16	EDUB3714
SICL3522	Conversational Sign Language OR Conversational Sesotho OR Conversational isiZulu	5	8	Continue with the LOCC chosen in Semester 1
OR				
SSCL3522				
OR				
ZUCL3522				
TOTAL CREDITS YEAR 3			144	
Intermediate Phase – Year 4				
Specialising in Maths Natural Science and Technology & English Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDIT	PREREQUISITES
NTTI4705	Teaching of Natural Sciences and Technology 2	7	20	NTTI 604
MTTI4705	Teaching of Mathematics 2	7	20	MTTI3604
EHTI4705	English Teaching 2: Home Language	7	20	EHTI3604
AHTI4705	Afrikaans Teaching 2: Home Language Or Afrikaans teaching 2: FAL	7	20	AHTI3604
AATI4705				AATI3604
CURM4502	Intermediate Phase School Curriculum	5	8	CURM3502
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR THIS QUALIFICATION			548	

Bachelor of Education in Intermediate Phase Teaching: Specialising in Maths, Natural Sciences, Technology & isiZulu Home Language

Academic Plan: QC735794

Total compulsory credits: 548

Admission requirements: Gr 12 isiZulu Home Language > 55% and English FAL > 55%

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Intermediate Phase – Year 1				
Specialising in Maths Natural Sciences and Technology and isiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1614	Mathematics	6	16	Mathematics at NSC level 4 (50%) pass
ENGE1608*	English Skills Education Studies 1	6	32	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1. 1: The Individual in Education Context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			96	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not been met.

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTH1624	Mathematics	6	16	Mathematics at NSC level 4 (50%)
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			136	
Intermediate Phase – Year 2				
Specialising in Maths Natural Sciences and Technology and IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Science and Technology	6	16	MTH1614/ 1624
ZULL1514	IsiZulu Introduction to Linguistics	5	16	IsiZulu Home language pass in Gr.12
MTBI2503	Basic Maths	5	12	Compulsory
EDUB2714	Education Studies 2. 1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2. 1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI1502
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2624	Elementary Natural Science and Technology	6	16	MTH1614/ 1624
ZULT1524	IsiZulu Introduction to Literature	5	16	IsiZulu Home language pass in Gr.12
EDUB2724	Education Studies 2. 2	7	16	EDUB2714
GPED2623	General Pedagogy 2. 2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			140	
Intermediate Phase – Year 3				
Specialising in Maths Natural Sciences and Technology and IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTTI3604	Teaching of Mathematics 1	6	16	MTBI2503, NSTC1614 & NSTC2624
NTTI3604	Teaching of Natural Sciences 1	6	16	NSTC2 614 & NSTC2624
EDUB3714	Education Studies 3. 1	7	16	EDUB2714 & EDUB2714
CURM3502	Intermediate Phase School Curriculum	5	8	
ZHTI3604	IsiZulu Teaching 1: Home Language	6	16	ZULL1514 & ZULL1524
EATI3604	English Additional 1 First Additional Language	6	16	ENGE1608*
SSCL3512	Conversational Sesotho	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
SICL3512	Conversational Sign language			
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3. 2	7	16	EDUB3714
SICL3522	Conversational Sign language Conversational Sesotho	5	8	Continue with the LOCC chosen in Semester 1
SSCL3522*				
TOTAL CREDITS FOR YEAR 3			144	

Intermediate Phase – Year 4

Specialising in Maths Natural Sciences and Technology and IsiZulu Home Language

SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Teaching of Natural Sciences and Technology 2	7	20	NTTI 3604
MTTI4705	Teaching of Mathematics 2	7	20	MTTI 3604
CURM4502	Intermediate Phase School Curriculum	5	8	CURM 3502
ZHTI4705	IsiZulu Teaching 1: Home Language	7	20	ZHTI 3604
EATI4705	English Additional 1 First Additional Language	7	20	EATI 3604
WILI4700	Teaching Practice 4	7	40	WILI 3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR THIS QUALIFICATION			548	

Bachelor of Education in in Intermediate Phase Teaching: Specialising in Life Skills, Social Sciences & Afrikaans Home Language

Academic Plan: BC735784

Admission requirements: Gr 12 Afrikaans Home Language > 55% and English FAL > 55%

Total compulsory credits: 548

Intermediate Phase – Year 1

Specialising in Life Skills, Social Sciences and Afrikaans Home Language

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI 1614	Life Skills 1	6	16	
ENGE1608*	English Skills Edu Studies 1	6	32	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1. 1: The Individual in Education Context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			96	
AGAE1508	Academic Literacy in Afrikaans	5	(32)	NBT requirements not met.

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1624	Life Skills 2	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			136	

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Intermediate Phase – Year 2				
Specialising in Life Skills, Social Sciences and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2614	Social Science 1: History	6	16	LSCI1614/ 1624
AFNL1634	Afrikaans and Dutch literature: periods of emancipation	6	16	Afrikaans Home language pass in Gr. 12 > 55% OR Afrikaans FAL grade 12 pass > 70%
MTBI2503	Basic Mathematics	5	12	Compulsory
EDUB2714	Education Studies 2. 1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2. 1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI1502
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2624	Social Science Teaching 2: Geography	6	16	LSCI1614/ 1624
AFNT1644	Introduction to Afrikaans linguistics	6	16	AFNL1634
EDUB2724	Education Studies 2. 2	7	16	EDUB2714
GPED2623	General Pedagogy 2. 2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			140	
Intermediate Phase – Year 3				
Specialising in Life Skills, Social Sciences and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	SSCI2614 & SSCI2624
SSTI3604	Teaching of Social Sciences 1	6	16	SSCI2614 & SSCI2624
AHTI3604	Afrikaans Teaching 1: Home Language	6	16	AFNT1644 & AFNL1634
EATI3604	English Teaching 1: Additional Language	6	16	ENGE1608*
EDUB3714	Education Studies 3. 1	7	16	EDUB2714 & EDUB2714
CURS3502	Intermediate Phase School Curriculum	5	8	

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Sign Language OR Conversational Sesotho OR Conversational isiZulu	5		Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3. 2	7	16	E D U B 37 14
SICL3522* Or SSCL3522 Or ZUCL3522	Conversational Sign Language OR Conversational Sesotho Or Conversational IsiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			144	

Intermediate Phase – Year 4

Specialising in Life Skills, Social Sciences and Afrikaans Home Language

SEMESTER 1 & 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI4705	Teaching of Life Skills 2	7	20	LSTI3604
SSTI4705	Teaching of Social Sciences 2	7	20	SSTI3604
AHTI4705	Afrikaans Teaching 1: Home Language	7	20	AHTI3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
EATI 4705	English teaching 1 First Additional language	7	20	EAT3I 604
WILI4700	Teaching Practice 4	7	40	W ILI 3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR THIS QUALIFICATION			548	

Bachelor of Education in Intermediate Phase: Specialising in Life Skills, Social Sciences & Sesotho Home Language

Academic Plan: BC735782/ QC735782

Total compulsory credits: 548

Admission requirements: Gr 12 Sesotho Home Language > 55% and English FAL > 55%

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Intermediate Phase – Year 1				
Specialising in Life Skills, Social Sciences & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1614	Life Skills 1	6	16	
ENGE1608*	English Skills Education Studies 1	6	32	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1. 1: The Individual in Education Context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			96	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met.
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1624	Life Skills 2	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			136	
Intermediate Phase – Year 2				
Specialising in Life Skills, Social Sciences & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI 2614	Social Sciences 1: History	6	16	LSCI 1614/ 1624
SSML1514	Sesotho Home Language	5	16	
MTBI2503	Basic Maths	5	12	Compulsory
EDUB2714	Education Studies 2. 1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2. 1	6	12	GPED 1623
TPRI2502	Teaching Practice 2	5	8	TPRI 1502
			80	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2624	Social Sciences 2: Geography	6	16	LSCI 1614/ 1624
SSMT1524	Sesotho Home Language	5	16	
EDUB2724	Education Studies 2. 2	7	16	EDUB2714
GPED2623	General Pedagogy 2. 2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			140	
Intermediate Phase – Year 3				
Specialising in Life Skills, Social Sciences & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	SSCI 2614 & SSCI 2624
SSTI3604	Teaching of Social Sciences 1	6	16	SSCI 2614 & SSCI 2624
SHTI3604	Sesotho Teaching 1: Home Language	6	16	SSML1514 & SSMT 1524
EDUB3714	Education Studies 3. 1	7	16	EDUB2714 & EDUB2724
CURS3502	Intermediate Phase School Curriculum	5	8	
EATI 3604	English teaching 1 First Additional language	6	16	ENGE1608*
SICL3512 OR ZUCL3512 OR GAFR3512	Conversational Sign Language OR Conversational IsiZulu OR Conversational Afrikaans (Bfn only)	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	T P RI 2502
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3. 2	7	16	EDUB 3714
SICL3522 OR ZUCL3522 OR GAFR3522	Conversational Sign Language OR Conversational: IsiZulu OR Conversational Afrikaans (Bfn only)	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3				

Intermediate Phase – Year 4				
Specialising in Life Skills, Social Sciences & Sesotho Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI4705	Teaching of Life Skills 2	7	20	LSTI 3604
SSTI4705	Teaching of Social Sciences 2	7	20	SSTI 3604
SHTI4705	Sesotho Teaching 1: Home Language	7	20	SHTI 3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
EATI4705	English teaching 1 First Additional language	7	20	EATI 3604
WILI4700	Teaching Practice 4	7	40	W ILI 3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR THIS QUALIFICATION			548	

Bachelor of Education in in Intermediate Phase: Specialising in Life Skills, Social Sciences & English Home Language

Academic Plan: BC735787

Total compulsory credits: 548

Admission requirements: Gr 12 English Home Language > 55% and Afrikaans FAL > 55%

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Intermediate Phase – Year 1				
Specialising in Life Skills, Social Sciences and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1614	Life Skills	6	16	
ENGE1608*	English	5	32	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies. 1.1: The Individual in Education Context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			96	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met.
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1624	Life Skills	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			136	

Intermediate Phase – Year 2				
Specialising in Life Skills Social Sciences and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2614	Social Sciences History	6	16	LSCI1614 & LSCI1624
AFNL1634 Or AFRT1514	Introduction to the Afrikaans and Dutch literature: periods of emancipation	6	16	Afrikaans HL in grade 12 > 55% OR Afrikaans FAL in grade 12 > 70% Afrikaans FAL in grade 12 < 70%
MTBI2503	Basic Mathematics	5	12	Compulsory
EDUB2714	Education Studies 2. 1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2. 1	6	12	GPED 1623
TPRI2502	Teaching Practice 2	5	8	TPRI 1502
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2624	Social Sciences 2: History	6	16	LSCI 1614/ 1624
AFNT1644 AFRL1624		6	16	AFNL1634 AFRT1514
EDUB2724	Education Studies 2. 2	7	16	EDUB 27 14
GPED2623	General Pedagogy 2. 2	6	12	GPED 2613
			60	
TOTAL CREDITS FOR YEAR 2			140	
Intermediate Phase – Year 3				
Specialising in Life Skills Social Sciences and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	SSCI 2614 & SSCI2624
SSTI3604	Teaching of Social Sciences 1	6	16	SSCI 2614 & SSCI 2624
EDUB3714	Education Studies 3. 1	7	16	EDUB2714 & EDUB2724
CURS3502	Intermediate Phase School Curriculum	5	8	
EHTI3604	English Teaching 1: Home Language	6	16	ENGE1608
AHTI3604 Or AATI3604	Afrikaans Teaching: Home Language 1 OR Afrikaans FAL teaching 1	6	16	AFNT 1644 & AFNL1634 Or AFRT1514 & AFRL1624
SICL3512* OR SSCL3512* OR ZUCL3512*	Conversational Sign Language OR Conversational Sesotho OR Conversational IsiZulu	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	TPR 2502
			120	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3. 2	7	16	E D U B 37 14
SICL3522* OR SSCL3522* OR ZUCL3522*	Conversational Sign Language OR Conversational Sesotho OR Conversational IsiZulu	5	8	Continue with the LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			144	

Intermediate Phase – Year 4				
Specialising in Life Skills Social Sciences & English Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI4705	Teaching of Life Skills 2	7	20	LSCI 3604
SSTI4705	Teaching of Social Sciences 2	7	20	SSTI 3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3 50 2
EHTI4705	English Teaching 1: Home Language	7	20	EHTI 3604
AHTI4705 OR AATI4705	Afrikaans Teaching: Home OR Afrikaans teaching :FAL	7	20	AHTI 3604 OR AATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR THIS QUALIFICATION			548	

Bachelor of Education in Intermediate Phase: Specialising in Life Skills, Social Sciences & isiZulu Home Language

Academic Plan: QC735788

Total compulsory credits: 548

Admission requirements: Gr 12 isiZulu Home Language > 55% and English FAL > 55%

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Intermediate Phase – Year 1				
Specialising in Life Skills, Social Sciences & isiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1614	Life Skills 1	6	16	
ENGE1608*	English Skills Education Studies 1	6	32	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1. 1: The Individual in Education Context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			96	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1624	Life Skills 2	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			136	
Intermediate Phase – Year 2				
Specialising in Life Skills, Social Sciences & isiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2614	Social Sciences 1: History	6	16	LSCI 1614 & SSCI1624
ZULL1514	isiZulu Home Language	5	16	isiZulu HL Gr. 12 pass > 50%
MTBI2503	Basic Maths	5	12	Compulsory
EDUB2714	Education Studies 2. 1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2. 1	6	12	GPED 1623
TPRI2502	Teaching Practice 2	5	8	TPRI 1502
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2624	Social Sciences 2: Geography	6	16	LSCI1614 & LSCI1624
ZULT1524	isiZulu Home Language	5	16	ZULL1514
EDUB2724	Education Studies 2. 2	7	16	EDUB 27 14
GPED2623	General Pedagogy 2. 2	6	12	GPED 2613
			60	
TOTAL CREDITS FOR YEAR 2			140	

Intermediate Phase – Year 3				
Specialising in Life Skills, Social Science & isiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	SSCI2614 & SCI2624
SSTI3604	Teaching of Social Sciences 1	6	16	SSCI2614 & SSCI2624
ZHTI3604	isiZulu Teaching 1: Home Language	6	16	ZULL1514 & ZULT1524
EDUB3714	Education Studies 3. 1	7	16	EDUB2714 & EDUB2724
CURS3502	Intermediate Phase School Curriculum	5	8	
EATI3604	English teaching 1 First Additional language	6	16	ENGE1608*
SICL3512 OR SSCL3512	Conversational Sign Language OR Conversational Sesotho	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	T P R E 2502
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3. 2	7	16	E D U B 37 14
SICL3522 OR SSCL3522	Conversational Sign Language OR Conversational Sesotho	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3				
Intermediate Phase – Year 4				
Specialising in Life Skills, Social Sciences & isiZulu Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI4705	Teaching of Life Skills 2	7	20	LSTI 3604
SSTI4705	Teaching of Social Sciences 2	7	20	SSTI 3604
ZHTI4705	isiZulu Teaching 1: Home Language	7	20	Z HTI 3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS 3 50 2
EATI4705	English teaching 1 First Additional language	7	20	EATI 3604
WILI4700	Teaching Practice 4	7	40	WILI 3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR THIS QUALIFICATION			548	

BACHELOR OF EDUCATION IN
INTERMEDIATE PHASE
EXTENDED PROGRAMMES



Bachelor of Education in Intermediate Phase Extended Curriculum Programme: Specialising in Mathematics, Natural Science & Technology and Afrikaans Home Language

Academic Plan: BC7357E2

Total compulsory credits: 668

Admission requirements: Gr 12 Afrikaans Home Language > 55% and English FAL > 55%

CURRICULUM

Extended Intermediate Phase – Year 1				
Specialising in Mathematics Natural Sciences and Technology and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AGAE1508	Academic Literacy in Afrikaans (for students in Education)	5	32	Compulsory
EDUB1613	Education studies 1 1.1 The individual in education context	6	12	
LLST1513	Life-long learning skills for teachers	5	12	
SCLL1508	Skills and competencies for lifelong learning	5	32	
			88	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			112	
Extended Intermediate Phase – Year 2				
Specialising in Mathematics Natural Sciences and Technology and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AGAE2508	Academic Literacy in Afrikaans	5	32	AGAE1508
ENGE1608*	English Skills for Education	5	32	
MTH11614	Mathematics	6	16	Mathematics at NSC level 4(50%) pass
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
UFSS1522	Undergraduate Core Curriculum	5	8	
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTH11624	Mathematics	6	16	Mathematics at NSC level 4(50%)
TOTAL CREDITS FOR YEAR 2			144	

Extended Intermediate Phase – Year 3				
Specialising in Mathematics Natural Sciences and Technology and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Science and Technology	6	16	MTH1614/MTH1624
AFNL1634	Introduction to the Afrikaans and Dutch literature: periods of emancipation	6	16	Afrikaans Home language pass in Gr.12 > 55%
MTBI2503	Basic Mathematics	5	12	Compulsory
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2.1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI 1502
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2624	Elementary Natural Science and Technology	6	16	MTH1614/MTH1624
AFNT1644	Afrikaans Home Language	6	16	AFNL1634
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPED2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	
Extended Intermediate Phase – Year 4				
Specialising in Mathematics Natural Sciences and Technology and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI3604	Teaching of Natural Sciences and Technology1	6	16	NSTC2614 & NSTC 2624
MTTI3604	Teaching of Mathematics 1	6	16	MTBI3604, NSTC2614 & NSTC 2624
AHTI3604	Afrikaans Teaching 1: Home Language	6	16	AFNT1644 & AFNL1634
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
CURM3502	Intermediate Phase School Curriculum	5	8	
EATI 3604	English teaching1 First Additional language	6	16	ENGE1608*
SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Sign Language or Conversational Sesotho Or Conversational isiZulu	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SICL3522 OR SSCL3522 OR ZUCL3522	Conversational Sign Language or Conversational Sesotho Or Conversational isiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	
Extended Intermediate Phase – Year 5				
Specialising in Mathematics Natural Sciences and Technology and Afrikaans Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Teaching of Natural Sciences and Technology2	7	20	NTTI3604
MTTI4705	Teaching of Mathematics 2	7	20	MTTI3604
AHTI4705	Afrikaans Teaching 1: Home Language	7	20	AHTI3604
CURM4502	Intermediate Phase School Curriculum	5	8	CURM3502
EATI4705	English teaching 1 First Additional language	7	20	EATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR THIS QUALIFICATION			668	

Bachelor of Education in Intermediate Phase Extended Curriculum Programme: Specialising in Mathematics, Natural Science & Technology and Sesotho Home Language

Academic Plan: BC7357E2 / QC7357E2

Total compulsory modules: 668

Admission requirements: Gr 12 Sesotho Home Language > 55% and English FAL > 55%

CURRICULUM

Extended Intermediate Phase – Year 1				
Specialising in Mathematics Natural Sciences and Technology & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	Academic Literacy in English for Education	5	32	Compulsory
EDUB1613	Education studies 11.1 The individual in education context	6	12	
LLST1513	Life-long learning skills for teachers	5	12	
SCLL1508	Skills and competencies for lifelong learning	5	32	
			88	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			112	
Extended Intermediate Phase – Year 2				
Specialising in Mathematics Natural Sciences and Technology & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT2508	English Academic Literacy	5	32	EALT1508
ENGE1608*	English Skills for Education	6	32	
MTH11614	Mathematics	6	16	Mathematics at NSC level 4 (50%) pass
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
UFSS1522	Undergraduate Core Curriculum	5	8	
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTH11624	Mathematics	6	16	Mathematics at NSC level 4(50%) pass
			16	
TOTAL CREDITS FOR YEAR 2			144	
Extended Intermediate Phase – Year 3				
Specialising in Mathematics Natural Sciences and Technology & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Science and Technology	6	16	MTH11614/MTH11624
SSML1514	Sesotho Home Language	5	16	Sesotho H/L pass Gr.12 pass
MTBI2503	Basic Mathematics	5	12	Compulsory
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2.1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI 1502
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2624	Elementary Natural Science and Technology	6	16	MTH11614/MTH11624
SSMT1524	Sesotho Home Language	5	16	SSML1514
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPED2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	

Extended Intermediate Phase – Year 4				
Specialising in Mathematics Natural Sciences and Technology & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI3604	Teaching of Natural Sciences and Technology 1	6	16	NSTC2614 & NSTC 2624
MTTI3604	Teaching of Mathematics 1	6	16	MTBI3604, NSTC2614 & NSTC 2624
SHTI3604	Sesotho Teaching 1: Home Language	6	16	SSML1514 & SSMT1524
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
CURM3502	Intermediate Phase School Curriculum	5	8	
EATI 3604	English teaching 1: First Additional language	6	16	ENGE1608*
WILI3606	Teaching Practice 3	6	24	TPRI2502
SICL3512 OR ZUCL3512 OR GAFR3512 (<i>Bfn only</i>)	Conversational Sign Language or Conversational IsiZulu or Conversational Afrikaans	5	8	Home language speakers and additional language speakers (grade 12 results are excluded from this module aimed at foreign language speakers)
			120	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SICL3522 OR ZUCL3522 OR GAFR3522 (<i>Bfn only</i>)	Conversational Sign Language or Conversational IsiZulu or Conversational Afrikaans	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	

Extended Intermediate Phase – Year 5				
Specialising in Mathematics Natural Sciences and Technology & Sesotho Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Teaching of Natural Sciences and Technology 2	7	20	NTTI3604
MTTI4705	Teaching of Mathematics 2	7	20	MTTI3604
SHTI4705	Sesotho Teaching 2: Home Language	7	20	SHTI3604
CURM4502	Intermediate Phase School Curriculum	5	8	CURM3502
EATI4705	English teaching 2 First Additional Language	7	20	EATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR THIS QUALIFICATION			668	

Bachelor of Education in Intermediate Phase Extended Curriculum Programme: Specialising in Mathematics, Natural Science & Technology and English Home Language

Academic Plan: BC7357E2

Total compulsory credits: 668

Admission requirements: Gr 12 English Home Language > 55% and Afrikaans FAL > 55%

CURRICULUM

Intermediate Phase – Year 1				
Specialising in Mathematics Natural Sciences and Technology & English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	Academic Literacy in English (for students in Education)	5	32	Compulsory
EDUB1613	Education studies 1 1.1 The individual in education context	6	12	
LLST1513	Life-long learning skills for teachers	5	12	
SCLL1508	Skills and competencies for lifelong learning	5	32	
			88	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			24	
	TOTAL CREDITS FOR YEAR 1		112	
Extended Intermediate Phase – Year 2				
Specialising in Mathematics Natural Sciences and Technology & English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALH2508	Academic Literacy in English (for students in Education)	5	32	EALT1508
ENGE1608*	English Skills for Education	6	32	
MTH11614	Mathematics	6	16	Mathematics at NSC level 4(50%) pass
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
UFSS1522	Undergraduate Core Curriculum	5	8	
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTH11624	Mathematics	6	16	Mathematics at NSC level 4(50%) pass
			16	
TOTAL CREDITS FOR YEAR 2			144	

Intermediate Phase – Year 3				
Specialising in Mathematics Natural Sciences and Technology & English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Science and Technology	6	16	MTHI1614/MTHI1624
ELLT2504*	English language skills for teaching	5	16	
AFNL1634 Or	Inleiding tot Afrikaanse en Nederlandse Letterkunde: Periodes van Emansipatie	5	16	Afrikaans HL in grade 12 > 55% OR Afrikaans First Additional Language in grade 12 > 70%
AFRT1514				Afrikaans FAL in grade 12 > 55%
MTBI2503	Basic Maths	5	12	Compulsory
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2.1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI1502
			96	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2624	Elementary Natural Science and Technology	6	16	MTHI1614/MTHI1624
AFNT1634 Or	Introduction to Afrikaans linguistics	6	16	AFNL1634
AFRL1624				AFRT1514
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPED2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			156	
Extended Intermediate Phase – Year 4				
Specialising in Mathematics Natural Sciences and Technology & English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI3604	Teaching of Natural Sciences and Technology 1	6	16	NSTC2614 & NSTC2624
MTTI3604	Teaching of Mathematics 1	6	16	MTBI2503 NSTC2614 & NSTC2624,
EHTI3604	English Teaching Home Language 1	6	16	ENGE1608*
AHTI3604 Or AATI3604	Afrikaans Teaching Home Language 1 Or Afrikaans teaching FAL	6	16	AFNT1644 & AFNL1634 Or AFRT1514 & AFRL1624
EDUB3714	Education Studies 3.1		16	EDUB2714 & EDUB2724
CURM3502	Intermediate Phase School Curriculum	5	8	
SICL3512 OR SSCL3512* OR ZUCL3512	Conversational Sign Language or Conversational Sesotho or Conversational isiZulu	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	TPRI2502
			136	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SICL3522 OR SSCL3522 Or ZUCL3522	Conversational Sign Language Or Conversational Sesotho Conversational isiZulu	5	8	Continue with LOCC chosen in Semester
			24	
TOTAL CREDITS FOR YEAR 4			144	
Intermediate Phase – Year 5				
Specialising in Mathematics Natural Sciences and Technology & English Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Teaching of Natural Sciences and Technology2	7	20	NTTI3604
MTTI4705	Teaching of Mathematics 2	7	20	MTTI3604
EHTI4705	English Teaching 2: Home Language	7	20	EHTI3604
CURM4502	Intermediate Phase School Curriculum	5	8	CURM3502
AHTI4705 Or AATI4705	Afrikaans Teaching 2: HL OR Afrikaans teaching 2: FAL	7	20	AHTI3605 or AATI3605
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR THIS QUALIFICATION			668	

Bachelor of Education in Intermediate Phase Extended Curriculum Programme: Specialising in Mathematics, Natural Science & Technology and isiZulu Home Language

Academic Plan: QC7357E2

Total compulsory credits: 668

Admission requirements: Gr 12 isiZulu Home Language > 55% and English FAL > 55%

Intermediate Phase – Year 1				
Specialising in Mathematics Natural Sciences and isiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	Academic Literacy in English (for students in Education)	5	32	Compulsory
EDUB1613	Education studies 11.1 The individual in education context	6	12	
LLST1513	Life-long learning skills for teachers	5	12	
SCLL1508	Skills and competencies for lifelong learning	5	32	
			88	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			112	

Extended Intermediate Phase – Year 2				
Specialising in Mathematics Natural Sciences and Technology & isiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT2508	Academic Literacy in English (for students in Education)	5	32	EALT1508
ENGE1608*	English Skills for Education	6	32	
MTH11614	Mathematics	6	16	Mathematics at NSC level 4 (50%) pass
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
UFSS1522	Undergraduate Core Curriculum	5	8	
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTH11624	Mathematics	6	16	Mathematics at NSC level 4(50%) pass
			16	
TOTAL CREDITS FOR YEAR 2			144	

Intermediate Phase – Year 3				
Specialising in Mathematics Natural Sciences and Technology & isiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Science and Technology	6	16	MTH11614/MTH11624
ZULL1514	isiZulu	5	16	IsiZulu HL pass in gr 12
MTBI2503	Basic Maths	5	12	Compulsory
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2.1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI1502
			60	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2624	Elementary Natural Science and Technology	6	16	MTH11614/MTH11624
ZULT1624	isiZulu	6	16	ZULL1514
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPED2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			120	

Extended Intermediate Phase – Year 4				
Specialising in Mathematics Natural Sciences and Technology & isiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI3604	Teaching of Natural Sciences and Technology1	6	16	NSTC2614 & NSTC2624
MTTI3604	Teaching of Mathematics 1	6	16	MTBI2503, NSTC2614 & NSTC2624
EATI3604	English FAL teaching 1	6	16	ENGE1608
ZHTI3604	isiZulu Teaching Home Language 1	6	16	ZULL1514 & ZULT1624
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
CURM3502	Intermediate Phase School Curriculum	5	8	
SICL3512 OR SSCL3512	Conversational Sign Language or Conversational Sesotho	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	TPRI2502
			136	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SICL3522 OR SSCL3522	Conversational Sign Language OR Conversational Sesotho	5	8	Continue with LOCC chosen in Semester
			24	
TOTAL CREDITS FOR YEAR 4			144	
Intermediate Phase – Year 5				
Specialising in Mathematics Natural Sciences and Technology & isiZulu Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Teaching of Natural Sciences and Technology2	7	20	NTTI3604
MTTI4705	Teaching of Mathematics 2	7	20	MTTI3604
EATI4705	English Teaching 2: FAL Language	7	20	EATI3604
CURM4502	Intermediate Phase School Curriculum	5	8	CURM3502
ZHTI4705	isiZulu Teaching 2: Home Language	7	20	ZHTI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR THIS QUALIFICATION			668	

Bachelor of Education in Intermediate Phase: Extended Curriculum Programme: Specialising in Life Skills, Social Sciences & Afrikaans Home Language

Academic Plan: BC7357E2

Total compulsory credits: 668

Admission requirements: Gr 12 Afrikaans Home Language > 55% and English FAL > 55%

CURRICULUM

Extended Intermediate Phase – Year 1				
Life Skills and Social Sciences & Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AGAE1508	Academic Literacy in Afrikaans (for students in Education)	5	32	Compulsory
EDUB1613	Education studies 1.1.1 The individual in education context	6	12	
LLST1513	Life-long learning skills for teachers	5	12	
SCLL1508	Skills and competencies for lifelong learning	5	32	
			88	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			112	
Extended Intermediate Phase – Year 2				
Life Skills and Social Sciences & Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AGAE2508	Academic Literacy in Afrikaans (for students in Education)	5	32	AGAE1508
ENGE1608*	English Skills for Education	6	32	
LSCI1614	Life skills 1	6	16	
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
UFSS1522	Undergraduate CoreCurriculum	5	8	
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1624	Life skills 1	6	16	
			16	
TOTAL CREDITS FOR YEAR 2			144	

Extended Intermediate Phase – Year 3				
Specialising in Life Skills and Social Sciences & Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI 2614	Social Sciences 1: History	6	16	LSCI1614/1624
AFNL1634	Afrikaans	5	16	Afrikaans HL grade 12 > 55% OR Afrikaans FAL gr12 >70%
MTBI2503	Basic Maths	5	12	Compulsory
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2.1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI1502
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2624	Social Sciences 2: Geography	6	16	LSCI1614 & LSCI1624
AFNT1644	Afrikaans: Introduction to Literature	5	16	AFNL1634
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPED2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	
Extended Intermediate Phase – Year 4				
Specialising in Life Skills and Social Sciences & Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	SSCI2614 & SSCI2624
SSTI3604	Teaching of Social Sciences 1	6	16	SSCI2614 & SSCI2624
AHTI3604	Afrikaans Teaching 1: Home Language	6	16	AFNT1644 & AFNL1634
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
CURS3502	Intermediate Phase School Curriculum	5	8	
EATI3604	English teaching 1 First Additional Language	6	16	ENGE1608
SSCL3512 Or SICL3512 OR ZUCL3512	Conversational Sesotho Or Conversational Sign Language Or Conversational isiZulu	5	8	Home language speakers and additional languagespeakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SSCL3522 Or SICL3512 OR ZUCL3512	Conversational Sesotho Or Conversational Sign Language Or Conversational IsiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	

Extended Intermediate Phase – Year 5				
Specialising in Life Skills and Social Sciences & Afrikaans Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI4705	Teaching of Life Skills 2	7	20	LSTI3604
SSTI4705	Teaching of Social Sciences 2	7	20	SSTI3604
AHTI4705	Afrikaans Teaching 2: Home Language	7	20	AHTI3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
EATI4705	English teaching 2: First Additional Language		20	EATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR THIS QUALIFICATION			668	

Bachelor of Education in Intermediate Phase Extended Curriculum Programme: Specialising in Life Skills, Social Sciences & Sesotho Home Language

Academic Plan: BC7357E2 / QC7357E2

Total compulsory credits: 668

Admission requirements: Gr 12 Sesotho Home Language > 55% and English FAL > 55%

Extended Intermediate Phase – Year 1				
Specialising in Life Skills and Social Sciences & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	English Academic Literacy for Education	5	32	Compulsory
EDUB1613	Education studies 1.1.1 The individual in education context	6	12	
LLST1513	Life-long learning skills for teachers	5	12	
SCLL1508	Skills and competencies for lifelong learning	5	32	
			88	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			112	

Extended Intermediate Phase – Year 2				
Specialising in Life Skills and Social Sciences & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALH2508	English Academic Literacy	5	32	EALT1508
ENGE1608*	English Skills for Education	6	32	
LSCI1614	Life skills 1	6	16	
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
UFSS1522	Undergraduate CoreCurriculum	5	8	
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1624	Life skills 1	6	16	
TOTAL CREDITS FOR YEAR 2			144	
Extended Intermediate Phase – Year 3				
Specialising in Life Skills, Social Sciences & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI 2614	Social Sciences 1: History	6	16	LSCI1614/1624
SSML1514	Sesotho Home Language	5	16	Sesotho H/L pass Gr.12pass > 50%
MTBI2503	Basic Maths	5	12	Compulsory
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2.1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI 1502
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2624	Social Sciences2: Geography	6	16	LSCI1614 & LSCI1624
SSMT1524	Sesotho Home Language	5	16	SSML1514
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPED2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	

Intermediate Phase – Year 4				
Specialising in Life Skills and Social Sciences & Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	SSCI2614 & SSCI2624
SSTI3604	Teaching of Social Sciences 1	6	16	SSCI2614 & SSCI2624
SHTI3604	Sesotho Teaching 1: Home Language	6	16	SSML1514 & SSMT1524
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
CURS3502	Intermediate Phase School Curriculum	5	8	
EATI 3604	English teaching 1 First Additional language	6	16	ENGE1608*
SICL3512 Or GAFR3512 (<i>Bfn campus only</i>) Or ZUCL3512	Conversational SignLanguage OR Conversational Afrikaans OR Conversational isiZulu	5	8	
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SICL3522 Or GAFR3512 (<i>Bfn only</i>) Or ZUCL3522	Conversational SignLanguage Or Conversational Afrikaans Or Conversational isiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	
Intermediate Phase – Year 5				
Specialising in Life Skills and Social Sciences & Sesotho Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI4705	Teaching of Life Skills 2	7	20	LSTI3604
SSTI4705	Teaching of Social Sciences 2	7	20	SSTI3604
SHTI4705	Sesotho Teaching 1: Home Language	7	20	SHTI3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
EATI4705	English teaching 1 First Additional language	7	20	EATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR THIS QUALIFICATION			668	

Bachelor of Education in Intermediate Phase Extended Curriculum Programme: Specialising in Life Skills, Social Sciences, and English Home Language

Academic Plan: BC7357E2

Total compulsory credits: 668

Admission requirements: Gr 12 English Home Language > 55% and Afrikaans FAL > 55%

Extended Intermediate Phase – Year 1				
Life Skills and Social Sciences & English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	Academic Literacy in English (for students in Education)	5	32	Compulsory
EDUB1613	Education studies 11.1 The individual in education context	6	12	
LLST1513	Life-long learning skills for teachers	5	12	
SCLL1508	Skills and competencies for lifelong learning	5	32	
			88	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			112	
Extended Intermediate Phase – Year 2				
Life Skills and Social Sciences & English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALH2508	Academic Literacy in English (for students in Education)	5	32	EALT1508
AFRT1514	Afrikaans First additional	5	16	
LSCI1614	Life skills 1	6	16	
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
UFSS1522	Undergraduate Core Curriculum	5	8	
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AFRL1624		6	16	
LSCI1624	Life skills 1	6	16	
TOTAL CREDITS FOR YEAR 2			144	

Extended Intermediate Phase – Year 3				
Specialising in Life Skills and Social Sciences & English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI 2614	Social Sciences 1: History	6	16	LSCI1614/1624
ENGE1608*		5	32	English Home language pass in Gr.12
MTBI2503	Basic Maths	5	12	Compulsory
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPED2613	General Pedagogy 2.1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI1502
			96	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2624	Social Sciences 2: Geography	6	16	LSCI1614 & LSCI1624
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPED2623	General Pedagogy 2.2	6	12	GPED2613
			44	
TOTAL CREDITS FOR YEAR 3			140	
Extended Intermediate Phase – Year 4				
Specialising in Life Skills and Social Sciences & English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	SSCI2614 & SSCI2624
SSTI3604	Teaching of Social Sciences 1	6	16	SSCI2614 & SSCI2624
EHTI3604	English Teaching 1: Home Language	6	16	ENGE1608
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
CURS3502	Intermediate Phase School Curriculum	5	8	
AATI3604	Afrikaans teaching 1 FAL	6	16	AFRT1514 & AFRL1624
SSCL3512 OR SICL3512 OR ZUCL3512	Conversational Sesotho OR Conversational Sign Language OR Conversational isiZulu	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SSCL3522 OR SICL3522 OR ZUCL3522	Conversational Sesotho Or Conversational Sign Language Or Conversational isiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	

Extended Intermediate Phase – Year 5				
Specialising in Life Skills and Social Sciences & English Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI4705	Teaching of Life Skills 2	7	20	LSTI3604
SSTI4705	Teaching of Social Sciences 2	7	20	SSTI3604
EHTI4705	English Teaching 2: Home Language	7	20	EHTI3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
AATI4705	Afrikaans teaching 2 First Additional Language	7	20	AATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR THIS QUALIFICATION			668	

Bachelor of Education in Intermediate Phase teaching: Extended Curriculum Programme: Specialising in Life Skills, Social Sciences & IsiZulu Home Language

Academic Plan: QC7357E2

Total compulsory credits: 668

Admission requirements: Gr 12 isiZulu Home Language > 55% and English FAL > 55%

CURRICULUM

Extended Intermediate Phase – Year 1				
Life Skills and Social Sciences & IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	Academic Literacy in English (for students in Education)	5	32	Compulsory
EDUB1613	Education studies 1 1.1 The individual in education context	6	12	
LLST1513	Life-long learning skills for teachers	5	12	
SCLL1508	Skills and competencies for lifelong learning	5	32	
			88	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			112	

Extended Intermediate Phase – Year 2				
Life Skills and Social Sciences & IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT2508	Academic Literacy in English (for students in Education)	5	32	EALT1508
ENGE1608*	English Skills for Education	6	32	
LSCI1614	Life skills 1	6	16	
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
UFSS1522	Undergraduate CoreCurriculum	5	8	
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1624	Life skills 1	6	16	
			16	
TOTAL CREDITS FOR YEAR 2			144	
Extended Intermediate Phase – Year 3				
Specialising in Life Skills and Social Sciences & IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI 2614	Social Sciences 1: History	6	16	LSCI1614/1624
ZULL1514	IsiZulu: Introduction to Linguistics	5	16	IsiZulu Home language pass inGr.12
MTBI2503	Basic Maths	5	12	Compulsory
EDUB2714	Education Studies 2.1	7	16	EDUB1613 &EDUB1623
GPED2613	General Pedagogy 2.1	6	12	GPED1623
TPRI2502	Teaching Practice 2	5	8	TPRI1502
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2624	Social Sciences2: Geography	6	16	LSCI1614 & LSCI1624
ZULL1524	IsiZulu	5	16	ZULL1514
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPED2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	

Extended Intermediate Phase – Year 4				
Specialising in Life Skills and Social Sciences & IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	SSCI2614 & SSCI2624
SSTI3604	Teaching of Social Sciences 1	6	16	SSCI2614 & SSCI2624
ZHTI3604	IsiZulu Teaching 1: Home Language	6	16	ZULL1514 & ZULT1524
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
CURS3502	Intermediate Phase School Curriculum	5	8	
EATI3604	English teaching 1: First Additional Language	6	16	ENGE1608*
SSCL3512	Conversational Sesotho	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SSCL3522	Conversational Sesotho	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	

Extended Intermediate Phase – Year 5				
Specialising in Life Skills and Social Sciences & IsiZulu Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI4705	Teaching of Life Skills 2	7	20	LSTI3604
SSTI4705	Teaching of Social Sciences 2	7	20	SSTI3604
ZHTI4705	IsiZulu Teaching 1: Home Language	7	20	ZHTI3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
EATI4705	English teaching 2: First Additional Language	7	20	EATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR THIS QUALIFICATION			668	



BACHELOR OF EDUCATION IN **SENIOR AND FET PHASE SPECIALISATIONS**

EDU – REQUIREMENTS FOR CURRICULUM MIX FOR SENIOR & FET PHASE

Students specialising in the BEd Senior Phase and Further Education and Training Phase must choose elective subjects from the specialisations meeting the following requirements:

- To follow a particular education subject in the Senior Phase, a student must have passed the related subject at first-year level.
- To follow a particular education subject in the Further Education and Training Phase, a student must have passed the related subject at second-year level.
- While the minimum compulsory credits for the B Ed senior and FET are set at 520, in most cases the credits amount to 528. This allows for some agility when students exercise choices in the available elective modules.
- In the case of Afrikaans as second LoLT, the student may exercise the option to replace ALLT3504 with any other 12- or 16-credit school-related subject.

The following curriculum options exist:

- Two content subjects must be completed at second-year level. The subject didactics modules for one of these will be taken at both senior and FET level and the other subject didactics will be either on senior or FET level.
- Two content subjects at first-year level and one content subject at second year level.
- Only in specific programmes: One subject at first-year level and one subject at second year level, supplemented by learner support modules in the third and fourth years of study.

Bachelor of Education in Senior Phase and Further Education and Training: Specialising in Accounting and Business Studies

Academic Plan: BC736101

Total compulsory credits: 520

NB: UFSS1504 is a compulsory first-year institutional module for all first-time entering programmes

CURRICULUM

Bachelor of Education and Training in Senior & FET Phase – Year 1				
Specialising in Accounting and Business Studies				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EACC1614	Accounting	6	16	
EBUS1514	Business Fundamentals	5	16	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508 OR AGAE1508	English Academic Literacy for Education OR Academic Literacy in Afrikaans	5	(32)	NBT requirements not met.
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EACC1624	Accounting	6	16	
EBUS1624	General Management	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			136	

Bachelor of Education and Training in Senior & FET Phase – Year 2				
Specialising in Accounting and Business Studies				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EBUS2715 OR EBUS2714	Strategic Management OR Entrepreneurship	7	20 (16)	EBUS1514 & EBUS1624
EACC2608	Accounting	6	32	
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPED1623

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
TPRV2502	Teaching Practice 2	5	8	
ELLT2504 And ALLT3504*	English as medium of learning and teaching And Afrikaans as medium of learning and teaching	5	16 16	
*ALLT3504 may be replaced with any other 12/16 credit school-related module				
			116/120	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ESBM2724 OR EBMA2624	Small Business Management OR Personal Selling	7	16	EBUS1514 & EBUS1624
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
			44	
TOTAL CREDITS FOR YEAR 2			160/164	
Bachelor of Education and Training in Senior & FET Phase – Year 3				
Specialising in Accounting and Business Studies				
THREE DIDACTICS MODULES ACCORDING TO SUBJECTS TAKEN IN PREVIOUS YEARS				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BSTV3605	Business Studies Teaching 1	6	20	ESBM2724 / EBMA2624
ACTV3605	Accounting Teaching 1	6	20	EACC2608
EMST3605	Economic and management science teaching	6	20	Compulsory for this programme
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
GAFR3512 (Bfn only) OR SICL3512 OR SSCL3512	Conversational Afrikaans OR Conversational Sign Language OR Conversational Sesotho	5	8	No previous exposure to the language.
WILV3606	Teaching Practice 3	6	24	TPRV2502
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
GAFR3522 (Bfn only) OR SICL3522 OR SSCL3522	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3			132	

Bachelor of Education and Training in Senior & FET Phase – Year 4				
Specialising in Accounting and Business Studies				
CONTINUE WITH THREE DIDACTICS CHOSEN IN YEAR 3				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BSTV4705	Business Studies Teaching 2	7	20	BSTV3605
ACTV4705	Accounting Teaching 2	7	20	ACTV3605
EMST4705	Economic and management sciences teaching senior phase 2	7	20	EMST3605
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR QUALIFICATION			520	

Bachelor of Education in Senior Phase and Further Education and Training: Specialising in EMS and Accounting / Business Studies

Academic Plan: BC736104 / QC736104

Total compulsory credits: 520

NB UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Bachelor of Education and Training in Senior & FET Phase – Year 1				
Specialising in EMS and Business Studies				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EACC1614	Accounting	6	16	
EBUS1514	Business Fundamentals	5	16	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508 OR AGAE1508	English Academic Literacy for Education OR Academic Literacy in Afrikaans	5	(32)	NBT requirements not met.
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EACC1624	Accounting	6	16	
EBUS1624	General Management	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			136	

Bachelor of Education and Training in Senior & FET Phase – Year 2

Specialising in EMS and Accounting / Business Studies

CONTINUE WITH ONE CONTENT SUBJECT AT SECOND-YEAR LEVEL (EBUS2715/ EBUS2714 OR EACC2608)

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EACC2608	Accounting	6	(32)	EACC1608
EBUS2715 OR EBUS2714	Strategic Management OR Entrepreneurship	7	20 (16)	EBUS1514 & EBUS1624
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
TPRV2502	Teaching Practice 2	5	8	
ELLT2504 and ALLT3504* *or any other school- related 12/16 credit module	English as medium of learning and teaching Afrikaans as medium of learning and teaching	5	16 16	
			120	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ESBM2724 OR EBMA2624	Small Business Management OR Personal Selling	7	16	EBUS1514 & EBUS1624
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
			44	
TOTAL CREDITS FOR YEAR 2			164	

Bachelor of Education and Training in Senior & FET Phase – Year 3

Specialising in EMS and Accounting / Business Studies

CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS PASSED IN YEAR 1 AND 2

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EMTS3605	Economic and Management Science Teaching 1: Senior Phase	6	20	EBUS1514+1624 and EACC1614+1624
ACTV3605	Accounting Teaching 1: FET			EACC2608
BSTV3605	Business Studies Teaching 1			ESBM2724 / EBMA2624
LSPT3605	Learner support			Compulsory for this programme
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
GAFR3512 (Bfn only) OR SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational IsiZulu	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
GAFR3522 (Bfn only) OR SICL3522 OR SSCL3522 Or ZUCL3522	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho Or Conversational IsiZulu	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3			132	
Bachelor of Education and Training in Senior & FET Phase – Year 4				
Specialising in EMS and Accounting / Business Studies				
CONTINUE WITH THREE DIDACTICS AS CHOSEN IN YEAR 3				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EMTS4705	Economic and Management Science Teaching 2: Senior Phase	7	20	EMTS3605
BSTV4705	Business Studies Teaching: FET		20	BSTV3605
ACTV4705	Accounting Teaching 2: FET		20	ACTV3605
LSPT4705	Learning support			LSPT3605
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

Bachelor Of Education in Senior And Further Education And Training Phase: Specialising in Technology and Engineering and Graphic Design

Academic plan: BC736301

Total compulsory credits: 520

NB: UFSS1504 is a compulsory first-year institutional module for first-time entering programmes

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in Engineering Graphics Design and Technology Education				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EGDC1614	Engineering Graphics 1.1	6	16	Engineering and Graphics Design at NSC level 4 (50%)
TEGC1614	Technology Education	6	16	
UFSS1504	Compulsory institutional Module	5	16	
LLST1513	Lifelong Learning Skills for Teachers	5	12	
EDUB1613	Education Studies 1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508 OR AGAE1508	English Academic Literacy for Education OR Academic literacy in Afrikaans		(32)	NBT requirements not met
			80	

SEMESTER 2				
MODULECODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EGDC1624	Engineering Graphics 1.2	6	16	EGDC1614
TEGC1624	Technology education	6	16	TEGC1614
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	EDUB1613
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
Total credits for the year			136	

Senior and Further Education and Training Phase – Year 2

Specialising in Technology and Engineering Graphics Design

MODULECODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EGDC2714	Engineering Graphics 2.1	6	16	EGDC1614 & EGDC1624
TEGC2714	Technology Education	7	16	TEGC1614 & TEGC1624
EDUB2714	Education Studies 2.1	7	16	EDUB1624
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
TPRV2502	Teaching Practice	5	8	TPRV1502
ELLT2504 and ALLT3504*	English as medium of learning and teaching Afrikaans as medium of learning and teaching	5	16 16	
* ALLT3504 can be substituted with any other 12/16 credit school-related subject				
			100	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EGDC2724	Engineering Graphics 2.2	6	16	EGDC2714
TEGC2724	Technology	7	16	TEGC2714
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPEV2613
			60	
TOTAL CREDITS FOR YEAR 2			160	

Senior and Further Education and Training Phase – Year 3

Specialising in Technology Education and Engineering Graphics Design

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EGTV3605	Engineering Graphics and Design Teaching 1: Further Education and Training	6	20	EGDC2714 & EGDC 2724
TEGT3605	Technology Teaching 1: Senior Phase	6	20	TEGC2714 & TEGC2724
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
LSPT3605	Learner Support	6	20	Compulsory
GAFR3512 (Bfn only) OR SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational IsiZulu	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies	7	16	
GAFR3522 (Bfn only) OR SICL3522 OR SSCL3522 OR ZUCL3522	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational: IsiZulu	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3			132	
Senior and Further Education and Training Phase – Year 4				
Specialising in Technology Education and Engineering Graphics Design				
MODULECODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EGTV4705	Engineering Graphics and Design Teaching 2: Further Education and Training	7	20	EGTV3605
TEGT4705	Technology Teaching 2: Senior Phase	7	20	TEGT3605
LSPT4705	Learner Support	7	20	LSPT3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

Bachelor of Education in Senior Phase and Further Education and Training: Specialising in Mathematics and Physical Sciences

Academic Plan: BC736314 / QC736314

Total compulsory credits: 520

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Bachelor of Education and Training in Senior & FET Phase – Year 1				
Specialising in Mathematics and Physical Sciences				
SEMESTER 1				
MODULE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MATM1534	Calculus	5	16	Mathematics at NSC level 5 (60%) OR MATM1584
CHEM1513 & CHEM1551	Physical and Organic Chemistry	5	16	Mathematics at NSC level 5 (60%) and Physical Sciences at NSC level 4 (50%)
PHYS1514	Mechanics, Optics and Electricity	5	16	Mathematics at NSC level 5 (60%) and Physical Sciences at NSC level 4 (50%) NB! Must be done in combination with MATM1534
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508 OR AGAE1508	English Academic Literacy for Education Academic Literacy in Afrikaans	5	(32)	NBT requirements not met.
			96	

SEMESTER 2				
MODULE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MATM1644	Calculus and Linear Algebra	6	16	MATM1534
CHEM1623 & CHEM1661	Physical and Organic Chemistry	6	16	CHEM1513 & CHEM1551
PHYS1624	Mechanics Thermodynamics Electricity Magnetism	6	16	PHYS1514
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	EDUB1613
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			152	

Bachelor of Education and Training in Senior & FET Phase – Year 2

Specialising in Mathematics and Physical Sciences

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
PHYS2614	Mechanics, Waves and Optics	6	16	PHYS1624
CHEM2613 & CHEM2611	Physical Chemistry	6	16	CHEM1623, CHEM1661 & MATM1534
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPED1623
TPRV2502	Teaching Practice	5	8	TPRV1502
ELLT2504 and ALLT3504*	English as medium of learning and teaching	5	16	
* Due to the requirement of both Chemistry and Physics at level 2, the option to replace ALLT is exercised by default			100	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
PHYS2624	Electronics	6	16	PHYS1534 (60%) + MATM1534 (60%) + MATM1644 (60%)
CHEM2623 & CHEM2621	Organic Chemistry	6	16	
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			144	

Bachelor of Education in Senior & FET Phase Teaching – Year 3

Specialising in Mathematics and Physical Sciences

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MSTS3605	Mathematics Teaching 1: Senior phase	6	20 20 20	MATM1534 & MATM1644
PSTV3605	Physical Science Teaching 1: Further Education and training			PHYS1534 and CHEM2623 OR PHYS2614, 2624 and CHEM1513 and CHEM1661
LSPT3605	Learner support 1			Compulsory for this programme
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
GAFR3512 (<i>Bfn only</i>) OR SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational IsiZulu	5	8	No prior exposure to the language.
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
GAFR3522 (<i>Bfn only</i>) OR SICL3522 OR SSCL3522 OR ZUCL3522	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational IsiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			132	
Bachelor of Education and Training in Senior & FET Phase – Year 4				
Specialising in Mathematics and Physical Sciences				
CONTINUE WITH THREE DIDACTICS AS CHOSEN IN YEAR 3				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MSTS4705	Mathematics Teaching 2: Further Education and Training	7	20	MSTS3605
PSTV47605	Physical Science Teaching 2: Further Education and training		20	PSTV3605
LSPT4705	Learner support		20	LSPT3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

Bachelor of Education in Senior Phase and Further Education and Training: Specialising in Maths and Life Sciences (QwaQwa)

Academic Plan: QC736305

Total compulsory credits: 520

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in Maths and Life Science				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BIOL1514	Lower Life and Molecular Biology	5	16	Life Sciences at NSC level 5 (60%)
MATM1534	Calculus	5	16	Mathematics at NSC level 5 (60%) OR MATM1584
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met.
TOTAL CREDITS IN SEMESTER 1			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BIOL1624 & BIOL1644	Plant Biology & Animal Biology	6	16+16	BIOL1514
MATM1644	Calculus and Linear Algebra	6	16	MATM1534
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			72	
TOTAL CREDITS FOR YEAR 1			152	
Senior and Further Education and Training Phase – Year 2				
Specialising in Maths and Life Science				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BOTA2654	Introduction to plant anatomy and Morphology	6	16	Any two of: BIOL1514/ BIOL1644/ BIOL1624
EDUB2714	Education Studies 2.1	7	16	EDUB1613& EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPED1623
TPRV2502	Teaching Practice 2	5	8	TPRV1502
ELLT2504 And ALLT3504*	English as medium of learning and teaching	5	16 16	
			84	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BOTA2684 & BIOL2644	Plant Physiology and Biotechnology & The Physical Environment: Natural Resources, ecology, and sustainability	6	16+16	BIOL1514& BIOL2614
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
			68	
TOTAL CREDITS FOR YEAR 2			144	

Senior and Further Education and Training Phase – Year 3

Specialising in Maths and Life Science

CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY; LSTV IS COMPULSORY

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTV3605	Life Sciences Teaching 1: Further Education and Training	6	20 20 20	BLGY2615 & BLGY2625
MST3605	Mathematics Teaching 1: Senior Phase			MATM1534 & MATM1644
MSTV3605	Mathematics teaching 1: FET			EDUB2714 & EDUB2724
****3605	Third didactics module according to subjects taken			According to subject taken in previous years
EDUB3714	Education Studies 3.1	7	16	MATM2614 & MATM2724
SSCL3512 OR ZUCL3512	Conversational Sesotho OR Conversational IsiZulu	5	8	Home language speakers and additional language speakers (grade 12 results on the enrolment record) are excluded from this module aimed at language acquisition for foreign language speakers.
WILV3606	Teaching Practice 3	6	24	TPRV2502
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SSCL3522 Conversational Sesotho OR ZUCL3522 Conversational isiZulu		5	8	Continue with LOCC chosen in Semester 1
TOTAL			24	
TOTAL CREDITS FOR YEAR 3			132	

Senior and Further Education and Training Phase – Year 4				
Specialising in Maths and Life Science				
CONTINUE WITH THREE DIDACTICS MODULES ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY; LSTV IS COMPULSORY				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTV4705	Life Sciences Teaching 2: Further Education and Training	7	20 20 20	LSTV3605
MSTS4705	Mathematics Teaching 2: Senior Phase			MSTS3605
MSTV4705	Mathematics Teaching 2: FET			MSTV3605
****4705	Third didactics according to subjects			****3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

Bachelor Of Education in Senior Phase And Further Education And Training: Specialising In Mathematics and Life Sciences (Bfn)

Academic Plan: BC736305

Total compulsory credits: 520

NB: UFSS1504 is a compulsory first-year institutional module for all first-time entering programmes

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in Maths and Life Sciences				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY1513	Introduction to Biology	5	12	Life Sciences at NSC level 5 (60%)
MATM1534	Calculus	5	16	Mathematics at NSC level 5 (60%) OR MATM1584
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508 OR AGAE1508	English Academic Literacy for Education OR Academic Literacy in Afrikaans	5	(32)	NBT requirements not met.
TOTAL CREDITS IN SEMESTER 1			76	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
Three of the following: BLGY1623 BLGY1643 BLGY1663 BLGY1683	Introduction to Genetics The Independence of plants and life on earth Introduction to Zoology and Etymology & Introduction to Biochemistry and Microbiology	6	12 12 12	BLGY1513
MATM1644	Calculus and Linear Algebra	6	16	MATM1534
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			76	
TOTAL CREDITS FOR YEAR 1			152	
Senior and Further Education and Training Phase – Year 2				
Specialising in Maths and Life Sciences				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY2615	Biology for Education 1	6	20	BLGY1513& BLGY1643/ BLGY1643/BLGY1623
EDUB2714	Education Studies 2.1	7	16	EDUB1613& EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
TPRV2502	Teaching Practice 2	5	8	TPRV1502
ELLT2504 and ALLT3504* <i>*can be substituted with any other 12/16 credit school-related subject</i>	English as medium of learning and teaching Afrikaans as medium of learning and teaching	5	16 16	
TOTAL for SEMESTER 1			88	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY2625	Biology for Education 2	6	20	BLGY2615
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
			48	
TOTAL CREDITS FOR YEAR 2			136	

Senior and Further Education and Training Phase – Year 3				
Specialising in Maths and Life Sciences				
CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY; LSTV IS COMPULSORY				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTV3605	Life Sciences Teaching 1: Further Education and Training	6	20 20 20	BLGY2615 & BLGY2625
MSTS3605	Mathematics Teaching 1: SeniorPhase			MATM1534 & MATM1644
MSTV3605	Mathematics teaching 1: FET phase			MATM2614 & MATM2724
****3605	Third didactics according to subjects taken			According to third subject
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
GAFR3512 (Bfn only) OR SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational isiZulu	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
GAFR3522 (Bfn only) OR SICL3522 OR SSCL3522 OR ZUCL3522	Conversational Afrikaans or Conversational Sign Language OR Conversational Sesotho or Conversational isiZulu	5	8	Continue with LOCC chosen in Semester 1
TOTAL			24	
TOTAL CREDITS FOR YEAR 3			132	
Senior and Further Education and Training Phase – Year 4				
Specialising in Maths and Life Science				
CONTINUE WITH THREE DIDACTICS ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTV4705	Life Sciences Teaching 2: Further Education and Training	7	20 20 20	LSTV3605
MSTS4705	Mathematics Teaching 2: SeniorPhase			MSTS3605
MSTV4705	Mathematics teaching 2: FET			MSTV3605
****4705	Third didactics module			****3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

Bachelor Of Education In Senior And Further Education And Training Phase:Specialising in Natural Sciences and Mathematics

Academic plan: BC736305/ QC736305

Total compulsory credits:520

NB: UFSS1504 is a compulsory institutional module for all first-time entering programmes

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in Natural Sciences and Mathematics				
SEMESTER 1				
MODULECODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MATM1534	Mathematics	6	16	Mathematics at NSC level 4 (50%)
BLGY1513 or BIOL1514	Biology 1	6	16 (20)	Life Sciences at level 4
UFSS1504	Compulsory institutional Module	5	16	
LLST1513	Lifelong Learning Skills for Teachers	5	12	
EDUB1613	Education Studies 1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508 OR AGAE1508	English Academic Literacy for Education or Academic literacy in Afrikaans		(32)	NBT requirements not met
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MATM1644	Mathematics	6	16	MATM1534
BLGY1623 (Bfn) or BIOL1624 (QQ)	Biology	6	16 (20)	BLGY1513 or BIOL1514
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	EDUB1613
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
Total credits for the year			136	
Senior and Further Education and Training Phase – Year 2				
Specialising in Natural Sciences and Mathematics				
MODULECODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MATM2614	Mathematics	6	16	MATM1644
CHEM1514 and PHYS1514	Chemistry 1 and Physics 1		16 16	Physical Sciences NSC at level 4
EDUB2714	Education Studies 2.1	7	16	EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
TPRV2502	Teaching Practice	5	8	TPRV1502
ALLT3504* or ELLT2504	Afrikaans as medium of learning and teaching OR English as medium of learning and teaching	5	16	
* Due to the requirements of three subjects (Mathematics, Chemistry and Physics) at least at first-year level, the option to replace ALLT3504 with any other school-related subject is already exercised				
			100	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MATM2624	Mathematics	6	16	MATM2614
CHEM1624 PHYS1624	Chemistry and Physics		16 16	
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	
			60	
TOTAL CREDITS FOR YEAR 2			176	

Senior and Further Education and Training Phase – Year 3

Specialising in Natural Sciences and Mathematics

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MSTV3605	Mathematics Teaching 1: Further Education and Training	6	20	MATM2614 & MATM 2624
NSTS3605	Natural Sciences Teaching 1: Senior Phase	6	20	BLGY1513/ BIOL1514 CHEM/PHYS1514
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
MSTS3605	Mathematics Teaching senior phase	6	20	
GAFR 3512 (Bfn only) OR SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational IsiZulu	5	8	No previous exposure to the language .
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies	7	16	
GAFR3522 (Bfn only) OR SICL3522 or SSCL3522 OR ZUCL3522	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational IsiZulu	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3			132	

Senior and Further Education and Training Phase – Year 4

Specialising in Natural Sciences and Mathematics

MODULECODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MSTV4705	Mathematics Teaching 2: Further Education and Training	7	20	MSTV3605
NSTS4705	Natural Sciences Teaching 2: Senior Phase	7	20	NSTS3605
MSTS4705	Mathematics teaching 2: Senior phase	7	20	MSTS3605
WILV4700	Teaching Practice 4	6	40	WILV3606S
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

Bachelor Of Education in Senior Phase And Further Education And Training: Specialising In Technology and Life Sciences (Bfn)

Academic Plan: BC736308

Total compulsory credits: 520

NB: UFSS1504 is a compulsory first-year institutional module for all first-time entering programmes

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in Technology and Life Sciences				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY1513	Introduction to Biology	5	12	Life Sciences at NSC level 5 (60%)
TEGC1614	Technology	6	16	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508 OR AGAE1508	English Academic Literacy for Education OR Academic Literacy in Afrikaans	5	(32)	NBT requirements not met.
TOTAL CREDITS IN SEMESTER 1			76	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
Three of the following: BLGY1623 BLGY1643 BLGY1663 BLGY1683	Introduction to Genetics The Independence of plants and life on earth Introduction to Zoology and Etymology & Introduction to Biochemistry and Microbiology	6	12 12 12	BLGY1513
TEGC1624	Technology education	6	16	TEGC1614
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			76	
TOTAL CREDITS FOR YEAR 1			152	
Senior and Further Education and Training Phase – Year 2				
Specialising in Technology and Life Sciences				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY2615	Biology for Education 1	6	20	BLGY1513 & BLGY1643/ BLGY 1623/1663/1683
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
TPRV2502	Teaching Practice 2	5	8	TPRV1502
ELLT2504 and ALLT3504* <i>*can be substituted with any other 12/16 credit school-related subject</i>	English as medium of learning and teaching Afrikaans as medium of learning and teaching	5	16 16	
TOTAL for SEMESTER 1			88	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY2625	Biology for Education 2	6	20	BLGY2615
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
			48	
TOTAL CREDITS FOR YEAR 2			136	

Senior and Further Education and Training Phase – Year 3

Specialising in Technology and Life Sciences

CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY; LSTV IS COMPULSORY

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTV3605	Life Sciences Teaching 1: Further Education and Training	6	20	BLGY2615 & BLGY2625
TEGT3605	Technology Teaching 1: Senior Phase		20	TEGC1614 & TEGC1624
****3605	Third didactics according to subjects taken		20	According to third subject
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
GAFR3512 (Bfn only) OR SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational isiZulu	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	

SEMESTER 2					
MODULE CODE	DESCRIPTION	NQF LEVEL		CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7		16	EDUB3714
GAFR3522 (Bfn only) OR SICL3522 OR SSCL3522 OR ZUCL3522	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational isiZulu	5		8	Continue with LOCC chosen in Semester 1
TOTAL				24	
TOTAL CREDITS FOR YEAR 3				132	
Senior and Further Education and Training Phase – Year 4					
Specialising in Technology and Life Science					
CONTINUE WITH THREE DIDACTICS ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY					
SEMESTER 1 & 2					
MODULE CODE	DESCRIPTION	NQF LEVEL		CREDITS	PREREQUISITES
LSTV4705	Life Sciences Teaching 2: Further Education and Training	7	20 20 20		LSTV3605
TEGT4705	Technology Teaching 2: Senior Phase				TEGT3605
****4705	Third didactics module				****3605
WILV4700	Teaching Practice 4	6	40		WILV3606
TOTAL CREDITS FOR YEAR 4			100		
MINIMUM CREDITS FOR THIS QUALIFICATION			520		

Bachelor of Education in Senior Phase and Further Education and Training: Specialising in Life Orientation and Afrikaans

Academic Plan: BC736501

Total compulsory credits: 520

NB: UFSS1504 is a compulsory first-year institutional module for first-time entering programmes

CURRICULUM

Bachelor of Education and Training in Senior & FET Phase – Year 1				
Specialising in Life Orientation and Afrikaans				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AFNL1634	Afrikaans	5	16	Afrikaans HL in gr 12 >55% Or Afrikaans FAL >70%
PSIN1514	Introduction to Psychology	5	16	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508 OR AGAE1508	English Academic Literacy for Education OR Academic Literacy in Afrikaans	5	(32)	NBT requirements not been met.
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AFNT1644	Afrikaans	6	16	AFNL1634
PSDE1624	Developmental Psychology	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			136	

Bachelor of Education and Training in Senior & FET Phase – Year 2

Specialising in Life Orientation and Afrikaans

CONTINUE BOTH AFRIKAANS AND LIFE ORIENTATION IN THE SECOND YEAR

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AFNL2614	Afrikaans	6	16	AFNT1644 & AFNL1634
PSSO2614	Social Psychology	6	16	PSIN1514 & PSDE1624
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPED1623
TPRV2502	Teaching Practice	5	8	TPRV1502
ALLT3504 And ELLT2504	Afrikaans as medium of learning and teaching	5	16 16	Grade 12 pass in Afr HL
			100	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AFNT2624 or PSIH2724	Afrikaans Introduction to Health Psychology	6 7	16	AFNL2614 PSSO2614
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			160	

Bachelor of Education and Training in Senior & FET Phase – Year 3

Specialising in Life Orientation and Afrikaans

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
Three of the following didactics according to subjects taken: AHTS, AHTV, LOTS, LOTV				
AHTV3605	Afrikaans Teaching 1: Further Education and Training	6	20 20 20	AFNL2614 & AFNT2624
AHTS3605	Afrikaans Teaching 1: senior phase			AFNT1644 & AFNL1634
LOTV3605	Life Orientation Teaching 2: FET Phase			PSSO2614 & PSIH2724
LOTS3605	Life Orientation Teaching 2: Senior phase	6		PSIN1514 + PSDE1624
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
SICL3512 OR SSCL3512 OR ZUCL3512*	Conversational Sign Language or Conversational Sesotho or Conversational IsiZulu	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SICL3522 OR SSCL3522 OR ZUCL3522	Conversational Sign Language or Conversational Sesotho or Conversational isiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			132	

Bachelor of Education and Training in Senior & FET Phase – Year 4				
Specialising in Life Orientation and Afrikaans				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
<i>Three of the following didactics according to choices in year 3: AHTS, AHTV, LOTS, LOTV</i>				
AHTV4705	Afrikaans Teaching 2: Further Education and Training	7	20	AHTV3605
AHTS4705	Afrikaans Teaching 2: senior phase			AHTS3605
LOTS4705	Life Orientation Teaching 2: Senior Phase	7	20	LOTS3605
LOTV4705			20	LOTV3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

B Ed in Senior phase and FET Specialising in Life Orientation and Sesotho

Total compulsory credits: 520

Academic Plan: BC736502 / QC736502

NB UFSS1504 is a compulsory institutional module for all first-time entering programmes

CURRICULUM

Senior and Further Education and Training Phase Year 1				
Specialising in Life Orientation and Sesotho				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
PSIN1514	Introduction to Psychology	5	16	
SSML1514	Sesotho	6	16	Sesotho Home language grade 12
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1 The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met.
			80	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
PSDE1624	Developmental Psychology	6	16	PSIN1514
SSMT1624	Sesotho	6	16	SSML1514
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	EDUB1613
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	

TOTAL CREDITS FOR YEAR 1 136

Senior and Further Education and Training Phase – Year 2

Specialising in Life Orientation and Sesotho

CONTINUE WITH BOTH SESOTHO AND LIFE ORIENTATION AND ADD A THIRD SUBJECT AT FIRST-YEAR LEVEL TO REPLACE ALLT3504

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSML2614	Sesotho language	6	16	SSMT1624
PSSO2614	Social Psychology			PSIN1514 & PSDE1624
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
TPRV2502	Teaching Practice 2	5	8	
ELLT2504 And ALLT3504*	English as medium of learning and teaching	5	16 16	
* ALLT3504 Can be substituted by any 12/16 credit school-related subject				
			100	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSMT2624	Sesotho language	6	16	SSML2614
PSIH2724	Introduction to Health Psychology	7		PSSO2614
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			160	

Senior and Further Education and Training Phase –Year 3				
Specialising in Life Orientation and Sesotho				
CHOOSE THREE OF THE DIDACTICS MODULES ACCORDING TO SUBJECTS TAKEN: SHTS, SHTV, LOTS AND LOTV				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SHTV3605	Sesotho Teaching 1: Further Education and Training	6	20	SSMT2624
SHTS3605	Sesotho Teaching 1:Senior phase			SSMT1624
LOTS3605	Life Orientation Teaching 1: Senior Phase	7	20	PSIN1514 & PSDE1624
LOTV3605	Life Orientation Teaching 1: FET			PSSO2614 + PSIH2724
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
GAFR3512 (Bfn only) OR SICL3512 OR ZUCL3512	Conversational Afrikaans or Conversational Sign Language or Conversational IsiZulu	5	8	No previous exposure to the conversational language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
GAFR3522 (Bfn only) OR SICL3522 OR ZUCL3522	Conversational Afrikaans Or Conversational Sign Language or Conversational IsiZulu	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3			132	
Senior and Further Education and Training Phase – Year 4				
Specialising in Life Orientation and Sesotho				
CHOOSE THREE OF THE DIDACTICS MODULES ACCORDING TO SUBJECTS TAKEN: SHTS, SHTV, LOTS AND LOTV				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LOTS4705	Life Orientation Teaching 2: Senior Phase	7	20	LOTS3605
LOTV4705	Life Orientation Teaching 2: Further Education and Training			LOTV3605
SHTS4705	Sesotho Teaching 2: Senior	7	20 20	SHTS4705
SHTV4705	Sesotho Teaching 2: FET			SHTV3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

Bachelor of Education in Senior and FET phase: Specialising in Life Orientation and English

Academic Plan: BC736517

Total compulsory credits: 520

NB UFSS1504 is a compulsory first-year institutional module for all first-time entering programmes

CURRICULUM

Senior and Further Education and Training Phase Year 1				
Specialising in Life Orientation and English				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
PSIN1514	Introduction to Psychology	5	16	
ENGL1514	Introduction to English	6	16	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1 The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met.
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
PSDE1624	Developmental Psychology	6	16	
ENGL1624	English	6	16	ENGL1514
EDUB1623	Education Studies 1.2. What it means to educate: theoretical perspectives and their significance for SA education	6	12	EDUB1613
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1 136				
Senior and Further Education and Training Phase – Year 2				
Specialising in Life Orientation and English				
CONTINUE WITH BOTH ENGLISH AND LIFE ORIENTATION IN YEAR 2 AND ADD A THIRD SUBJECT IN LIEU OF ALLT3504*				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2614	English	6	16	ENGL1514 & 1624
PSSO2614	Social Psychology		16	PSIN1514 & PSDE1624
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPED1623
TPRV2502	Teaching Practice 2	5	8	
ELLT2504 And ALLT3504*	English as medium of learning and teaching	5	16	
			16	
*ALLT3504 Can be substituted with any 12/16 credit schoolrelated subject				
			100	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2624	English	6 7	16	ENGL2614
PSIH2724	Introduction to Health Psychology			PSS02614
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			160	

Senior and Further Education and Training Phase –Year 3

Specialising in Life Orientation and English

CHOOSE THREE OF THE FOLLOWING ACCORDING TO SUBJECTS TAKEN: EHTS, EHTV, LOTS, LOTV

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV3605	English Teaching 1: Further Education and Training	6	20 20 20 20	ENGL2614 & ENGL2624
LOTS3605	Life Orientation Teaching 1: Senior Phase			PSIN1514 & PSDE1624
EHTS3605	English teaching 1: Senior phase			ENGL1514 & ENGL1624
LOTV3605	Life Orientation Teaching 1: FET			PSS02614 & PSIH2724
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
GAFR3512 (Bfn only) OR SICL3512 OR SSCL3512 OR ZUCL3512 OR	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational IsiZulu	5	8	No previous exposure to the conversational language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
GAFR3522 (Bfn only) OR SICL3522 OR SSCL3522 OR ZUCL3522	Conversational Afrikaans or Conversational Sign Language or Conversational Sesotho or Conversational IsiZulu	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3			132	

Senior and Further Education and Training Phase – Year 4				
Specialising in Life Orientation and English				
CONTINUE WITH THREE OF THE FOLLOWING ACCORDING TO SUBJECTS TAKEN: EHTS, EHTV, LOTS, LOTV				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LOTS4705	Life Orientation Teaching 2: senior phase	7	20	LOTS3605
LOTV4705	Life Orientation Teaching 2: FET		20	LOTV3605
EHTS4705	English Teaching 2			EHTS3605
EHTV4705	English teaching 2: FET		20	EHTV3604
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

B Ed in Senior phase and FET Specialising in Life Orientation and isiZulu

Academic Plan: QC736505

Total compulsory credits: 520

NB UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Senior and Further Education and Training Phase Year 1				
Specialising in Life Orientation and isiZulu				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
PSIN1514	Introduction to Psychology	5	16	
ZULL1514	isiZulu	6	16	isiZulu Home language grade 12
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1 The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met.
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
PSDE1624	Developmental Psychology	6	16	PSIN1514
ZULT1624	isiZulu	6	16	ZULL1514
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	EDUB1613
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			136	

Senior and Further Education and Training Phase – Year 2

Specialising in Life Orientation and isiZulu

CONTINUE WITH BOTH LIFE ORIENTATION AND ISIZULU IN THE SECOND YEAR AND ADD A THIRD SUBJECT IN LIEU OF ALLT3504*

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULL2614	isiZulu language	6	16	ZULL1514 & ZULT1624
PSSO2614	Social Psychology		16	PSIN1514 & PSDE1624
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
TPRV2502	Teaching Practice 2	5	8	
ELLT2504 And ALLT3504*	English as medium of learning and teaching	5	16 16	
*ALLT3504 can be replace with any 12/16 credit school related subject				
			100	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULT2624	isiZulu language	6	16	ZULL2614
PSIH2724	Introduction to Health Psychology	7	16	PSSO2614
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			160	

Senior and Further Education and Training Phase –Year 3

Specialising in Life Orientation and isiZulu

CHOOSE THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN PREVIOUSLY

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZHTS3605	isiZulu Teaching 1: senior phase	6	20 20	ZULL2614 & ZULT2624
LOTS3605	Life Orientation Teaching 1: Senior Phase			PSIN1514 & PSDE1624
LOTV3605				PSSO2614 + PSIH2724
ZHTV3605	isiZulu Teaching 1: Further Education and Training	7	20	ZULL1514 & ZULT1624
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
SSCL3512		5	8	No previous exposure to the conversational language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SSCL3522*	Conversational Sesotho	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3			132	

Senior and Further Education and Training Phase – Year 4				
Specialising in Life Orientation and isiZulu				
CONTINUE WITH THREE DIDACTICS AS CHOSEN IN YEAR 3				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LOTS4705	Life Orientation Teaching2: Senior Phase	7	20 20 20	LOTS3605
ZHTSV4705 or	isiZulu Teaching 2: Senior phase			ZHTS/V3605
ZHTV4705	isiZulu teaching 2: FET			
LOTV4705	Life Orientation Teaching2: Senior Phase/ Further Education and Training			LOTV3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

Bachelor of Education in Senior Phase and Further Education and Training: Specialising in Sesotho Home Language and EnglishFirst Additional Language (Qwaqwa)

Academic Plan: QC736402

Total compulsory credits: 520

NB: UFSS1504 is a compulsory institutional module for first-time entering programmes

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in Sesotho Home Language and English First Additional Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1514	Reading Literature: An Introduction to Reading, Writing and Critical Textual Analysis	5	16	
SSML1514	Sesotho Home Language	5	16	Sesotho H/L pass Gr.12 pass
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not been met.
	TOTAL SEMESTER 1		80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1624	Reading Literature, Film and Culture	6	16	ENGL1514
SSMT1524	Sesotho Home Language	5	16	SSML1514
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	EDUB1613
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			136	

Senior and Further Education and Training Phase – Year 2				
Specialising in Sesotho Home Language and English First Additional Language				
CONTINUE WITH BOTH CONTENT SUBJECTS IN THE SECOND YEAR AND ADD A NEW CONTENT SUBJECT AT FIRST-YEAR LEVEL *				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2614	Early Modern to Contemporary World Literatures	6	16	ENGL1514 & ENGL1624
SSML2614	Sociolinguistics in Sesotho	6	16	SSML1514 & SSMT1524
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
ELLT2504 ALLT3504*	English as medium of learning and teaching	5	16 16	
			100	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2724	Twentieth Century and Modern Literature	7	16	ENGL1514 & ENGL1624
SSMT2624	Sesotho Poetry and Drama	6	16	SSML2614
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	
			60	
TOTAL CREDITS FOR YEAR 2			160	

***ALLT3504:** may be substituted with any 12/16 credit school related module; in this programme the ALLT requirement is provided for by adding a third subject at first-year level, in order to give the candidate admission to three didactic subjects.

Senior and Further Education and Training Phase – Year 3				
Specialising in Sesotho Home Language and English First Additional Language				
CHOOSE THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN IN YEAR 1 AND 2				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EATV3605	English Teaching (First Additional Language) 1: FET phase	6	20	ENGL2724
EATS3605	English Teaching (First Additional Language) 1: Further Education and Training		20	ENGL1624
SHTV3605	Sesotho Teaching (Home Language) 1: Further Education and Training	6	20	SSMT2624
SHTS3605	Or Sesotho Teaching HL: Senior phase			SSMT1624
****3605	Third didactics subject	6	20	
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
ZUCL3512	Conversational IsiZulu	5	8	No previous exposure to the conversational language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
ZUCL3522	Conversational IsiZulu	5	8	Continue with LOCC chosen inSemester 1
			24	
TOTAL CREDITS FOR YEAR 3			132	
Senior and Further Education and Training Phase – Year 4				
Specialising in Sesotho Home Language and English First Additional Language				
CONTINUE WITH THREE DIDACTICS CHOSEN IN YEAR 3				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EATV4705	English Teaching (First Additional Language) 2: Further Education and Training	7	20 20 20	EATV3605
EATS4705	English Teaching (First Additional Language) 2			EATS3605
SHTV4705	Sesotho Teaching (Home Language)2: Further Education and Training	7		SHTV3605
SHTS4705	Sesotho Teaching (Home Language)2: Senior phase			SHTS3605
***4705	Third didactic at year 4	6		
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

BEd in Senior Phase and Further Education and Training: Specialising in English Home Language and Sesotho Home Language (Bfn)

Academic Plan: BC736404

Total compulsory credits: 520

NB: UFSS1504 is a compulsory first-year institutional module for all first-time entering programmes

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in English Home Language and Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1514	Reading Literature: An Introduction to Reading, Writing and Critical Textual Analysis	5	16	
SSML1514	Sesotho Home Language	5	16	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not been met.
			80	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1624	Reading Literature, Film and Culture	6	16	ENGL1514
SSMT1524	Sesotho Home Language	5	16	SSML1514
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			136	
Senior and Further Education and Training Phase – Year 2				
Specialising in English Home Language and Sesotho Home language				
CONTINUE WITH TWO CONTENT SUBJECTS AT SECOND-YEAR LEVEL AND ADD ANOTHER SUBJECT AT FIRST-YEAR LEVEL IN LIEU OF ALLT*				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2614	Early Modern to Contemporary World Literatures	6	16	ENGL1514 & ENGL1624
SSML2614	Sociolinguistics in Sesotho	6	16	SSML1514 & SSMT1524
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
ELLT2504 And ALLT3504*	English as medium of learning and teaching	5	16 16	
			100	
*ALLT3504: can be substituted with any 12/16 credit school related subject				
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2724	Twentieth Century and Modern Literature	7	16	ENGL1514 & ENGL1624
SSMT2624	Sesotho Poetry and Drama	6	16	SSML2614
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	
			60	
TOTAL CREDITS FOR YEAR 2			160	

Senior and Further Education and Training Phase – Year 3				
Specialising in English Home Language and Sesotho Home language				
CHOOSE THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN IN PREVIOUS YEARS				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV3605	English Teaching (Home Language) 1: Further Education and Training OR	6	20 20 20	ENGL2724
EHTS3605	English Teaching (Home Language) 1: Senior Phase			ENGL1624
SHTV3605	Sesotho Teaching (Home Language) 1: Further Education and Training			SSMT2624
SHTS3605	Sesotho Teaching (Home Language) 1: senior phase			
****3605	Third didactic module			As chosen in year 3
EDUB3714	Education Studies 3.1	6	16	EDUB2714 & EDUB2724
GAFR3512 (Bfn only) OR SICL3512 OR ZUCL3512	Conversational Afrikaans Conversational Sign Language Conversational IsiZulu	5	8	No previous exposure to the conversational language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
GAFR3512 (Bfn only) OR SICL3512 OR ZUCL3512	Conversational Afrikaans or Conversational Sign Language or Conversational IsiZulu	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			132	
Senior and Further Education and Training Phase – Year 4				
Specialising in English Home Language and Sesotho Home language				
SEMESTER 1 & 2				
CONTINUE WITH THREE DIDACTICS AS CHOSEN IN YEAR THREE				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV4705	English Teaching (Home Language) 2: Further Education and Training	7	20 20 20	EHTV3605
EHTS4705	English Teaching (Home Language) 2: senior phase			EHTS3605
SHTV4705	Sesotho Teaching (Home Language) 2: Further Education and Training			SHTV3605
SHTS4705	Sesotho Teaching (Home Language) 2 senior phase			SHTS4705
****4705	Third didactics at fourth-year level			****3605
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

BEd in Senior Phase and Further Education and Training: Specialising in IsiZulu Home Language and English First Additional Language (Qwaqwa)

Academic Plan: QC736403

Total compulsory credits: 520

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in IsiZulu Home Language and English First Additional language ⁸				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULL1514	IsiZulu: Introduction to Linguistics	5	16	IsiZulu Home language pass in Gr.12
ENGL1514	Reading Literature: An Introduction to Reading, Writing and Critical Textual Analysis	5	16	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not beenmet.
	SEMESTER 1		80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULT1524	IsiZulu: Introduction to Literature	5	16	
ENGL1624	Reading Literature, Film and Culture	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			136	

Senior and Further Education and Training Phase – Year 2

Specialising in IsiZulu Home Language and English First Additional language

CONTINUE WITH TWO CONTENT SUBJECTS AT SECOND-YEAR LEVEL AND ADD A THIRD SUBJECT AT FIRST-YEAR LEVEL IN LIEU OF ALLT3504*

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULL2614	Sociolinguistics in IsiZulu	6	16	ZULL1514 & ZULT1524
ENGL2614	Early Modern to Contemporary World Literatures	6	16	ENGL1514 & ENGL1624
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
ELLT2504 And ALLT3504*	English as medium of learning and teaching	5	16	

*ALLT3504 can be substituted with any 12/16 credit school related module

	SEMESTER 1		100	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULT2624	IsiZulu: Poetry and Drama	6	16	ZULL1514 + ZULT1524
ENGL2724	Twentieth Century and Modern Literature	7	16	ENGL1514 & ENGL1624
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	
			60	
TOTAL CREDITS FOR YEAR 2			160	

Senior and Further Education and Training Phase – Year 3

Specialising in IsiZulu Home Language and English First Additional language

CHOOSE THREE DIDACTICS MODULE ACCORDING TO SUBJECTS TAKEN IN PREVIOUS YEARS

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZHTV3605	IsiZulu Teaching (Home Language) 1: Further Education and Training	6	20 20 20	ZULT2624
ZHTS3605	IsiZulu Teaching (Home Language) 1: Senior phase			ZULT1624
EATV3605	English Teaching (First Additional Language) 1: Further Education and Training			ENGL2724
EATS3605	English Teaching (First Additional Language) 1 senior phase			ENGL1624
****3605	Third didactics subject			
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
SSCL3512	Conversational Sesotho	5	8	No prior exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SSCL3522	Conversational Sesotho	5	8	Continue with LOCC chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			132	

Senior and Further Education and Training Phase – Year 4				
Specialising in IsiZulu Home Language and English First Additional language				
CHOOSE THREE DIDACTICS MODULE ACCORDING TO SUBJECTS TAKEN IN PREVIOUS YEARS				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZHTS4705	IsiZulu Teaching Home Language 2: Senior Phase	7	20	ZHTV3605
ZHTS4705	IsiZulu Teaching (Home Language) FET			ZHTS3605
EATV4705	English Teaching (First Additional Language) 2: Further Education and Training		20	EATV3605
EATS470	English Teaching (First Additional Language) 2: Senior phase			EATS3605
****4705	Third didactics subject			According to didactics subject chosen in year 3
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

Bachelor of Education in Senior and Further Education and Training Phase: Specialising in English and Afrikaans

Academic Plan: BC736521

Total compulsory credits: 520

NB: UFSS1504 is a compulsory first-year institutional module for all first-time entering programmes

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in English and Afrikaans				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1514	Reading Literature: An Introduction to Reading, Writing and Critical Textual Analysis	5	16	
AFNL1634 Or AFRT1514	Inleiding tot Afrikaanse en Nederlandse Letterkunde: Periodes van Emansipasie Afrikaans addisionele taal	6	16	Afrikaans HL in gr 12 > 55% OR Afrikaans FAL in gr 12 > 70% Afrikaans FAL > 55%
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508 OR AGAE1508	English Academic Literacy for Education Academic Literacy in Afrikaans	5	(32)	NBT requirements not met.
			80	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1624	Reading Literature, Film and Culture	6	16	ENGL1514
AFNT1644 or AFRL1624	Inleiding tot Afrikaanse Taalkunde	6	16	AFNL1634 AFRT1514
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			136	

Senior and Further Education and Training Phase – Year 2

Specialising in English and Afrikaans Home Language

CONTINUE WITH BOTH CONTENT SUBJECTS AT SECOND-YEAR LEVEL

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2614	Early Modern to Contemporary World Literatures	6	16	ENGL1514 & ENGL1624
AFNT2614 Or AFRL2614	Afrikaanse Morfologie en Sosiolinguistiek	6	16	AFNL1634 & AFNT1644 AFRT1514 & AFRL1624
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPED1623
TPRV2502	Teaching Practice	5	8	TPRV1502
ALLT3504 AND ELLT2504	Afrikaans as medium of learning and teaching and English as medium of learning and teaching	5	16 16	
			100	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2724	Twentieth Century and Modern Literature	6	16	ENGL2614
AFNT2724 AFRL	Nederlands en die Nederlandse Kultuur en Letterkunde	7	16	AFNT2614
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPEV2613
	Semester 2 total		60	
TOTAL CREDITS FOR YEAR 2			160	

Senior and Further Education and Training Phase – Year 3				
Specialising in English and Afrikaans Home Language				
CHOOSE THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN IN PREVIOUS YEARS				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV3605	English 1: Further Education and Training	6	20 20 20	ENGL2614 & ENGL2724
EHTS3605	EnglishTeaching 1: Senior Phase			ENGL1514 & ENGL1624
AHTV3605 Or AATV3605	Afrikaans Teaching (HomeLanguage) 1: Further Education and Training Or Afrikaans Teaching (FAL 1): FET phase			AFNK2724
AHTS3605 or AATS3604	Afrikaans Teaching (HomeLanguage) 1: senior phase Or Afrikaans teaching: FAL 1: senior phase			AFNL1634 & AFNL1644
****3605	Third didactic subject			According to subjects taken
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Sign Language OR Conversational Sesotho OR Conversational IsiZulu	5	8	No previous exposure to the conversational language.
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SICL3522 OR SSCL3522 OR ZUCL3522	Conversational Sign Language OR Conversational Sesotho OR Conversational Zulu	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3			132	
Senior and Further Education and Training Phase – Year 4				
Specialising in English and Afrikaans Home Language				
CONTINUE WITH THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN IN PREVIOUS YEARS				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV4705	English language Teaching 2: FET	7	20 20 20	EHTV3605
EHTS4705	English language Teaching 2 Senior phase			EHTS3605
AHTV4705	Afrikaans Teaching (HomeLanguage) 2: Further Education and Training			AHTV3605
AHTS4705	Afrikaans Teaching (HomeLanguage) 2: senior phase			AHTS3605
****4705	Third didactic subject			****3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	

Bachelor of Education in Senior and Further Education and Training Phase: Specialising in English and History

Academic Plan: BC736519

Total compulsory credits: 520

NB: UFSS1504 is a compulsory first-year institutional module for all first-time entering programmes

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in English and History				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1514	English	5	16	
HIST1514	History	6	16	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met.
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1624	Reading Literature, Film and Culture	6	16	
HIST1624	History	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			136	
Senior and Further Education and Training Phase – Year 2				
Specialising in English and History				
CONTINUE WITH TWO CONTENT SUBJECTS AT SECOND-YEAR LEVEL (ENGL2624 AND HIST2724) OR SUBSTITUTE ENGL FOR A THIRD SUBJECT AT FIRST-YEAR LEVEL IN LIEU OF ALLT3504*				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2614	Early Modern to Contemporary World Literatures	6	16	ENGL1514 & ENGL1624
HIST2614	History	6	16	HIST1624
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPED1623
TPRV2502	Teaching Practice	5	8	TPRV1502
ELLT2504 and ALLT3504*	English as medium of learning and teaching	5	16 16	
			100	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2624	Twentieth Century and Modern Literature	6	16	ENGL2614
HIST2724	History	7	16	.
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
	Semester 2 total		60	
TOTAL CREDITS FOR YEAR 2			160	

Senior and Further Education and Training Phase – Year 3

Specialising in English and History

CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS IN PREVIOUS YEARS; HITV IS COMPULSORY FOR THIS PROGRAMME

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV3605	English Teaching (HomeLanguage) 1: Further Education and Training	6	20	ENGL2614 & ENGL2724
EHTS3605	English Home Teaching 1: SeniorPhase		20	ENGL1514 & ENGL1624
HITV3605	History Teaching 1: Further Education and Training			HIST2724
****3605	Third didactics	6	20	According to subjects
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
SICL3512 OR SSCL3512 OR ZUCL3512	Conversational Sign Language OR Conversational Sesotho OR Conversational IsiZulu	5	8	No previous exposure to the conversational language.
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SICL3522 OR SSCL3522 OR ZUCL3522*	Conversational Sign Language OR Conversational Sesotho OR Conversational Zulu	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3			132	

Senior and Further Education and Training Phase – Year 4

Specialising in English Home language and History

CONTINUE WITH THREE DIDACTICS MODULES ACCORDING TO SUBJECTS IN PREVIOUS YEARS

SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV4705	English Teaching (Home Language) 2: FET	7	20 20 20 20	EHTV3605
EHTS4705	English Teaching (Home Language) 2: senior phase			EHTS3605
HITV4705	History Teaching 2: Further Education and Training			HITV3605
****4705	Third didactics subject			****3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR THIS QUALIFICATION			524	

Bachelor of Education in Senior and Further Education and Training Phase: Specialising in Sesotho and History

Academic Plan: BC736511/ QC736511

Total compulsory credits: 520

NB: UFSS1504 is a compulsory first-year institutional module for all minimum duration programmes

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in Sesotho and History				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSML1514	Sesotho	5	16	
HIST1514	History	6	16	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met.
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSMT1624	Sesotho	6	16	SSML1514
HIST1624	History	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			136	
Senior and Further Education and Training Phase – Year 2				
Specialising in Sesotho and History				
CONTINUE WITH TWO CONTENT SUBJECTS AT SECOND-YEAR LEVEL AND ADD A THIRD SUBJECT AT FIRST-YEAR LEVEL IN LIEU OF ALLT3504*				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSML2614	Sesotho 2	6	16	SSML1514 & SSMT1624
HIST2614	History	6	16	HIST1624
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPED1623
TPRV2502	Teaching Practice	5	8	TPRV1502
ELLT2504 And ALLT3504*	English as medium of learning and teaching And Afrikaans as language of learning and teaching	5	16 16	
*ALLT can be substituted with any 12/16 credit school related module				
			100	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSML2624	Sesotho	6	16	SSML2614
HIST2724	History	7	16	.
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
	Semester 2 total		60	
TOTAL CREDITS FOR YEAR 2			160	

Senior and Further Education and Training Phase – Year 3

Specialising in Sesotho and History

CHOOSE THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN IN PREVIOUS YEARS; HITV IS COMPULSORY

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SHTV3605	Sesotho Teaching (HomeLanguage) 1: Further Education and Training	6	20	SSML2614 & SSMTL2724
SHTS3605	Sesotho Home Teaching 1: SeniorPhase		20	SSML1514 & SSMT1624
HITV3605	History Teaching 1: Further Education and Training		20	HIST2614 & HIST2724
****3605	Third didactics subject	6		
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
SICL3512 OR ZUCL3512 Or GAFR3512 (Bfn only)	Conversational Sign Language OR Conversational IsiZulu Or Conversational Afrikaans	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	

Semester 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SICL3522* OR GAFR3522 (Bfn only) OR ZUCL3522	Conversational Sign Language or Conversational Afrikaans or Conversational Zulu	5	8	Continue with LOCC chosen in Semester 1
TOTAL CREDITS FOR YEAR 3			132	

Senior and Further Education and Training Phase – Year 4

Specialising in Sesotho Home language and History

CONTINUE WITH THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN IN PREVIOUS YEARS; HITV IS COMPULSORY

SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SHTV4705	Sesotho Teaching (Home Language) 2: FET	7	20	SHTV3605
SHTS4705	Sesotho Teaching (Home Language) 2 senior phase		20	SHTS3605
HITV4705	History Teaching 2: Further Education and Training		20	HITV3605
****4705	Third didactics subject			****3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
TOTAL CREDITS FOR THIS QUALIFICATION			520	

Bachelor of Education in Senior and Further Education and Training Phase: Specialising in isiZulu and History (Qwaqwa)

Academic Plan: QC736512

Total compulsory credits: 520

NB: UFSS1504 is a compulsory institutional module for all first-time entering programmes

CURRICULUM

Senior and Further Education and Training Phase – Year 1				
Specialising in isiZulu and History				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULL1514	isiZulu	5	16	
HIST1514	History	6	16	
UFSS1504	Compulsory Institutional Module	5	16	
LLST1513	Lifelong learning Skills for Teachers	5	12	
EDUB1613	Education Studies.1.1: The Individual in Education Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met.
			80	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULL1624	Zulu language	6	16	
HIST1624	History	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: theoretical perspectives and their significance for SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			136	
Senior and Further Education and Training Phase – Year 2				
Specialising in isiZulu and History				
CONTINUE WITH TWO CONTENT SUBJECTS AT SECOND-YEAR LEVEL AND ADD A THIRD SUBJECT AT FIRST-YEAR LEVEL IN LIEU OF ALLT3504*				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULL2614	isiZulu	6	16	ZULL1514 & ZULL1624
HIST2614	History	6	16	HIST1624
EDUB2714	Education Studies 2.1	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPED1623
TPRV2502	Teaching Practice	5	8	TPRV1502
ELLT2504* And ALLT3504*	English as medium of learning and teaching And Afrikaans as language of learning and teaching	5	16 16	
*ALLT3504 can be substituted with any 12/16 credit school related subject				
			100	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULL2624	isiZulu	6	16	ZULL2614
HIST2724	History	7	16	.
EDUB2724	Education Studies 2.2	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2	6	12	GPED2613
	Semester 2 total		60	
TOTAL CREDITS FOR YEAR 2			160	

Senior and Further Education and Training Phase – Year 3

Specialising in isiZulu and History

CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS TAKEN PREVIOUSLY: HITV IS COMPULSORY

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZHTV3605	isiZulu Teaching (Home Language) 1: Further Education and Training	6	20 20 20	ZULL2614 & ZULL2724
ZHTS3605	isiZulu Home Teaching 1: Senior Phase			ZULL1514 & ZULL1624
HITV3605	History Teaching 1: Further Education and Training			HIST2614 & HIST2724
****3605	Third subject didactics			According to subjects taken
EDUB3714	Education Studies 3.1	7	16	EDUB2714 & EDUB2724
SICL3512* OR SSCL3512*	Conversational Sign Language OR Conversational Sesotho	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2	7	16	EDUB3714
SICL3522 OR SSCL3522	Conversational Sign Language OR Conversational Sesotho	5	8	Continue with LOCC chosen Semester 1
TOTAL CREDITS FOR YEAR 3			132	

Senior and Further Education and Training Phase – Year 4

Specialising in isiZulu Home language and History

CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS TAKEN PREVIOUSLY: HITV IS COMPULSORY

SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZHTV4705	isiZulu Teaching (Home Language) 2: FET	7	20 20 20	ZHTV3605
ZHTS4705	isiZulu Teaching (Home Language) 2: senior phase			ZHTS3605
HITV4705	History Teaching 2: Further Education and Training			HITV3605
****4705	Third didactics subject			****3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			520	



POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

PGCE

Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching: PGCE: SP AND FET

Career Opportunities

The Postgraduate Certificate in Education (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 subject(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.

PGCE: SP&FET Admission Requirements	<ul style="list-style-type: none"> Admission to the PGCE (Senior Phase and Further Education and Training Teaching, OR to Further Education Phase) is subject to the UFS General Rules and Regulations (2023). The following minimum requirements apply: <p>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.</p> <p>OR</p> <p>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 specialise in at least one FET school subject and one Senior Phase subject.</p> <ul style="list-style-type: none"> 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 N QF levels. Admission to the PGCE will not be granted unless the subject matter requirements have been satisfied prior to registration. <p>ADDITIONAL REQUIREMENTS FOR SPECIALISING IN A PARTICULAR SUBJECT DOMAIN</p> <ul style="list-style-type: none"> English Teaching: a student must have passed English Language and Literature at <u>third-year level</u> (NQF 7) for teaching at FET level, or English I (NQF6) for teaching at senior phase level.
	<ul style="list-style-type: none"> Life Sciences Teaching: a student 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: a student 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 (NQF 7) and Chemistry I (NQF6). Mathematics Teaching in Senior Phase: a student must have passed Mathematics at least at first-year level (NQF6). Mathematics Teaching in FET Phase: a student must have passed Mathematics at least at third-year level (NQF7). History, Business Studies, Economics or Geography teaching: a student must have this subject at least at NQF 7 (i.e. second- or third year).
STREAMS	MODULE COMBINATIONS
1) EMS	Accounting and Business Studies OR Accounting and Economics

2) MATHS, SCIENCES AND TECHNOLOGY	Mathematics and Physical Sciences OR Natural Sciences and Agriculture OR Mathematics and Life Sciences OR Physical Sciences and Life Sciences
3) HUMAN AND SOCIAL SCIENCES	Geography and History OR History with a language OR Geography with a language
4) LANGUAGES	English and Afrikaans (Bfn) OR Sesotho and English OR English FAL and IsiZulu Home Language (QQ)
5) ARTS EDUCATION	Dramatic Arts and a language (<i>Bfn only</i>)

9.1.1 PGCE: SP&FET Language endorsement

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

9.1.2 PGCE: SP & FET Duration of Study

The UFS GENERAL RULES AND REGULATIONS 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 study.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS GENERAL RULES AND REGULATIONS (i.e., minimum period allowed for a particular qualification ,plus an additional two years, with the second period following immediately after the first).

9.1.3 Assessment in PGCE: SP & FET

- PGCE students need to demonstrate applied competence. This means that they must 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, 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.

9.1.4 Awarding of a qualification

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

9.1.5 Work Placement for Experiential Learning (WIL)

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 at schools. This school-based teaching practice will be scheduled over a period of 1 year (full-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.

Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching (PGCE: SP&FET)

Academic Plan: BC737500/Q737500

Credits 164

Curriculum

MODULE NAME	YEAR		CREDITS
	SEMESTER 1	SEMESTER 2	
Group 1 modules: Compulsory, core modules			
Education Studies 1: Education for social transformation – conceptualizing 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
Basic computer literacy	CSIL1511*		4
Teaching Practice	WILP170 0		40 ²

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

* CSIL1511: This module code is under review and may be replaced by an equivalent or alternative as proposed from time to time

MODULE NAME	YEAR	CREDITS
Group 2 modules: Language of Learning and Teaching <i>Students must select and pass either Afrikaans OR English LoLT</i>		
Afrikaans as medium for Learning and Teaching*	ALLT3504 or AFRT1514 & AFRL1624 OR ELLT2504*	16 (32) (16)
English as medium for Learning and Teaching*		
Group 3 modules: Conversational Competence Students must select and pass <u>one</u> 16- credit module from Group 3		
Conversational Language: Afrikaans (only on Bloemfontein campus)	GAFR3504	16
OR		
Conversational Language Sesotho	SSCL35 04	(16)
OR		
Conversational Language IsiZulu	ZUCL35 04	(16)
OR		
Conversational Language: Sign Language (only on Bloemfontein campus)	SICL3504	(16)
Group 4 modules: Subject teaching Students must select and pass <u>two</u> 20-credit modules from List X ³	Subject teaching	40
TOTAL		164

* RPL: Students who have passed English in their first B- degree programme as an elective or major subject at first- and second- year levels qualify for an exemption for these modules. Such a student can take a pre-course literacy test and if they obtain a score of 80%, they will qualify for promotion. In the latter case, the student would 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 level.

LIST A

SENIOR PHASE AND FURTHER EDUCATION AND TRAINING SUBJECT TEACHING MODULES FOR PGCE

SUBJECT FIELD	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS
Economic and Management Sciences	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
	Economic and Management Science Teaching 1 & 2: Senior Phase	EMTS3705	7	20
Mathematics, Science and Technology	Mathematics Teaching 1 & 2: Senior Phase	MSTS3705	7	20
	Natural Sciences Teaching 1 & 2: Senior Phase	NSTS3705	7	20
	Agricultural Science Teaching 1 & 2: Further Education and Training	ASTV37 05	7	20
	Life Sciences Teaching 1 & 2: Further Education and Training	LSTV 370 5	7	20
	Mathematics Teaching 1 & 2: Further Education and Training	MSTV37 05	7	20
	Physical Sciences Teaching 1 & 2: Further Education and Training	PSTV3705	7	20
Human and Social Sciences	Geography Teaching 1 & 2: Further Education and Training	GETV3705	7	20
	History Teaching 1 & 2: Further Education and Training	HITV3705	7	20
Languages Education	Afrikaans Teaching 1 & 2: Senior Phase	AHTS3705	7	20
	Afrikaans Teaching 1 & 2: Further education and training	AHTV3705	7	20
	English Teaching 1 & 2: Further education and training	EHTV705	7	20
	English Teaching 1 & 2: Senior Phase	EHTS3705	7	20
	IsiZulu Teaching 1 & 2: Senior Phase (<i>Qwaqwa only</i>)	ZHTS3705	7	20
	IsiZulu Teaching 1 & 2: Further education and training (<i>Qwaqwa only</i>)	ZHTV3705	7	20
	Sesotho Teaching 1 & 2: Senior Phase	SHTS3705	7	20
Arts Education	Dramatic Arts Teaching FET Phase (<i>Bloemfontein only</i>)	DATV3705	7	20
	Afrikaans Teaching 1 & 2: Senior Phase Training	AHTS3705	7	20
	English Teaching 1 & 2: Senior Phase	EHTS3705	7	20
	Sesotho Teaching 1 & 2 Senior phase	SHTSV3705	7	20

Postgraduate Certificate in Education in Further Education and Training Teaching (PGCE: FET)

Academic Plan: BC736500/Q736500

Credits 164

Curriculum

MODULE NAME	YEAR		CREDITS
	SEMESTER 1	SEMESTER 2	
Group 1 modules: Compulsory, core modules			
Education Studies 1: Education for social transformation – conceptualizing 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
Basic computer literacy	CSIL1511*		4
Teaching Practice	WILP170 0		40 ²

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

* CSIL1511: This module code is under review and may be replaced by an equivalent or alternative as proposed from time to time

MODULE NAME	YEAR	CREDITS
Group 2 modules: Language of Learning and Teaching <i>Students must select and pass either Afrikaans OR English LoLT</i>		
Afrikaans as medium for Learning and Teaching*	ALLT3504 or AFRT1514	16 (32)
English as medium for Learning and Teaching*	& AFRL1624 OR ELLT2504*	(16)
Group 3 modules: Conversational Competence Students must select and pass <u>one</u> 16- credit module from Group 3		
Conversational Language: Afrikaans (Only on Bloemfontein campus)	GAFR3504	16
OR		
Conversational Language Sesotho	SSCL35 04	(16)
OR		
Conversational Language IsiZulu	ZUCL35 04	(16)
OR		
Conversational Language: Sign Language (only on Bloemfontein campus)	SICL3504	(16)
Group 4 modules: Subject teaching Students must select and pass <u>two</u> 20-credit modules from List A	Subject teaching	40
TOTAL		164

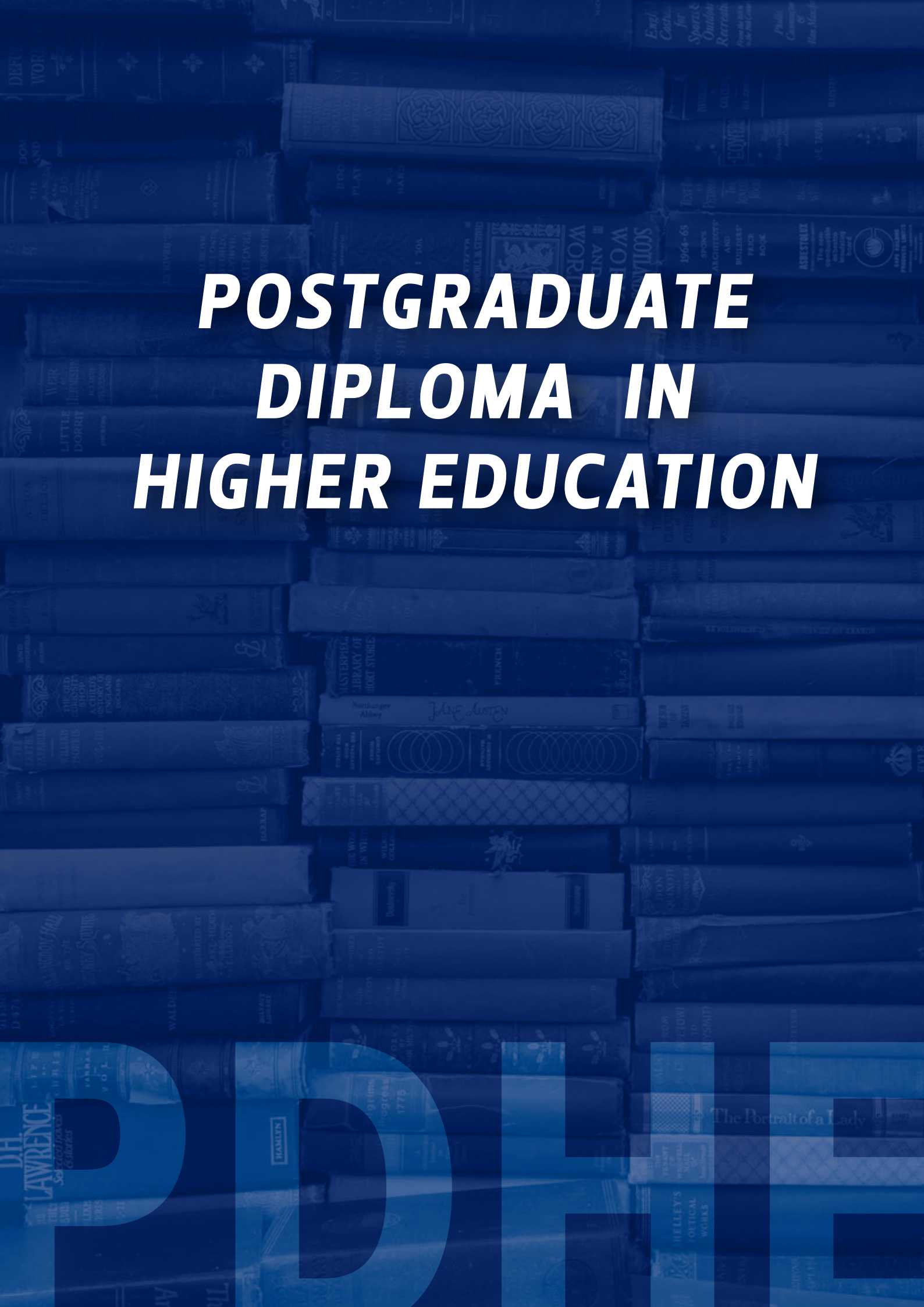
* RPL: Students who have passed English in their first B- degree programme as an elective or major subject at first- and second-year levels qualify for an exemption for these modules. Such a student can take a pre-course literacy test and if they obtain a score of 80%, they will qualify for promotion. In the latter case, the student would 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 level.

LIST A

SENIOR PHASE AND FURTHER EDUCATION AND TRAINING SUBJECT TEACHING MODULES FOR PGCE

SUBJECT FIELD	MODULE NAME	MODULE CODE	NQF LEVEL	CREDITS
Economic and Management Sciences	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
	Mathematics Teaching 1 & 2: Senior Phase	MSTV3705	7	20
	Agricultural Science Teaching 1 & 2: Further Education and Training	ASTV37 05	7	20
	Life Sciences Teaching 1 & 2: Further Education and Training	LSTV 3705	7	20
	Mathematics Teaching 1 & 2: Further Education and Training	MSTV37 05	7	20
	Physical Sciences Teaching 1 & 2: Further Education and Training	PSTV3705	7	20
	Geography Teaching 1 & 2: Further Education and Training	GETV3705	7	20
Human and Social Sciences	History Teaching 1 & 2: Further Education and Training	HITV3705	7	20
Languages Education	Afrikaans Teaching 1 & 2: Further education and training	AHTV3705	7	20
	English Teaching 1 & 2: Further education and training	EHTV705	7	20
	IsiZulu Teaching 1 & 2: Further education and training (<i>Qwaqwa only</i>)	ZHTV3705	7	20
	Dramatic Arts Teaching FET Phase (<i>Bloemfontein only</i>)	DATV3705	7	20
	Sesotho Teaching 1 & 2 Further Education and training	SHTV3705	7	20

The background is a dense, slightly blurred image of numerous book spines in a library. The spines are of various colors and thicknesses, creating a textured, layered effect. Overlaid on this is a large, semi-transparent blue watermark that reads 'PDF' in a bold, sans-serif font, positioned diagonally from the bottom left towards the center. The main title is centered in the upper half of the image.

POSTGRADUATE DIPLOMA IN HIGHER EDUCATION

10.1 Purpose

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 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 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.

10.2 Admission Requirements

- To be admitted to this diploma, a student must be in possession of a relevant qualification on NQF Level 7, and current experience in a teaching and learning environment within higher education, which implies, according to HE QSF:
- An approved and recognised four-year BE d, **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 is approved by assessment of prior learning, provided they meet level 7 exit-level outcomes.
- A selection process is applicable for admission to the PG Dip Programme (minimum of 60 % average in preceding Degree OR 65 % in a preceding Advanced Diploma).
- Experience in a Higher Education environment will be required for the PG Dip in Higher Education

10.2.1 Additional Requirements for Admission

- 10.2.1.1 Students must be digitally literate
- 10.2.1.2 This qualification will only be offered if, in the discretion of the Faculty, enough enrolments can be secured to render the programme sustainable. **Sustainability will depend on student numbers, availability of staff and resources.**

10.3 Assessment

- 10.3.1 **Continuous assessment activities** of knowledge, skills and attitudes will take place, implying that **no formal examinations** will be written.
- 10.3.2 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.
- 10.3.3 A mark of 50 % is required to pass a module and no reassessment of a module will be granted.
- 10.3.4 To pass a module with distinction, a final mark of at least 75 % must be obtained.

10.4 Duration

The UFS GENERAL RULES AND REGULATIONS in respect of the residential period are applicable to this qualification:

10.4.1 The Postgraduate Diploma may be completed within a minimum period of two years' part-time study.

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

10.5 Curriculum for PGDip in Higher Education

YEAR 1		YEAR		CREDITS
MODULE NAME	SEMESTER 1	SEMESTER 2		
Higher Education Theory	EDHT5812		8	
Foundations of Higher Education Studies	EDHF5812		8	
M ethods for Researching Higher Education Practice#	EDHM5812*		8	
Learning Programme Design	EDHP5812		8	
Student Learning, Developm e nt and Sup port		E D H D 5824	16	
Learning Facilitation and Evaluation		E D H L 582 4	16	
Total (Se m 1; Se m 2)	32	32	64	
TOTAL CREDITS: YEAR 1	64			

YEAR 2		YEAR		CREDITS
MODULE NAME	SEMESTER 1	SEMESTER 2		
Assess ment and Mod eration	E D H A 58 14		16	
R esearch Project in Higher E ducation	E D H R 5808		32	
ICT in the Facilitation of Student Learning		E D T H 5 822	8	
Service Learning		EDSL5822	8	
Total (Se m 1; Se m 2)	16	16	64	
Total (Year)	32			
TOTAL CREDITS: YEAR 2	64			

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



BACHELOR OF EDUCATION HONOURS DEGREES

ONS

14.1 Bachelor Of Education Honours (BEd Hons)

14.1.1 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 that 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

14.1.2 Admission Requirements

- The UFS General Rules and Regulations of the University in respect of admission to Bachelor Honours Degrees (according to HEQSF) are applicable to this degree.
- To be admitted to BEd Hons 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 65% average in preceding Degree OR Advanced Diploma).
- This qualification will only be offered if, in the discretion of the Faculty, enough enrolments can be secured to render the programme sustainable.

14.1.3 Additional Requirements for BEd Hons with Specialisation in Psychology of Education

- This is a selection course.
- Admission to this programme requires Psychology up to second year level. This degree is not for registration with the HPCSA.

14.1.4 Additional Requirements for BEd Hons with Specialisation in Early Childhood Education

- This is a selection course.
- Admission to this programme requires Foundation Phase Teaching qualification.

14.1.5 Duration of Study

The UFS General Rules and Regulations 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.

14.1.6 Attendance

- a. Part-time students attend class every second Friday afternoons
- b. Full-time students attend class every Friday afternoon
- c. Please take note that EDMR6808 (research project) is separate from the rest of the timetable
- d. **The BEd Hons classes will be face-face for the foreseeable future, as we do not offer any distance learning BEd Hons programmes. Please also note that class attendance is compulsory.**
- e. Attendance of teaching opportunities:
 - Compulsory attendance of teaching opportunities in a module, as prescribed by the Faculty Board in which the specific module is offered and indicated in the module guide or its addendum, is one of the prerequisites for admission to the examination.
 - Apology for non-attendance of teaching opportunities on account of unforeseen circumstances must be accompanied by supporting documentation and presented to the lecturer in question at the next available teaching opportunity in the module.

14.1.7 Assessment

- The UFS General Rules and Regulations 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.
- Integrated continuous assessments will apply, allowing demonstration of achieved competences, as required by the outcomes of the qualification.
- All modules in the BEd Hons programme are non-examination modules. Students are required to attend class sessions and the summative end-assessment will consist of 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 module, with a minimum of four assessment tasks per module. These tasks could include tests, case studies, simulations, presentations, essays, group assignment, 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.

14.2 *Fields of Study*

A student who registers for a BEd Honours degree chooses one of the following directions:

15.1.1 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN MANAGEMENT AND GOVERNANCE – FULL-TIME

Academic Plan: BC760083/QC760083

Credits: 144

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

CODE	NAME OF MODULE	CREDITS
FULL-TIME		
EDRM6808	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDMR6808	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

15.1.2 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN MANAGEMENT AND GOVERNANCE – PART-TIME

Academic Plan: BC760083/QC760083

Credits: 144

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

CODE	NAME OF MODULE	CREDITS
1ST YEAR		
EDRM6808*	Education Research Methodology*	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDML6804	Education Management and Leadership	16

CODE	NAME OF MODULE	CREDITS
2ND YEAR		
EDMR6808*	Research Project*	32
EDLA6804	Education Law	16
EDPS6804	Education Policy Studies	16
EDCI6804	Comparative Education and International Studies	16

PREREQUISITES:

*Part-time students should have passed EDRM6808 before they will be allowed to register for EDMR6808.

15.1.3 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN CURRICULUM STUDIES – FULL-TIME

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
FULL-TIME		
EDRM6808	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDCR6808	Research Project	32
EDCS6804	Curriculum Studies	16

CODE	NAME OF MODULE	CREDITS
EDPS6804	Education Policy Studies	16
	Electives – Group 1 (Choose one)**:	
EDSS6804	Subject Education in Social Sciences	16
	OR	
EDMA6804	Subject Education in Mathematics	16
	OR	
EDLE6804	Subject Education in Language Education	16
	OR	
EDST6804	Subject Education in Science and Technology	16
	Electives – Group 2 (Choose one):	
EDPH6804	Philosophy of Education	16
	OR	
EDCI6804	Comparative Education and International	16

**These modules will only be offered if, in the discretion of the Faculty, a sufficient number of enrolments can be secured to render these modules sustainable.

15.1.3 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN CURRICULUM STUDIES – PART-TIME

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
1ST YEAR		
EDRM6808*	Education Research Methodology*	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDCS6804	Curriculum Studies	16

CODE	NAME OF MODULE	CREDITS
2ND YEAR		
EDCR6808*	Research Project*	32
EDPS6804	Education Policy Studies	16
	Electives – Group 1 (Choose one)**:	
EDSS6804	Subject Education in Social Sciences	16
	OR	
EDMA6804	Subject Education in Mathematics	16
	OR	
EDLE6804	Subject Education in Language Education	16
	OR	
EDST6804	Subject Education in Science and Technology	16
	Electives – Group 2 (Choose one):	
EDPH6804	Philosophy of Education	16
	OR	
EDCI6804	Comparative Education and International	16

PREREQUISITIES:

*Part-time students should have passed EDRM6808 before they will be allowed to register for EDCR6808.

15.1.4 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION – FULL-TIME

(Not for professional registration with the HPCSA)

Academic Plan: BC760092/QC760092

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
FULL-TIME		
EDRM6808	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDPR6808	Research Project	32
EDPY6804	Psychology of Education (not for registration with the HPSCA)	16
EDCP6804	Community Psychology of Education (not for registration with the HPSCA)	16
EDPS6804	Education Policy Studies	16
	Electives (Choose one):	
EDPH6804	Philosophy of Education	16
	OR	
EDCI6804	Comparative Education and International	16

15.1.5 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION – PART-TIME

(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 **one** elective module from Group 1 **AND one** from Group 2:

CODE	NAME OF MODULE	CREDITS
1ST YEAR		
EDRM6808*	Education Research Methodology*	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDCP6804	Community Psychology of Education (not for registration with the HPSCA)	16

CODE	NAME OF MODULE	CREDITS
2ND YEAR		
EDPR6808*	Research Project*	32
EDPY6804	Psychology of Education (not for registration with the HPSCA)	16
	Electives – Group 1 (Choose one):	
EDPH6804 Philosophy of Education	Philosophy of Education	16
	OR	
EDCI6804	Comparative Education and International	16
	Electives – Group 2 (Choose one):	
EDCS6804	Curriculum Studies	16
	OR	
EDPS6804	Education Policy Studies	16

PREREQUISITES:

*Part-time students should have passed EDRM6808 before they will be allowed to register for EDPR6808

15.1.6 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING – FULL-TIME

Academic Plan: BC760081/ QC760081 (Only offered on Bloemfontein Campus)

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
FULL-TIME		
EDRM6808	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDER6808	Research Project	32
EDEC6804	Advanced Studies in Early Childhood	16
EDPY6804	Psychology of Education (not for registration with the HPSCA)	16
EDPH6804	Philosophy of Education	16
EDPS6804	Education Policy Studies	16

15.1.7 BACHELOR OF EDUCATION HONOURS WITH SPECIALISATION IN EARLY CHILDHOOD DEVELOPMENT AND LEARNING – PART-TIME

Academic Plan: BC760081/ QC760081 (Only offered on Bloemfontein Campus)

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
1ST YEAR		
EDRM6808*	Education Research Methodology*	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDEC6804	Advanced Studies in Early Childhood	16

CODE	NAME OF MODULE	CREDITS
2ND YEAR		
EDER6808*	Research Project*	32
EDPY6804	Psychology of Education (not for registration with the HPSCA)	16
EDPH6804	Philosophy of Education	16
	Electives – (Choose one):	
EDCS6804	Curriculum Studies	16
	OR	
EDPS6804	Education Policy Studies	16

PREREQUISITES:

*Part-time students should have passed EDRM6808 before they will be allowed to register for EDER6808.

MASTER'S DEGREES



16. Master of Education (M Ed)

16.1 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 analyzing 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

16.1.2 Admission Requirements

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

To be admitted to the MEd programme of 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 of Psychology degree + PGCE) *OR*
- a relevant Bachelor of Honours degree + PGCE *OR*
- a Postgraduate Diploma may also be recognised as meeting the minimum entry requirement for a cognate Master of Education degree programme if it meets the HEQSF research requirement of at least 30 credits.

Admission into this programme is based on selection considering the academic achievement (at least 60% in the previous qualification) and the focus of research.

16.1.3 Duration of Study

The UFS General Rules and Regulations 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 of full-time study. 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.

16.1.4 Assessment

The UFS General Rules and Regulations 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 Master's 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 assists 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.

16.1.5 Requirements for MEd with Specialisation in Mathematics or Science and Technology

Students will be selected for these programmes taking into consideration their fields of specialisation, previous experience, and academic achievement.

16.1.6 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 before the Title Registration Committee (CTR).
- Submit ethical clearance application. All research must have ethical clearance. Ethical clearance can only be obtained after the title has been registered and no data collection can be done without ethical clearance.

16.2 Master of Education Fields of Study

A student who registers for a Master's degree chooses one of the following directions:

16.2.1 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

16.2.3 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

16.2.4 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

16.2.5 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

16.2.6 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

16.2.7 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

16.2.8 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

16.2.9 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

16.2.10 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

16.2.11 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

16.2.12 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

16.2.13 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

16.2.14 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

16.2.15 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

16.2.16 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

16.2.17 Master Of Higher Education Studies (MHES)

Admission into the MHES is subject to the UFS General Rules and Regulations 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:

Note: 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.
 - Students admitted to this programme will have to register and PASS two modules in the PGDip Higher Education programme, namely the foundations and theories of higher education as a field of study (EDHM5812 and EDHT5812).
 - The Faculty of Education has the right to limit the student intake per year, based on available staff capacity (refer to EDU 9.19).

16.2.17.1 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 defense.

16.2.17.2 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.

DOCTORAL DEGREES

17. Doctor Of Philosophy (PhD)

17.1 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.

17.2 Admission Requirements

- a. The UFS General Rules and Regulations in respect of admission to Doctoral degrees (according to the HEQSF) are applicable to this degree.
- b. To be admitted to the PhD programme of study in Education the student must possess an acknowledged qualification at NQF Level 9.
- c. To be admitted to the PhD programme of study with specialisation in Higher Education Studies, the student must have appropriate experience related to higher education and training.
- d. A student must attend the faculty's orientation programme at the start of their studies.
- e. Ethical clearance can only be granted, and the title of the dissertation may only be registered after the successful completion of the oral defense.

17.3 Duration of Study

- a. The minimum duration of study for the PhD degree is at least two years.
- b. A student must 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.
- c. 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.
- d. All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules.

17.4 Assessment

- a. The UFS General Rules and Regulations in respect of assessment are applicable to this degree.
- b. Within the first twelve months following registration, a student must:
 - c. 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.
 - d. submit ethical clearance.
 - e. Ethical clearance can only be granted, and the title of the thesis may only be registered after the successful completion of the oral defense.
 - f. 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.
 - g. 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

- h. 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).
 - i. 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.

17.5 Doctor of Philosophy Fields of Study

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

17.5.1 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

* This qualification will not enable you to register with the HPCSA

17.5.2 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

17.5.3 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

17.5.4 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

17.5.5 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: EducationLaw	360

17.5.6 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: EducationManagement and Leadership	360

17.5.7 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

17.5.8 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: PolicyStudies in Education	360

17.5.9 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: Psychologyof Education	360

*This qualification will not enable you to register with the HPCSA

17.5.10 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

17.5.11 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

17.5.12 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

17.5.13 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

17.5.14 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

17.5.15 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 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 register and PASS two modules in the PGDip Higher Education programme, namely the foundations and theories of higher education as a field of study. (EDHM5812 and EDHT5812).

**“ Education is the passport
to the future, for tomorrow
belongs to those who prepare
for it today.**

–Malcolm X



For more information you can visit Faculty of Education website on this link:

<https://www.ufs.ac.za/edu>

