

2024

RULE BOOK

Faculty of Education

T: + 27 51 401 9111 | E: eduinfo@ufs.ac.za | www.ufs.ac.za

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

VISION **130**
Renew and Reimagine
for 2034

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



COMPOSITION AND ORGANISATION OF THE FACULTY RULEBOOK

The Faculty of Education is serious about maintaining academic standards, protecting the professional identity and 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 programmes, and 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.

The Rulebook should be read in tandem with the UFS General Rules and Regulations for Undergraduate Qualifications, Postgraduate Diplomas, Bachelor Honours Degree, Master's Degree, Doctoral Degrees, Higher Doctorates, Honorary Degrees, and the Convocation, 2023 (hereafter called the UFS General Rules).





TABLE OF CONTENTS

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, clarification of terms, information on the admission point calculation.

SECTION B

Principles underpinning the design of programmes leading to teacher education qualifications, higher education qualification types, teaching specialisations, examples of qualification paths in teacher education, specific information on the curriculum composition of various programmes, a summary of UFS General Rules and faculty-specific requirements.

SECTION C

Curricula of qualifications offered in the Faculty of Education.

SECTION A	1
VISION AND MISSION STATEMENTS	2
CONTACT DETAILS OF OFFICE BEARERS.....	3
CLARIFICATION OF TERMS.....	15
UFS ADMISSION POINT.....	15
SECTION B	17
PRINCIPLES UNDERPINNING THE DESIGN OF PROGRAMMES	18
TEACHING SPECIALISATIONS AND QUALIFICATION PATHS IN TEACHER EDUCATION.....	19
HIGHER EDUCATION QUALIFICATION TYPES.....	19
UFS GENERAL RULES AND REGULATIONS PERTAINING TO THE FACULTY RULES	22
SECTION C	25
DIPLOMA IN GRADE R TEACHING	26
ADVANCED CERTIFICATE IN TEACHING ONLINE	29
Specialising in Foundation Phase	29
Specialising in Intermediate Phase English FAL and Mathematics.....	30
Specialising in Intermediate Phase English FAL and Social Sciences.....	30
Specialising in Intermediate Phase English FAL and Life Skills	31
'Specialising in Intermediate Phase English FAL and Natural Sciences & Technology	32
Specialising in Senior Phase English FAL.....	32
BACHELOR'S DEGREES.....	33
B Ed Foundation Phase Specialisations (BEd FP)	
Specialising in Afrikaans Home Language	35
Specialising in Sesotho Home Language	37
Specialising in English Home Language.....	39
Specialising in IsiZulu Home Language.....	42
B Ed Intermediate Phase Specialisations (BEd IP)	
Specialising in Maths, Natural Sciences, Technology Education and Afrikaans Home Language	45
Specialising in Maths, Natural Sciences, Technology Education and Sesotho Home Language.....	47
Specialising in Maths, Natural Sciences, Technology Education and English Home Language	49
Specialising in Maths, Natural Sciences, Technology Education and IsiZulu Home Language	51
Specialising in Life Skills, Social Sciences and Afrikaans Home Language	53
Specialising in Life Skills, Social Sciences and Sesotho Home Language.....	55
Specialising in Life Skills, Social Sciences and English Home Language	57
Specialising in Life Skills, Social Sciences and IsiZulu Home Language	59
B Ed Intermediate Phase Extended Programmes	
Specialising in Maths, Natural Sciences, Technology Education and Afrikaans Home Language	62
Specialising in Maths, Natural Sciences, Technology Education and Sesotho Home Language.....	64
Specialising in Maths, Natural Sciences, Technology Education and English Home Language	66
Specialising in Maths, Natural Sciences, Technology Education and IsiZulu Home Language	69
Specialising in Life Skills, Social Sciences and Afrikaans Home Language	71
Specialising in Life Skills, Social Sciences and Sesotho Home Language.....	73
Specialising in Life Skills, Social Sciences and English Home Language	75
Specialising in Life Skills, Social Sciences and IsiZulu Home Language	77
B Ed Senior and Further Education and Training Phase (BEd Senior and FET)	
Specialising in Accounting and Business Studies (Bfn)	82
Specialising in EMS and Accounting/Business Studies.....	84
Specialising in Technology and Engineering and Graphic Design (Bfn)	86
Specialising in Mathematics and Physical Sciences.....	88
Specialising in Mathematics and Life Sciences (Qwaqwa).....	90
Specialising in Mathematics and Life Sciences (Bfn)	92
Specialising in Technology and Life Sciences (Bfn).....	95

Specialising in Sesotho Home Language and English First Additional Language (Qwaqwa).....	97
Specialising in English and Sesotho Home Language (Bfn)	99
Specialising in IsiZulu Home Language and English First Additional Language (Qwaqwa)	101
Specialising in English and Afrikaans (Bfn)	103
Specialising in English and History	105
Specialising in Sesotho and History	107
Specialising in IsiZulu and History (Qwaqwa)	109

POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching (PGCE: SP and FET).....	115
Postgraduate Certificate in Education in Further Education and Training Teaching (PGCE: FET)	115

POSTGRADUATE DIPLOMA IN HIGHER EDUCATION (PGDip)

POSTGRADUATE DIPLOMA IN HIGHER EDUCATION	118
--	-----

BACHELOR OF EDUCATION HONOURS (B Ed Hons)

Specialisation in Management and Governance (Full-Time).....	122
Specialisation in Management and Governance (Part-Time).....	123
Specialisation in Curriculum Studies (Full-Time)	123
Specialisation in Curriculum Studies (Part-Time).....	124
Specialisation in Psychology of Education (Full-Time)	124
Specialisation in Psychology of Education (Part-Time)	125
Specialisation in Early Childhood Development and Learning (Full-Time).....	125
Specialisation in Early Childhood Development and Learning (Part-Time)	126

MASTER OF EDUCATION (M Ed)

Specialisation in Education Management and Leadership	129
Specialisation in Education Policy Studies	129
Specialisation in Philosophy of Education	129
Specialisation in Psychology of Education	130
Specialisation in Community Psychology of Education	130
Specialisation in Comparative Education	130
Specialisation in Education Law	130
Specialisation in Curriculum Studies	130
Specialisation in Early Childhood Development and Learning	130
Specialisation in Subject Education in Social Sciences	131
Specialisation in Subject Education in Mathematics	131
Specialisation in Subject Education in Languages	131
Specialisation in Subject Education in Science and Technology.....	131
Specialisation in Subject Education in Natural Sciences	131
Specialisation in Higher Education Studies	131
Master of Higher Education Studies	132

DOCTOR OF PHILOSOPHY (PhD)

Specialisation in Community Psychology of Education	135
Specialisation in Comparative Education and International Studies	135
Specialisation in Curriculum Studies	135
Specialisation in Early Childhood Development and Learning	135
Specialisation in Education Law	135
Specialisation in Education Management and Leadership	136
Specialisation in Philosophy of Education	136
Specialisation in Policy Studies in Education	136
Specialisation in Psychology of Education	136
Specialisation in Subject Education in Languages	136
Specialisation in Subject Education in Mathematics	136
Specialisation in Subject Education in Natural Sciences	137
Specialisation in Subject Education in Science and Technology.....	137
Specialisation in Subject Education in Social Sciences	137
Specialisation in Higher Education Studies	137



SECTION

A

- *Vision and mission statements*
- *Contact details of office bearers*
- *Clarification of terms*

VISION & MISSION

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 the students, its staff, and the community with which it engages and draws on their diversity as a source of strength. To be recognised nationally and internationally for its scholarship and its contextualised 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 characterised by firm theoretical grounding, relevant skills, and commitment to serve the community.
- Develop its capacity by strengthening the links between its teaching, research, and community engagement.
- Enable access in ways to overcome the barriers posted by social inequality.

Values of the Faculty of Education



Community



Accountability



Commitment



Excellence





Ownership






CONTACT DETAILS OF OFFICE BEARERS



OFFICE OF THE DEAN

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Prof	Loyiso (LC) Jita	WD4B	Ground	Dean and SANRAL Chair	+27 51 401 2238	JitaLC@ufs.ac.za	BFN
		Lindiwe (LP) Manzana	WD4A	Ground	Office Manager	+27 51 401 9281	ManzanaLP@ufs.ac.za	BFN



OFFICE OF THE VICE-DEAN: RESEARCH AND POSTGRADUATE STUDIES

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Prof	Matseliso (ML) Mokhele- Makgalwa	WD7A	Ground	Acting Vice Dean Research and Postgraduate Studies	+27 51 401 3777	MokheleML@ufs.ac.za	BFN
		Elsa (EC) Bester	WD7	Ground	Office Manager	+27 51 401 3057	BesterEC@ufs.ac.za	BFN
		Carike (GC) Swart	WD12	Ground	Administrator: Honours and PGDip in HE	+27 51 401 9922	SwartGC@ufs.ac.za	BFN
		Christa (CS) Duvenhage	WD10	Ground	Administrator: Masters and PhD	+27 51 401 3651	DuvenhageCS@ufs.ac.za	BFN
		Moleboge (MM) Modikwe	WD14	Ground	Assistant Officer	+27 51 401 3891	ModikweMM@ufs.ac.za	BFN



OFFICE OF THE VICE-DEAN: TEACHING AND LEARNING

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Prof	Patrick (P) Mafora	B120A	1	Vice Dean	+27 51 401 2403	MaforaP@ufs.ac.za	SC
		Margaret (MM) Ncamane	B120	1	Assistant Officer	+2751 50 51213	NcamaneMM@ufs.ac.za	SC
	Dr	Bawinile (BJ) Mthanti	A313	3	Head: ODeL	+27 51 401 3125	MthantiBJ@ufs.ac.za	SC
		Sealy (S) Mofokeng			General Worker			SC

OFFICE OF THE ASSISTANT DEAN





	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Dr	Cias (CT) Tsotetsi	8 Sedibeng	Ground	Assistant Dean and Senior Lecturer	+27 58 718 5003	TsotetsiCT@ufs.ac.za	QQ
		Thatsi (TT) Maitse	1018 Kgorong	1	Assistant Officer	+27 58 718 5095	MaitseTT@ufs.ac.za	QQ
		Thoko (TJ) Madonsela	7 Sedibeng	Ground	Senior Assistant Officer	+27 58 718 5005	MadonselaTJ@ufs.ac.za	QQ
		Tshidi (TM) Mosea	6 Sedibeng	Ground	Assistant Officer	+27 58 718 5004	MoseaTM@ufs.ac.za	QQ

OFFICE OF THE FACULTY MANAGER

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Dr	Chaka (LM) Makhalemele	WD6B	Ground	Faculty Manager	+27 51 401 7891	MakhalemeleLM@ufs.ac.za	BFN
		Anita (AM) Claassen	WD6A	Ground	Administrator	+27 51 401 2953	Claasena@ufs.ac.za	BFN

		Rosina (RS) Mothiba	WD11	Ground	Officer: Communications and Marketing	+27 51 401 9349	MothibaRS@ufs.ac.za	BFN
		James (JM) Kumalo	WD1	Ground	Handyman/ Messenger			BFN
		Anne-Mare (A) Lötter	WD15	Ground	Senior Officer: Academic Processes	+27 51 505 1395	LotterA@ufs.ac.za	BFN
		Jean (JL) Teise	WD9	Ground	Officer: Academic Processes	+27 51 505 1246	TeiseJL@ufs.ac.za	BFN
		Sipho (MJ) Mokoena	WD17	Ground	Transport	+27 82 421 5659	MokoenaMJ4@ufs. ac.za	BFN

TEACHING AND LEARNING MANAGER

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Dr	Annemie (AM) Grobler	WD13A	Ground	Teaching and Learning Manager	+27 51 401 7815	GroblerAM@ufs.ac.za	BFN
		Cindy (CH) Baartman	WD13B	Ground	Senior Assistant Officer	+27 51 401 9286	BaartmanCH@ufs.ac.za	BFN
		Nicolene (NM) Butler	WD16	Ground	Officer: Funza Lushaka	+27 51 401 2025	ButlerNM@ufs.ac.za	BFN
		Johan (JC) Lotter	WD21	Ground	Officer: Academic processes	+27 51 401 7383	LotterJC@ufs.ac.za	BFN
		Tamia (TT) Dicks	WD18	Ground	Teaching and Learning Coordinator	+27 51 401 7395	DicksTT@ufs.ac.za	BFN




ACADEMIC ADVISING: PROGRAMME DIRECTORS AND COORDINATORS

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Dr	Msebenzi (M) Rabaza	WD24	Ground	SP and FET : Mathematics and Science	+27 51 401 2307	Pdirector@ufs.ac.za	BFN
	Dr	Sekanse (SA) Ntsala	WD28	Ground	SP and FET: Languages and EMS	+27 51 401 3124	BEdsenLang@ufs.ac.za	BFN
		Thabiso (TJ) Motsoeneng	WD19	Ground	Intermediate Phase: Life Skills and Social Sciences	+27 58 718 5055 +27 72 554 1245	IPLSSS@ufs.ac.za	BFN
		Zaynab (Z) Mobarali-Links	WD20	Ground	Intermediate Phase: MNSTE	+27 51 401 2204	IPMNSTEQueries@ufs.ac.za	BFN
	Dr	Maleho (MD) Letloenyane	WD23	Ground	PGCE: Bloemfontein	+27 58 718 3421	LetloenyaneMD@ufs.ac.za	BFN
	Dr	Henry (HJ) Nichols	11 Sedibeng	Ground	PGCE: Qwaqwa	+27 58 718 5218	QwaQwaPGCE@ufs.ac.za	BFN
	Dr	Zukiswa (Z) Nhase	WD26 A102	Ground First	Foundation Phase	+27 51 401 9180	NhaseZN@ufs.ac.za	BFN SC
	Dr	Nkosinathi (N) Mpalami	1019 Kgorong	1	Honours, Masters and PhD: Qwaqwa	+27 58 718 5340 +27 78 678 1125	MpalamiN@ufs.ac.za	QQ
		Hadio (HR) Motaung	1034 Kgorong	1	Foundation Phase: Qwaqwa	+27 58 718 5470	EduQQFP@ufs.ac.za	QQ
	Dr	Tafirenyika (T) Mafugu	1020 Kgorong	1	Intermediate Phase: Qwaqwa	+27 58 718 5395 +27 64 116 3166	EduQQ@ufs.ac.za	QQ
	Dr	Buhle (BS) Nhlumayo	1027 Kgorong	1	SP and FET: Qwaqwa	+27 58 718 5495 +27 72 235 0936	EduQQFET@ufs.ac.za	QQ

OPEN DISTANCE AND E-LEARNING (ODEL)




	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Dr	Bawinile (BJ) Mthanti	A313	3	Head	+27 51 401 3125	MthantiBJ@ufs.ac.za	SC
		Debbie (DM) Pietersen	A314	Admin 4th	Assistant Officer	+27 51 505 1394	PietersenDM@ufs.ac.za	SC
		Conrad (C) Taljaard	A317	Admin 4th	Chief Officer	+27 51 505 1235	TaljaardC@ufs.ac.za	SC
		Dolly (LD) Molefe	A311	Admin 4th	Officer	+27 51 505 1378	MthembuLD@ufs.ac.za	SC
		Kenosi (KV) Mocwana	A306	Admin 4th	Officer	+27 51 505 1492	MocwanaKV@ufs.ac.za	SC
		Lungile (LM) Mathe	D002	Neville Alexander	Assistant Officer	+27 51 505 1207	MatheLM@ufs.ac.za	SC
		Therisa (T) du Plessis	A307	Admin Third	Senior Officer	+27 51 505 1373	DuPlessisT@ufs.ac.za	SC
		Patrick (PP) Nyokong	A319	Admin 4th	Assistant Officer	+27 51 505 1219	NyokongPP@ufs.ac.za	SC
		Shumony (SJE) Samson	A310	Admin 4th	Assistant Officer	+27 51 505 1262	SamsonSJE@ufs.ac.za	SC
		Peggy (PT) Gaene	A316	Admin 4th	Assistant Officer		MathekgaPT@ufs.ac.za	SC

DEPARTMENT OF SOCIAL SCIENCES AND COMMERCE EDUCATION




	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Dr	Boitumelo (BB) Moreeng	WD122	1	Head of Department and Senior Lecturer	+27 51 401 9019 +27 73 269 1760	MoreengBB@ufs.ac.za	BFN
		Juanita (JC) Smith	WD120	1	Secretary	+27 51 401 3898 +27 83 333 9547	SmithJC@ufs.ac.za	BFN
		Thabiso (TJ) Motsoeneng	WD19	Ground	Intermediate Phase: Life Skills and Social Sciences	+27 58 718 5055 +27 72 554 1245	IPLSSS@ufs.ac.za	BFN
	Dr	Olufiropo Emmanuel (OE) Alalade	WD129	1	Lecturer	+27 51 401 7696 +27 63 002 4291	alaladeoe@ufs.ac.za	BFN
		Maryna (MG) Hattingh	WD118	1	Lecturer	+27 51 401 7636 +27 84 569 0541	hattinghmg@ufs.ac.za	BFN
	Dr	Charity (CC) Okeke	WD11	1	Lecturer	+27 51 401 2047 +27 78 858 8879	okekecc@ufs.ac.za	BFN
	Dr	Gailele (GL) Sekwena	WD125	1	Lecturer	+27 51 401 7450 +27 82 736 1146	sekwenagl@ufs.ac.za	BFN
		Michael (MDL) Stack	WD121	1	Lecturer	+27 51 401 7394 +27 73 285 3228	stackmdl@ufs.ac.za	BFN

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Dr	Oyinlola (OO) Adebola	1032 Kgorong	1	Lecturer	+27 58 718 5344 +27 60 608 7779	adebolao@ufs.ac.za	QQ
		John (JN) Chaka	1023 Kgorong	1	Lecturer	+27 58 718 5002 +27 72 718 6255	chakaj@ufs.ac.za	QQ
		Phumza (PP) Mboobo	1031 Kgorong	1	Lecturer	+27 58 718 5447 +27 74 351 7546	mbobopp@ufs.ac.za	QQ
		Thulasizwe (TF) Mkhize	1004 Korong	1	Lecturer	+27 58 718 5218 +27 65 998 7241 +27 68 221 8282	mkhizetf@ufs.ac.za	QQ
	Dr	Ijeoma (ICE) Ogbonnaya	1025 Kgorong	1	Lecturer	+27 83 536 4042	ogbonnayaice@ufs.ac.za	QQ
		Patience (MP) Khantsi			Adhoc lecturer	+27 63 854 4784	1998630014@ufs4life.ac.za khantsim@ufs.ac.za	BFN
		Pinki (PC) Mohanoe	1034 Kgorong	1	Lecturer	+27 58 718 5117 +27 73 336 4280	mohanoepc@ufs.ac.za	QQ





DEPARTMENT OF LANGUAGES IN EDUCATION

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Dr	Martha (M) Khosa	WD218	Second	Head of Department and Senior Lecturer	+27 79 079 9154	KhosaM@ufs.ac.za	BFN
		Lebohang (L) Seseane	WD221	Second	Senior Assistant Officer	+27 51 505 1452	Tsekeletsal@ufs.ac.za	BFN
	Dr	Sekanse (SA) Ntsala	WD28	Ground	Lecturer	+27 51 401 3124	NtsalaSA@ufs.ac.za	BFN
		Naledi (NJ) Filita	WD219	Second	Lecturer	+27 71 022 9236	FilitaNJ@ufs.ac.za	BFN
		Irma (I) Loock	WD217	Second	Lecturer	+27 51 401 2951	LoockI@ufs.ac.za	BFN
	Dr	Jonas (JS) Kabi	WD209	Second	Lecturer	+27 51 401 9730	KabiJS@ufs.ac.za	BFN
	Dr	Mosebetsi (MS) Mokoena	1035 Kgorong	1	Lecturer	+27 58 718 5146	MokoenaMS1@ufs.ac.za	QQ
		Ignatius (IM) Mokhomo	1033 Kgorong	1	Lecturer	+27 58 718 5144	MokhomolM@ufs.ac.za	QQ
		Pinkie (PC) Mohanoe	1034 Kgorong	1	Lecturer	+27 58 718 5117	MohanoePC@ufs.ac.za	QQ
		Siphelele (ST) Mbatha	1036 Kgorong	1	Lecturer	+27 58 718 5037	MbathaST@ufs.ac.za	QQ
	Dr	Siboniso (S) Zondi	WD210	Second	Lecturer		ZondiS@ufs.ac.za	BFN

DEPARTMENT OF CHILDHOOD EDUCATION



	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Prof	Roy (T) Venketsamy	A116	1	Head of Department and Associate Professor	+27 51 505 2505	VenketsamyT@ufs.ac.za	SC
		Juanri (J) Maritz	A117	1	Secretary and Administrator	+27 51 505 1242	BurgerJ@ufs.ac.za	SC
	Dr	Zukiswa (Z) Nhase	A102	1	Lecturer	+27 51 401 9180	NhaseZ@ufs.ac.za	SC
	Dr	Blanche (BN) Ndlovu	A114	1	Lecturer	+27 51 401 2639	NdlovuBN@ufs.ac.za	SC
		Maritza (M) Olivier	A108	1	Lecturer	+27 51 401 2907	OlivierM@ufs.ac.za	SC
		Angeline (MA) Selepe	A107	1	Lecturer	+27 51 505 1142	SelepeMA@ufs.ac.za	SC
	Dr	Lintle (MJL) Maraisane	1033 Kgorong	1	Lecturer	+27 58 718 2485	MaraisaneMJL@ufs.ac.za	QQ
		Mahudi (MM) Mofokeng	1006 Kgorong	1	Lecturer	+27 58 718 5465	MofokengMM@ufs.ac.za	QQ
		Ignatius (IM) Mokhomomo	1037 Kgorong	1	Lecturer	+27 58 718 5144	MokhomomIM@ufs.ac.za	QQ

DEPARTMENT OF EDUCATION FOUNDATIONS





	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Prof	Bekithemba (B) Dube	WD102	1	Acting Head of Department and Associate Professor	+27 51 401 7229	DubeB@ufs.ac.za	BFN
		Zoleka (Z) Dikana	WD104	1	Secretary	+27 51 401 2243	DikanaZ@ufs.ac.za	BFN
	Dr	Cias (CT) Tsotetsi	8 Sedibeng	Ground	Assistant Dean and Senior Lecturer	+27 58 718 5003	TsotetsiCT@ufs.ac.za	QQ
	Dr	Henry (HJ) Nichols	11 Sedibeng	Ground	Senior Lecturer	+27 58 718 5218	NicholsHJ@ufs.ac.za	QQ

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Prof	Chinedu (CO) Okeke	WD103	1	Professor	+27 51 401 2377	OkekeCO@ufs.ac.za	BFN
	Prof	Christa (C) Beyers	WD108	1	Associate Professor	+27 51 401 3456	BeyersC@ufs.ac.za	BFN
	Dr	Rantsi (RJ) Kgothule	WD113	1	Lecturer	+27 51 401 7636	KgothuleRJ@ufs.ac.za	BFN
	Dr	Patrick (P) Mweli	WD106	1	Lecturer	+27 51 401 3654	MweliP@ufs.ac.za	BFN
	Dr	Emma (EP) Barnett	WD107	1	Lecturer	+27 51 401 2292	BarnettEP@ufs.ac.za	BFN
	Dr	Vusiwana (VC) Babane	WD111	1	Lecturer	+27 51 401 7450	BabaneVC@ufs.ac.za	BFN
	Dr	Thomas (TO) Akobi	WD101	1	Postdoc	+27 51 401 3277	Akobi.TO@ufs.ac.za	BFN
	Dr	Moses (MO) Edeh	WD101	1	Postdoc	+27 51 401 3277	Edeh.MO@ufs.ac.za	BFN
	Dr	Kananga (KR) Mukuna	1016 Education Building	1	Senior Lecturer	+27 58 718 5343	MukunaKR@ufs.ac.za	QQ
		John (J) Chaka	1023 Kgorong	1	Lecturer	+27 58 718 5002	ChakaJ@ufs.ac.za	QQ
		Gale (GE) Davids	WD110	1	Lecturer	+27 51 401 3420	DavidsGE@ufs.ac.za	QQ

DEPARTMENT OF EDUCATION MANAGEMENT, POLICY AND COMPARATIVE EDUCATION

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Dr	Sekitla (SD) Makhasane	1001 Kgorong	1	Head of Department and Senior Lecturer	+27 58 718 5264 +27 78 709 3752	MakhasaneSD@ufs.ac.za	QQ
		Thandeka (TP) Mkhonza	1002 Kgorong	1	Departmental Secretary	+27 58 718 5074 +27 78 813 7360	MkhonzaTP@ufs.ac.za	QQ
	Dr	Buhle (BS) Nhlumayo	1027 Kgorong	1	Lecturer	+27 58 718 5494 +27 72 235 0936	NhlumayoBS@ufs.ac.za	QQ
	Dr	Thokolosi (TJ) Tshabalala	1005 Kgorong	1	Lecturer and Coordinator for Teaching Schools	+27 82 346 8702	TshabalalaTJ@ufs.ac.za	QQ
	Dr	Bernie (BO) Plaatjies	WD119	1	Senior Lecturer	+27 51 401 2955	PlaatjiesBO@ufs.ac.za	BFN
	Dr	Ntombizandile (N) Gcelu	WD112	1	Senior Lecturer	+27 51 401 2909	GceluN@ufs.ac.za	BFN
	Dr	Pearl (DP) Larey	WD115	1	Lecturer	+27 51 401 3419 +27 81 001 7733	LareyDP@ufs.ac.za	BFN

DEPARTMENT OF CURRICULUM STUDIES AND HIGHER EDUCATION

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Dr	Lulama (L) Mmodana-Zide	11 Sedibeng		Lecturer		MmodanaZideL@ufs.ac.za	QQ
		Hadio (HR) Motaung	1034 Kgorong		Lecturer	+27 58 718 5470	MosiaHR@ufs.ac.za	QQ
	Prof	Matseliso (ML) Mokhele- Makgalwa	WD218	2	Associate Professor and Acting Vice-Dean Research and Postgraduate Studies	+27 51 401 3777	MokheleML@ufs.ac.za	BFN
	Prof	Thuthukile (T) Jita	WD136	1	Associate Professor and Director for Teaching Practice	+27 51 401 7441	JitaT@ufs.ac.za	BFN
		Vacant	WD206	2	Head of Department and Senior Lecturer			BFN
		Kelebogile (KV) Lekhela	WD203	2	Administrator	+27 51 505 1230	LekhelaKV@ufs.ac.za	BFN
	Dr	Somarie (SM) Holtzhausen	WD204	2	Senior Lecturer and Researcher	+27 51 401 2046	HoltzhSM@ufs.ac.za	BFN
	Dr	Makobo (ML) Mogale	WD205	2	Lecturer	+27 51 401 9640	MogaleML@ufs.ac.za	BFN
	Dr	Maleho (MD) Letloenyane	WD23	Ground	Lecturer	+27 58 718 3421	LetloenyaneMD@ufs.ac.za	BFN
	Dr	Hendri (JHRK) Theron	WD202	2	Lecturer	+27 51 401 2303	TheronJHRK@ufs.ac.za	BFN
	Dr	Godsend (GT) Chimbi			Senior Lecturer	+27 62 730 8084	ChimbiGT@ufs.ac.za	QQ
	Dr	Moeketsi (ME) Dlamini	1027 Kgorong	1	Lecturer	+27 51 401 7727	DlaminiME@ufs.ac.za	QQ

DEPARTMENT OF MATHEMATICS, NATURAL SCIENCES AND TECHNOLOGY EDUCATION

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Dr	Maria (M) Tsakeni	EDU4	Ground	Head of Department and Senior Lecturer	+27 51 401 7631 +27 78 640 3218	TsakeniM@ufs.ac.za	BFN
		Lizanne (L) van der Merwe	EDU2	Ground	Departmental Secretary	+27 51 401 3443 +27 62 075 6723	Swanepoell@ufs.ac.za	BFN
		Zaynab (Z) Mobara-Links	WD20	Ground	Lecturer	+27 51 401 2204 +27 84 657 4454	MobaraZ@ufs.ac.za	BFN
	Dr	Msebenzi (M) Rabaza	WD24	Ground	Lecturer	+27 51 401 2307 +27 81 502 0882	RabazaM@ufs.ac.za	BFN
	Dr	Nkosinathi (N) Mpalami	1019 Kgorong	1	Lecturer	+27 58 718 5340 +27 78 678 1125	MpalamiN@ufs.ac.za	QQ
	Dr	Tafrenyika (T) Mafugu	1020 Kgorong	1	Senior Lecturer	+27 58 718 5395 +27 64 116 3166	MafuguT@ufs.ac.za	QQ
		Rudiker (R) Janse van Rensburg	EDU8	Ground	Administrator 6/8	+27 51 401 9208 +27 76 728 7995	JvRensburgR@ufs.ac.za	BFN
	Dr	Nixon (NJP) Teis	EDU1.4	1	Lecturer	+27 51 401 2693 +27 83 309 4959	TeisNJP@ufs.ac.za	BFN
		Johan (SJ) Coetzee	EDU1.6	1	Lecturer	+27 51 401 2395	CoetzSJ@ufs.ac.za	BFN
		Godfrey (G) Tembo	EDU7	Ground	Lecturer	+27 51 401 7096 +27 71 873 9384 +27 83 253 5866	TemboG@ufs.ac.za	BFN
		Mbofheni (MA) Mulaudzi	EDU1.7	1	Lecturer	+27 82 355 4674	MulaudziMA@ufs.ac.za	BFN
	Dr	Matshediso (MM) Moleko	EDU1.5	1	Lecturer	+27 51 401 3103 +27 76 759 0637	MolekoMM@ufs.ac.za	BFN
	Dr	Joleen (J) Hamilton	A228 Admin Building	Ground	Lecturer	+27 51 505 1482 +27 82 351 4141	HamiltonJ@ufs.ac.za	SC
	Prof	Mogege (MD) Mosimege	B105 and 107-Admin Building	1	Research Chair in Mathematics Education and Professor	+27 51 401 9088 +27 82 387 9013	MosimegeMD@ufs.ac.za	SC

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
		Lebohang (L) Mulaudzi	B112 Admin Building	1	Senior Assistant Officer -Research Chair in Mathematics Education	+27 51 401 2564 +27 79 842 1457	MunyaiL@ufs.ac.za	SC
	Prof	Jannie (JPH) Pretorius	EDU1.1	1	Associate Professor	+27 51 401 3340 +27 83 312 1243	PretoriusJPH@ufs.ac.za	BFN
	Dr	Moeketsi (MF) Tlali	EDU6	Ground	Lecturer	+27 51 401 7556 +27 83 395 6691	TlaliMF@ufs.ac.za	BFN
	Dr	Angela (AE) Stott	EDU1.2	1	Lecturer	+27 51 401 7360 +27 78 508 0848	StottAE@ufs.ac.za	BFN
	Dr	Glen (GL) Legodu	EDU1.3	1	Lecturer	+27 51 401 2406 +27 65 929 3357	LegoduGL@ufs.ac.za	BFN
	Dr	Valentine (VU) Okwara	1017 Kgorong	1	Lecturer	+27 58 718 5305 +27 82 426 6737	OkwaraVU@ufs.ac.za	QQ
	Dr	Halalisani (H) Mngomezulu	1014 Kgorong	1	Lecturer	+27 58 718 5957 +27 72 431 2996	MngomezuluH@ufs.ac.za	QQ
		Matheko (M) Thamae	1028 Kgorong	1	Lecturer	+27 73 240 3726	ThamaeMT@ufs.ac.za	QQ




TEACHING PRACTICE DIRECTORATE

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Prof	Thuthukile (J) Jita	WD136	1	Director	+27 51 401 7441 +27 71 872 9795	JitaT@ufs.ac.za	BFN
		Sefako (S) Mokhosoa	WD137	1	Administrator	+27 51 401 9335 +27 82 480 0747	MokhosoaS@ufs.ac.za	BFN
		Bheki (BT) Sandhleni	WD139C	1	Professional Officer	+27 51 401 9741 +27 72 236 5277	SandleniBT@ufs.ac.za	BFN
		Olwethu (O) Jonga	WD139B	1	Professional Officer	+27 51 401 9724 +27 74 557 8720	JongaO@ufs.ac.za	BFN
		Thatsi (TT) Maitse	1018 Sedibeng	1	Assistant Officer	+27 58 718 5470 +27 76 921 4581	MaitseTT@ufs.ac.za	QQ
	Dr	Lulama (L) Mdodana-Zide	11 Sedibeng	Ground	Coordinator	+27 58 718 5176 +27 83 864 1510	MdodanaZideL@ufs.ac.za	QQ

SCIENCE-FOR-THE-FUTURE

TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
Dr	Cobus (J) Van Breda	NWD1	1	Programme Director	+27 51 401 3640	vBredaJ@ufs.ac.za	BFN
	Amaria (A) Reynders	NWD2	1	Project Manager: FM and FS	+27 51 401 2762	ReyndersA@ufs.ac.za	BFN
	Ravial (RG) Masuabi	NWD3	1	Facilitator:FM	+27 51 401 3826	MasuabiRG@ufs.ac.za	BFN
	Arne (A) van Niekerk	NWD4	1	Facilitator:FM	+27 51 401 7804	vanNiekerk4@ufs.ac.za	BFN
	Mariette (M) Erwee	NWD5	1	Project Coordinator:NS	+27 51 401 7053	ErweeM@ufs.ac.za	BFN
	Godfrey (GM) Nthoba	NWD6	1	ICT Lab Coordinator	+27 51 401 9780	NthobaGM@ufs.ac.za	BFN
	Thandi (T) Mahlangu	NWD7	1	Sciences Training Resources Coordinator	+27 51 401 7949	MahlanguT@ufs.ac.za	BFN
	Diana (AJ) Pienaar	NWD8	1	Finance Officer	+27 51 401 7106	PienaarAJ@ufs.ac.za	BFN
	Curtis (CL) Carelse	NWD9	1	Project Administrator	+27 51 401 7943	CarelseCL@ufs.ac.za	BFN
	Gwyneth (GJ) van Wyk	NWD10	1	Material Centre Manager	+27 51 401 9630	VanWykGJ@ufs.ac.za	BFN
	Daylin (ED) Neels	NWD69B	Ground	Facilities Assistant: FM	+27 51 401 9619	NeelsD@ufs.ac.za	BFN
	Lebo (LP) Phududu	NWD69B	Ground	Facilities Assistant: FS	+27 51 401 7951	PhududuLP@ufs.ac.za	BFN

SANRAL CHAIR

	TITLE	NAME	ROOM	FLOOR	POSITION	TELEPHONE	EMAIL	CAMPUS
	Prof	Loyiso (LC) Jita	WD226	2	SANRAL Chair and Dean	+27 51 401 2238	JitaLC@ufs.ac.za	BFN
	Prof	Thuthukile (T) Jita	WD136	1	SIG Coordinator	+27 51 401 7441	JitaT@ufs.ac.za	BFN
	Dr	Kwazi (KN) Magwenzi	WD227	2	Director -Projects and Innovation	+27 51 401 7896	MagwenziKN@ufs.ac.za	BFN
		Mohau (KMG) Makolomakoe	WD230	2	Administrator	+27 51 401 7298	MakolomakoeKMG@ufs.ac.za	BFN
		Charlene (CM) Afrika	WD214	2	Project Officer	+27 51 505 1474	AfrikaCM@ufs.ac.za	BFN
		Thakane (TM) Nteko	WD220	2	Project Coordinator	+27 51 505 1223	NtekoTM@ufs.ac.za	BFN
	Dr	Alice (A) Dhlwayo	WD222	2	Post-Doctoral Fellow		Dhlwayo.A@ufs.ac.za	BFN
	Dr	Abiodun (AA) Bada	WD223	2	Post-Doctoral Fellow		Bada.AA@ufs.ac.za	BFN
	Dr	Olalekan (OT) Badmus	WD223	2	Post-Doctoral Fellow		Badmus.OT@ufs.ac.za	BFN

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 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 is 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 qualifications (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 enrol for all the compulsory modules, they select elective modules in which they wish to specialise according to their field of interest, and they follow required development modules if they do not meet certain admission requirements.
Module	Undergraduate modules are offered as either semester or year modules. The credit value of a module indicates how many notional hours are required to 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 calculations 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, Drama 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 – Sesotho, Afrikaans (Bfn only), English and IsiZulu (Qwaqwa only), 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








SECTION

B

- *Principles underpinning the design of programmes leading to teacher education qualifications*
- *Higher education qualification types*
- *Additional requirements and rules*

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
 Pedagogical learning	Study of the principles, practices, and methods of teaching. This kind of learning includes knowledge of learners, learning, curriculum, and general instructional and assessment strategies. It includes knowing how to present the concepts, methods, and rules of a specific discipline 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.
 Fundamental learning	The ability to completely 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 different 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.

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 a school-based support, in a specialised teaching centre or as a subject advisor supporting teachers in their district.
- 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 resource 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. See below for examples of such qualification paths.

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 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 phrase (e.g., Foundation Phase, Intermediate Phase, Senior Phase and Further Education and Training 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

PURPOSE OF A BACHELOR IN EDUCATION (BED) DEGREE

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

- Provision of subject/discipline knowledge
- Provision of pedagogical content knowledge
- Fostering a self-reflectivity and self-understanding to enable commitment to the highest level of professional work ethics
- Development of students as active citizens who will respond to and initiate change
- Development of competences to organise learning among a diverse range of learners in diverse contexts

Articulation with other qualifications and programmes

The BEd (Foundation Phase Teaching), 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 enrol respectively for 96 credits (FP), 96 credits (IP) and 88 credits (SP & FET) in Education Studies, of which the last four 16-credit modules are on NQF level 7. All the exit-level Subject Education modules (20 credits each) are also on NQF level 7, providing students with the means to articulate vertically to postgraduate studies in Education by applying for enrolment for a BEd Hons or a PGDip qualification (both at NQF level 8) at any higher education institution that offers these qualifications. These qualifications also provide the means to articulate horizontally to an Advanced Diploma in Education (e.g., in leadership) or downwards to an Advanced Certificate in Teaching (e.g., in Foundation Phase) on NQF level 6.

Duration of study

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

- The Bachelor of Education degree (mainstream programme) may be completed within a minimum period of **four years** full-time study. The minimum duration of the **Extended Curriculum Programme** is **five years** full-time study.
- All qualifications must be completed in the maximum residential period, as stipulated in the UFS General Rules (n+2).

Minimum requirements for progression in the BEd Degree

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

EXCERPT FROM UFS GENERAL RULES 2023

A12.8 Progression rule in respect of undergraduate students (applicable to all programmes as from 2014), excluding access and distance learning programmes

- a. With due allowance for the module requirements, students are required to attain the following minimum achievements in each study programme, for which the prescribed module combinations for each academic year have been stipulated in the curriculum. Unless a faculty determines a higher requirement for progression, which is published in the faculty's rule book, these progression rules will apply.
- b. The progression requirements for four-year professional and four-year extended qualifications are as follows:
 - i. in the first year of registration for a qualification of all four-year undergraduate programmes, students are required to pass 48 credits (equivalent to three (3) 16-credit modules), to be allowed to start with the second year's study.
 - ii. By the end of the second year of registration for a qualification of all four-year undergraduate programmes, students are required to have passed 112 credits (equivalent to seven (7) 16-credit modules) of their qualification, to be allowed to start with the third year's study.
 - iii. By the end of the third year of registration for a qualification of all four-year undergraduate programmes, students are required to have passed 192 credits (equivalent to twelve (12) 16-credit modules) of their qualification, to be allowed to start with the fourth year's study.
 - iv. By the end of the fourth year of registration for a qualification of all four-year undergraduate programmes, students are required to have passed 320 credits (equivalent to twenty (20) 16-credit modules) of their qualification, to be allowed to start with the fifth year's study.
 - v. By the end of the fifth year of registration for a qualification of all four-year undergraduate programmes, students are required to have passed 384 credits (equivalent to twenty-four (24) 16-credit modules) of their qualification, to be allowed to start with the sixth year's study.
 - vi. By the end of the sixth year of registration for a qualification of all four-year undergraduate programmes, students are required to complete their qualification.
 - vii. Students who fall short of the required number of credits in their first year of registration and who, in terms of Rule A7, applied before the relevant due date as stipulated in Rule A7(b) for enrolment in another undergraduate programme or degree, will upon admission to the other undergraduate programme or degree, be allowed to enrol in the other undergraduate programme or degree in their second year of registration. They will not be allowed to continue in the programme or degree in which they are registered in their first year. If they do not gain admission to the other programme or degree, they will be excluded from registering at the UFS for a second year.
 - viii. Students who fall short of the required number of credits in years of registration other than the first year of registration, will be excluded from registering at the UFS in subsequent years.
 - ix. The FAAC can consider a deviation from (viii) and grant admission based on past academic performance in the NSC and previous post-NSC results.

A further specific curriculum progression requirement in the Faculty of Education is that students must have passed all first- and second-year modules before the third academic year can be registered.

The reason for this is the requirement of fundamental and theoretical knowledge attained in the first and second year of study before it can be applied in actual teaching in the classroom during the practical teaching component in year three and year four.

In practice, this means that *WIL*3606 must be taken in sync with the third-year didactics* and *WIL*4700 in sync with the fourth-year didactics*. Further to this, the requirement of teaching practice means that a student will be occupied at a teaching school for an extended period of time during which the normal on-campus attendance of classes may be jeopardised. It is therefore not possible to register WIL*3606 and WIL*4700 in the same academic year.

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 Department 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.

Teaching practice duration

Students will spend a total of 23 weeks of supervised and assessed work-integrated learning (WIL) at schools.

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

Teaching Practice is an integral part of the faculty's ITE programmes as it:

- Provides the platform for student teachers to interact with the various school context in the broader school community in South Africa
- Facilitates the structuring of a learning community in which student teachers, practising 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 of learning) to teach and progress through the cycle of learning by understanding themselves in context; fulfilling the roles of deliverer, adaptor, creator, and becoming an agent of change.

2. 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 three years of the BEd programme. Student teachers move from assisting a teacher in the classroom and working with individuals or small groups of learners, to eventually teaching a whole class.

3. 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.

4. School Placements

School placements that form part of communities of practice at the beginning of the second and third years of the BEd programmes, give student teachers the opportunity to be involved in the day-to-day life of a school as interactive student teachers are expected to help the teachers in class by taking up the supervision of some groups of learners, tutoring 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 school as possible.

5. Teaching Practice in Blocks

Teaching practice in blocks of 2-9 **consecutive weeks** provides student teachers with opportunities to teach and to be engaged in the life and workings of the school. Student teachers will be placed with mentor teachers in the teaching practice blocks of the BEd programme (2nd, 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.

Take note that it is not possible to complete the practical teaching components of year three and four in one academic year.

Assessment

Students obtain a pass mark by means of various forms of continuous assessment, according to the stipulations of the Faculty. Students must submit evidence of successful participation in the relevant activities, **no later than the commencement of the main examination opportunity.**

Language Endorsements

Foundation Phase 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 specialisation, then the second language of learning and teaching will be on the First Additional Language level in English, Afrikaans, Sesotho or IsiZulu. The endorsements of Language of Learning and Teaching (LoLT) in the specific languages 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.

Senior and Further Education and Training Phases

All students have to offer one module (16 credits) in at least one language of learning and teaching. At present these modules are ELLT2504 (compulsory for all students in this qualification) and ALLT3504. Due to the changing profile of our student teacher cohort, the option to substitute the second language of learning and teaching with another 16-credit school-related module has become a necessity. For this purpose the ENED3514 module (Entrepreneurship in Education) was developed as an option on both Qwaqwa and Bloemfontein campuses in the applicable plans.

Students who pass English as an elective subject at the 200 level (64 credits in total) are exempted from the ELLT module; similarly those who have passed Afrikaans at the second-year level are exempted from the ALLT module. Visit the programme director to request the exemption.

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 ELLT (Language of learning and teaching) module with 60%.

Conversational language requirement

Students in the Foundation, Intermediate, Senior and FET phases as well as PGCE programmes are required to offer one language of conversational competence from their choice of Afrikaans, Sesotho, Sign Language, and isiZulu. NB! **Eligibility to register for these modules excludes students who offered these languages at either home or additional language level in grade 12.** The conversational language modules are presented in year 3 of the curriculum (or year 4 in the extended curriculum programme).

Assessment and calculation of marks

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

Module assessment

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

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. The 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.

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. In the case of continuous assessment, the subminimum semester mark to qualify for an additional assessment opportunity is 45%. The latter arrangement only pertains to students who have one module outstanding to complete the degree.

Incomplete module

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

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

Calculation of final mark

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

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.

Examination irregularities

The UFS General Rules and Regulations about examination irregularities, as well as relevant UFS policies, are applicable to all qualifications offered in the Faculty of Education.

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.

Equivalent module codes

The table below describes equivalent modules presented in various degree programmes. Thus a student who changes programme may be credited for the corresponding module already offered and passed:

Pedagogical principles	PEDF	GPED	GPEV
Teaching practice	TPRF	TPRI	TPRV
Work-integrated learning	WILF	WILI	WILV

Qualification with distinction

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

Additional module EDED3712/3722 available

EDED3712/3722 is the *ePortfolio Development:*

Enterprising your Degree module available for final year undergraduate students and postgraduate students. This module is positioned as a capstone for graduates, and is aligned with career development and employability initiatives at the UFS. The aim of this module is to enhance a student's employability by teaching them to take stock of their skills and attributes that were acquired during their studies, and articulate that in an ePortfolio that would help them market their skills, network, and apply for work. Students that register for this module will develop the digital skills to engage on *LinkedIn*, populate a website, and develop a future work plan to turn their skill set into a career.

EDED3712/3722 is a semester-long 8-credit module – a student can participate in the module *either* in the first semester or the second semester.

If a student registers for this module, it will be in addition to the degree credits and will not weigh towards the required number of credits for the qualification.



E-mail communication between the faculty and registered students

The Faculty of Education will communicate with registered students **ONLY** via the @ufs4life email address. This also means that queries from registered students will only be attended to via the student email address.

SECTION

C

CURRICULA



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 BEd (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 (NCS), or a Level 4 National Certificate (Vocational) (NC(V)) with admission to the 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-integrated 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 at NQF level six. The programme comprises of 31 modules presented on 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 assessments in their classrooms and reflect critically on their own practice. A Portfolio of Evidence, guided by instructions of what is needed to be included in each year's portfolio, is part of the assessment criteria in all 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 of 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 the 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 BEd in Foundation Phase Teaching as outlined by MRTEQ (2015:51), and in accordance with the University's RPL Policy.

Curriculum for Diploma in Grade R Teaching

YEAR 1	YEAR		CREDITS
MODULE NAME	SEMESTER 1	SEMESTER 2	
Introduction to ICT	RGIT1512		8
Professional Studies I: Inclusive Education	RGPS1512		8
Early Childhood Development and Learning	RGEC1514		16
Education Studies I: Oppression & Equitable Social Relations	RGES1512		12
Teaching Practice 1 (3 consecutive weeks)	RPTP1513		
Introduction to Home Language - Choose 1 of 4: RTHS1523 (Sesotho), RTHE1523 (English), RTHA1523 (Afrikaans), or RTHI1523 (IsiZulu)		RTHS1523	12
		RTHE1523	
		RTHA1523	
		RTHI1523	
Introduction to English FAL		RTFL1522	8
Life Skills 1		RTLS1522	8
Numeracy 1		RTNS1523	12
Total (Sem 1; Sem 2)	52	40	
Total (Year)	0		92
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: Socialisation and Identity	RGES2612		8
Teaching Practice II		RPTP2624	16
Home Language I (Choose 1 of 4) RTHS2523 (Sesotho), RTHE2523 (English), RTHA2523 (Afrikaans), or RTHI2523 (IsiZulu)		RTHS2523	12
		RTHE2523	
		RTHA2523	
		RTHI2523	
Reception Year Studies		RGRS2624	16
English FAL I		RTFL2623	12
Total (Sem 1; Sem 2)	36	56	
Total (Year)	0		92
TOTAL CREDITS: YEAR 2	92		

YEAR 3	YEAR		CREDITS
MODULE NAME	SEMESTER 1	SEMESTER 2	
Numeracy Skills for Teachers	RFNS3512		8
Professional Studies II: Teaching & Learning & Classroom management	RGPS3614		16
Literacy Skills for Teachers	RFLS3512		8
Teaching Practice III	RPTP3614		16
Home Language II (Choose 1 of 4) RTHS3613 (Sesotho), RTHE3613 (English), RTHA3613 (Afrikaans), or RTHI3613 (IsiZulu)		RTHS3613	12
		RTHE3613	
		RTHA3613	
		RTHI3613	
English FAL II		RTFL3522	8
Numeracy III		RTNS3623	12
Life Skills III		RTLS3622	8
Total (Sem 1; Sem 2)	48	40	
Total (Year)	0		88
TOTAL CREDITS: YEAR 3	88		

YEAR 4	YEAR		CREDITS
Teaching Practice IV	RGTP4618		32
Conversational Language	RFCL4514		16
English FAL III	RTFL4612		8
Home Language III (Choose 1 of 4) RTHS4623 (Sesotho), RTHE4623 (English), RTHA4623 (Afrikaans), or RTHI4623 (IsiZulu)		RTHS4623	12
		RTHE4623	
		RTHA4623	
		RTHI4623	
Life Skills IV		RTLS4623	12
Numeracy IV		RTNS4623	12
Total (Sem 1; Sem 2)	56	36	
Total (Year)	0		92
TOTAL CREDITS: YEAR 4	92		



ADVANCED CERTIFICATE IN TEACHING (ACT) ONLINE

Career Opportunities

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

Therefore, the Advanced Certificate in Teaching will not only enhance the qualification of those teachers who are currently employed without adequate training, but it also offers specialist education to those teachers who need to strengthen their subject specialisation knowledge base.

Admission requirements for the ACT

Admission to the Advanced Certificate in Teaching is subject to the General Rules for undergraduate qualifications. In addition, applicants must meet the requirements of the Faculty of Education and the specific requirements of the discipline. The following specific requirements (or RPL equivalent) apply:

- The minimum qualification admission requirement is an approved and recognised professional teaching qualification evaluated as REQV 13.
- Practising teacher in possession of a recognised professional teaching qualification at minimum NQF exit level 5 or equivalent.
- A Teacher's Diploma, National Professional Diploma in Education or equivalent NQF level 5 qualification
- A former Advanced Certificate (level 6) in a different phase or specialisation; or
- A 480 credit Bachelor of Education at NQF level 7 (in a different phase or specialisation); or
- An Advanced Diploma or Postgraduate Certificate in Education (in a different phase or specialisation).
- Teachers who enrol for the qualification must *provide proof* that they either teach the specific subject or phase or that they have access to a classroom to teach the specific subject and phase for the duration of the programme. It is applicable to all the ACT specialisations.
- A laptop, as part of the equipment a student needs for the programme, is compulsory. ICT forms an integral part of the ACT programme.

Advanced Certificate in Foundation Phase Teaching

Academic Plan: L0711819 Credits: 132

No new intake – pipeline students only

MODULE NAME	CODE (ONLINE)	CREDITS
CURRICULUM		
YEAR 1: SEMESTER 1 MODULES		
Education Studies I: The Individual in Education Context	OGGE1612	8
Teaching and Learning in the FP	OGFT1612	8
Introduction to ICT	OGGI1510	6
Early Childhood Development and Learning	OEFD1614	16
YEAR 1: SEMESTER 2 MODULES		
Professional Practice in the Classroom	OGGP1622	8
Teaching Life Skills in the FP	OOFT1624	16
ICT in the Classroom	OGGI1560	6

MODULE NAME	CODE (ONLINE)	CREDITS
YEAR 2: SEMESTER 1 MODULES		
Education Studies II: Managing Diversity in the Learning Context	OGGE2612	8
The Curriculum in FP Teaching	OGFC2612	8
Teaching Mathematics in the FP I	OMFT2614	16
Teaching English FAL in the FP	OEFT2612	8
YEAR 2: SEMESTER 2 MODULES		
Language Teaching in the FP (Home Language)	OLFT2624	16
Teaching Mathematics in the FP II	OMFT2622	8

Advanced Certificate in Intermediate Phase Teaching with Specialisation in English FAL and Mathematics

Academic Plan: L0712001 Credits: 148

No new intake – pipeline students only

MODULE NAME	CODE (Online)	CREDITS
YEAR 1: SEMESTER 1 MODULES		
Education Studies I: The Individual in Education Context	OGGE1612	8
Teaching IP English FAL I: Teaching approaches in English FAL in the IP	OECEB1612	8
Teaching IP English FAL II: Planning of English Language Teaching	OECP1612	8
Introduction to ICT	OGGI1510	6
Teaching and Learning in Education Context	OGGT1612	8
Teaching IP English FAL III: Assessment in English Language Teaching	OECE1612	8
YEAR 1: SEMESTER 2 MODULES		
Professional Practice in the Classroom	OGGP1622	8
Teaching IP English FAL IV: Teaching Language Skills	OECL1624	16
ICT in the Classroom	OGGI1560	6
YEAR 2: SEMESTER 1 MODULES		
Education Studies II: Managing Diversity in the Learning Context	OGGE2612	8
Teaching IP Math's I: Numbers, Operations and Relations	OMCN2614	16
Classroom Management	OGGM2612	8
Teaching IP Math's II: Patterns, Functions, Algebra and Data Handling	OMCP2614	16
YEAR 2: SEMESTER 2 MODULES		
Fundamental Mathematics	OGCF2522	8
Teaching IP Math's III: Space, Shape and Measurement	OMCS2624	16

Advanced Certificate in Intermediate Phase Teaching with Specialisation in English FAL and Social Sciences

Academic Plan: L0712002 Credits: 148

No new intake – pipeline students only

MODULE NAME	CODE (Online)	CREDITS
YEAR 1: SEMESTER 1 MODULES		
Education Studies I: The Individual in Education Context	OGGE1612	8
Teaching IP English FAL I: Teaching approaches in English FAL in the IP	OECEB1612	8
Teaching IP English FAL II: Planning of English Language Teaching	OECP1612	8
Introduction to ICT	OGGI1510	6
Teaching and Learning in Education Context	OGGT1612	8
Teaching IP English FAL III: Assessment in English Language Teaching	OECE1612	8

YEAR 1: SEMESTER 2 MODULES		
Professional Practice in the Classroom	OGGP1622	8
Teaching IP English FAL IV: Teaching Language Skills	OECL1624	16
ICT in the Classroom	OGGI1560	6
YEAR 2: SEMESTER 1 MODULES		
Education Studies II: Managing Diversity in the Learning Context	OGGE2612	8
Teaching IP Social Sciences I: Geography	OHCG2614	16
Classroom Management	OGGM2622	8
Teaching IP Social Sciences II: Projects	OHCP2614	16
YEAR 2: SEMESTER 2 MODULES		
Fundamental Mathematics	OGCF2522	8
Teaching IP Social Sciences III: History	OHCH2624	16

Advanced Certificate in Intermediate Phase Teaching with specialisation in English FAL and Life Skills

Academic Plan: L0712003 Credits: 148

No new intake – pipeline students only

MODULE NAME	CODE (Online)	CREDITS
Education Studies I: The Individual in Education Context	OGGE1612	8
Teaching IP English FAL I: Teaching approaches in English FAL in the IP	OECB1612	8
Teaching IP English FAL II: Planning of English Language Teaching	OECF1612	8
Introduction to ICT	OGGI1510	6
Teaching and Learning in Education Context	OGGT1612	8
Teaching IP English FAL III: Assessment in English Language Teaching	OECE1612	8
YEAR 1: SEMESTER 2 MODULES		
Professional Practice in the Classroom	OGGP1622	8
Teaching IP English FAL IV: Teaching Language Skills	OECL1624	16
ICT in the Classroom	OGGI1560	6
YEAR 2: SEMESTER 1 MODULES		
Education Studies II: Managing Diversity in the Learning	OGGE2612	8
Teaching IP Life Skills I: Development of Self in Society	O OCD2614	16
Classroom Management	OGGM2612	8
Teaching IP Life Skills II: Physical Education	O OCE2614	16
YEAR 2: SEMESTER 2 MODULES		
Fundamental Mathematics	OGCF2522	8
Teaching IP Life Skills III: Arts	O OCA2624	16

Advanced Certificate in Intermediate Phase Teaching with Specialisation in English FAL and Natural Sciences & Technology

Academic Plan: L0712004 Credits: 148

No new intake – pipeline students only

MODULE NAME	CODE (Online)	CREDITS
Education Studies I: The Individual in Education Context	OGGE1612	8
Teaching IP English FAL I: Teaching approaches in English FAL in the IP	OECB1612	8
Teaching IP English FAL II: Planning of English Language Teaching	OECF1612	8
Introduction to ICT	OGGI1510	6
Teaching and Learning in Education Context	OGGT1612	8
Teaching IP English FAL III: Assessment in English Language Teaching	OECE1612	8
YEAR 1: SEMESTER 2 MODULES		
Professional Practice in the Classroom	OGGP1622	8
Teaching IP English FAL IV: Teaching Language Skills	OECL1624	16
ICT in the Classroom	OGGI1560	6
YEAR 2: SEMESTER 1 MODULES		
Education Studies II: Managing Diversity in the Learning Context	OGGE2612	8
Teaching IP Natural Sciences & Technology I: Matter & Materials	ONCM2614	16
Classroom Management	OGGM2612	8
Teaching IP Natural Sciences & Technology II: Life & Living	ONCL2614	16
YEAR 2: SEMESTER 2 MODULES		
Fundamental Mathematics	OGCF2522	8
Teaching IP Natural Sciences & Technology III: Planet Earth & Beyond	ONCP2624	16

Advanced Certificate in Senior Phase English First Additional Language Teaching

Academic Plan: L0711822 Credits: 132

No new intake – pipeline students only

MODULE	CODE (Online)	CREDITS
YEAR 1: SEMESTER 1 MODULES		
Education Studies I: The Individual in Education Context	OGGE1612	8
Teaching SP English FAL I: Teaching Approaches	OEBT1614	16
Introduction to ICT	OGGI1510	6
Teaching and Learning in Education Context	OGGT1612	8
Teaching SP English FAL II: Planning and Assessment	OEBT1612	8
YEAR 1: SEMESTER 2 MODULES		
Professional Practice in the Classroom	OGGP1622	8
Teaching SP English FAL III: Listening and Speaking	OEBT1624	16
ICT in the Classroom	OGGI1560	6
YEAR 2: SEMESTER 1 MODULES		
Education Studies II: Managing Diversity in the Learning Context	OGGE2612	8
Teaching SP English FAL IV: Reading and Viewing	OEBT2612	8
Classroom Management	OGGM2612	8
Teaching SP English FAL V (Language Structure and Convention)	OEBT2614	16
YEAR 2: SEMESTER 2 MODULES		
Teaching SP English FAL VI: Writing	OEBT2624	16

A stack of four books is shown in the lower-left foreground. The top book is open, revealing its pages. The background is a blurred image of a library or bookstore, with shelves of books visible. The overall color palette is warm, with browns, yellows, and soft blues.

BE d

BACHELOR'S
DEGREES

BACHELOR OF EDUCATION IN **FOUNDATION PHASE**



BEEd in Foundation Phase Specialising in Afrikaans Home Language

Academic Plan:LC735101 Total Compulsory credits: 528

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- Afrikaans HL 50%
- English HL/FAL 50%

CURRICULUM

FOUNDATION PHASE – YEAR 1				
Specialising in Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language 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 the learning context	6	12	
TPRF1502	Teaching Practice 1: Foundation Phase	5	8	
			96	
AGAE1508	Academic Literacy in Afrikaans	5	(32)	NBT requirements not met
UFSS1504	Undergraduate core curriculum	5	(16)	
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 I: Early Childhood Development and Learning (birth to nine years)	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			120	
FOUNDATION PHASE – YEAR 2				
Specialising in Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTCF2604	Mathematics content 2: Algebra, Geometry, Measurement and Statistics in the Foundation Phase	6	16	MTCF1604
LSCF2604	Life Skills content 2: Foundation Phase	6	16	LSCF1604
EDUB2714	Education Studies 2: Teaching and Learning in Education Context	7	16	
PEDF2613	General Pedagogy 2: Learning in an inclusive environment	6	12	PEDF1623
TPRF2502	Teaching Practice 2	5	8	TPRF1502
AFNL1634	Introduction to Afrikaans and Dutch literature	6	16	Grade 12 Afrikaans Home Language >55% or Grade 12 FAL >70%
			84	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB2724	Education Studies 2: Human Relationships in Education context	7	16	
PEDF2623	General Pedagogy 2: Teaching and Learning in the Foundation Phase	6	12	
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				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTTF3604	Mathematics Teaching 1	6	16	MTCF1604 & MTCF2604
LSTF3604	Life Skills Teaching 1	6	16	LSCF1604 & 2604
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
ECED3703	Early Childhood Education 1: Reception Year Studies	7	12	
AHTF3604	Afrikaans Home language Teaching 1	6	16	AFNT1644 & AFNL1634
EATF3604	English additional language teaching 1	6	16	ENGE1608
SSCL3512 or SICL3512 or ZUCL3512	Conversational Language: Sesotho Conversational Sign Language Conversational IsiZulu	5	8	
WILF3606	Teaching Practice 3	6	24	TPRF2502
			124	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SSCL3522 or SICL3522 or ZUCL3522	Conversational Sesotho Conversational Sign Language Conversational IsiZulu	5	8	Continue with conversational language 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	LSTF3604
ECED4703	Early Childhood Education 2: Foundations in Early Childhood Education (birth to four years)	7	12	ECED3703
EATF4705	English Additional language Teaching 2	7	20	EATF3604
AHTF4705	Afrikaans Home language Teaching 2			AHTF3604
WILF4700	Teaching Practice 4	7	40	WILF3606
TOTAL CREDITS FOR YEAR 4			132	
TOTAL CREDITS FOR QUALIFICATION			528	

BEd in Foundation Phase Specialising in Sesotho Home Language

Academic Plan: LC735103/QC735103 Total Compulsory credits: 528

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- Sesotho HL 50%
- English HL/FAL 50%

CURRICULUM

FOUNDATION PHASE – YEAR 1				
Specialising in Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language 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 the learning context	6	12	
TPRF1502	Teaching Practice 1 for Foundation Phase	5	8	
			96	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
UFSS1504	Undergraduate core curriculum	5	(16)	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in 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			120	
FOUNDATION PHASE – YEAR 2				
Specialising in Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTCF2604	Mathematics content 2: Algebra, Geometry, Measurement and Statistics in the Foundation Phase	6	16	MTCF1604
LSCF2604	Life Skills content 2: Foundation Phase	6	16	LSCF1604
EDUB2714	Education Studies 2: Teaching and Learning in Education Context	7	16	
PEDF2613	General Pedagogy 2: Learning in an inclusive environment	6	12	PEDF1623
TPRF2502	Teaching Practice 2	5	8	TPRF1502
SSML1514	Sesotho language structure	5	16	
			84	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB2724	Education Studies 2: Human Relationships in Education context	7	16	
PEDF2623	General Pedagogy 2: Teaching and Learning in the Foundation Phase	6	12	PEDF2613
SSMT1524	Prose fiction in Sesotho	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 & MTCF2604
LSTF3604	Life Skills Teaching 1	6	16	LSCF1604 & 2604
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
ECED3703	Early Childhood Education 1: Reception Year Studies	7	12	
SHTF3604	Sesotho Home language Teaching 1	6	16	SSML1514 & SSMT1524
EATF3604	English additional language Teaching 1	6	16	ENGE1608
SICL3512 or ZUCL3512 or GAFR3512	Conversational Sign Language Conversational IsiZulu Conversational Afrikaans	5	8	
WILF3606	Teaching Practice 3	6	24	TPRF2502
			124	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or ZUCL3522 or GAFR3522	Conversational Sign Language Conversational IsiZulu Conversational Afrikaans	5	8	Continue with conversational language 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	MTTF3606
LSTF4705	Life Skills Teaching 2	7	20	LSTF3604
ECED4703	Early Childhood Education 2: Foundations in Early Childhood Education (birth to four years)	7	12	ECED3703
SHTF4705	Sesotho Home language Teaching 2	7	20	SHTF3604
EATF4705	English additional language Teaching 2	7	20	EATF3604
WILF4700	Teaching Practice 4	7	40	WILF3606
TOTAL CREDITS FOR YEAR 4			132	
TOTAL CREDITS FOR QUALIFICATION			528	

BEd in Foundation Phase Specialising in English Home Language

Academic Plan: LC735106 Total Compulsory credits: 528

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- English HL 50%
- Afrikaans/Sesotho/isiZulu 50%

CURRICULUM

FOUNDATION PHASE – YEAR 1				
Specialising in English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language 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 the learning context	6	12	
TPRF1502	Teaching Practice 1 for Foundation Phase	5	8	
			96	
EALT1508	English Academic Literacy for education	5	(32)	NBT requirements not met
UFSS1504	Undergraduate core curriculum	5	(16)	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in 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			120	
FOUNDATION PHASE – YEAR 2				
Specialising in English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTCF2604	Mathematics content 2: Algebra, Geometry, Measurement and Statistics in the Foundation Phase	6	16	MTCF1604
LSCF2604	Life Skills content 2: Foundation Phase	6	16	LSCF1604
EDUB2714	Education Studies 2: Teaching and Learning in Education Context	7	16	
PEDF2613	General Pedagogy 2: Learning in an inclusive environment	6	12	PEDF1623
TPRF2502	Teaching Practice 2	5	8	TPRF1502
AFNL1634	Introduction to Afrikaans and Dutch literature	6	16	Afrikaans HL Grade 12 pass at >55% Or Afr FAL Grade 12 pass at >55%
or AFRT1514	Basic Afrikaans Language			----- Afrikaans HL Grade 12 pass at <55% or Afr FAL Grade 12 pass at <70%
			84	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB2724	Education Studies 2: Human Relationships in Education context	7	16	
PEDF2623	General Pedagogy 2: Teaching and Learning in the Foundation Phase	6	12	PEDF2613
AFNT1644 or AFRL1624	Introduction to Afrikaans Linguistics Basic Afrikaans literature	6	16	AFNL1634 or 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	Life Skills Teaching 1	6	16	LSCF1604 & 2604
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
ECED3703	Early Childhood Education 1: Reception Year Studies	7	12	
AATF604 or AHTF3604	Afrikaans additional Language teaching 1 Afrikaans home language Teaching 1			AFRT1514 & AFRL1624 or AFNT1644 & AFNL1634
EHTF3604	English Home language Teaching 1	6	16	ENGE1608
SSCL3512 or SICL3512 or ZUCL3512	Conversational Sesotho Conversational Sign Language Conversational IsiZulu	5	8	
WILF3606	Teaching Practice 3	6	24	TPRF2502
			124	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SSCL3522 or SICL3522 or ZUCL3522	Conversational Sesotho Conversational Sign Language Conversational IsiZulu	5	8	Continue with conversational language chosen in Semester 1
TOTAL CREDITS FOR YEAR 3			24	
			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	MTTF3604
LSTF4705	Life Skills Teaching 2	7	20	LSTF3604
ECED4703	Early Childhood Education 2: Foundations in Early Childhood Education (birth to four years)	7	12	ECED3703
EHTF4705	English Home language Teaching 2	7	20	EHTF3604
AATF4705	Afrikaans additional language teaching 2	7	20	AATF3604
or AHTF4705	Afrikaans home language Teaching 2			or AHTF3604
WILF4700	Teaching Practice 4	6	40	WILF3606
TOTAL CREDITS FOR YEAR 4			132	
TOTAL CREDITS FOR QUALIFICATION			528	

BEd in Foundation Phase Specialising in IsiZulu Home Language

Academic Plan: QC735105 Total Compulsory credits: 528

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- IsiZulu HL 50%
- English FAL 50

CURRICULUM

FOUNDATION PHASE – YEAR 1				
Specialising in IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language 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 the Learning context	6	12	
TPRF1502	Teaching Practice 1 for Foundation Phase	5	8	
			96	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for education	5	(32)	NBT requirements not 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 in 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			120	
FOUNDATION PHASE – YEAR 2				
Specialising in IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTCF2604	Mathematics content 2: Algebra, Geometry, Measurement and Statistics in the Foundation Phase	6	16	MTCF1604
LSCF2604	Life Skills content 2: Foundation Phase	6	16	LSCF1604
EDUB2714	Education Studies 2: Teaching and Learning in Education Context	7	16	
PEDF2613	General Pedagogy 2: Learning in an inclusive environment	6	12	PEDF1623
TPRF2520	Teaching Practice 2	5	8	TPRF1502
ZULL1514	IsiZulu: Intro to Linguistics	5	16	
			84	
Semester 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB2724	Education Studies 2: Human Relationships in Education context	7	16	
PEDF2623	General Pedagogy 2: Teaching and Learning in the Foundation Phase	6	12	PEDF2613
ZULT1524	IsiZulu: Introduction to Literature	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	MTCF1604 & MTCF2604
LSTF3604	Life Skills Teaching 1	6	16	LSCF1604 & LSCF2604
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
ECED3703	Early Childhood Education 1: Reception Year	7	12	
ZHTF3604	IsiZulu Teaching 1 (Home Language)	6	16	ZULL1514 & ZULT1524
EATF3604	English Teaching 1 Additional Language	6	16	ENGE1608
SSCL3512 or SICL3512 or GAFR3512	Conversational Sesotho Conversational Sign Language Conversational Afrikaans	5	8	
WILF3606	Teaching Practice 3	6	24	TPRF2502
			124	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SSCL3522 or SICL3522 or GAFR3522	Conversational Sesotho Conversational Sign Language Conversational Afrikaans	5	8	Continue with conversational language 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	MTTF3604
LSTF4705	Life Skills Teaching 2	7	20	LSTF3604
ECED4703	Early Childhood Education 2: Foundations in Early Childhood Education (birth to four years)	7	12	ECED3703
EATF4705	English Teaching 2 (Home Language)	7	20	EHTF3604
ZHTF4705	isiZulu teaching 2 (Home Language)	7	20	ZHTF3604
WILF4700	Teaching Practice 4	6	40	WILF3606
TOTAL CREDITS FOR YEAR 4			132	
TOTAL CREDITS FOR QUALIFICATION			528	



BACHELOR OF
EDUCATION IN
INTERMEDIATE
PHASE

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

Academic Plan: BC735791 Total Compulsory credits: 532

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- Afrikaans HL 50%
- English FAL 50%
- Mathematics 50%

CURRICULUM

INTERMEDIATE PHASE – YEAR 1				
Specialising in Maths, Natural Sciences, Technology Education and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1614	Mathematics: Numbers, algebra and functions	6	16	Mathematics at NSC level 4 (50%) pass
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language for Education	6	32	
EDUB1613	Education Studies 1.1 The Individual in the Learning context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			80	
UFSS1504	Undergraduate core curriculum	5	(16)	
AGAE1508	Academic Literacy in Afrikaans	5	(32)	NBT requirements not met
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1624	Mathematics: total surface area and volume	6	16	MTHI1614
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			120	
INTERMEDIATE PHASE – YEAR 2				
Specialising in Maths, Natural Sciences, Technology Education and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Science and Technology	6	16	
AFNL1634	Afrikaans and Dutch literature	6	16	Afrikaans Home Language Grade 12 > 55% or Afrikaans FAL Grade 12 > 70%
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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 Sciences and Technology	6	16	NSTC2614
AFNT1644	Introduction to Afrikaans Linguistics	6	16	AFNL1634
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			140	

INTERMEDIATE PHASE – YEAR 3

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

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI3604	Natural Sciences and Technology Teaching 1	6	16	NSTC2614 & NSTC2624
MTTI3604	Mathematics teaching 1	6	16	MTHI1614 & MTHI1624
AHTI3604	Afrikaans Teaching 1 (Home Language)	6	16	AFNT1644 & AFNL1634
EATI3604	English additional language teaching 1	6	16	ENGE1608
CURM3502	Intermediate Phase School Curriculum 1	5	8	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3512 or SSCL3512 or ZUCL3512	Conversational Sign Language Conversational Sesotho 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or ZUCL3522	Conversational Sign language Conversational Sesotho Conversational isiZulu	5	8	Continue with the conversational language offered in semester 1
			24	
TOTAL CREDITS FOR YEAR 3			144	

INTERMEDIATE PHASE – YEAR 4

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

SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Natural Sciences and Technology Teaching 2	7	20	NTTI3604
MTTI4705	Teaching Mathematics 2	7	20	MTTI3604
AHTI4705	Afrikaans Teaching 2 (Home Language)	7	20	AHTI3604
EATI4705	English additional language teaching 2	7	20	EATI3604
CURM4502	Intermediate Phase School Curriculum 2	5	8	CURM3502
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR QUALIFICATION			532	

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

Academic Plan: BC735792/QC735792 Total Compulsory credits: 532

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- Sesotho HL 50%
- English FAL 50%
- Mathematics 50%

CURRICULUM

INTERMEDIATE PHASE – YEAR 1				
Specialising in Maths, Natural Sciences, Technology Education and Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1614	Mathematics: Numbers, algebra and functions	6	16	Mathematics at NSC level 4 (50%) pass
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language for Education	6	32	
EDUB1613	Education Studies 1.1 The Individual in the learning context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			80	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1624	Mathematics: total surface area and volume	6	16	MTHI1614
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			120	
INTERMEDIATE PHASE – YEAR 2				
Specialising in Maths, Natural Sciences, Technology and Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Sciences and Technology	6	16	
SSML1514	Sesotho language structure	5	16	
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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 Sciences and Technology	6	16	NSTC2614
SSMT1524	Prose fiction in Sesotho	5	16	SSML1514
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			140	

INTERMEDIATE PHASE – YEAR 3				
Specialising in Maths, Natural Sciences, Technology Education and Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI3604	Natural Sciences and Technology Teaching 1	6	16	NSTC2614 & NSTC2624
MTTI3604	Mathematics teaching 1	6	16	MTHI1614 & MTHI1624
SHTI3604	Sesotho Teaching 1 (Home Language)	6	16	SSML1514 & SSMT1524
EATI3604	English additional language teaching 1	6	16	ENGE1608
CURM3502	Intermediate Phase School Curriculum 1	5	8	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3512 or GAFR3512 or ZUCL3512	Conversational Sign Language Conversational Afrikaans 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or GAFR3512 or ZUCL352	Conversational Sign Language Conversational Afrikaans Conversational IsiZulu	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			144	
INTERMEDIATE PHASE – YEAR 4				
Specialising in Maths, Natural Sciences, Technology Education and Sesotho Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Natural Sciences and Technology Teaching 2	7	20	NTTI3604
MTTI4705	Teaching Mathematics 2	7	20	MTTI3604
SHTI4705	Sesotho Teaching 2 (Home Language)	7	20	SHTI3604
EATI4705	English additional language teaching 2	7	20	EATI3604
CURM4502	Intermediate Phase School Curriculum 2	5	8	CURM3502
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR QUALIFICATION			532	

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

Academic Plan: BC735793 Total Compulsory credits: 532

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- English HL 50%
- Afrikaans FAL 50%
- Mathematics 50%

CURRICULUM

INTERMEDIATE PHASE – YEAR 1				
Specialising in Maths, Natural Sciences, Technology Education and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1614	Mathematics: Numbers, algebra and functions	6	16	Mathematics at NSC level 4 (50%) pass
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language for Education	6	32	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context.	6	12	
TPRI1502	Teaching Practice 1	5	8	
			80	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1624	Mathematics: total surface area and volume	6	16	Mathematics at NSC level 4 (50%) pass
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			120	

INTERMEDIATE PHASE – YEAR 2				
Specialising in Maths, Natural Sciences, Technology Education and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Sciences and Technology	6	16	
AFRT1514	Basic Afrikaans Language	6	16	Afrikaans FAL Grade 12 > 70%
or AFNL1634	Afrikaans and Dutch literature			Afrikaans Home Language Grade 12 > 55%
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
GPED2613	General Pedagogy 2.1	6	12	GPED2613
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	NSTC2614
AFRL1624 or	Basic Afrikaans literature	6	16	AFRT1514
AFNT1644	Introduction to Afrikaans Linguistics			AFNL1634
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			140	

INTERMEDIATE PHASE – YEAR 3

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

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTI3604	Natural Sciences and Technology Teaching 1	6	16	NSTC2614 & NSTC2624
MTI3604	Mathematics teaching 1	6	16	MTHI1614 & MTHI1624
AHTI3604 or	Afrikaans Teaching 1 (Home Language)	6	16	AFNT1644 & AFNL1634
AATI3604	Afrikaans Teaching (F A L)			AFRT1514 & AFRL1624
EHTI3604	English Teaching 1 (Home Language)	6	16	ENGE1608
CURM3502	Intermediate Phase School Curriculum 1	5	8	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3512 or	Conversational Sign Language	5	8	
SSCL3512 or	Conversational Sesotho			
ZUCL3512	Conversational IsiZulu			
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or	Conversational Sign Language	5	8	Continue with the conversational language chosen in Semester 1
SSCL3522 or	Conversational Sesotho			
ZUCL3522	Conversational IsiZulu			
			24	
TOTAL CREDITS FOR YEAR 3			144	

INTERMEDIATE PHASE – YEAR 4

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

SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTI4705	Natural Sciences and Technology Teaching 2	7	20	NTI3604
MTI4705	Mathematics teaching 2	7	20	MTI3604
AHTI4705 or	Afrikaans Teaching 1 (Home Language) or Afrikaans Teaching 2: (First Additional Language)	7	20	AHTI3604
AATI4705				AATI3604
EHTI4705	English Teaching 2 (Home Language)	7	20	EHTI3604
CURM4502	Intermediate Phase School Curriculum 2	5	8	CURM3502
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR QUALIFICATION			532	

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

Academic Plan: QC735794 Total Compulsory credits: 532

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- IsiZulu HL 50%
- English FAL 50%
- Mathematics 50%

CURRICULUM

INTERMEDIATE PHASE – YEAR 1				
Specialising in Maths, Natural Sciences, Technology and IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1614	Mathematics: Numbers, algebra and functions	6	16	Mathematics at NSC level 4 (50%) pass
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language for Education	6	32	
EDUB1613	Education Studies 1.1 The Individual in the learning context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			80	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1624	Mathematics: total surface area and volume	6	16	MTHI1614
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			120	
INTERMEDIATE PHASE – YEAR 2				
Specialising in Maths, Natural Sciences, Technology and IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Sciences and Technology	6	16	
ZULL1514	IsiZulu: Intro to Linguistics	6	16	
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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 Sciences and Technology	6	16	NSTC2614
ZULT1524	IsiZulu introduction to Literature	5	16	ZULL1514
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			140	

INTERMEDIATE PHASE – YEAR 3

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

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI3604	Natural Sciences and Technology Teaching 1	6	16	NSTC2614 & NSTC2624
MTTI3604	Mathematics teaching 1	6	16	MTHI1614 & MTHI1624
ZHTI3604	IsiZulu Teaching 1 (Home Language)	6	16	ZULL1514 & ZULT1524
EATI3604	English First Additional Language teaching	6	16	ENGE1608
CURM3502	Intermediate Phase School Curriculum 1	5	8	
EDUB3714	Education Studies 3. 1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3512 or SSCL3512 or GAFR3512	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	
Semester 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or GAFR3522	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			144	

INTERMEDIATE PHASE – YEAR 4

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

SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Natural Sciences and Technology Teaching 2	7	20	NTTI3604
MTTI4705	Teaching Mathematics 2	7	20	MTTI3604
ZHTI4705	IsiZulu Teaching 1 (Home Language)	7	20	ZHTI3604
EATI4705	English 1(First Additional Language)	7	20	EATI3604
CURM4502	Intermediate Phase School Curriculum 2	5	8	CURM3502
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR QUALIFICATION			532	

*Bachelor of Education in Intermediate Phase:
Specialising in Life Skills, Social Science and Afrikaans Home Language*

Academic Plan: BC735784 Total Compulsory credits: 532

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- Afrikaans HL 50%
- English 50%

CURRICULUM

INTERMEDIATE PHASE – YEAR 1				
Specialising in Life Skills, Social Sciences and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1614	Life Skills 1	6	16	
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language for Education	6	32	
EDUB1613	Education Studies 1.1 The Individual in the learning context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			80	
UFSS1504	Undergraduate core curriculum	5	(16)	
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 in SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			120	
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 & LSCI1624
AFNL1634	Afrikaans and Dutch literature	6	16	Afrikaans Home Language Pass Grade 12 >50% or Afrikaans FAL Grade 12 pass >70%
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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	
AFNT1644	Introduction to Afrikaans Linguistics	6	16	AFNL1634
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	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	LSCI1614 & LSCI1624
SSTI3604	Teaching of Social Science 1	6	16	SSCI2614 & SSCI2624
AHTI3604	Afrikaans Teaching 1: Home Language	6	16	AFNT1644 & AFNL1634
EATI3604	English Teaching 1: Additional Language	6	16	ENGE1608
CURS3502	Intermediate Phase School Curriculum	5	8	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3512 or SSCL3512 or ZUCL3522	Conversational Sign Language Conversational Sesotho 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or ZUCL3522	Conversational Sign Language Conversational Sesotho Conversational IsiZulu	5	8	Continue with the conversational language 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
EATI4705	English additional language teaching 1	7	20	EATI3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR QUALIFICATION			532	

**Bachelor of Education in Intermediate Phase:
Specialising in Life Skills, Social Science and Sesotho Home Language**

Academic Plan: BC735782/QC735782 Total Compulsory credits: 532

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- Sesotho HL 50%
- English 50%

CURRICULUM

INTERMEDIATE PHASE – YEAR 1				
Specialising in Life Skills, Social Sciences and Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1614	Life Skills 1	6	16	
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language for Education	6	32	
EDUB1613	Education Studies 1.1 The Individual in the Learning context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			80	
UFSS1504	Undergraduate core curriculum	5	(16)	
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	LSCI1614
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			120	
INTERMEDIATE PHASE – YEAR 2				
Specialising in Life Skills, Social Sciences and Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2614	Social Science 1: History	6	16	
SSML1514	Sesotho language structure	5	16	
MTBI2503	Basic Maths	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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 2: Geography	6	16	
SSMT1524	Prose fiction in Sesotho	5	16	SSML1514
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			140	

INTERMEDIATE PHASE – YEAR 3				
Specialising in Life Skills, Social Sciences and Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	LSCI1614 & LSCI1624
SSTI3604	Teaching of Social Science 1	6	16	SSCI2614 & SSCI2624
SHTI3604	Sesotho Teaching 1: Home Language	6	16	SSML1514 & SSMT1524
EATI3604	English Teaching 1: First Additional Language	6	16	ENGE1608
CURS3502	Intermediate Phase School Curriculum	5	8	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3512 or GAFR3512 or ZUCL3522	Conversational Sign Language Conversational Afrikaans 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or GAFR3522 or ZUCL3522	Conversational Sign Language Conversational Afrikaans Conversational IsiZulu	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			144	
INTERMEDIATE PHASE – YEAR 4				
Specialising in Life Skills, Social Sciences and 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
SHTI407	Sesotho Teaching 1 (Home Language)	7	20	SHTI3604
EATI4705	English additional language teaching 1	7	20	EATI3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR QUALIFICATION			532	

**Bachelor of Education in Intermediate Phase:
Specialising in Life Skills, Social Science and English Home Language**

Academic Plan: BC735787 Total Compulsory credits: 532

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- English HL 50%
- Afrikaans/isiZulu/Sesotho 50%

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	
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language for Education	6	32	
EDUB1613	Education Studies 1.1 The Individual in the learning context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			80	
UFSS1504	Undergraduate core curriculum	5	(16)	
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 in SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			120	
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 Science History	6	16	
AFNL1634	Introduction to the Afrikaans and Dutch Literature Basic Afrikaans Language	6	16	Afrikaans HL in Grade 12 >55% or Afrikaans FAL in Grade 12 >70%
or AFRT1514				Afrikaans FAL in Grade 12 > 55%
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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 2: History	6	16	SSCI2614
AFNT1644 or	Introduction to Afrikaans linguistics	6	16	AFNL1634
AFRL1624	Basic Afrikaans literature			AFRT1514
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			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	LSCI1614 & LSCI1624
SSTI3604	Teaching of Social Science 1	6	16	SSCI2614 & SSCI2624
EHTI3604	English Teaching 1: Home Language	6	16	ENGE1608
CURS3502	Intermediate Phase School Curriculum	5	8	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
AHTI3604 or AATI3604	Afrikaans Teaching (Home Language) Afrikaans FAL Teaching 1	6	16	AFNT1644 & AFNL1634 or AFRT1514 & AFRL1624
SICL3512 or SSCL3512 or ZUCL3512	Conversational Sign Language Conversational Sesotho 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or ZUCL3522	Conversational Sign Language Conversational Sesotho Conversational IsiZulu	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			144	

INTERMEDIATE PHASE – YEAR 4

Specialising in Life Skills, Social Sciences and 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 1: (Home Language)	7	20	EHTI3604

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AHTI4705 or AATI4705	Afrikaans Teaching Home Afrikaans Teaching: FAL	7	20	AHTI3604 or AATI3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR QUALIFICATION			532	

Bachelor of Education in Intermediate Phase: Specialising in Life Skills, Social Science and IsiZulu Home Language

Academic Plan: QC735788 Total Compulsory credits: 532

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- IsiZulu HL 50%
- English FAL 50%

CURRICULUM

INTERMEDIATE PHASE – YEAR 1				
Specialising in Life Skills, Social Sciences and IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1614	Life Skills 1	6	16	
LLST1513	Life-long learning skills	5	12	
ENGE1608	English Language for Education	6	32	
EDUB1613	Education Studies 1.1 The Individual in the Learning context	6	12	
TPRI1502	Teaching Practice 1	5	8	
			80	
UFSS1504	Undergraduate core curriculum	5	(16)	
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	LSCI1614
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			40	
TOTAL CREDITS FOR YEAR 1			120	
INTERMEDIATE PHASE – YEAR 2				
Specialising in Life Skills, Social Sciences and IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2614	Social Science 1: History	6	16	
ZULL1514	IsiZulu: Intro to Linguistics	5	16	
MTBI2503	Basic Maths	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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	
ZULT1524	IsiZulu Home Language	5	16	ZULL1514
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 2			140	

INTERMEDIATE PHASE – YEAR 3

Specialising in Life Skills, Social Sciences and IsiZulu Home Language

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	LSCI1614 & LSCI1624
SSTI3604	Teaching of Social Science 1	6	16	SSCI2614 & SSCI2624
ZHTI3604	IsiZulu Teaching: Home Language	6	16	ZULL1514 & ZULT1524
CURS3502	Intermediate Phase School Curriculum	5	8	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
EATI3604	English additional language teaching 1	6	16	ENGE1608
SICL3512 or SSCL3512 or GAFR3512	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or GAFR3522	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			144	

INTERMEDIATE PHASE – YEAR 4

Specialising in Life Skills, Social Sciences and 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
EATI4705	English additional language teaching 1	7	20	EATI3604
CURS4705	Intermediate Phase School Curriculum	5	8	CURS3502
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR QUALIFICATION			532	

BACHELOR OF EDUCATION IN
**INTERMEDIATE PHASE
EXTENDED PROGRAMMES**



The Bachelor of Education in Intermediate Phase extended curriculum programme offers students with potential the required academic and developmental support to attain success. Admission is by the discretion of the faculty after reviewing student applications for the mainstream programmes.

The extended curriculum programme provides sustained developmental support by spreading the existing intermediate phase curriculum over five years and adding additional credits in developmental modules.

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

Academic Plan: BC7357E2 Total Compulsory credits: 660

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- Afrikaans HL 50%
- English FAL 50%

CURRICULUM

EXTENDED INTERMEDIATE PHASE – YEAR 1				
Specialising in Maths, Natural Sciences, Technology and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AGAE1508	Academic Literacy in Afrikaans	5	32	
SCLL1508	Skills and competencies for lifelong learning	5	32	
LLST1513	Life-long learning skills	5	12	
EDUB1613	Education Studies 1.1 The Individual in the learning context	6	12	
			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 in SA education	6	12	EDUB1613
GPED1623	General Pedagogy 1: Managing the Curriculum	6	12	
			24	
TOTAL CREDITS FOR YEAR 1			112	
EXTENDED INTERMEDIATE PHASE – YEAR 2				
Specialising in Maths, Natural Sciences, Technology and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALH2508	Academic Literacy for extended programmes 2	5	32	AGAE1508 or EALT1508
ENGE1608	English language for Education	5	32	
MTHI1614	Mathematics: Numbers, algebra and functions	6	16	Mathematics at NSC level 4 (50%) pass
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
			120	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1624	Mathematics: total surface area and volume	6	16	Mathematics at NSC level 4 (50%) pass
UFSS1522	Institutional core module	5	(8)	
			16	
TOTAL CREDITS FOR YEAR 2			136	

EXTENDED INTERMEDIATE PHASE – YEAR 3				
Specialising in Maths, Natural Sciences, Technology and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Sciences and Technology	6	16	
AFNL1634	Introduction to the Afrikaans and Dutch literature	6	16	Afrikaans Home Language pass Grade 12 >55%
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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 Sciences and Technology	6	16	NSTC2614
AFNT1644	Introduction to Afrikaans linguistics	6	16	AFNL1634
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	

EXTENDED INTERMEDIATE PHASE – YEAR 4				
Specialising in Maths, Natural Sciences, Technology and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI3604	Natural Sciences and Technology Teaching 1	6	16	NSTC2614 & NSTC2624
MTTI3604	Teaching Mathematics 1	6	16	MTHI1614 & MTHI1624
AHTI3604	Afrikaans Teaching 1 (Home Language)	6	16	AFNT1644 & AFNL1634
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
CURM3502	Intermediate Phase School Curriculum 1	5	8	
EATI3604	English additional language teaching 1	6	16	ENGE1608
SICL3512 or SSCL3512 or ZUCL3512	Conversational Sign Language Conversational Sesotho 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or ZUCL3522	Conversational Sign Language Conversational Sesotho Conversational IsiZulu	5	8	Continue with conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	

EXTENDED INTERMEDIATE PHASE – YEAR 5				
Specialising in Maths, Natural Sciences, Technology and Afrikaans Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Natural Sciences and Technology Teaching 2	7	20	NTTI3604
MTTI4705	Mathematics teaching 2	7	20	MTTI3604
AHTI4705	Afrikaans Teaching 1 (Home Language)	7	20	AHTI3604
CURM4502	Intermediate Phase School Curriculum 2	5	8	CURM3502
EATI4705	English additional language teaching 1	7	20	EATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR QUALIFICATION			660	

*Bachelor of Education in Intermediate Phase Extended Curriculum Programme:
Specialising in Maths, Natural Sciences, Technology Education and Sesotho Home Language*

Academic Plan: BC7357E2/QC7375E2 Total Compulsory credits: 660

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- Sesotho HL 50%
- English FAL 50%
- Mathematics 50%

CURRICULUM

EXTENDED INTERMEDIATE PHASE – YEAR 1				
Specialising in Maths, Natural Sciences, Technology and Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	Academic Literacy in English for Education	5	32	
SCLL1508	Skills and competencies for lifelong learning	5	32	
LLST1513	Life-long learning skills	5	12	
EDUB1613	Education Studies 1.1 The Individual in the Learning context	6	12	
			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 in 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 Maths, Natural Sciences, Technology and Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALH2508	English Academic Literacy	5	32	EALT1508
ENGE1608	English Language for Education	6	32	
MTHI1614	Mathematics: Numbers, algebra and functions	6	16	Mathematics at NSC level 4 (50%) pass
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
			120	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1624	Mathematics: total surface area and volume	6	16	Mathematics at NSC level 4 (50%) pass
UFSS1522	Institutional module	5	(8)	
			16	
TOTAL CREDITS FOR YEAR 2			136	

EXTENDED INTERMEDIATE PHASE – YEAR 3

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

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Sciences and Technology	6	16	
SSML1514	Sesotho language structure	6	16	
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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	NSTC2614
SSML1524	Sesotho Home Language	5	16	SSML1514
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	

EXTENDED INTERMEDIATE PHASE – YEAR 4

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

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI3604	Natural Sciences and Technology Teaching 1	6	16	NSTC2614 & NSTC2624
MTTI3604	Teaching Mathematics 1	6	16	MTHI1614 & MTHI1624
SHTI3604	Sesotho Teaching 1 (Home Language)	6	16	SSML1514 & SSMT1524
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
CURM3502	Intermediate Phase School Curriculum 1	5	8	
EATI3604	English additional language teaching 1	6	16	ENGE1608
SICL3512 or SSCL3512 or GAFR3512	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or GAFR3522	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	Continue with conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	

EXTENDED INTERMEDIATE PHASE – YEAR 5				
Specialising in Maths, Natural Sciences, Technology and Sesotho Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Natural Sciences and Technology Teaching 2	7	20	NTTI3604
MTTI4705	Mathematics teaching 2	7	20	MTTI3604
SHTI4705	Sesotho Teaching 2 (Home Language)	7	20	SHTI3604
CURM4502	Intermediate Phase School Curriculum 2	5	8	CURM3502
EATI4705	English additional language teaching 2	7	20	EATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
			128	
TOTAL CREDITS FOR YEAR 5			660	

*Bachelor of Education in Intermediate Phase Extended Curriculum Programme:
Specialising in Maths, Natural Sciences, Technology Education and English Home Language*

Academic Plan: BC7357E2 Total Compulsory credits: 660

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- English HL 50%
- Afrikaans FAL 50%
- Mathematics 50%

CURRICULUM

EXTENDED INTERMEDIATE PHASE – YEAR 1				
Specialising in Maths, Natural Sciences, Technology and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	Academic Literacy in English for Education	5	32	
SCLL1508	Skills and competencies for lifelong learning	5	32	
LLST1513	Life-long learning skills	5	12	
EDUB1613	Education Studies 11.1 The Individual in the learning context	6	12	
			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 in 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 Maths, Natural Sciences, Technology and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALH2508	Academic Literacy in English	5	32	EALT1508
ENGE1608	English Language for Education	6	32	
MTHI1614	Mathematics: Numbers, algebra and functions	6	16	Mathematics at NSC level 4 (50%) pass
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
			120	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1624	Mathematics: total surface area and volume	6	16	Mathematics at NSC level 4 (50%) pass
UFSS1522	Institutional module	5	(8)	
			16	
TOTAL CREDITS FOR YEAR 2			136	

EXTENDED INTERMEDIATE PHASE – YEAR 3

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

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Sciences and Technology	6	16	
AFNL1634	Introduction to the Afrikaans and Dutch literature	5	16	Afrikaans Home Language pass Grade 12 >55% <i>or</i>
<i>or</i> AFRT1514	Basic Afrikaans Language			Afrikaans First Additional Language in Grade 12 >70%
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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	NSTC2614
AFNT1644	Introduction to Afrikaans Linguistics	6	16	AFNL1634
<i>or</i> AFRL1624	Basic Afrikaans literature			<i>or</i> AFRT1514
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	

EXTENDED INTERMEDIATE PHASE – YEAR 4				
Specialising in Maths, Natural Sciences, Technology and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI3604	Natural Sciences and Technology Teaching 1	6	16	NSTC2614 & NSTC2624
EHTI3604	English Teaching 1 (Home Language)	6	16	ENGE1608
MTTI3604	Teaching Mathematics 1	6	16	MTHI1614 & MTHI1624
AHTI3604	Afrikaans Teaching 1 (Home Language)	6	16	AFNT1644 & AFNL1634
or AATI3604	Afrikaans Teaching FAL			or AFRT1514 & AFRL1624
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
CURM3502	Intermediate Phase School Curriculum 1	5	8	
SICL3512	Conversational Sign Language	5	8	
or SSCL3512	Conversational Sesotho			
or ZUCL3512	Conversational IsiZulu			
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522	Conversational Sign Language	5	8	Continue with conversational language chosen in Semester 1
or SSCL3522	Conversational Sesotho			
or ZUCL3522	Conversational IsiZulu			
			24	
TOTAL CREDITS FOR YEAR 4			144	
EXTENDED INTERMEDIATE PHASE – YEAR 5				
Specialising in Maths, Natural Sciences, Technology and English Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Natural Sciences and Technology Teaching 2	7	20	NTTI3604
MTTI4705	Mathematics teaching 2	7	20	MTTI3604
EHTI4705	English Teaching 2 (Home Language)	7	20	EHTI3604
CURM4502	Intermediate Phase School Curriculum 2	5	8	CURM3502
AHTI4705	Afrikaans Teaching 2 (Home Language) or Afrikaans Teaching 2 (First Additional Language)	7	20	AHTI3604 or AATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR QUALIFICATION			660	

*Bachelor of Education in Intermediate Phase Extended Curriculum Programme:
Specialising in Maths, Natural Sciences, Technology Education and IsiZulu Home Language*

Academic Plan: QC7357E2 Total Compulsory credits: 660

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- IsiZulu HL 50%
- English 50%
- Mathematics 50%

CURRICULUM

EXTENDED INTERMEDIATE PHASE – YEAR 1				
Specialising in Maths, Natural Sciences, Technology and IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	Academic Literacy in English for Education	5	32	
SCLL1508	Skills and competencies for lifelong learning	5	32	
LLST1513	Life-long learning skills	5	12	
EDUB1613	Education Studies 11.1 The Individual in the learning context	6	12	
			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 in 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 Maths, Natural Sciences, Technology and IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALH2508	Academic Literacy in English	5	32	EALT1508
ENGE1608	English Language for Education	6	32	
MTHI1614	Mathematics: Numbers, algebra and functions	6	16	Mathematics at NSC level 4 (50%) pass
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
			128	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MTHI1624	Mathematics: total surface area and volume	6	16	Mathematics at NSC level 4 (50%) pass
UFSS1522	Institutional Module	5	(8)	
			16	
TOTAL CREDITS FOR YEAR 2			136	

EXTENDED INTERMEDIATE PHASE – YEAR 3				
Specialising in Maths, Natural Sciences, Technology and IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NSTC2614	Elementary Natural Sciences and Technology	6	16	
ZULL1514	IsiZulu: Intro to Linguistics	5	16	
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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	NSTC2614
ZULT1524	IsiZulu: Introduction to Literature	5	16	ZULL1514
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	

EXTENDED INTERMEDIATE PHASE – YEAR 4				
Specialising in Maths, Natural Sciences, Technology and IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI3604	Natural Sciences and Technology Teaching 1	6	16	NSTC2614 & NSTC2624
MTTI3604	Teaching Mathematics 1	6	16	MTHI1614 & MTHI1624
ZHTI3604	IsiZulu Teaching 1 Home Language	6	16	ZULL1514 & ZULT1524
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
CURM3502	Intermediate Phase School Curriculum 1	5	8	
EATI3604	English FAL Teaching 1	6	16	ENGE1608
SICL3512 or SSCL3512 or GAFR3512	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or GAFR3522	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	Continue with conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	

EXTENDED INTERMEDIATE PHASE – YEAR 5				
Specialising in Maths, Natural Sciences, Technology and IsiZulu Home Language				
SEMESTER 1 & 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
NTTI4705	Natural Sciences and Technology Teaching 2	7	20	NTTI3604
MTTI4705	Mathematics teaching 2	7	20	MTTI3604
ZHTI4705	IsiZulu Home language Teaching 2	7	20	ZHTI3604
CURM4502	Intermediate Phase School Curriculum 2	5	8	CURM3502
EATI4705	English additional language Teaching 2	7	20	EATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR QUALIFICATION			660	

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

Academic Plan: BC7357E2 Total Compulsory credits: 660

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- Afrikaans HL 50%
- English 50%

CURRICULUM

EXTENDED INTERMEDIATE PHASE – YEAR 1				
SPECIALISING IN LIFE SKILLS AND SOCIAL SCIENCES AND AFRIKAANS HOME LANGUAGE				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AGAE1508	Academic Literacy in Afrikaans	5	32	Compulsory
SCLL1508	Skills and competencies for lifelong learning	5	32	
LLST1513	Life-long learning skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the learning context	6	12	
			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 in 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 and Afrikaans Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALH2508	Academic Literacy for extended programmes	5	32	AGAE1508
ENGE1608	English Language for Education	6	32	
LSCI1614	Life Skills 1	6	16	
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
			120	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1624	Life Skills	6	16	
UFSS1522	Institutional module	5	(8)	
			16	
TOTAL CREDITS FOR YEAR 2			136	

EXTENDED INTERMEDIATE PHASE – YEAR 3

Specialising in Life Skills and Social Sciences and Afrikaans Home Language

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2614	Social Science 1: History	6	16	
AFNL1634	Introduction to Afrikaans and Dutch Literature	5	16	Afrikaans Home Language Grade 12 >55% or Afrikaans FAL Grade 12 >70%
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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	
AFNT1644	Introduction to Afrikaans Linguistics	6	16	AFNL1634
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	

EXTENDED INTERMEDIATE PHASE – YEAR 4

Specialising in Life Skills and Social Sciences and Afrikaans Home Language

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	LSCI1614 & LSCI1624
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 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
CURS3502	Intermediate Phase School Curriculum	5	8	
EATI3604	English additional language teaching 1	6	16	ENGE1608
SICL3512 or SSCL3512 or ZUCL3512	Conversational Sign Language Conversational Sesotho 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or ZUCL3522	Conversational Sign Language Conversational Sesotho Conversational IsiZulu	5	8	Continue with conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	

EXTENDED INTERMEDIATE PHASE – YEAR 5

Specialising in Life Skills and 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 Home language Teaching 2	7	20	AHTI3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
EATI4705	English additional language teaching 2	7	20	EATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR QUALIFICATION			660	

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

Academic Plan: BC7357E2/QC7357E2 Total Compulsory credits: 660

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- Sesotho HL 50%
- English 50%

CURRICULUM

EXTENDED INTERMEDIATE PHASE – YEAR 1				
Specialising in Life Skills and Social Sciences and Sesotho Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	English Academic Literacy for Education	5	32	
SCLL1508	Skills and competencies for lifelong learning	5	32	
LLST1513	Life-long learning skills	5	12	
EDUB1613	Education Studies 1.1 The Individual in the learning context	6	12	
			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 in 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 and Sesotho Home Language****SEMESTER 1**

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALH2508	English Academic Literacy	5	32	EALT1508
ENGE1608	English Language for Education	6	32	
LSCI1614	Life Skills 1	6	16	
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
			120	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1624	Life Skills	6	16	
UFSS1522	Institutional module	5	(8)	
			16	
TOTAL CREDITS FOR YEAR 2			136	

EXTENDED INTERMEDIATE PHASE – YEAR 3**Specialising in Life Skills and Social Sciences and Sesotho Home Language****SEMESTER 1**

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2614	Social Science 1: History	6	16	
SSML1514	Sesotho language structure	5	16	
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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	
SSMT1524	Prose fiction in Sesotho	5	16	SSML1514
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	

EXTENDED INTERMEDIATE PHASE – YEAR 4**Specialising in Life Skills and Social Sciences and Sesotho Home Language****SEMESTER 1**

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	LSCI1614 & LSCI1624
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 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
CURS3502	Intermediate Phase School Curriculum	5	8	
EATI3604	English additional language teaching 1	6	16	ENGE1608
SICL3512 or GAFR3512 or ZUCL3512	Conversational Sign Language Conversational Afrikaans 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or GAFR3512 or ZUCL3522	Conversational Sign Language Conversational Afrikaans Conversational IsiZulu	5	8	Continue with conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	

EXTENDED INTERMEDIATE PHASE – YEAR 5

Specialising in Life Skills and Social Sciences and 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 2 (Home Language)	7	20	SHTI3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
EATI4705	English additional language teaching 1	7	20	EATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 4			128	
TOTAL CREDITS FOR QUALIFICATION			660	

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: 660

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- English HL 50%
- Afrikaans 50%

CURRICULUM

EXTENDED INTERMEDIATE PHASE – YEAR 1				
Specialising in Life Skills and Social Sciences and English Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	Academic Literacy for English for Education	5	32	
SCLL1508	Skills and competencies for lifelong learning	6	32	
LLST1513	Life-long learning skills	5	12	
EDUB1613	Education Studies 1.1 The Individual in the learning context	6	12	
			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 in 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 and English Language****SEMESTER 1**

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALH2508	English Academic Literacy	5	32	EALT1508
AFRT1514	Basic Afrikaans Language	5	16	
LSCI1614	Life Skills 1	6	16	
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
			104	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AFRL1624	Basic Afrikaans literature	6	16	
LSCI1624	Life Skills	6	16	
UFSS1522	Institutional module	5	(8)	
			36	
TOTAL CREDITS FOR YEAR 2			140	

EXTENDED INTERMEDIATE PHASE – YEAR 3**Specialising in Life Skills and Social Sciences and English Home Language****SEMESTER 1**

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2614	Social Science 1: History	6	16	
ENGE1608	English Language for Education	5	32	
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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	
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			44	
TOTAL CREDITS FOR YEAR 3			140	

EXTENDED INTERMEDIATE PHASE – YEAR 4**Specialising in Life Skills and Social Sciences and English Home Language****SEMESTER 1**

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	LSCI1614 & LSCI1624
SSTI3604	Teaching Social Sciences 1	6	16	SSCI2614 & SSCI2624
HTI3604	English Teaching 1 (Home Language)	6	16	ENGE1608
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
CURS3502	Intermediate Phase School Curriculum	5	8	
AATI3604	Afrikaans Teaching 1 FAL	6	16	AFRT1514 & AFRL1624
SICL3512 or SSCL3512 or ZUCL3512	Conversational Sign Language Conversational Sesotho 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or ZUCL3522	Conversational Sign Language Conversational Sesotho Conversational IsiZulu	5	8	Continue with conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	

EXTENDED INTERMEDIATE PHASE – YEAR 5

Specialising in Life Skills and Social Sciences and 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 QUALIFICATION			660	

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

Academic Plan: QC7357E2 Total Compulsory credits: 660

ADMISSION REQUIREMENTS

Minimum grade 12 pass in

- IsiZulu HL 50%
- English 50%

CURRICULUM

EXTENDED INTERMEDIATE PHASE – YEAR 1				
Specialising in Life Skills and Social Sciences and IsiZulu Home Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALT1508	Academic Literacy in English for Education	5	32	
SCLL1508	Skills and competencies for lifelong learning	5	32	
LLST1513	Life-long learning skills	5	12	
EDUB1613	Education Studies 11.1 The Individual in the learning context	6	12	
			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 in 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 and IsiZulu Home Language

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EALH2508	Academic Literacy in English	5	32	EALT1508
ENGE1608	English Language for Education	6	32	
LSCI1614	Life Skills 1	6	16	
MTDH1508	Mathematical Literacy	5	32	
TPRI1502	Teaching Practice 1	5	8	
			120	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSCI1624	Life Skills 1	6	16	
UFSS1522	Institutional module	5	(8)	
			16	
TOTAL CREDITS FOR YEAR 2			136	

EXTENDED INTERMEDIATE PHASE – YEAR 3

Specialising in Life Skills and Social Sciences and IsiZulu Home Language

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSCI2614	Social Science 1: History	6	16	
ZULL1514	IsiZulu: Introduction to Linguistics	5	16	
MTBI2503	Basic Mathematics	5	12	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
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	
ZULT1524	IsiZulu literature	5	16	ZULL1514
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPED2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
			60	
TOTAL CREDITS FOR YEAR 3			140	

EXTENDED INTERMEDIATE PHASE – YEAR 4

Specialising in Life Skills and Social Sciences and IsiZulu Home Language

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTI3604	Teaching of Life Skills 1	6	16	LSCI614 & LSCI2624
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 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
CURS3502	Intermediate Phase School Curriculum	5	8	
EATI3604	English additional language teaching 1	6	16	ENGE1608
SSCL3512 or SICL3512 or GAFR3512	Conversational Sesotho Conversational Sign language Conversational Afrikaans	5	8	
WILI3606	Teaching Practice 3	6	24	TPRI2502
			120	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SSCL3522 or SICL3522 or GAFR3522	Conversational Sesotho Conversational Sign language Conversational Afrikaans	5	8	Continue with conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 4			144	

EXTENDED INTERMEDIATE PHASE – YEAR 5

Specialising in Life Skills and Social Sciences and 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 2 (Home Language)	7	20	ZHTI3604
CURS4502	Intermediate Phase School Curriculum	5	8	CURS3502
EATI4705	English additional language teaching 2	7	20	EATI3604
WILI4700	Teaching Practice 4	7	40	WILI3606
TOTAL CREDITS FOR YEAR 5			128	
TOTAL CREDITS FOR QUALIFICATION			660	

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



Education requirements for curriculum mix for Senior and FET Phase

Students specialising in the BEd Senior Phase and Further Education and Training Phase must choose elective modules according to their 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 (32 credits at NQF level 5-6).
- 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 (64 credits at NQF level 6-7).
- While the minimum compulsory credits for the BEd Senior and FET phase are set at 512, in some plan codes the credits amount to 520 or 524 due to the variation in credit count of content modules in the sister faculties.
- The curriculum requires a minimum of two content subjects but three didactics subjects. Thus students select three didactics from the content subjects they have completed, and may augment with the learning support modules (currently LSPT3605 and LSPT4705).
- According to MRTEQ (2015), at least one language of learning and teaching must be offered between ALLT3504 and ELLT2504. Some plan codes of the B Ed senior and FET curriculum at the UFS allocates credits to both modules. The new module *Entrepreneurship in Education* (ENED3514) is currently offered as alternative option for a second language of learning and teaching.

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 levels and the other subject didactic will be **either** on senior or FET level. Refer to individual plans for more information.
- Two content subjects at first-year level and one content subject at second-year level.



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

Academic Plan: BC736101 Minimum Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum of 50% in grade 12 pass for

- Accounting
- Business Studies

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1				
Specialising in Accounting and Business Studies				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EACC1614	Accounting	5	16	
EBUS1514/1614	Business Functions/ Business Dynamics	5	16	
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			64	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not been met
or AGAE1508	Academic Literacy in Afrikaans			
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EACC1624	Accounting	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
EBUS1624	General Management	6	16	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			120	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2				
Specialising in Accounting and Business Studies				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EBUS2715 or EBUS2714	Strategic Management Entrepreneurship	7	20 (16)	EBUS1624
EACC2608	Accounting	6	32	EACC1614 & EACC1624
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	EDUB1613 & EDUB1623
GPEV2613	General Pedagogy 2.1	6	12	GPED1623
ELLT2504 or ALLT3504	English as medium of learning and teaching Afrikaans as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
			104/100	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ESBM2724 or EBMA2624	Small Business Management or Personal Selling	7	16	EBUS1624
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	EDUB2714
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			44	
TOTAL CREDITS FOR YEAR 2			148/144	

BACHELOR OF EDUCATION IN SENIOR AND 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	EBUS1514/ 1624 & EBUS1624 or EACC1614 & EACC1624
LSPT3605	Learner support	6		Optional as third didactics
ENED3514	Entrepreneurship in Education	5	16	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3512 or SSCL3512 or GAFR3512	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			124	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or GAFR3522	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

BACHELOR OF EDUCATION IN SENIOR AND 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
LSPT4705	Learner support			LSPT3605
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
TOTAL CREDITS FOR QUALIFICATION			516/ 512	

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

Academic Plan: BC736104/QC736104 Total Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum of 50% in grade 12 pass for

- Accounting
- Business Studies or Economics

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1

Specialising in EMS and Business Studies

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EACC1614	Accounting	6	16	
EBUS1514 <i>or</i> EBUS1614	Business Functions <i>or</i> Business Dynamics	5	16	
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			64	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
<i>or</i> AGAE1508	Academic Literacy in Afrikaans			
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EACC1624	Accounting	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
EBUS1624	General Management	6	16	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			120	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2

Specialising in EMS and Accounting/Business Studies

Continue with two content subjects at second- year level

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EACC2608	Accounting	6	32	EACC1614 & EACC1624
EBUS2715* or EBUS2714*	Strategic Management Entrepreneurship	7	20 (16)	EBUS1624
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
ELLT2504 or ALLT3504	English as medium of learning and teaching Afrikaans as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
			100	
* If EACC2608 is taken, choose between EBUS2714 and EBUS2715 in the first semester. If EACC2608 is not taken, both modules are compulsory.				

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ESBM2724* or EBMA2624*	Small Business Management Personal Selling	7	16 (16)	EBUS2714 or EBUS2715
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			44	
TOTAL CREDITS FOR YEAR 2			144	

* If EACC2608 is taken, choose between EBMA2624 and ESBM2724 in second semester. If EACC2608 is not taken, **both** modules are compulsory.

BACHELOR OF EDUCATION IN SENIOR AND 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
BSTV3605	Business Studies Teaching 1	6	20	ESBM2724 / EBMA2624
ACTV3605	Accounting Teaching 1 FET			EACC2608
LSPT3605	Learner support		20	Option of third didactics
EMST3605	Economic and Management Science Teaching 1 Senior Phase		20	EBUS1514/EBUS1614 & EBUS1624 or EACC1614 & EACC1624
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3512 or SSCL3512 or GAFR3512 or ZUCL3512	Conversational Sign Language Conversational Sesotho Conversational Afrikaans Conversational isiZulu	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			124	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or GAFR3522 or ZUCL3522	Conversational Sign Language Conversational Sesotho Conversational Afrikaans Conversational Isizulu	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4				
Specialising in EMS and Accounting/Business Studies				
SEMESTER 1 & 2				
CONTINUE WITH THREE DIDACTICS AS CHOSEN IN YEAR 3				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EMST4705	Economic and Management Science Teaching 2: Senior Phase	7	20	EMTS3605
BSTV4705	Business Studies Teaching: FET			BSTV3605
ACTV4705	Accounting Teaching 2: FET		20	ACTV3605
LSPT4705	Learner support		20	LSPT3605
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			512	

Bachelor of Education in Senior and Further Education and Training Phase: Specialising in Technology and Engineering Graphics and Design

Academic Plan: BC736301 Total Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum of 50% in grade 12 pass for

- Engineering Graphics and Design

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1				
Specialising in Engineering Graphics and 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	
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			64	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
or AGAE1508	Academic Literacy in Afrikaans			
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EGDC1624	Engineering Graphics and Design 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 in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			120	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2				
Specialising in Technology and Engineering Graphics and Design				
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EGDC2714	Engineering Graphics and Design 2.1	6	16	EGDC1614 & EGDC1624
TEGC2714	Technology	7	16	TEGC1614 & TEGC1624
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
ELLT2504 or ALLT3504	English as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice	5	8	TPRV1502
			84	

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: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			60	
TOTAL CREDITS FOR YEAR 2			144	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 3

Specialising in Technology and Engineering Graphics and Design

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EGTV3605	Engineering Graphics and Design Teaching 1: Further Education and Training	6	20	EGDC2714 & EGDC2724
TEGT3605	Technology Teaching 1: Senior Phase	6	20	TEGC2714 & TEGC2724
ENED3514	Entrepreneurship in Education	5	16	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB2714 & EDUB2724
LSPT3605	Learner Support	6	20	Compulsory as third didactics
SICL3512 or SSCL3512 or GAFR3512 or ZUCL3512	Conversational Sign Language Conversational Sesotho Conversational Afrikaans Conversational isiZulu	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			124	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB3714
SICL3522 or SSCL3522 or GAFR3522 or ZUCL3522	Conversational Sign Language Conversational Sesotho Conversational Afrikaans Conversational IsiZulu	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4

Specialising in Technology and Engineering Graphics and Design

SEMESTER 1 & 2				
MODULE CODE	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			512	

**Bachelor of Education in Senior Phase and Further Education and Training Phase:
Specialising in Mathematics (senior phase) and Physical Sciences (FET)**

Academic Plan: BC736314/QC736314 Total Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum grade 12 pass of 60% for

- Mathematics
- Physical Sciences

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1				
Specialising in Mathematics and Physical Sciences				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MATM1534	Calculus	5	16	Mathematics at NSC level 5 (60%)
CHEM1513 & CHEM1551	Physical and Organic Chemistry	5	16	Mathematics at NSC level 5 (60%) and Physical Sciences at NSC level 5 (60%)
PHYS1514	Mechanics, Optics and Electricity	5	16	Mathematics at NSC level 5 (60%) and Physical Sciences at NSC level 5 (60%) <i>must be done in combination with MATM1534</i>
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			80	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
or AGAE1508	Academic Literacy in Afrikaans			
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MATM1644	Calculus and 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 in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			72	
TOTAL CREDITS FOR YEAR 1			152	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2

Specialising in Mathematics and Physical Sciences

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
PHYS2614 or CHEM2613 & CHEM2611	Mechanics, Waves and Optics Physical Chemistry	6	16	PHYS1624 CHEM1623, CHEM1661 & MATM1534
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
ELLT2504 or ALLT3504*	English as medium of learning and teaching Afrikaans as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice	5	8	TPRV1502
			68	

*Due to the requirement of both Chemistry and Physics at level 2, a choice of ELLT or ALLT must be made, and ENED3514 is not required

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
PHYS2624 or CHEM2623 & CHEM2621	Electronics Organic Chemistry	6	16	PHYS1534 (60%) + MATM1534 (60%) + MATM1644 (60%)
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			44	
TOTAL CREDITS FOR YEAR 2			112	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – 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	MATM1534 & MATM1644
PSTV3605	Physical Science Teaching 1: Further Education and Training	6	20	PHYS1534 & CHEM2623 & CHEM2621 or PHYS2614 & PHYS2624 & CHEM1513 & CHEM1661
LSPT3605	Learner Support	6	20	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3512 or SSCL3512 or GAFR3512 or ZUCL3512	Conversational Sign Language Conversational Sesotho Conversational Afrikaans Conversational isiZulu	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
ENED3514	Entrepreneurship in Education	5	16	
			124	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or GAFR3522 or ZUCL3522	Conversational Sign Language Conversational Sesotho Conversational Afrikaans Conversational IsiZulu	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4

Specialising in Mathematics and Physical Sciences

SEMESTER 1 & 2

Continue with three didactics as chosen in year 3

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MSTS4705	Mathematics Teaching 2: Further Education and Training	7	20	MSTS3605
PSTV4705	Physical Science Teaching 2: Further Education and Training		20	PSTV3605
LSPT4705	Learner Support	7	20	LSPT3605
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
TOTAL CREDITS FOR THIS QUALIFICATION			512	

Bachelor of Education in Senior Phase and Further Education and Training Phase: Specialising in Mathematics and Life Sciences (Qwaqwa)

Academic Plan: QC736305 Total Compulsory credits: 520

ADMISSION REQUIREMENTS

Minimum of 60% in grade 12 pass for

- Mathematics
- Life Sciences

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1

Specialising in Mathematics and Life Sciences

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%)
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
			64	

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
MATM1622	Prerequisite for MATM2614	6	8	
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			64	
TOTAL CREDITS FOR YEAR 1			128	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2

Specialising in Mathematics and Life Sciences

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BOTA2654	Introduction to plant anatomy and Morphology	6	16	Any two of: BIOL1514/ BIOL1644/ BIOL1624
MATM2614	Vector Analysis	6	16	> 60% for MATM1622 & MATM1644
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
ELLT2504	English as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
			84	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
MATM2624	Linear Algebra	6	16	MATM1622 & MATM1644
BOTA2684 & BIOL2644	Plant Physiology and Biotechnology & The Physical Environment: Natural Resources, ecology and sustainability	6	16 16	BIOL1514 & BIOL2614
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			76	
TOTAL CREDITS FOR YEAR 2			160	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 3

Specialising in Mathematics and Life Sciences

SEMESTER 1				
CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY; LSTV IS COMPULSORY				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTV3605	Life Sciences Teaching 1: Further Education and Training	6	20	At least 64 credits of Biology modules up to level 6
MSTS3605 or MSTV3605	Mathematics Teaching 1: Senior Phase Mathematics Teaching 1: FET	6	20	MATM1534 & MATM1644 MATM2614 & MATM2624
LSPT3605	Learner support	6	20	Taken as third didactics
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3512 or SSCL3512 or ZUCL3512 or GAFR3512	Conversational Sign Language Conversational Sesotho Conversational IsiZulu Conversational Afrikaans	5	8	
WILV3606	Teaching Practice 3	6	24	TPRV2502
			108	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or ZUCL3522 or GAFR3522	Conversational Sign Language Conversational Sesotho Conversational IsiZulu Conversational Afrikaans	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			132	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4

Specialising in Mathematics and Life Sciences

SEMESTER 1 & 2

CONTINUE WITH THREE DIDACTICS AS CHOSEN IN YEAR 3 ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY; LSTV IS COMPULSORY

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTV4705	Life Sciences Teaching 2: Further Education and Training	7	20	LSTV3605
MSTS4705	Mathematics Teaching 2: Senior Phase	7	20	MSTS3605
MSTV4705	Mathematics Teaching 2: FET			MSTV3605
LSPT4705	Learner support		20	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 Phase and Further Education and Training Phase: Specialising in Mathematics and Life Sciences

Academic Plan: BC736305 Total Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum of 60% in grade 12 pass for

- Mathematics
- Life Sciences

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1

Specialising in Mathematics 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%)
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			60	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508 or AGAE1508	English Academic Literacy for Education Academic Literacy in Afrikaans	5	(32)	NBT requirements not met

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY1643	Introduction to Zoology and Etymology	6	12	BLGY1513
BLGY1663	Biochemistry and Microbiology	6	12	BLGY1513
BLGY1623 or	Introduction of Genetics: The Independence of plants and life on earth	6	12	BLGY1513
BLGY1683	Introduction to Zoology and Etymology			
MATM1644	Calculus and Algebra	6	16	MATM1534
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			76	
TOTAL CREDITS FOR YEAR 1			136	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2

Specialising in Mathematics and Life Sciences

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY2615	Biology for Education 1	6	20	BLGY1643 & BLGY1663
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
MATA2654	Ordinary differential equations	6	16	>60% for MATM1622 & MATM1644
ELLT2504 or ALLT3504	English as medium of learning and teaching Afrikaans as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
			88	

* a choice must be made between ALLT3504 and ELLT subject: ENED3514 is not required

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY2625	Biology for Education 2	6	20	BLGY2615
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPED2613
MATA2664	Introduction to mathematical modelling	6	16	MATM1622 & MATM1644
			64	
TOTAL CREDITS FOR YEAR 2			152	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 3

Specialising in Mathematics and Life Sciences

SEMESTER 1				
CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY; LSTV IS COMPULSORY				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTV3605	Life Sciences Teaching 1: Further Education and Training	6	20	BLGY2615 & BLGY2625
MSTS3605	Mathematics Teaching 1: Senior Phase	6	20	MATM1534 & MATM1644
MSTV3605	Mathematics Teaching 1: FET			MATA2644 & MATA2654
LSPT3605*	Learner support module	6	20	Third didactics module according to subjects taken
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724

SICL3512 or SSCL3512 or GAFR3512 or ZUCL3512	Conversational Sign Language Conversational Sesotho Conversational Afrikaans 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or GAFR3522 or ZUCL3522	Conversational Sign Language Conversational Sesotho Conversational Afrikaans Conversational IsiZulu	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			132	

* If the option is exercised to continue with Mathematics to the 200 level (MATA2654 and MATA2664), the LSPT module will be replaced by MSTV3605 and MSTV4705

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4

Specialising in Mathematics and Life Sciences

SEMESTER 1 & 2

CONTINUE WITH THREE DIDACTICS AS CHOSEN IN YEAR 3 ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY; LSTV IS COMPULSORY

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTV4705	Life Sciences Teaching 2: Further Education and Training	7	20	LSTV3605
MSTV4705	Mathematics Teaching 2: Senior Phase	7	20	MSTV3605
MSTV4705	Mathematics Teaching 2: FET			MSTV3605
LSPT4705	Learner support	7	20	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 Phase and Further Education and Training Phase:
Specialising in Technology and Life Sciences (Bfn)**

Academic Plan: BC736308 Total Compulsory credits: 520

ADMISSION REQUIREMENTS

Minimum grade 12 pass at 60% for

- Life Sciences

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1				
Specialising in Technology and Life Sciences				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY1513	Introduction to Biology	6	12	Life Sciences at NSC level 5 (60%)
TEGC1614	Technology	6	16	
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			60	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508 or	English Academic Literacy for Education	5	(32)	NBT requirements not met
AGAE1508	Academic Literacy in Afrikaans			
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY1643	Introduction to Genetics	6	12	BLGY1513
BLGY1663	Introduction to Biochemistry and Microbiology	6	12	BLGY1513
BLGY1623	The Independence of plants and life on Earth	6	12	BLGY1513
or BLGY1683	Introduction to Zoology and Etymology	6	12	BLGY1513
TEGC1624	Technology Education	6	16	TEGC1614
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			76	
TOTAL CREDITS FOR YEAR 1			136	
BACHELOR OF EDUCATION IN SENIOR AND FET 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	BLGY1643 & BLGY1663
TEGC2614	Technology	6	16	TEGC1624
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
ELLT2504 or	English as medium of learning and teaching	5	16	
ALLT3504	Afrikaans as medium of learning and teaching			
TPRV2502	Teaching Practice 2	5	8	TPRV1502
			88	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
BLGY2625	Biology for Education 2	6	20	BLGY2615
TEGC2724	Technology	7	16	TEGC2614
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			64	
TOTAL CREDITS FOR YEAR 2			152	

**Due to the credit load of Biology first-year modules, a choice is made between ELLT and ALLT and ENED3514 is not required*

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 3				
Specialising in Technology and Life Sciences				
SEMESTER 1				
CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY; LSTV IS COMPULSORY				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
TEGT3605	Technology Teaching 1: Senior Phase	6	20	TEGC1614 & TEGC1624
LSPT3605	Learner support		20	Third didactics according to subjects taken
LSTV3605	Life Sciences Teaching 1: Further Education and Training phase		20	BLGY2615 & BLGY2625
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3512 or SSCL3512 or GAFR3512 or ZUCL3512	Conversational Sign Language Conversational Sesotho Conversational Afrikaans 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or GAFR3522 or ZUCL3522	Conversational Sign Language Conversational Sesotho Conversational Afrikaans Conversational IsiZulu	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			132	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4				
Specialising in Technology and Life Sciences				
SEMESTER 1 & 2				
CONTINUE WITH THREE DIDACTICS ACCORDING TO SUBJECTS IN PREVIOUS YEARS OF STUDY				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
LSTV4705	Life Sciences Teaching 2: Further Education and Training phase	7	20	LSTV3605
TEGT4705	Technology Teaching 2: Senior Phase		20	TEGT3605
LSPT4705	Third didactics module		20	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 Phase and Further Education and Training Phase:
Specialising in Sesotho Home Language and English First Additional Language (Qwaqwa)**

Academic Plan: QC736402 Total Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum of 50% in grade 12 pass for

- Sesotho HL
- English FAL

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET 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	6	16	
SSML1514	Sesotho language structure	5	16	
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			64	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1624	Reading Literature, Film and Culture	6	16	ENGL1514
SSMT1524	Sesotho Home Language	6	16	SSML1514
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			120	
BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2				
Specialising in Sesotho Home Language and English First Additional Language				
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: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
ELLT2504*	English as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
			84	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2724	Twentieth Century and Modern Literature	7	16	ENGL2614
SSML2624	Sesotho Poetry and Drama	6	16	SSML2614
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			60	
TOTAL CREDITS FOR YEAR 2			144	

*ELLT can be exempted when ENGL2614 and 2724 have been passed successfully.

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 3				
Specialising in Sesotho Home Language and English First Additional Language				
SEMESTER 1				
CHOOSE THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN FROM EATS, EATV, SHTV, SHTS				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EATV3605	English Additional Language teaching 1: Further Education and training Phase	6	20	ENGL2614 & ENGL2724
EATS3605	English Additional Language teaching 1: Senior phase		20	ENGL1514 & ENGL1624
SHTV3605	Sesotho Home Language teaching 1: Further Education and Training phase		20	SSML2614 & SSMT2624
SHTS3605	Sesotho Home Language 1: Senior Phase			SSML1514 & SSMT1524
ENED3514	Entrepreneurship in Education	5	16	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
ZUCL3512 or SICL3512 or GAFR3512	Conversational IsiZulu Conversational sign language Conversational Afrikaans	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			124	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
ZUCL3522 or SICL3522 or GAFR3522	Conversational IsiZulu Conversational sign language Conversational Afrikaans	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4				
Specialising in Sesotho Home Language and English First Additional Language				
SEMESTER 1 & 2				
CONTINUE WITH THREE DIDACTICS CHOSEN IN YEAR 3 FROM EATS, EATV, SHTS, SHTV				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EATV4705	English Additional Language teaching 2: Further Education and Training phase	7	20	EATV3605
EATS4705	English Additional Language teaching 2: senior phase		20	EATS3605
SHTS4705	Sesotho Home Language teaching 2: Senior Phase	7		SHTS3605
SHTV4705	Sesotho Home Language teaching 2: Further Education and Training phase		20	SHTV3605
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			512	

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

Academic Plan: BC736404 Total Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum of 50% in grade 12 pass for

- Sesotho HL
- English HL or FAL

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET 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	6	16	
SSML1514	Sesotho language structure	5	16	
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			64	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1624	Reading Literature, Film and Culture	6	16	ENGL1514
SSMT1524	Prose fiction in Sesotho	6	16	SSML1514
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			120	
BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2				
Specialising in Sesotho Home Language and English Language				
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: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
ELLT2504*	English as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
			100	
*ELLT can be exempted when ENGL2614 and 2724 have been passed successfully.				

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2724	Twentieth Century and Modern Literature	7	16	ENGL2614
SSML2624	Sesotho Poetry and Drama	6		SSML2614
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	
			60	
TOTAL CREDITS FOR YEAR 2			144	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 3

Specialising in Sesotho Home Language and English Home Language

SEMESTER 1

CHOOSE THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN PREVIOUS YEARS FROM EHTS, EHTV, SHTS, SHTV

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV3605	English Home Language teaching 1: Further Education and Training phase	6	20	ENGL2724 & ENGL2614
EHTS3605	English Home Language teaching 1: Senior Phase			ENGL1514 & ENGL1624
SHTV3605	Sesotho Home Language teaching 1: Further Education and Training phase		20	SSML2624 & SSMT2624
SHTS3605	Sesotho home language teaching 1: Senior Phase		20	SSML1514 & SSMT1524
ENED3514	Entrepreneurship in Education	5	16	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3512 or GAFR3512 or ZUCL3512	Conversational Sign Language Conversational Afrikaans Conversational IsiZulu	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			124	

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or GAFR3522 or ZUCL3522	Conversational Sign Language Conversational Afrikaans Conversational IsiZulu	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4				
Specialising in Sesotho Home Language and English Home Language				
SEMESTER 1 & 2				
CONTINUE WITH THREE DIDACTICS AS CHOSEN IN YEAR 3 FROM EHTS, EHTV, SHTS, SHTV				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV4705	English Home Language teaching 2: Further Education and Training phase	7	20	EHTV3605
EHTS4705	English home language Teaching 2: Senior Phase		20	EHTS3605
SHTS4705	Sesotho Home language Teaching 2: Senior Phase		20	SHTS3605
SHTV4705	Sesotho Home language Teaching 2: Further Education and Training phase		20	SHTV3605
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			512	

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

Academic Plan: QC736403 Total Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum of 50% in grade 12 pass for

- isiZulu HL

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1				
Specialising in IsiZulu Home Language and English First Additional Language				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULL1514	IsiZulu: Introduction to Linguistics	6	16	
ENGL1514	Reading Literature: An Introduction to Reading, Writing and Critical Textual Analysis	5	16	
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			64	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULT1524	IsiZulu	6	16	
ENGL1624	Reading Literature, Film and Culture	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			120	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2				
Specialising in IsiZulu Home Language and English First Additional Language				
SEMESTER 1				
CONTINUE WITH BOTH CONTENT SUBJECTS AT SECOND YEAR LEVEL				
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: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	
ELLT2504	English as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
			84	
<i>*ELLT can be exempted when ENGL2614 and 2724 have been passed successfully.</i>				
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULT2624	IsiZulu Poetry and Drama	6	16	ZULL2614
ENGL2724	Twentieth Century and Modern Literature	7	16	ENGL2614
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			60	
TOTAL CREDITS FOR YEAR 2			144	
BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 3				
Specialising in IsiZulu Home Language and English First Additional Language				
SEMESTER 1				
CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS: ZHTS, ZHTV, EATS, EATV				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZHTV3605	IsiZulu Home Language teaching 1: Further Education and Training phase	6	20	ZULT2624 & ZULL2614
ZHTS3605	IsiZulu Home language Teaching 1: Senior Phase		20	ZULL1514 & ZULT1524
EATV3605	English Additional Language 1: Further Education and Training phase		20	ENGL2614 & ENGL2724
EATS3605	English Additional Language teaching 1: Senior Phase			ENGL1514 & ENGL1624
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
ENED3514	Entrepreneurship in Education	5	16	
SSCL3512 or SICL3512 or GAFR3512	Conversational Sesotho Conversational Sign language Conversational Afrikaans	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			124	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SSCL3522 or SICL3522 or GAFR3522	Conversational Sesotho Conversational Sign language Conversational Afrikaans	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4				
Specialising in IsiZulu Home Language and English First Additional Language				
SEMESTER 1 & 2				
CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS: ZHTS, ZHTV, EATS, EATV				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZHTV4705	IsiZulu Home Language teaching 2: Further Education and Training phase	7	20	ZHTV3605
ZHTS4705	IsiZulu Home Language teaching 2: Senior Phase		20	ZHTS3605
EATS4705	English additional language teaching 2: Senior Phase		20	EATS3605
EATV4705	English Additional Language teaching 2: Further Education and Training phase		20	EATV3605
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			512	

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

Academic Plan: BC736521 Total Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum of 50% in grade 12 pass for

- Afrikaans HL (or FAL 70%)
- English HL or FAL

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1				
Specialising in English and Afrikaans				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AFNL1634	Introduction to Afrikaans and Dutch literature	6	16	Afrikaans HL in Grade 12 >55% or Afrikaans FAL in Grade 12 >70%
ENGL1514	Reading Literature: An Introduction to Reading, Writing and Critical Textual Analysis	5	16	
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			64	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508 or AGAE1508	English Academic Literacy for Education	5	(32)	NBT requirements not been met
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
AFNT1644	Introduction to Afrikaans linguistics	6	16	AFNL1634
ENGL1624	Reading Literature, Film and Culture	6	16	ENGL1514
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			120	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2

Specialising in English and Afrikaans

SEMESTER 1

CONTINUE BOTH CONTENT SUBJECTS AT SECOND YEAR LEVEL

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2614	Early Modern to Contemporary World Literatures	6	16	ENGL1514 & ENGL1624
AFNT2614	Afrikaans morphology and sociolinguistics	6	16	AFNL1634 & AFNT1644
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
ELLT2504	English as medium of learning and teaching	5	16	
and ALLT3504*	Afrikaans as medium of learning and teaching		16	
TPRV2502	Teaching Practice	5	8	TPRV1502
			100	

*If the Afrikaans and English content modules are offered on the 200 level, the ALLT and ELLT modules may be exempted. Visit the programme director to request the exemption. The second LoLT may be replaced with ENED3514.

SEMESTER 2

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2724	Twentieth Century and Modern Literature	7	16	ENGL2614
AFNK2724	Dutch, Dutch literature and culture	7	16	AFNL1634 & AFNT1644
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			60	
TOTAL CREDITS FOR YEAR 2			160	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 3

Specialising in English and Afrikaans Home Language

SEMESTER 1

CHOOSE THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN PREVIOUS YEARS: EHTS, EHTV, AHTS, AHTV.

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV3605	English Home language teaching 1: Further Education and Training phase	6	20	ENGL2614 & ENGL2724
EHTS3605	English Home language Teaching 1: Senior Phase		20	ENGL1514 & ENGL1624
AHTV3605	Afrikaans Home language Teaching 1: Further Education Training phase			AFNT2614 & AFNK2724
AHTS3605	Afrikaans Home Language teaching 1: Senior Phase		20	AFNL1634 & AFNT1644
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3512 or SSCL3512 or ZUCL3512	Conversational Sign Language Conversational Sesotho 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: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623& EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or ZUCL3522	Conversational Sign Language Conversational Sesotho Conversational IsiZulu	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			132	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4

Specialising in English and Afrikaans

SEMESTER 1 & 2

CONTINUE WITH THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN IN PREVIOUS YEAR

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV4705	English Home Language Teaching 2: FET	7	20	EHTV3605
EHTS4705	English Home Language Teaching 2: Senior Phase			EHTS3605
AHTS4705	Afrikaans Home language Teaching 2: Senior Phase		20	AHTS3605
AHTV4705	Afrikaans Home Language teaching 2: Further Education and Training		20	AHTV3605
WILV4700	Teaching Practice 4	6	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			512	

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

Academic Plan: BC736519 Total Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum of 50% in grade 12 pass for

- English HL or FAL

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1

Specialising in English and History

SEMESTER 1

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1514	Reading literature: An Introduction to Reading, Writing and Critical Textual Analysis	5	16	
HIST1534	A brief history of the whole world	6	16	
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			64	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL1624	Reading Literature, Film and Culture	6	16	ENGL1514
HIST1644	Histories, Historians and History-makers	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			120	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2

Specialising in English and History

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2614	Early Modern to Contemporary World Literatures	6	16	ENGL1514 & ENGL1624
HIST2614	The Rise of Nationalism in South Africa and Africa and the resistance to it	6	16	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
ELLT2504	English as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
			84	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ENGL2724	Twentieth Century and Modern Literature	6	16	ENGL2614
HIST2624	Twentieth Century Global Clashes	7	16	
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			60	
TOTAL CREDITS FOR YEAR 2			148	

* ELLT may be exempted when ENGL2614 and 2724 have been passed successfully. Visit the programme director to request the exemption.

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 3

Specialising in English and History

SEMESTER 1				
CHOOSE THREE DIDACTICS MODULES ACCORDING TO SUBJECTS IN PREVIOUS YEARS; HITV IS COMPULSORY FOR THIS PROGRAMME				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV3605	English Home Language Teaching 1: Further Education and Training phase	6	20	ENGL2614 & ENGL2724
EHTS3605	English Home Language Teaching 1: Senior Phase		20	ENGL1514 & ENGL1624
HITV3605	History Teaching 1: Further Education and Training phase		20	HIST1534 & HIST1644, HIST2614 & 2624
LSPT3605	Learner support as third didactics subjects	7	20	According to subjects taken
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
ENED3514	Entrepreneurship in Education	5	16	
SICL3512 or SSCL3512 or ZUCL3512 or GAFR3512	Conversational Sign Language Conversational Sesotho Conversational IsiZulu Conversational Afrikaans	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			124	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or ZUCL3522 or GAFR3522	Conversational Sign Language Conversational Sesotho Conversational IsiZulu Conversational Afrikaans	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4

Specialising in English and History

SEMESTER 1 & 2

CONTINUE WITH THREE DIDACTICS MODULES ACCORDING TO SUBJECTS IN PREVIOUS YEARS

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EHTV4705	English Home Language Teaching 2: Further Education and training phase	7	20	EHTV3605
EHTS4705	English Home Language teaching 2: Senior Phase		20	EHTS3605
HITV4705	History Teaching 2: Further Education and Training phase		20	HITV3605
LSPT4705	Learner support as third didactics subject		20	LSPT4705
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			512	

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

Academic Plan: BC736511/QC736511 Total Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum of 50% in grade 12 pass for

- Sesotho HL

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1				
Specialising in Sesotho and History				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSML1514	Sesotho language structure	5	16	
HIST1534	A brief history of the whole world	6	16	
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			64	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSMT1524	Prose fiction in Sesotho	6	16	SSML1514
HIST1644	Histories, Historians and History-makers	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			120	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2

Specialising in Sesotho and History

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSML2614	Sesotho 2	6	16	SSML1514 & SSMT1524
HIST2614	The Rise of Nationalism in South Africa and Africa and the resistance to it	6	16	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
ELLT2504	English as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
			84	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SSMT2624	Sesotho	6	16	SSML2614
HIST2624	Twentieth Century Global Clashes	7	16	
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			60	
TOTAL CREDITS FOR YEAR 2			144	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 3

Specialising in Sesotho and History

SEMESTER 1				
CHOOSE THREE DIDACTICS ACCORDING TO SUBJECTS TAKEN PREVIOUS YEARS; HITV IS COMPULSORY				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SHTV3605	Sesotho Home Language Teaching 1: Further Education and Training	6	20	SSML2614 & SSMT2624
SHTS3605	Sesotho Home language Teaching 1: Senior Phase		20	SSML1514 & SSMT1624
HITV3605	History Teaching 1: Further Education and Training		20	HIST1534 & 1644, HIST2614 & HIST2624
LSPT3605	Third didactics subject		20	According to subjects taken
ENED3514	Entrepreneurship in Education	5	16	
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3512 or GAFR3512 or ZUCL3512	Conversational Sign Language Conversational Afrikaans Conversational IsiZulu	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			124	

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or ZUCL3522 or ZUCL3522	Conversational Sign Language Conversational Afrikaans Conversational IsiZulu	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4

Specialising in Sesotho Home Language and History

SEMESTER 1 & 2

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

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
SHTV4705	Sesotho Home language Teaching 2: Further Education and Training phase	7	20	SHTV3605
SHTS4705	Sesotho Home language Teaching 2: Senior Phase		20	SHTS3605
HITV4705	History Teaching 2: Further Education and Training phase		20	HITV3605
LSPT4705	Third didactics subject		20	LSPT3605
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			512	

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

Academic Plan: QC736512 Total Compulsory credits: 512

ADMISSION REQUIREMENTS

Minimum of 50% in grade 12 pass for

- isiZulu HL

CURRICULUM

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 1				
Specialising in IsiZulu and History				
SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULL1514	IsiZulu: Intro to Linguistics	5	16	
HIST1534	A brief history of the whole world	5	16	
LLST1513	Lifelong Learning Skills	5	12	
EDUB1613	Education Studies 1.1: The Individual in the Learning Context	6	12	
TPRV1502	Teaching Practice 1	5	8	
			64	
UFSS1504	Undergraduate core curriculum	5	(16)	
EALT1508	English Academic Literacy for Education	5	(32)	NBT requirements not met

SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULT1524	IsiZulu: Introduction to Literature	6	16	ZULL1514
HIST1644	Histories, Historians and History-makers	6	16	
EDUB1623	Education Studies 1.2 What it means to educate: Theoretical perspectives and their significance in SA education	6	12	
GPEV1623	General Pedagogy 1: Managing the Curriculum	6	12	
			56	
TOTAL CREDITS FOR YEAR 1			120	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 2

Specialising in IsiZulu and History

SEMESTER 1				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULL2614	Sociolinguistics in IsiZulu	6	16	ZULL1514 & ZULT1524
HIST2614	The Rise of Nationalism in South Africa and Africa and the resistance to it	6	16	
EDUB2714	Education studies 2: teaching and learning in Education context	7	16	
GPEV2613	General Pedagogy 2.1	6	12	GPEV1623
ELLT2504	English as medium of learning and teaching	5	16	
TPRV2502	Teaching Practice 2	5	8	TPRV1502
			84	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZULT2624	IsiZulu Poetry and Drama	6	16	ZULL2614
HIST2624	Twentieth Century Global Clashes	7	16	
EDUB2724	Education Studies 2.2: Human relationships in Education context	7	16	
GPEV2623	General Pedagogy 2.2: Assessment	6	12	GPEV2613
			60	
TOTAL CREDITS FOR YEAR 2			144	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 3

Specialising in IsiZulu and History

SEMESTER 1

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

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZHTV3605	IsiZulu Home Language Teaching 1: Further Education and Training phase	6	20	ZULL2614 & ZULT2624
ZHTS3605	IsiZulu Home language Teaching 1: Senior Phase		20	ZULL1514 & ZULT1524
HITV3605	History Teaching 1: Further Education and Training phase		20	HIST1534 & 1644 & HIST2614 & HIST2624
LSPT3605	Learner support as third didactics			
EDUB3714	Education Studies 3.1 Education systems in global and national context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
ENED3514	Entrepreneurship in Education	5	16	
SICL3512 or SSCL3512 or GAFR3512	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	No previous exposure to the language
WILV3606	Teaching Practice 3	6	24	TPRV2502
			124	
SEMESTER 2				
MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
EDUB3724	Education Studies 3.2: Contemporary Education Theory in the current social context	7	16	EDUB1613 & EDUB1623 & EDUB2714 & EDUB2724
SICL3522 or SSCL3522 or GAFR3522	Conversational Sign Language Conversational Sesotho Conversational Afrikaans	5	8	Continue with the conversational language chosen in Semester 1
			24	
TOTAL CREDITS FOR YEAR 3			148	

BACHELOR OF EDUCATION IN SENIOR AND FET PHASE – YEAR 4

Specialising in IsiZulu and History

SEMESTER 1 & 2

CONTINUE WITH THREE DIDACTICS MODULES ACCORDING TO SUBJECTS TAKEN PREVIOUSLY; HITV IS COMPULSORY

MODULE CODE	DESCRIPTION	NQF LEVEL	CREDITS	PREREQUISITES
ZHTV4705	IsiZulu Home Language Teaching 2: Further Education and Training	7	20	ZHTV3605
ZHTS4705	IsiZulu Home Language Teaching 2: Senior Phase			ZHTS3605
HITV4705	History Teaching Home Language 2: FET Phase		20	HITV3605
LSPT4705	Third didactics subject		20	LSPT3605
WILV4700	Teaching Practice 4	7	40	WILV3606
TOTAL CREDITS FOR YEAR 4			100	
MINIMUM CREDITS FOR THIS QUALIFICATION			512	



PGCE

POSTGRADUATE
CERTIFICATE IN
EDUCATION

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). The qualification requires a specific depth and specialisation 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.

Two programme options exist: the PGCE in FET, where a holder will be qualified to teach two content subjects up to the further education and training phase, and the PGCE in senior and FET, where a holder will be competent to teach one subject up to senior phase and one subject up to FET phase.

Career Opportunities

The PGCE programme is appropriate for teaching in secondary schools.

PGCE Admission Requirements

Admission to the PGCE (Senior Phase and Further Education and Training, or Further Education and Training Phase) is subject to the UFS General Rules and Regulations (2024).

The following minimum requirements apply:

An approved bachelor's degree that exits at NQF level 7, or equivalent. This Bachelor's Degree 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**.

OR

An appropriate 360-credit 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**.

- Introductory or special courses are not regarded as sufficient in-depth study on which to base a teaching method. A completed full first year academic degree course stretching over two semesters can be regarded as compliant with NQF level 6 study, for example Chemistry I. A completed full second year academic degree course stretching over two semesters can be regarded as compliant with study at NQF level 7, for example Chemistry II. However, there is not necessarily a one-to-one correspondence between university academic year levels and NQF levels.
- Admission to the PGCE will not be granted unless the subject matter requirements have been satisfied *prior* to registration.
- **Additional requirements for specialising in a particular subject domain**
- **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, at least one of which should have been passed at third year level, and the other at least at first year level, e.g. Physics III (NQF7) and Chemistry I (NQF6).
- **Mathematics Teaching in FET Phase:** a student must have passed Mathematics at third year level (NQF7).
- **History, Accounting, Business Studies, Economics or Geography teaching:** a student must have this subject at NQF level 7 (i.e. second- or third year).

STREAMS	MODULE COMBINATIONS
EMS	Accounting and Business Studies or Accounting and Economics
Maths, Sciences And Technology	Mathematics and Physical Sciences or Natural Sciences and Agriculture or Mathematics and Life Sciences or Physical Sciences and Life Sciences or Natural Sciences and Physical Sciences
Human and Social Sciences	Geography and History or History with a language or Geography with a language
Languages	English and Afrikaans (Bfn only) or Sesotho and English or English FAL and IsiZulu Home Language (QQ)
Arts Education	Dramatic Arts and a language (Bfn only)

Language endorsement

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

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).

Assessment

- PGCE students need to demonstrate applied competence. This means that they must put achieved learning outcomes into practice in this 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 assessments 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 assessments, role play, case studies, reflective journal writing and portfolios. The type of assessment activity employed in the different modules will depend on the unique nature of each module.

Awarding of a qualification

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

Work-Integrated 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. The 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 the emphasis on learning and in practice and on service learning. Assessments 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. Assessments will be covered in this period.

PGCE in Senior Phase and Further Education and Training Teaching Academic Plan: BC/QC737500

PGCE in Further Education and Training Teaching (PGCE: FET) Academic Plan: BC/QC736500

CURRICULUM

Total Compulsory credits: 164

Group 1 modules: Compulsory core modules		
Education Studies 1: Education for social transformation, conceptualising education for diverse contexts	EDST1713	12
Education Studies 2: Responsive teaching for meaningful learning	EDRT1713	12
Educational 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	WILP1700	40*

*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

Group 2 module: Language of Learning and Teaching		
Students must select and pass either Afrikaans or English LoLT		
Afrikaans as medium of Learning and Teaching *	ALLT3504 or ELLT2504*	16
English as medium of Learning and Teaching*		
Group 3 modules: Conversational Competence		
Students must select and pass ONE 16 credit module from Group 3		
Conversational Language: Afrikaans or Conversational Language: Sesotho or Conversational Language: IsiZulu or Conversational Language: Sign Language	GAFR3504 SSCL3504 ZUCL3504 SICL3504	16
Group 4 modules: Subject teaching		
Students must select and pass TWO 20 credit modules from list 4		
	Subject teaching x2	20 20
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, 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 4

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
	Economics and Management Science Teaching 1 & 2: Senior Phase	EMST3705	7	20
Mathematics, Science and Technology	Mathematics Teaching 1 & 2: Senior Phase	MST3705	7	20
	Natural Sciences Teaching 1 & 2: Senior Phase	NST3705	7	20
	Agricultural Science Teaching 1 & 2: Further Education and Training	ASTV3705	7	20
	Life Sciences Teaching 1 & 2: Further Education and Training	LSTV3705	7	20
	Mathematics Teaching 1 & 2: Further Education and Training	MSTV3705	7	20
	Physical Sciences Teaching 1 & 2: Further Education and Training	PSTV3705	7	20
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	EHTV3705	7	20
	English Teaching 1 & 2: Senior Phase	EHTS3705	7	20
	IsiZulu Teaching 1 & 2: Senior Phase (QwaQwa only)	ZHTS3705	7	20
	IsiZulu Teaching 1 & 2: Further Education and Training (QwaQwa only)	ZHTV3705	7	20
	Sesotho Teaching 1 & 2: Senior Phase	SHTS3705	7	20
	Sesotho Teaching 1 & 2: Further Education and Training	SHTV3705	7	20
Arts Education	Dramatic Arts Teaching FET Phase (Bfn only)	ACTS3705	7	20



PGDip

(Higher Education)

POSTGRADUATE
DIPLOMA
IN HIGHER
EDUCATION

POSTGRADUATE DIPLOMA IN HIGHER EDUCATION

Academic Plan: BC754147 Total Compulsory credits: 128 Part-time only

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 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.

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 teaching and learning environment within higher education, according to HEQSF definitions:

- An approved and recognised four year BEd, *or*
- A three year general bachelor's degree capped by a PGCE (or equivalent) / 120 credit level 7 Diploma in Education in a cognate specification, *or*
- A preceding cognate qualification(s) that meet NQF exit level 7 outcomes, *or*
- A preceding qualification(s) that is exceptional cases is approved by assessment of prior learning, provided they meet level NFQ exit level outcomes.
- A selection process is applicable for admission to the PGDip programme (minimum of 60% average in preceding Degree OR 64% in a preceding Advanced Diploma).
- Experience in the Higher Education environment will be required for the PGDip in Higher Education.

Additional requirements for admission

Students must be digitally literate.

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 the student numbers, availability of staff and resources.**

Assessment

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

The final mark of the module will be calculated according to the weights assigned to the various assessment activities over the period of presentation of the module.

A mark of 50% is required to pass a module and no reassessment of a module will be granted.

To pass a module with distinction, a final mark of at least 75% must be obtained.

Duration

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

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

Curriculum for the 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
Methods of Researching Higher Education Practice *	EDHM5812*		8
Learning Programme Design	EDHP5812		8
Student Learning, Development and Support		EDHD5824	16
Learning Facilitation and Evaluation		EDHL5824	16
Total Sem 1 + 2	32	32	64
TOTAL CREDITS: YEAR 1	64		

YEAR 2	YEAR		CREDITS
MODULE NAME	SEMESTER 1	SEMESTER 2	
Assessment and Moderation	EDHA5814		16
Research Project in Higher Education	EDHR5808		32
ICT in the Facilitation of Student Learning		EDTH5822	8
Service Learning		EDSL5822	8
Total Sem 1 + 2	16	16	64
	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

The image features a stack of several books. The top book is open, showing its pages. The background is a blurred crowd of people, suggesting a library or a public space. The overall color palette is warm and slightly desaturated.

HONS

BACHELOR OF
EDUCATION
HONOURS
DEGREES

BACHELOR OF EDUCATION HONOURS DEGREES

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. The qualification demands a high level of theoretical engagement and intellectual independence.

Bachelor of Education Honours is a qualification that focusses on the continued training and development of educators to enable them to play a leadership role in the various education sectors in South Africa. The different specialisation within this qualification affords educators the opportunity to become specialists in one of the following fields:

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

Admission Requirements

- The UFS General Rules and Regulations of the University in respect of admission to the Bachelor Honours Degree (according to the HEQSF) are applicable to this degree.
- To be admitted to the 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 BCom, *and* a recognised professional teaching qualification such as a PGCE, *or*
 - A four-year professional teaching qualification *and* an Advanced Diploma in a cognate sub-field of Education, with a minimum of 120 credits.
- A selection process is applicable for admission to the BEd Hons programme (minimum of 60% average in preceding degree *or* 65% in a preceding diploma).
- Preference will be given to students who completed a degree with an average of 65%.
- This qualification will only be offered, in the discretion of the Faculty, if enough enrolments could be secured to render the programme sustainable.

Additional requirements for the 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.

Additional requirements for BEd Hons with Specialisation in Early Childhood Education

This is a selection course.

Admission to this programme requires a Foundation Phase Teaching qualification.

Duration of study

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

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

Attendance

- a. Part-time students attend class every second Friday afternoon.
- b. Full-time students attend class every Friday afternoon.
- c. Please note the research project is separate from the rest of the timetable.
- d. The BEd Hons classes will be face-to-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 modules.

Assessment

- The UFS General Rules and Regulations of the University in respect to assessment of the 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 assessment will apply, allowing demonstration of achieved competence, 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 modules, 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.

Fields of Study

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

Bachelor of Education Honours with specialisation in Management and Governance – Full-Time

Academic Plan: BC760083/QC760083 Total credits: 144

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

CODE	MODULE NAME	CREDITS
FULL TIME		
EDRM6808	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDMR6808	Research Project in Management and Governance	32
EDML6804	Education Management and Leadership	16
EDLA6804	Education Law	16
EDPS6804	Education Policy Studies	16
EDCI6804	Comparative Education and International Studies	16

Bachelor of Education Honours with specialisation in Management and Governance – Part-Time

Academic Plan: BC760083/QC760083 Total credits: 144

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

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

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

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

Bachelor of Education Honours with specialisation in Curriculum Studies – Full-Time

Academic Plan: BC760089/QC760089 Total 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	MODULE NAME	CREDITS
FULL TIME		
EDRM6808*	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDCR6808	Research Project in Curriculum Studies	32
EDCS6804	Curriculum Studies	16
EDPS6804	Education Policy Studies	16
	Electives – Group 1 (Choose one) **	
EDSS 6804	Subject Education in Social Sciences	16
	<i>or</i>	
EDMA6804	Subject Education in Mathematics	16
	<i>or</i>	
EDLE6804	Subject Education in Language Education	16
	<i>or</i>	
EDST6804	Subject Education in Science and Technology	16
	Electives – Group 2 (Choose one)**:	
EDPH6804	Philosophy of Education (Bfn only)	16
	<i>or</i>	
EDCI6804	Comparative Education and International Studies	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.

Bachelor of Education Honours with specialisation in Curriculum Studies – Part-Time

Academic Plan: BC760089/QC760089 Total 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	MODULE NAME	CREDITS
1ST YEAR		
EDRM6808*	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDCS6804	Curriculum Studies	16
CODE	MODULE NAME	CREDITS
2ND YEAR		
EDCR6808*	Research Project in Curriculum Studies	32
EDPS6804	Education Policy Studies	16
	Electives – Group 1 (Choose one) **	
EDSS 6804	Subject Education in Social Sciences	16
	<i>or</i>	
EDMA6804	Subject Education in Mathematics	16
	<i>or</i>	
EDLE6804	Subject Education in Language Education	16
	<i>or</i>	
EDST6804	Subject Education in Science and Technology	16
	Electives – Group 2 (Choose one)**:	
EDPH6804	Philosophy of Education (Bfn only)	16
	<i>or</i>	
EDCI6804	Comparative Education and International Studies	16

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

Bachelor of Education Honours with specialisation in Psychology of Education – Full-Time

(Not for professional registration with the HPSCA)

Academic Plan: BC760092/QC760092 Total credits: 144

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

CODE	MODULE NAME	CREDITS
FULL TIME		
EDRM6808	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDPR6808	Research Project in Psychology of Education	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 (Bfn only)	16
	<i>or</i>	
EDCI6804	Comparative Education and International Studies	16

Bachelor of Education Honours with specialisation in Psychology of Education – Part-Time

(Not for professional registration with the HPSCA)

Academic Plan: BC760092/QC760092 Total 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	MODULE NAME	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	MODULE NAME	CREDITS
2ND YEAR		
EDPR6808*	Research project in Psychology of Education	32
EDPY6804	Psychology of Education (not for registration with the HPSCA)	16
	Electives group 1 – choose one:	
EDPH6804	Philosophy of Education (Bfn only)	16
	<i>or</i>	
EDCI6804	Comparative Education and International Studies	16
	Electives group 2 – choose one:	
EDCS6804	Curriculum Studies	16
	<i>or</i>	
EDPS6804	Education Policy Studies	16

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

Bachelor of Education Honours with specialisation in Early Childhood Development and Learning – Full-Time

Academic Plan: BC760081 Total credits: 144

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

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

Bachelor of Education Honours with specialisation in Early Childhood Development and Learning – Part-Time

Academic Plan: BC760081 Total credits: 144

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

CODE	MODULE NAME	CREDITS
1ST YEAR		
EDRM6808*	Education Research Methodology	32
EDTE6804	Advanced Education Theory and Professional Ethics	16
EDEC6804	Advanced Studies in Early Childhood	16
CODE	MODULE NAME	CREDITS
2ND YEAR		
EDER6808*	Research Project in Early Childhood Development and Learning	32
EDPY6804	Psychology of Education (not for registration with the HPCSA)	16
EDPH6804	Philosophy of Education	16
	Electives – choose one:	
EDPS6804	Education Policy Studies	16
	<i>or</i>	
EDCS6804	Curriculum Studies	16

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

A stack of four books is shown, with the top book open. The pages of the open book are yellowed and slightly curved. The background is a blurred image of a library or bookstore, with shelves of books visible. The overall color palette is warm and slightly muted.

Med

MASTER'S
DEGREES

Master of Education (MEd)

Career opportunities

The primary purpose of the 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 data and information at their disposal, and be able to clearly communicate their conclusions to specialist and non-specialist audiences, demonstrate self-direction and originality in analysing and solving problems, act autonomously in planning and implementing tasks at a professional level and continue to advance their knowledge, understanding and skills.

The different specialisations within this qualification are:

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

Admission requirements

The UFS General Rules and Regulations in respect to admission of a Master's Degree (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 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 requirements for a cognate Master of Education Degree programme if it meets the HEQSF research requirements of at least 30 credits.

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

Duration of study

The master of Education degree may be completed within a minimum period of one year full-time study. It is preferable, however, that the dissertation is completed over a period of at least 18-24 months.

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

Assessment

The UFS General Rules and Regulations in respect to the Master's degree are applicable to this degree.

Assessment to this programme will furthermore comply with the UFS policy of Master's and Doctoral Studies (Sept 2022). 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.

Requirements for MEd with Specialisation in Mathematics or Science and Technology

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

Additional requirements

Enrolment for a MEd degree must have been preceded by a cognate subject of 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 (SIG), 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.

Master of Education Fields of Study

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

Master of Education Specialisation in Education Management and Leadership

Academic Plan: BC780083/QC780083 Total 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	

Master of Education Specialisation in Education Policy Studies

Academic Plan: BC780090/QC780090 Total credits: 180

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

Master of Education Specialisation in Philosophy of Education

Academic Plan: BC780091/QC780091 Total credits: 180

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

Master of Education Specialisation in Psychology of Education

Academic Plan: BC780092/QC780092 Total credits: 180

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

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

Master of Education Specialisation in Community Psychology of Education

Academic Plan: BC780080/QC780080 Total 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	

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

Master of Education Specialisation in Comparative Education

Academic Plan: BC780093/QC780093 Total credits: 180

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

Master of Education Specialisation in Education Law

Academic Plan: BC780082/QC780082 Total credits: 180

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

Master of Education Specialisation in Curriculum Studies

Academic Plan: BC780089/QC780089 Total credits: 180

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

Master of Education Specialisation in Early Childhood Development and Learning

Academic Plan: BC780081/QC780081 Total 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	

Master of Education Specialisation in Subject Education in Social Sciences

Academic Plan: BC780088/QC780088

Total credits: 180

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

Master of Education Specialisation in Subject Education in Mathematics

Academic Plan: BC780085/QC780085

Total 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	

Master of Education Specialisation in Subject Education in Languages

Academic Plan: BC780084/QC780084

Total 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	

Master of Education Specialisation in Subject Education in Science and Technology

Academic Plan: BC780087/QC780087

Total 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	

Master of Education Specialisation in Subject Education in Natural Sciences

Academic Plan: BC780086/QC780086

Total 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	

Master of Education Specialisation in Higher Education Studies

Academic Plan: BC780094/QC780094

Total credits: 180

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

Master of Higher Education Studies (MHES)

Admission into the MHES is subject to the UFS Rules and Regulations for Undergraduate Qualifications, Postgraduate Diplomas, Bachelor Honours 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 Masters of Higher Education Studies qualification:

Note: A qualification existing of 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 current employment 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 (EDHT5812 and EDHT2512).
- The Faculty of Education has the right to limit the student intake per year, based on available staff capacity (Refer to EDU9.19).

Additional requirements

Enrolment for a MEd degree must have been preceded by a cognate subject of 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 (SIG), 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.

Master of Higher Education Studies

Academic Plan: BC780047 Total credits: 180

CODE	MODULE NAME	CREDITS
EDHE8900	Dissertation: Higher Education Studies	180
or		
ECHE8900	Two interrelated publishable manuscripts/published articles: Higher Education Studies	
or		
EDHI8900*	Dissertation: Higher Education Studies (Interdisciplinary)*	
or		
ECHI8900*	Two interrelated publishable manuscripts/published articles: Higher Education Studies (Interdisciplinary)*	

*The option is only possible if agreed between the Deans of the relevant faculties

A stack of four books is shown, with the top book open. The pages of the open book are yellowed and slightly curved, and a white bookmark is visible. The books have dark red or brown covers. The background is a blurred image of a library or bookstore with shelves of books.

PhD

DOCTORAL
DEGREES

Doctor of Philosophy (PhD)

Career opportunities

The PhD degree is a qualification directed at the development of high-level research competence to make a significant and original contribution at the frontiers of the various levels and sectors of education and training in South Africa.

Admission requirements

- a. The UFS General Rules and Regulations in respect to 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 and acknowledged qualification at NQF level 9
- c. To be admitted to the PhD programme of study with specialising 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 successful completion of the oral defence.

Duration of Study

- a. The minimum duration of study for a 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 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 and Regulations.

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 the student must:
 - Defend his/her research proposal before a panel comprising of the relevant Special Research Interest Group, as well as before the Title Registration Committee
 - Apply for ethical clearance
- c. Ethical clearance can only be granted, and title of the thesis may only be registered after the successful completion of the oral defence.
- d. The thesis can be submitted for examination with the approval of the promoter or the Head of department concerned after study period of at least two years
- e. 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

- f. 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)
- g. Quality assurance is facilitated through external examination of the thesis or manuscripts/articles.

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

Fields of Study

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

Doctor of Philosophy with specialisation in Community Psychology of Education

Academic Plan: BC798880/QC798880

Total 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	

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

Doctor of Philosophy with specialisation in Comparative Education and International Studies

Academic Plan: BC798893/QC798893

Total 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	

Doctor of Philosophy with specialisation in Curriculum Studies

Academic Plan: BC798889 /QC798889

Total 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	

Doctor of Philosophy with specialisation in Early Childhood Development and Learning

Academic Plan: BC798881 /QC798881

Total 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	

Doctor of Philosophy with specialisation in Education Law

Academic Plan: BC798882/QC798882

Total credits: 360

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

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

Doctor of Philosophy with specialisation in Education Management and Leadership

Academic Plan: BC798883 /QC798883

Total credits: 360

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

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

Doctor of Philosophy with specialisation in Philosophy of Education

Academic Plan: BC798891/QC798891

Total 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	

Doctor of Philosophy with specialisation in Policy Studies in Education

Academic Plan: BC798890/QC798890

Total credits: 360

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

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

Doctor of Philosophy with specialisation in Psychology of Education

Academic Plan: BC798892/QC798892

Total credits: 360

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

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

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

Doctor of Philosophy with specialisation in Subject Education in Languages

Academic Plan: BC798884/QC798884

Total 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	

Doctor of Philosophy with specialisation in Subject Education in Mathematics

Academic Plan: BC798885/QC798885

Total 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	

Doctor of Philosophy with specialisation in Subject Education in Natural Sciences

Academic Plan: BC798886/QC798886

Total 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	

Doctor of Philosophy with specialisation in Subject Education in Science and Technology

Academic Plan: BC798887/QC798887

Total credits: 360

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

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

Doctor of Philosophy with specialisation in Subject Education in Social Sciences

Academic Plan: BC798888/QC798888

Total 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	

Doctor of Philosophy with specialisation in Higher Education Studies

Academic Plan: BC798894/QC798894

Total 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	
or		
EDHI9100	Thesis: Higher Education Studies (Interdisciplinary)*	
or		
ECHI9100	Three interrelated publishable manuscripts/published articles:(Interdisciplinary) *	

**The option is only possible if agreed between the Deans of the relevant faculties*

Note: For this specialisation, the following additional requirements will apply:

- The student must have current employment in higher education and training , OR a Masters of Higher Education Studies degree with 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 the
Faculty of Education website on this link:*

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