

# University Rules and Syllabuses

for

Degrees, Diplomas and Certificates

offered in the

Faculty of Humanities - Education

for the 2021 Academic Year

All correspondence should be addressed, as far as is possible, directly to the relevant person or school.



UNIVERSITY OF THE  
WITWATERSRAND,  
JOHANNESBURG

100  
1922  
2022

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## List of acronyms

| Acronym | Definition                          |
|---------|-------------------------------------|
| YOS     | Year of study                       |
| PT      | Part time                           |
| FT      | Full time                           |
| CPD     | Continuing Professional Development |



WITS  
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# HIERARCHY OF ACADEMIC GOVERNANCE

**ACTS** create the powers and responsibilities of entities by law.

## STATUTES

define how and what the University does to give expression to the provisions of the Act, and further includes features that are particular to Wits, for example, not all universities have a role for the Convocation.

**POLICIES** define a plan of action determined by Council.

**REGULATIONS** are subordinate to Acts and they define orders and authoritative direction. **REGULATIONS** are a set of directions on how **RULES** should be put into effect.

## RULES

are made by Council for all areas of operation other than academic matters. Senate approves academic **RULES**, which are endorsed by Council. A **RULE** defines the principle to which action or procedure conforms. **RULES** set out what may or may not be done within a particular area of administration. These Rules are reviewed and published in the University Calendar each year.

**PROCEDURES** set out the practical steps necessary to realise the object or purpose of Rules and Regulations.

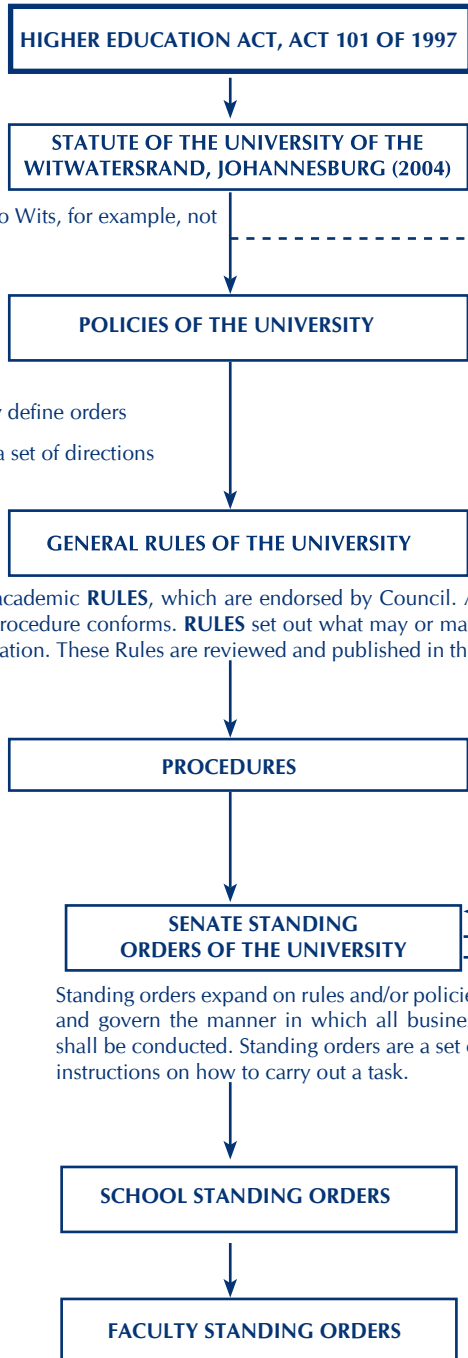
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**SENATE'S RULES FOR FACULTIES OF THE UNIVERSITY**

Senate's rules for faculties of the university are subordinate to the General Rules. These Rules are reviewed and published in the University Calendar each year.

These standing orders are recommended by the School to the Faculty Board for approval.

These standing orders are recommended by Faculty Board to Senate for approval.





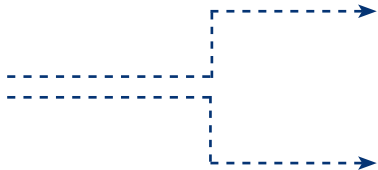


**UNIVERSITY COMMUNITY**

'University Community' means all students and employees of the University, persons officially associated with the University, former students and alumni at the University, as well as invitees, visitors and guests.



Means University's policies, rules, regulations, procedures, standing orders, codes of conduct and guidelines as may be amended from time to time.



**CODES OF CONDUCT**

**GUIDELINES**

Set out the preferred manner in which you carry out a process/procedures or course of action.

# GENERAL RULES FOR THE FACULTY OF HUMANITIES - EDUCATION

## Introduction

The rules contained in this section are the General Rules of the *University* and apply to all *students*. There are also specific rules for each Faculty, which are subordinate to the General Rules. General Rules are defined by 'Rule G' and apply to all *students*.

On registering at this *University*, the *student* bears the responsibility of ensuring that s/he is familiar with the rules applicable to her/his registration. Ignorance of these rules will not be accepted as an excuse.

All Rules and Syllabuses are available online. Limited copies are also available in print format.

All words appearing in italics have been defined. Where information is presented in the shaded boxes, it is intended as explanatory only.

## G1 Definitions

- 1.1 *Academic year* means the period determined by the *Senate* from time to time for any particular year of study for any particular *qualification*.
- 1.2 *Admission* means entry to a *course* or *qualification* unless it is indicated otherwise.
- 1.3 *Any university or any other university* means any university recognised by the *Senate* for the purpose under consideration.
- 1.4 *Applicant* means a person who has submitted an application in hard-copy or electronic format to become a *student* of the *University*.
- 1.5 *Assessment* means the process of judging learning and may have both a formative and/or summative nature.
- 1.6 *Auxiliary pass* (also referred to as ancillary pass or condoned pass, unless the contrary appears in the faculty rules) means a special type of condonation of a failing mark to a pass when no supplementary *assessment* is offered, so that the *course* will be included as a *credit* towards the *qualification* but the *student* may not proceed to a higher level *course* in that subject.
- 1.7 *Candidate/Postgraduate student* (see Rule G1.22) means a *student* registered for a *higher qualification* (see Rule G1.15).
- 1.8 *Corequisite course* is a course which must be taken with another course and is a requirement for credit in the other course.
- 1.9 *Course* means a component of teaching and learning activity, which may run for an entire academic year or a portion thereof, that is recognised in any of the faculty rules as a component of a *qualification*.
- 1.10 *Credit* means the recognition that is obtained when a *student* passes such *assessments* and complies with such conditions as the *Senate* may impose for the completion of each *course*. A *credit* towards a *qualification* may be granted to a *student* in respect of a *credit* obtained from another institution recognised by the *Senate* for this purpose or from another faculty within the *University*.

**The plural includes the singular where the sense so suggests.**

- 1.11 *Curriculum* means a *course* or combination of *courses* leading to a *qualification*.
- 1.12 *Dissertation* is the term reserved for an extended piece of written work that makes a contribution to the advancement of knowledge that may incorporate creative work or publications integral to the argument, and is submitted in fulfilment of the requirements for a degree of master by research.
- 1.13 *Examination and re-examination* mean a formal, compulsory, summative, scheduled assessment.
- 1.14 *Exemption from a course* means that the *Senate* has deemed a *student* to have a sufficient understanding of the subject matter of that *course* to warrant the *student* not having to complete the *course*. An *exemption* is not a *credit* but allows the *student* to proceed to the subsequent *level* in a particular *course*. The full number of *credits* required for a *qualification* is not affected by the granting of an *exemption*.
- 1.15 *Higher qualification* means a *qualification* which requires at least the attainment of a first degree, or equivalent recognised by the *Senate*, at entry level and includes a degree of Bachelor with Honours.
- 1.16 *Joint and/or Dual degrees* mean a *postgraduate* degree (Masters and PhD), jointly offered by the *University* and an external non-South African partner institution, recognised by the *Senate*. *Joint degree*: a *candidate* shall receive a single co-branded degree certificate representing work completed at the *University* and a partner institution. *Dual degree*: a *candidate* shall receive a degree certificate from each of the partner institutions, representing work completed at the *University* and a partner institution respectively.
- 1.17 *Matriculation* means the formal recognition by Umalusi prior to 2008 in terms of any law, of the capacity of a *student* to enter a university.

**Umalusi is a council for quality assurance in the certification of qualifications in the general education and training band (Grades 0 to 9) and the further education and training band (Grades 10 to 12).**

- 1.18 *National Senior Certificate (NSC)* means the formal recognition by Umalusi from 2008 in terms of any law, of the capacity of a *student* to enter a university.
- 1.19 *National Certificate (Vocational) [NC(V)]* means the formal recognition by Umalusi from 2009 in terms of any law, of the capacity of a vocational *student* to enter a university.
- 1.20 *NQF credits* are *credits* recognised by the Higher Education Qualifications Sub-Framework (HEQSF) as a measure of the volume of learning required for a *qualification*, qualified as the number of notional study hours required for achieving the learning outcomes specified for a *qualification*.
- 1.21 *Occasional student* means a person who is registered at the *University* for any *course/s* for non-*qualification* purposes. An *occasional student* is deemed to be a *student* as defined in Rule G1.31 for all other purposes.
- 1.22 *Postgraduate student/Candidate* means a *student* who is registered for a *higher qualification* (see Rule G1.7).
- 1.23 *Prerequisite course* is a *course* for which *credit* must be obtained before being able to register for the subsequent *course*.
- 1.24 *Programme* is a *course* or set of *courses* or postgraduate research which may lead to a *qualification*.
- 1.25 *Qualification* includes any degree, diploma, certificate, licentiate, or any other educational attainment that is offered by the *University* as stipulated in its list of *qualifications*.

- 1.26 *Recognition of prior learning* means the taking into account of the previous learning and experience of the applicant by the *Senate* either for purposes of *admission* and/or for the granting of *exemption* or full or partial *credit* towards one or more *courses*.
- 1.27 *Research Report* is the term reserved for the written document which forms the research component of a degree of master by coursework and research and which may include creative work or publications integral to the argument.
- 1.28 *Semester* is half an *academic year*.
- 1.29 *Senate* is defined in section 1 as read with section 28 of the Higher Education Act 101 of 1997 and is the body which governs the policies and procedures in respect of the teaching, learning, research and academic functions of the *University*. The *Senate* may delegate its powers except where expressly prohibited from doing so by the University Statute.

**In many cases the powers of the Senate are, for practical purposes, delegated to and exercised by the deans of the faculties or, in specific instances their nominee/s.**

- 1.30 *Short course* is a certified teaching and learning activity of less than 1200 notional study hours which does not, or does not directly, carry credit towards a qualification. With special permission of the *Senate*, short courses may carry *credit* towards a *qualification*. A short course student is not deemed to be a *student* as defined in Rule G1.31 but is still subject to the *University* rules, policies and procedures.
- 1.31 *Student* means any person registered at the University full-time or part-time for a degree, diploma, licentiate or certificate of the University or enrolled for any course or programme of instruction of the University, provided that a person so registered or enrolled who is also a full-time or part-time employee of the University is not a student for the purpose of membership of the Council or the Senate.
- 1.32 *Study-abroad component* means that part of a *curriculum* leading to a *qualification* which a *student* has been granted permission by the *Senate* to complete at an institution recognised by the *Senate* for this purpose, in a country other than South Africa.
- 1.33 *Teaching block* is a quarter of an *academic year*.
- 1.34 *Thesis* is the term reserved for an extended piece of writing based on research that makes an original and significant contribution to knowledge that may incorporate creative work or publications integral to the overall argument, and is submitted in fulfilment of the requirements for a doctor of philosophy qualification.
- 1.35 *University* means the University of the Witwatersrand, Johannesburg, unless the context indicates otherwise.

## G2 Powers of the University

- 2.1 The *University* has the power in terms of its Statute to confer, in any faculty, the degrees of bachelor, master and doctor, as well as to grant a diploma, certificate, licentiate or other *qualification* to any person who has satisfied such requirements as may be prescribed.
- 2.2 No *qualification*, other than an honorary degree, may be conferred by the *University* upon any person who has not attended the *University* as a *student* for such period, and satisfied such other requirements, as may be prescribed.
- 2.3 The *University* may confer, without attendance or examination, an honorary degree of master or doctor, in any faculty, upon any person who has rendered distinguished services in the advancement of arts, science, jurisprudence or other branches of learning, or who has otherwise rendered herself or himself worthy of such a qualification. The *University* has the power in terms of section 79(8) of its Statute to withdraw the conferment of any qualification.

- 2.4 The *University* provides higher education at or above level 5 of the National Qualification Framework as contemplated in the National Qualifications Framework Act, Act No 67 of 2008.
- 2.5 The *University* has the power in terms of its Statute and the Higher Education Act 101 of 1997 to determine the *admission* policy, the entrance requirements in respect of its *curricula*, the number of *students* who may be admitted for a particular *curriculum* or *course* and the manner of their selection and the minimum requirements for the readmission to a *curriculum* leading to a *qualification* in a faculty of the *University*. The *University* has the power to refuse readmission to a *student* who fails to satisfy such minimum requirements for readmission.
- 2.6 The *University* reserves the right not to offer a particular *course* or *qualification* notwithstanding that such *course* or *qualification* appears in the rules of a faculty.

## G3 Application of Rules

- 3.1 These rules apply to all *students* who register for the first time in 2021 and to all *students* who were registered before 2021 unless for compelling reasons the *Senate* determines otherwise in a particular case, in which event such a *student* may proceed in terms of the rules under which s/he was last registered, or in terms of amendments to these rules, or in terms of a special *curriculum* laid down for her/him by the *Senate* subject to the provisions of Rule G7.
- 3.2 Where a right of appeal or review exists any *student*, who is the subject of an adverse decision must be informed by the member of the academic or administrative staff who conveys the decision of that right and of the procedure to be followed.

## G4 Admission

### 4.1 Application for admission

A person who wishes to be admitted as a *student* of the *University* must apply in hard-copy or electronic format on the *University's* application form submitting evidence of her/his academic and general *qualifications*. In the case of application for *admission* to a *programme* leading to a higher *qualification* the *applicant* may be required to indicate the line of research s/he wishes to pursue.

### 4.2 Medical fitness

In respect of certain *courses* or *qualifications* an *applicant* may be required to demonstrate mental and/or physical fitness and may not be admitted to such *course* or *qualification* if s/he does not so demonstrate to the satisfaction of the *Senate*.

### 4.3 Discretion of the Senate to admit

Notwithstanding anything contained in the Rules regarding the minimum requirements for *admission*, the *Senate* may on good cause admit or refuse to admit any *student* to any year of study.

### 4.4 Proficiency in English

- 4.4.1 All *applicants* for *admission* (with the exception of those referred to in Rule G4.4.2) to any *curriculum* leading to a *qualification* must have passed English as a first or second language (higher grade) at *matriculation* or passed English home language or first additional language in the NSC or NC(V) or at a level considered equivalent by the *Senate* or deemed to be equivalent by legislation.
- 4.4.2 Immigrants of less than five years' residence in South Africa who have passed English at the standard grade at *matriculation* or who have passed English in the NSC or NC(V) will be considered for *admission*.

- 4.4.3** Notwithstanding Rule G4.4.1 and Rule G4.4.2, the *Senate* recognises the International English Language Testing System (IELTS) with a minimum test score of seven (7) or the Cambridge English Language Assessment (CAE) with a minimum of 185 points to be proficient for admission. In exceptional cases, the Test of English as a Foreign Language (TOEFL) may be recognised by the University with a minimum test score of 600 for *admission*.

**A pass in English at the General Certificate of Secondary Education (GCSE), the International General Certificate of Secondary Education (IGCSE), or the General Certificate of Education (GCE) Ordinary level is considered equivalent to a pass in English at NSC or NC(V) level or at the higher grade at matriculation level.**

## 4.5 Faculty or qualification-specific requirements

In addition to satisfying the minimum *admission* requirements of the *University*, an *applicant* must satisfy any additional requirements of the faculty to which s/he seeks *admission*.

## 4.6 Certificate of good conduct

A *student* who was registered at any other university, must upon application for *admission* to this *University*, submit a certificate of good conduct and an academic transcript issued by that university or those universities, which satisfies the *Senate* that s/he is a person of good standing.

## 4.7 Credits and exemptions

### 4.7.1 Credits

The *Senate* may grant a *student credit* in a *course* or *courses* once only, if s/he has completed:

- a) an equivalent *course* offered under a different curriculum, for the same *qualification* in the *University*;
- b) the same or equivalent *course* offered for another *qualification* in the *University* provided that the required attendance period at the *University* has been satisfied in terms of Rule G6.1; or
- c) an equivalent *course* offered in another university or institution recognised for this purpose by the *Senate* provided that the provisions of Rule G4.8 and Rule G7.9 are observed.
- d) an equivalent short *course* at this *University* recognised for this purpose by the *Senate* in terms of Rule G1.30 but such short *courses* shall not constitute more than 50 percent of the *credits* towards a *qualification*.

**Such credits are acknowledged as part fulfilment of the requirements for a qualification and with permission of the Senate these courses may carry credit towards a qualification but shall not constitute more than 50 percent of the credits towards a qualification.**

### 4.7.2 Exemptions

On admission and subject to Rule G7.9 the *Senate* may grant a *student exemption* from a *course* or part of a *course* offered by the *University* where it has deemed a *student* to have a sufficient understanding of the subject matter to warrant the *student* not having to complete the *course* or part of the *course*. An *exemption* is not a *credit* but allows the *student* to proceed to the subsequent year of study in a particular *course*. The full number of *credits* required for a *qualification* is not affected by the granting of an *exemption*.

## 4.8 Credits for previous study

**4.8.1** An *applicant* may be admitted to any curriculum leading to a *qualification* and this *University* may accept, as far as practicable, certificates of proficiency (*credits*) issued by another university or institution and periods of study as a matriculated *student* at another university or institution, provided that:

- a) the periods of attendance at this and any other institution are together not less than the completed period prescribed by this *University* for that *qualification*;
- b) s/he has at this *University*:
  - i) in the case of a first *qualification* for which the period of attendance is three or four *academic years*, attended for at least two *academic years* and has attended and completed at least half of the total number of NQF credits prescribed for the *qualification* including the final year course/courses in her/his major subject; or
  - ii) in the case of a first *qualification* for which the period of attendance is more than four years, attended for at least half the required period of attendance and completed at least half of the total number of *courses* prescribed for the *qualification*; or
  - iii) in the case of any other degree of bachelor offered after a first degree, attended for at least two *academic years*, except for the degree of Bachelor of Education (BEd), for which the period of attendance may be one *academic year*, and has attended and completed at least half of the total number of NQF credits prescribed for the degree.
  - iv) in the case of any postgraduate degree, attended and completed at least half of the total number of courses prescribed for the degree.
- c) s/he applies for such *credit* during or before the end of the first registration period.

**4.8.2** A *student* may be granted entry to a *qualification* if s/he has completed a diploma with a minimum duration of three years at this *University* or another institution recognised by the *Senate* for this purpose. To allow for such entry into another qualification Umalusi must have granted complete or conditional exemption from the *matriculation* examination or must have formally recognised the capacity of the NSC or NC(V) *student* to enter a university. Such exemption or formal recognition by Umalusi must have been backdated to the commencement of the year in which *credit* for such diploma was first earned. *Credits* towards such a diploma may be accepted as part of the requirements for a *qualification* offered by the *University* provided that the *student* complies with Rule G4.8.1 (a), (b) i – iii and (c) above.

## 4.9 Admission to an undergraduate diploma, certificate, licentiate or other qualification

The *Senate* may, by resolution, determine the standard for admission to a programme leading to an undergraduate diploma, certificate, licentiate or other undergraduate *qualification* other than a degree. Different standards may be set for the different *qualifications*.

## 4.10 Admission to the degree of bachelor

### 4.10.1 National Senior Certificate/National Certificate (Vocational)/ Matriculation

The minimum requirement for admission to a programme leading to the degree of bachelor is:

- a) a *National Senior Certificate (NSC)* with the formal recognition by Umalusi in terms of any law, of the capacity of a applicant to enter a university for the degree of bachelor;

- b) a *National Certificate (Vocational) – NC(V)* with the formal recognition by Umalusi from 2009 in terms of any law, of the capacity of a vocational applicant to enter a university for the degree of bachelor;
- c) *matriculation* in the form of a university entrance examination or a *matriculation* endorsement from Umalusi or the granting of complete or conditional *matriculation* exemption by the Matriculation Board of Universities South Africa (USAf).

**The date of validity of the NSC, NC(V), matriculation certificate, matriculation endorsement, or certificate of exemption from the matriculation examination must precede 2 April of the academic year for which admission is sought, notwithstanding that the certificate may be issued at a later date.**

#### 4.10.2 Certificate of conditional exemption on recommendation of the Senate

Certificate of conditional exemption on recommendation of the *Senate*:

An *applicant* must be issued a certificate of conditional exemption by Matriculation Board of USAf if that *applicant*, in the opinion of the *Senate* has demonstrated, in a selection process approved by the *Senate*, that s/he is suitable for *admission* to the *University*. Where the *Senate* certifies that the holder of a certificate of conditional *exemption* issued in terms of this paragraph has completed the normal requirements of the *curriculum* for the first year of study of any qualification, the Matriculation Board of USAf must issue a certificate of complete *exemption* to her/him, dated from the first day in January of the year in which the first degree credit was obtained. An applicant may be registered for a *course* under this rule only if places are available for that *course*. In the case of an applicant who has not qualified with an NSC or NC(V) for entry to a university, Rule G4.3 will apply.

#### 4.10.3 Certificate of ordinary conditional exemption

An *applicant* who has been issued a conditional exemption from the *matriculation* examination and who has one outstanding requirement for complete exemption may be admitted to a programme leading to the degree of bachelor provided that s/he fulfils that outstanding requirement in the first year of study as prescribed by the Matriculation Board of USAf. In the case of an *applicant* who has not qualified with an NSC or NC(V) for entry to a university, Rule G4.3 will apply.

#### 4.10.4 Mature age conditional exemption

An *applicant* who has been issued a mature age conditional exemption from the *matriculation* examination by virtue of being over the age of 23 years or 45 years, as the case may be, may be admitted to a programme leading to the degree of bachelor on condition s/he fulfils the requirements of the undergraduate *qualification* within the period stipulated by the faculty concerned. Such fulfilment entitles the *applicant* to complete exemption from the *matriculation* examination.

**For the purposes of mature age conditional exemption the USAf (ex Matriculation Board of USAf) distinguishes between applicants aged 23 to 44 years and applicants of 45 years or more. Further details regarding mature age conditional exemption are available from the Matriculation Board.**

In the case of an *applicant* who has not qualified with an NSC or NC(V) for entry to a university, Rule G4.3 will apply.



**4.10.5 Holder of a three-year diploma**

An *applicant* who has passed school Grade 12, but who did not obtain a *matriculation* exemption, an NSC or an NC(V) to enter university, and who has completed a three-year diploma from a university, university of technology, teachers' training college, nursing college or a franchised or associated technical or community college recognised by the *Senate* for this purpose may be admitted to a programme leading to the degree of bachelor on condition that s/he fulfils the requirements of the undergraduate *qualification* within the period stipulated by the faculty concerned. Such fulfilment entitles the *applicant* to complete exemption from *matriculation*, the NSC or the NC(V).

**4.10.6 Immigrant conditional exemption**

Subject to Rule G4.4, a person who has resided in South Africa for less than five years and who has been issued with a conditional *matriculation* exemption by reason of not having passed a second language at higher grade in the school-leaving examination at a South African school, may be admitted to a programme leading to the degree of bachelor, on condition that s/he completes a second language *course* at higher grade or NSC or NC(V) or university level within the period stipulated by the faculty concerned. The *qualification* cannot be awarded until this condition has been fulfilled.

**4.10.7 Foreign conditional exemption**

An *applicant* from a foreign country who has been issued a conditional exemption from the *matriculation* examination by the Matriculation Board of USAf may be admitted to a programme leading to the degree of bachelor on condition that s/he fulfils the requirements of the undergraduate *qualification* within the period stipulated by the faculty concerned. Such fulfilment entitles the *applicant* to complete exemption from the *matriculation* examination. In the case of a foreign *applicant* who has not qualified with an NSC or NC(V) for entry to a university, Rule G4.3 will apply.

**4.11 Admission to a programme leading to a higher qualification****4.11.1 General requirement for admission to a programme leading to a higher qualification**

For *admission* to a programme leading to a *higher qualification* the *Senate* must be satisfied that the *candidate* is qualified at an appropriate standard to undertake the proposed line of study or research or both.

**4.11.2 Admission to a programme leading to a degree of bachelor with honours**

Subject to Rule G4.11.6, a graduate in an area of study which the *Senate* considers appropriate of this or another university recognised by the *Senate* for this purpose may be admitted to a *programme* leading to the degree of bachelor with honours. However, in a case considered by it to be exceptional, the *Senate* may admit a person who has not satisfied all the requirements for the degree of bachelor, and in such a case the degree of bachelor with honours will not be made until the requirements for the degree of bachelor have been satisfied.

**4.11.3 Admission to a postgraduate diploma or certificate**

Subject to Rule G4.11.6, a graduate in an area of study which the *Senate* considers appropriate of this or another university recognised by the *Senate* for this purpose may be admitted to a *programme* leading to a postgraduate diploma or certificate. However, in a case considered by it to be exceptional, the *Senate* may admit as a *student* a person who has not satisfied all the requirements for the degree of bachelor, and in such a case the award of the postgraduate diploma or certificate will not be made until the requirements for the degree of bachelor have been satisfied.

**4.11.4 Admission to a programme leading to the degree of master**

Subject to Rule G4.11.6, a graduate of this or another university recognised by the *Senate* for this purpose may be admitted to a programme leading to the degree of master if s/he holds a *qualification* in a field considered by the *Senate* to be appropriate and which can normally only be taken over not less than four years of full-time study; or if s/he holds more than one *qualification* both or all of which are considered by the *Senate* to be in an appropriate field, and for which the combined number of years of full-time study is not less than four years. The *Senate* may require an applicant for registration for a programme leading to the degree of master to attend such courses or pass such examinations, oral or written or both, as it deems necessary before admitting her/him as a *candidate* for the *qualification*.

**4.11.5 Admission to a programme leading to the degree of Doctor of Philosophy**

Subject to Rule G4.11.6, a holder of a degree of master in an appropriate field from this or any other university recognised by the *Senate* for this purpose may be admitted to a programme leading to the degree of Doctor of Philosophy.

**4.11.6 Overriding criteria for admission to a programme leading to the award of a higher qualification**

Notwithstanding the criteria specified in Rule G4.11.2 to Rule G4.11.5 above, a person who has demonstrated a level of competence to the *Senate's* satisfaction by virtue of examples of research, writings, experience, professional standing or reputation or other attainments or *qualifications* in the discipline or cognate field may be admitted as a *candidate* to a higher *qualification*.

**4.11.7 Admission to candidature for a senior doctorate**

Any person may be admitted as a *candidate* for the degree of doctor if the *Senate* is satisfied, after consulting with an ad hoc committee of the faculty board concerned which has been convened to peruse the published work submitted, that, on the face of it, a case exists for admitting the *candidate*.

The following qualifications are senior doctorates:

**Doctor of Architecture, Doctor of Commerce, Doctor of Economic Science, Doctor of Education, Doctor of Engineering, Doctor of Laws, Doctor of Literature, Doctor of Music, Doctor of Science, Doctor of Science in Architecture, Doctor of Science in Building, Doctor of Science in Business Administration, Doctor of Science in Dentistry, Doctor of Science in Engineering, Doctor of Science in Medicine, Doctor of Science in Quantity Surveying, Doctor of Science in Town and Regional Planning, Doctor of Town and Regional Planning.**

**4.12 Admission of occasional students**

A person, whether matriculated or not, may be permitted by the *Senate* to register for *courses* outside a recognised *curriculum* subject to such requirements and conditions as may be determined by the *Senate*. However, any such courses may not subsequently be granted as *credits* towards a degree unless the *student* had matriculated before commencing them. A *student* seeking credit towards a *qualification* in respect of a *course* taken for non-qualification purposes at this *University* or another institution must satisfy the *Senate* that:

- a) s/he is eligible for *admission* to the *curriculum* leading to the *qualification*; and
- b) the validity of the *credit/s* has not lapsed.

**4.13 Admission of study–abroad/ international occasional students**

*Students* of an institution recognised by the *Senate* for this purpose may be admitted to *courses* for non-qualification purposes.

Where an exchange agreement with such an institution exists fees may be waived on the basis of reciprocity.

## 4.14 Admission – previously excluded students

The *Senate* may in exceptional circumstances consider the application of a *student* who was previously excluded from the *University*, for having failed to satisfy the minimum undergraduate degree requirements and exceeding the maximum time (N+2) for the completion of the degree. In such a case the *student* will have to demonstrate that if s/he is readmitted, s/he will be able to succeed and complete the degree.

## G5 Registration

The last day for registration differs among faculties and programmes. It is the responsibility of the student to find out from the relevant faculty office when the last day of registration is for her/his programme and to register on or before that date.

### 5.1 Registration and renewal of registration

Except with the permission of the *Senate* no person may attend any *course* or proceed as a *candidate* for any *qualification* unless s/he is registered as a *student* of the *University* at the material time. Registration is renewable annually or on such shorter period as the *Senate* may determine.

Normally, an annual period of registration is from the date of registration in a particular year until the last day of registration in the first quarter of the subsequent year in the relevant faculty.

A student who registers in the first semester for first semester or full year course(s) may with the permission of Senate substitute such course(s) with an equivalent course(s) provided that they do so within the first two weeks of the first semester.

A student who registers in the first semester for a course(s) that commences in the second semester may with the permission of Senate substitute such course(s) with an equivalent course(s) provided that they do so within the first two weeks of the second semester.

### 5.2 Concurrent registration at other institutions or faculties or for other qualifications

A person who is registered as a *student* for any *qualification* may not be registered as a *student* for any other *qualification* or at any other faculty of the *University* or at any other tertiary education institution except with the approval of the *Senate* normally given in advance. Such approval will only be granted in circumstances considered exceptional by the *Senate*.

### 5.3 Registration as a student prior to registration for a qualification

The *Senate* may permit or require a person, before being registered for a *qualification*, to register as an occasional *student* and attend *courses* for such period and pass assessments at the prescribed standard in such *courses* as the *Senate* may determine in her/his case.

### 5.4 Late registration

Late registration, for which a fee may be charged, may be permitted by the *Senate* only in exceptional circumstances.

## 5.5 Registration for twelve months for senior doctorate

A candidate for a senior doctorate must be registered as a *student* of the University for at least twelve months before the *qualification* may be conferred.

## 5.6 Cancellation of registration due to ill health

5.6.1 An *applicant* for registration in the first or any subsequent year of study may be required to satisfy the Vice-Chancellor that s/he is physically and mentally fit to carry out the work involved in that or any subsequent year of study, and may for this purpose be required to present herself/himself for, and submit to, any medical examination that the Vice-Chancellor may require in her/his case.

5.6.2 The Vice-Chancellor may suspend the registration of any *student* if s/he is satisfied that this step is warranted because of the *student's* physical or mental ill health. An appeal against such suspension may be made to the Council.

5.6.3 The Council may cancel the registration of any *student* because of her/his physical or mental ill health if it is satisfied after giving the student a proper opportunity to make representations (as defined in the Administration of Justice Amendment Act 53 of 2002), that this step is warranted.

## 5.7 Cancellation of registration as a result of unsatisfactory performance/progress

5.7.1 The Senate may cancel the registration of an undergraduate *student* in one or more of the *courses* for which that *student* is registered in that year, if in the opinion of the Senate the *student's* progress is unsatisfactory or if the academic achievement of the *student* is such that s/he will not at the end of the year obtain *credit* in such *course* or *courses*. For this rule to be invoked, the Head of School must ensure the criteria have been published in advance by which progress and/or academic achievement will be judged as the case may be. An appeal against such cancellation may be made in the first instance to the relevant Head of School. If the Head of School is unwilling to reverse her/his original decision, s/he shall forthwith place the *student's* representations and his/her own written comments before the Dean for a decision. In exceptional cases, the Dean may set up an appeal committee composed of two senior faculty members (one from the school concerned) nominated by her/him. The decision of the Dean or the appeal committee, as the case may be, shall be final. Fee implications associated with the cancellation of registrations are outlined in the Schedule of Fees books.

5.7.2 The Senate may cancel the registration of an undergraduate *student* in the *qualification* for which that *student* is registered in that year and in the opinion of the Senate the *student's* progress is unsatisfactory or the *student* has not met the conditions that was stipulated for her/his readmission in that year of study.

5.7.3 The Senate may cancel the registration of a postgraduate *student* registered for a programme by research if a higher degrees committee (or equivalent), on the recommendation of the relevant supervisor(s) and head of school, has considered the research proposal and/or other milestones of the research of that *student* and has judged the research proposal or the progress towards the milestones to be academically unsatisfactory or, in material aspects, incomplete. The higher degrees committee may appoint a panel comprising one member of the higher degrees committee, the relevant supervisor and the relevant Head of School for the purpose of advising the higher degrees committee. Reasons must be given when such registration is cancelled and an appeal against such cancellation may be made to the Dean of the Faculty, who will then propose membership of an ad hoc committee to review the case. The three-person ad hoc committee will be chaired by the Dean. The Chairperson of the higher degrees committee; the Head of School and/or the Supervisor (or equivalent); may be in attendance.

If the ad hoc committee does not permit renewal of registration, the *student* has the right to submit a further appeal to the Deputy Vice-Chancellor (DVC): Research who may consult with the Dean. The decision of the DVC: Research acting on behalf of the Council, shall be final. Fee implications associated with the cancellation of registrations are outlined in the Schedule of Fees book.

5.7.4 The process set out in Rule G5.7.3 will also apply to a postgraduate *student* registered for a programme which includes coursework.

## 5.8 Change of registration

In exceptional circumstances, where a first-year *student* is adjudged by the *Senate* to be making inadequate progress and the criteria by which such judgment is made have been published in terms of Rule G5.7, the *student* may be permitted or required to alter her/his registration to a special *curriculum* for the same *qualification*.

## 5.9 Cancellation of registration by student

### 5.9.1 Date of cancellation of registration for a qualification

Unless in exceptional circumstances the *Senate* otherwise determines, a *student* who cancels her/his registration for a *qualification* less than one month prior to the commencement of the final *examination* session in which the *assessment* for that *qualification* are held, will be deemed to have failed in all the *courses* for which s/he was registered in that year, except for those *courses* which s/he has already completed.

### 5.9.2 Date of cancellation of registration in a particular course

Unless the *Senate* otherwise determines, a *student* may not cancel her/his registration for a particular *course* less than one month prior to the commencement date of the final *examination* session in which the *assessment* for that *course* is held.

## 5.10 Refusal of permission to register

A *student* who fails to complete a *course* may be refused permission by the *Senate* to register again for that *course* if *admission* to the *course* is limited or if s/he has registered more than once for that *course*.

## G6 Attendance

### 6.1 Statutory minimum attendance

In terms of Joint Statute 16 the minimum period of attendance –

- (i) for any degree of bachelor is three academic years.
- (ii) for the degree of bachelor with honours is:
  - 1) one academic year provided the *student* has completed a degree of bachelor recognised by the *Senate*; or
  - 2) where the *programme* leading to the degree of bachelor with honours is taken simultaneously with the programme leading to the degree of bachelor, at least one academic year in addition to the minimum period prescribed for the degree of bachelor concerned, provided that the *Senate* may in a case considered by it to be exceptional, reduce the minimum period of attendance in respect of a degree of honours in Bachelor of Arts, Bachelor of Science, or of Bachelor of Commerce to a total of three academic years.

## 6.2 Failure to attend

Any *student* registered for any *course* who fails to fulfil the attendance requirements prescribed by the faculty for that *course* may be refused permission by the *Senate* to present herself/himself for assessment in that *course*.

## 6.3 Outside work, visits, tours, fieldwork, vacation employment, non-examined courses

The requirements for any *qualification* or *course* may include such work or attendance whether within or outside the *University* and during the academic year and/or vacation periods as the *Senate* may prescribe. A *student* is required to perform satisfactorily all duties required of her/him in this connection. Failure to comply with these requirements may result in the *student* being refused permission by the *Senate* to present herself/himself for *assessment*, to register for the subsequent year of study or any particular year of study thereafter or ineligibility for the conferment of the *qualification*.

## 6.4 Exemption from attendance

In exceptional circumstances where it is deemed appropriate, the *Senate* may excuse a *student* from attending all or part of a *course*.

## 6.5 Attendance requirement for students for qualification

Any *student* for whom attendance is not otherwise prescribed by the rules is required to attend at the *University* for such period and in such manner as may be determined by the *Senate*. The *Senate* may waive this requirement in exceptional circumstances.

## 6.6 Limitation on the activity of a student for reasons of ill health

6.6.1 The Vice-Chancellor is entitled to investigate the physical or mental health of any *student* where s/he considers it necessary in the interest of the *student* or in the interests of the *University*, to that end may require the *student* to obtain a medical report from or to submit to examination by a suitably qualified medical practitioner or psychologist acceptable to the Vice-Chancellor. The *University* is responsible for any costs incurred in the course of such investigation.

6.6.2 Whenever the Vice-Chancellor has reasonable grounds to believe that a *student* is or may become a danger to herself/himself or to any other person, or may cause damage to any premises occupied or under the control of the *University*, or may disrupt any of the activities or functions of the *University*, s/he may place limitations on the presence or activities of that *student* on *University* premises and the *student* is required to observe those limitations.

Without prejudice to her/his general powers under this rule, the Vice-Chancellor may prohibit the *student* from –

- a) entering the precincts of, or any specified part of the *University* including a *University* residence; and/or
- b) attending any lecture or any specified lectures, laboratory, or other classes or activity whether academic or otherwise.

Any action taken under this rule must be reported to the next meeting of Council or the Executive Committee of Council.

- 6.6.3** Unless in the opinion of the Vice-Chancellor the urgency of the case or the condition of the *student* concerned makes it inappropriate or impractical to do so, the Vice-Chancellor or any other officer of the University designated by the Vice-Chancellor, must interview the *student* concerned before any action is taken under Rule G6.6.2 above and afford her/him a reasonable opportunity to be heard.
- 6.6.4** Any limitation imposed on a *student* under Rule G6.6.2 above remains in force until the Vice-Chancellor is satisfied that it is no longer necessary. However, the *student* concerned is entitled at any time to make representations to the Vice-Chancellor or to apply to the Council to review any limitations imposed under Rule G6.6.2 above.
- 6.6.5** The Council may, at any time, investigate the matter and having considered any representations that may have been made by the Vice-Chancellor or the student concerned, may confirm, alter or set aside any limitation imposed under G6.6.2 above.

## G7 Curricula

### 7.1 Senate approval of curriculum

A person may not be registered for a *curriculum* leading to a *qualification* in any year of study until her/his *curriculum* for that year has been approved by the *Senate*. An approved *curriculum* may only be amended with the consent of the *Senate*.

### 7.2 Condonation of breach of rules

The *Senate* may, with retrospective effect, condone any breach of the faculty rules governing a *curriculum* if it is satisfied that the *student* concerned was not at fault and would suffer undue hardship if the breach were not condoned.

### 7.3 Restriction on choice of courses

In terms of Rule G2.6 wherever the rules for a *qualification* provide for the selection of *courses* by a *student*, such selection may be limited by the timetable of classes, a restriction on the number of *students* to be registered for a particular *course* or insufficient *resources*.

### 7.4 Special curricula

The *Senate* may approve a special cognately consonant *curriculum* for a *student*:

- a) where it considers it necessary for that *student* to proceed on a *curriculum* which extends beyond the minimum period of full-time study. The maximum period of extension is stipulated in the faculty rules; or
- b) where it considers it necessary for that *student* to proceed on foundation and/or additional *courses* which do not contribute *credits* towards a *qualification*; or
- c) who has been granted *credits* or *exemptions* in terms of Rule G4.7; or
- d) who has interrupted her/his studies at the *University* prior to a change in the rules governing the *curriculum* or *qualification* for which s/he was registered or to whom no *curriculum* is currently applicable; or
- e) who has been permitted to proceed to a subsequent year of study without having obtained *credit* for all the *courses* prescribed for the previous year of study; or
- f) who has, in circumstances considered by the *Senate* to be exceptional, been able to give satisfactory evidence of her/his *qualifications* to proceed to a second or third level *course* in a subject; or
- g) who, in the opinion of the *Senate*, suffers or has suffered a disadvantage because of illness or physical disability or because of some other good and sufficient cause; or

- h) who has, in circumstances considered by the *Senate* to be exceptional, been able to give satisfactory evidence of her/his ability to complete the first *course* in a subject by part-time study; or
- i) in any other circumstances which it considers academically desirable or necessary. The granting of a special *curriculum* has been delegated by the *Senate* to the Dean of each faculty, or to the nominee/s of the Dean, in instances where the Dean reports such nomination/s and the period for which each such person will exercise this responsibility, to the Faculty Board.

## 7.5 Change of rules during a student's registration

If the rules governing a *qualification* are changed, a *student* who registered under the old rules and who has obtained sufficient *credits* to enable her/him to proceed to the next year of study in terms of those rules, may proceed on the old *curriculum* unless s/he elects to proceed on the new *curriculum*. However where there are, in the opinion of the *Senate*, compelling reasons for doing so, which may include failure in one or more *courses*, or where a *student* does not register for the next year of study in the ensuing academic year or where at her/his request, a *student* is permitted by the *Senate* to register in the ensuing year on a special *curriculum*, that *student* may be required by the *Senate* to proceed on new rules or on interim rules or on a special *curriculum* laid down for her/him by the *Senate*.

## 7.6 Study-abroad component/ foreign electives

A registered *student* who completes a *study-abroad component* approved by the *Senate* or, as part of an institutional exchange agreement, completes appropriate *credits* at an institution which is recognised by the *Senate* for this purpose in a country other than South Africa, earns *credits* as defined in the requirements for the *qualification*.

## 7.7 Credits

Subject to the rules pertaining to a particular *qualification* and any special restrictions on *credits* in the rules, a *student* obtains *credit* in any *course* that s/he successfully completes. However, even if a *student* obtains such *credit*, s/he may be refused permission to renew her/his registration if s/he fails to comply with the minimum requirements of study prescribed.

## 7.8 Minimum requirements of study

- 7.8.1 A *student* who does not meet the minimum requirements of study may be refused permission by the *Senate* to renew her/his registration. If, however, a *student* is permitted to renew her/his registration after having failed to satisfy the minimum requirements of study, s/he may be required to satisfy further conditions as the *Senate* may determine in her/his case.

**The minimum requirements of study prescribed for students are set out in the faculty rules.**

- 7.8.2 Save in exceptional circumstances, a *student* who fails to meet the minimum requirements of study after s/he has reached or exceeded the maximum time (N + 2) for the completion of the degree shall not be permitted by *Senate* to renew her/his study with the *University*.

**Rule 7.8.2 will only apply to undergraduate programmes**

## 7.9 Withdrawal of, or refusal to grant credits and/or exemptions

The *Senate* may withdraw or refuse to grant *credits* and/or *exemptions* if, in the opinion of the *Senate*, the time which has elapsed between obtaining the *credit* or *exemption* and completion of the other requirements for the award of a *qualification* is excessive or is excessive in view of the nature of the subject.



Unless otherwise stipulated by the Dean of the Faculty, the shelf life of a course is four years.

## 7.10 Sub-minimum rule

Unless specified otherwise in a *course* outline, a *student* will not be allowed to obtain *credit* for a *course* unless s/he achieves:

- a) a final mark of at least 50 percent for that *course*; and
- b) a sub-minimum of 35 percent in each of the components of that *course* as well as in the summative assessment for that *course*.

Such a sub-minimum criterion applies only to components which contribute 25 percent or more towards a *course*, unless specified otherwise in the *course* outline.

Summative assessment in this instance is assessment that regulates the progression of *students* by awarding marks at the conclusion of a *course*.

## G8 Requirements for Award of Qualification

In addition to the requirements of *admission*, registration, attendance and *assessment* applicable to the *qualification* for which a student is registered, such *student* must meet the requirements for the award of the *qualification* by obtaining *credit* in the *courses* set in each academic year and/or conducting research approved by the *Senate* and satisfying such further requirements as may be prescribed by the *Senate* and which are set out in the faculty rules.

## G9 Degree of Master

### 9.1 General

The *Senate* may require a *candidate* for the degree of master as a condition of the conferment of the degree to attend such *courses* or pass such *examinations* (written or oral) as it deems necessary before conferring the *qualification*.

### 9.2 The programme of master proceeding by research

Where appropriate a faculty may offer a *programme* leading to the degree of master by:

- a) advanced study and research normally under the guidance of a supervisor/s appointed by the *Senate*; or
- b) attendance, completion of a *curriculum* approved by the *Senate* and submission of a topic approved by the *Senate*.

### 9.3 Programme by research and coursework

Where appropriate a faculty may offer a *programme* leading to the degree of master by research and coursework by:

- a) attendance, completion of a *curriculum* approved by the *Senate* and submission of coursework and *Research Report* on an approved topic by the *Senate*; or
- b) attendance and completion of an approved *curriculum*.

## 9.4 Conditions for the conferment of the degree of master by research

A person who is admitted as a *candidate* for a degree of master by research must, after consultation with her or his supervisor if there is one, present for the approval of the *Senate* a *dissertation* on a subject approved by the *Senate*. The *dissertation* must, in the opinion of the *Senate*, constitute both an application of the methods of research and a contribution to the advancement of knowledge in the subject chosen.

Consistent with the definition of a *dissertation* in Rule G1.12, a *dissertation* will be an extended piece of written work which may incorporate creative work or publications.

**The terms Dissertation and Research Report are defined in Rule G1. Further conditions for the conferment of the degree of master are set out in the faculty rules and the Senate Standing Orders for Higher Degrees.**

## 9.5 Supervision of full-time members of staff

In circumstances considered by it to be exceptional the *Senate* may dispense with the requirement for supervision in the case of a *candidate* who holds an appointment as a member of the full-time academic staff of the *University* and has held such appointment for such period as is laid down in the faculty rules. In such a case the *Senate* must appoint an internal and external examiner.

## 9.6 Abstract and style of Dissertation or Research Report

The *Dissertation* or *Research Report* prescribed by the *Senate* must include an abstract and conform as far as possible to the style, length and format recommended in the authorised style guide obtainable from faculty offices.

## 9.7 Copies of Dissertation or Research Report

A *candidate* for the degree of master must submit at least two bound copies, two further unbound copies and an electronic version of her/his *dissertation* or *Research Report*. The bound copies must be in a form that, in the opinion of the *Senate*, is suitable for submission to the examiners. Further bound copies may be required in terms of individual faculty rules. Prior to graduation, two final, corrected unbound, copies of the *dissertation* or *Research Report* must be submitted in a printed format as well as a final, corrected copy in electronic format as required by the *University* archivist. The candidate must attest that the electronic copy is identical to the printed copy.

## 9.8 Formal declaration

Together with her/his *dissertation* or *Research Report*, a *candidate* must submit a formal declaration stating whether –

- a) it is her/his own unaided work or, if s/he has been assisted, what assistance s/he has received;
- b) the substance or any part of it has been submitted in the past or is being or is to be submitted for a qualification at any other university;
- c) the information used in the *dissertation* or *Research Report* has been obtained by her/him while employed by, or working under the aegis of, any person or organisation other than the *University*.

## 9.9 Acknowledgement of conferment of degree if material is published

A *candidate* upon whom a degree of master has been conferred by the *University* and who subsequently publishes or republishes her/his *dissertation* or *Research Report* in whole or in part, must indicate on the title page or in the preface or, if this is not appropriate, in a footnote, that such *Dissertation* or *Research Report* has been approved for that *qualification* by the *University*.

## 9.10 Completion of all requirements for the degree of master

Unless the *Senate* has granted an extension of time, a *candidate* who has not satisfied all the requirements for the degree of master including submission of a *Research Report*, if s/he is required to submit one, by the date stipulated in the faculty rules is deemed to have failed. If the *Senate* grants her/him such extension s/he is required to register for the new academic year.

# G10 Degree of Doctor of Philosophy

## 10.1 Fulfilment of requirements for conferment of the degree of Doctor of Philosophy

When the research is completed a *candidate* must:

- a) present for the approval of the *Senate* a *thesis*, the research for which is normally conducted under the guidance of a supervisor/s, which must constitute in the opinion of the *Senate* a substantial contribution to the advancement of knowledge in the subject chosen, and which must be satisfactory as regards literary presentation;

**The term *thesis* is defined in Rule G1.34. Further conditions for the conferment of the degree of Doctor of Philosophy are set out in the faculty rules and the Senate Standing Orders for Higher Degrees.**

- b) furnish an abstract with each copy of the *thesis*;
- c) if required by the *Senate*, present herself/himself for such *assessment*, or such other requirements as the *Senate* may determine in respect of the subject of her/his *thesis*.

## 10.2 Supervision of full-time members of staff

In circumstances considered by it to be exceptional, the *Senate* may dispense with the requirement for supervision in the case of a *candidate* who holds an appointment as a member of the full-time academic staff of the *University* and has held such appointment for such period as is laid down in the faculty rules. In such a case, the *Senate* must appoint one internal and two external examiners.

## 10.3 Copies of thesis

Unless the faculty rules for the qualification require otherwise, a *candidate* for the degree of Doctor of Philosophy must submit three bound copies, two further unbound copies and an electronic version of her/his *thesis*. The bound copies must be in a form that, in the opinion of the *Senate*, is suitable for submission to the examiners.

Prior to graduation, two final, corrected unbound copies of the *thesis* and any other work must be submitted in a printed format as well as a final, corrected copy in electronic format as required by the *University* archivist. The *candidate* must attest that the electronic copy is identical to the printed copy.

The rules relating to formal declaration (Rule G9.8), acknowledgement of conferment of the *qualification*, (Rule G9.9) and completion of all requirements for the degree of master (Rule G9.10), apply with the appropriate changes.

**G9.7, G10.3: A candidate for a higher degree is not entitled to the return of such copies.**

## G11 Senior Doctorate

### 11.1 Conditions for the conferment of the degree

A *candidate* for a senior doctorate must present for the approval of the *Senate* at least five copies of original published work, or original work accepted for publication, in a field approved by the *Senate*. Such work must, in the opinion of the *Senate*, constitute a distinguished contribution to the advancement of knowledge in that field.

### 11.2 Notice of intention to apply for candidature

A *candidate* must give notice in writing to the Registrar of her/his intention to present herself/himself as a *candidate* for the *qualification*, submitting at the same time the title and an outline of the proposed submission.

## G12 Conversion of candidature for higher qualifications

### 12.1 General

Where the requirements for a higher qualification allow, a *candidate* may be permitted or required by *Senate* under conditions prescribed by it to convert her/his candidature from one higher *qualification* to another within the period of registration. Special conditions for conversion are specified in the faculty rules.

The conditions for conversion are generally applicable for existing *programmes* and *qualifications* prior to 2009, for new *programmes* or *qualifications*, i.e. those which have not existed before 2009, the conditions for conversion are subject to *Senate* discretion. On conferment of a converted higher *qualification*, the transcript will be endorsed to reflect the conversion.

**Conditions for conversion may change in light of the Higher Education Qualifications Sub-Framework.**

### 12.2 Conversion from a programme leading to the degree of master by research to a programme leading to the degree of Doctor of Philosophy

- a) A person who has been admitted as a *candidate* for the degree of master may, in exceptional circumstances, at her/his request and on the recommendation of the supervisor and of the Head of the School concerned, on the basis of work towards the *dissertation* be allowed, by permission of the *Senate*, to proceed instead to the degree of Doctor of Philosophy. Provided further that the degree of master shall NOT be conferred on her/him in the event of her/his–
  - i) withdrawing her/his candidature for the degree of Doctor of Philosophy;

- ii) having her/his candidature for the degree of Doctor of Philosophy cancelled in terms Rule G5.7; or failing to satisfy the requirements for the degree of Doctor of Philosophy.
- b) A person who has completed the requirements for the degree of master, at her/his request and on the recommendation of the Head of the School concerned, may be permitted by the *Senate* not to have the qualification conferred on her/him, but to conduct, for not less than one academic year of further full-time study, or not less than two academic years of further part-time study, additional research for the degree of Doctor of Philosophy, which shall be a significant extension of the research already completed by her/him: Provided that the period of additional research may be waived or reduced in a case considered by the *Senate* to be exceptional. Provided further that the degree of master shall NOT be conferred on her/him in the event of her/his –
  - i) withdrawing her/his candidature for the degree of Doctor of Philosophy;
  - or
  - ii) having her/his candidature for the degree of Doctor of Philosophy cancelled in terms Rule G5.7; or
  - iii) failing to satisfy the requirements for the degree of Doctor of Philosophy.
- c) A person who is permitted to change her/his candidature in terms of (a) or (b) above will be deemed to have been admitted to candidature for the degree of Doctor of Philosophy at the date of her/his admission to candidature for the degree of master, or at such later date as the *Senate* may determine in her/his case, but will be subject, in all other respects, to the rules for the degree of Doctor of Philosophy and such other conditions as the *Senate* may determine in her/his case.

## 12.3 Conversion from a programme leading to a degree of master by coursework and Research Report to a programme leading to the degree of master by research

- a) A person who has been admitted as a candidate for the degree of master by coursework and *Research Report* may, in exceptional circumstances, at her/his request and on the recommendation of the supervisor and of the Head of the School concerned, on the basis of work towards the *Research Report* be allowed, by permission of the *Senate*, to proceed instead to the degree of master by research. Provided further that the degree of master by coursework and *Research Report* shall NOT be conferred on her/him in the event of her/his-
  - i) withdrawing her/his candidature for the degree of master by research; or
  - ii) having her/his candidature for the degree of master by research cancelled in terms Rule G5.7; or
  - iii) failing to satisfy the requirements for the degree of master by research.
- b) A person who has completed the requirements for the degree of master by coursework and *Research Report*, at her/his request and on the recommendation of the Head of the School concerned, may be permitted by the *Senate* not to have the degree conferred on her/him, but to conduct, for not less than one academic year of further full-time study, or not less than two academic years of further part-time study, additional research for the degree of master by research, which shall be a significant extension of the research already completed by her/him: Provided that the period of additional research may be waived or reduced in a case considered by the *Senate* to be exceptional. Provided further that the degree of master by coursework and *Research Report* shall be conferred

on her/him in the event of her/his –

- i) withdrawing her/his candidature for the degree of master by research; or
  - ii) having her/his candidature for the degree of master by research cancelled in terms of Rule G5.7; or
  - iii) failing to satisfy the requirements for the degree of master by research.
- c) A person who is permitted to change her/his candidature in terms of (a) or (b) above will be deemed to have been admitted to candidature for the degree of master by research at the date of her/his admission to candidature for the degree of master by coursework and *Research Report*, or at such later date as the *Senate* may determine in her/his case, but will be subject, in all other respects, to the rules for the degree of master by research and such other conditions as the *Senate* may determine in her/his case.

## G13 Assessment

### 13.1 General

An *assessment* may be written, practical, electronic, clinical or oral, in project or assignment form or be any other piece of work or any combination thereof as may be specified by the *Senate*, provided that a *student's* overall *assessment* does not consist of an oral *assessment* alone, except if expressly determined as appropriate by the *Senate*. Such determination may not be delegated. In all cases the evaluation must be in a form that is suitable for objective *assessment* by an internal moderator or external examiner. In each case the School must make clear the extent and nature of the work to be assessed and the criteria to be used.

### 13.2 Examiners

- 13.2.1** At least one examiner for each *course* must be a member of the academic staff of the *University* who has taught the *students* in the *course* under *assessment* unless it is impracticable in any instance because of the death, dismissal, resignation, absence, illness or other incapacity of the member of staff concerned, or for some reason deemed by the *Senate* to be sufficient.
- 13.2.2** At least 50 percent of the *assessments* that contribute to the final marks for every *course* will be internally moderated and/or externally examined, provided that at least 30 percent of every *course* is externally examined.
- 13.2.3** An internal moderator is normally a member of the academic staff who may be from the same department or school or from another department or school but who has not been involved at all in teaching the *course* during the relevant *academic year*. Unless otherwise impracticable or with the approval of the Dean, an internal moderator should not be appointed to examine the same *course* for more than three consecutive years.
- 13.2.4** An external examiner is normally appointed from outside the *University*, preferably from another university, or in the case of professional disciplines, from among experienced members of the professions. In exceptional cases where these options are impracticable, a member of the academic staff may, with the permission of the Dean, be appointed as an external examiner but only if s/he has not been involved at all in teaching the *course* during the relevant *academic year*. Unless otherwise impracticable or with the approval of the Dean an external examiner should not be appointed to examine the same *course* for more than three consecutive years. There should be no reciprocity between external examiners from this and other institutions save in circumstances which the *Senate* deems exceptional.
- 13.2.5** An additional requirement with regard to examiners for the degree of Doctor of Philosophy is that the *Senate* must appoint three examiners of whom two must be external examiners as defined in Rule G13.2.4 above.

### 13.3 Eligibility for assessment

A *student* may be disqualified from presenting herself/himself for any *assessment* if s/he has not satisfied such requirements, including satisfactory participation in the work of the class, as may be prescribed by the *Senate*.

**These requirements include, but are not limited to: attendance, assignments completed, tutorials participated in, practical experiments, clinical work, field work and outside work. It is incumbent on each student to ascertain from the head of school what is required to qualify for presentation for assessment for each course. Disqualification includes being refused permission to complete an assessment or receiving no marks for such assessment.**

### 13.4 Additional oral or other form of assessment

The *Senate* may require a *student* to present herself/himself for an oral or other form of *assessment* if, on the marks obtained by her/him after prescribed *assessment/s*, s/he is, in the opinion of the *Senate*, on the borderline of the pass mark or the mark required for a particular class, as defined in the faculty or school standing orders. In such an event the marks obtained in such oral assessment are reported to the *Senate* in addition to the marks obtained in the prescribed *assessment/s*. The *Senate* must then determine the mark to be allocated.

### 13.5 Supplementary assessments

A *student* who has failed a *course* may be permitted by the *Senate* to present herself/himself for a supplementary *assessment* where such *assessment* is permitted by the rules of the faculty which teaches and examines the *course*, unless otherwise agreed by the faculties concerned. Supplementary *assessments* may only be deferred in circumstances considered by the *Senate* to be exceptional.

**A supplementary assessment fee may be charged.**

### 13.6 Deferred assessments

**13.6.1** *Students* applying for a deferred *examination* must do so within three (3) working days after the date of the *examination*.

**13.6.2** If the Dean of the faculty is satisfied that there is sufficient reason, s/he may permit a *student* to defer her/his *assessment/s*. The Dean will require the *student* to submit such evidence to support her/his case as the Dean considers necessary.

A Dean who permits a *student* to present herself/himself for a deferred *assessment* may require her/him to do so at such time and subject to such conditions as s/he considers fit and, in particular, may require the *student* to defer or to repeat (as the case may be) some or all her/his *assessments* (or some or all the *assessments* that s/he has not failed) in the year in respect of which her/his application is lodged.

**13.6.3** A *student* who does not present herself/himself for a deferred *assessment* is not entitled or permitted to have the *assessment* further deferred unless there are, in the opinion of the *Senate*, exceptional grounds for permitting her/him to do so.

**13.6.4** Unless in the opinion of the *Senate*, exceptional circumstances exist, a deferred *assessment*:

- a) in the first *semester*, must be completed not later than the first week of the third *teaching block*;
- b) in the second *semester*, must be completed before the commencement of the following *academic year*.

## 13.7 Re-assessment

Where a *student* has presented herself/himself for *assessment* and before the results or provisional or unconfirmed results of such *assessment* are published, the Dean of the faculty, after due consideration of the relevant factors, may permit a *student* to sit for *re-assessment* if at the time of the *assessment* owing to illness or her/his mental state, the *student* was unable to bring her/his judgment properly to bear on whether to apply for a deferred assessment in terms of Rule G13.6.1 above and if the Dean considers that the *student* would suffer hardship on an exceptional degree were s/he not allowed to do so.

## 13.8 Absence from assessment

Unless the *Senate* is satisfied that there was good and sufficient reason, a *student* who is absent from an *assessment*, in a *course* for which, in accordance with the relevant *curriculum*, s/he is required, permitted or entitled to present herself/himself, fails that *course*.

## G14 Academic Progression

### 14.1 Completion of courses prescribed for previous year of study

Except as provided in the rules for any *qualification* or by permission of the *Senate*, a *student* may not be admitted to a year of study until s/he has completed the *courses* prescribed for any preceding year of study and satisfied such further requirements, if any, as are prescribed by the rules.

### 14.2 Standard required to proceed

A *student* may not include in her/his *curriculum* any *course* at a subsequent level unless s/he has attained in that *course* at the preceding level such standard as is considered by the *Senate* to warrant her/his admission to the *course* at the subsequent level and has satisfied the prerequisites for that *course* as determined by the *Senate* from time to time.

### 14.3 Prerequisite non-credit bearing courses

Where a *student* is required to attend a *course* which does not constitute a *credit* towards the *qualification* for which s/he is registered or to perform any other requirement prescribed for any particular year of study for any *qualification*, her/him failure to attend such *course* or to perform such other requirement may result in her/him being refused permission by the *Senate* to register for the subsequent year of study or any particular year of study thereafter.

### 14.4 Special curricula for students who cannot proceed to the next year of study

A *student* who has obtained *credit* in some of the *courses* prescribed for any year of study but who may not in terms of the rules proceed to the following year of study and who has not been excluded in terms of the faculty rules for progression, may be permitted or required by the *Senate* to proceed on a special *curriculum*. In addition to the *courses* being repeated the student may be permitted to include in her/his *curriculum* a *course* or *courses* prescribed for the next year of study and/or such *course* as may enrich the content of her/his *curriculum*.



## 14.5 Re-attendance requirement for students who cannot proceed to the next year of study

A *student* who is not permitted by the *Senate* to proceed to the subsequent year of study or to include in her/his *curriculum* for the following academic year a further *course* in a subject in which s/he has obtained *credit*, may be required by the *Senate* to re-attend and perform to the satisfaction of the *Senate* the work of the class prescribed for such a repeated *course*, failing which s/he may be refused permission to register for the subsequent year of study or any particular year of study thereafter.

## G15 Results

### 15.1 Publication of results

The final mark obtained by a *student* in a *course* may be published either by way of a percentage mark or as a result decision except where the *Senate* has, in the case of some supplementary *assessments*, ruled otherwise.

### 15.2 Non-publication of results

The final marks obtained by a *student* will not be published and a *qualification* will not be conferred on a *student* unless and until –

- a) s/he has paid all outstanding fees, levies, disbursements, fines and any other monies lawfully owing to the *University*;
- b) any disciplinary proceedings, pending or incomplete, have been completed; and
- c) there has been compliance with any order made against the student as a consequence of any disciplinary proceedings.

## G16 Conferment of qualification

### 16.1 Congregation

*Qualifications* must be conferred by the *University* at a meeting of the Congregation of the *University* convened for this purpose.

### 16.2 Issuing of a certificate

Degrees are conferred and Diplomas are granted at a *University* Graduation ceremony. A degree or diploma certificate will not be issued to a *student/candidate* prior to her/his name appearing in the official graduation programme.

### 16.3 Endorsement of certificate

Where a *qualification* is conferred or granted in a specific field, option or branch, the *Senate* may determine that the certificate attesting to such conferment or granting will bear a statement specifying that field, option or branch. The *Senate* may determine that where a person who has been granted such a certificate has satisfied the requirements for another field, option or branch, the original certificate be endorsed to reflect this fact.

### 16.4 Non-conferment of qualification

A *student* who otherwise qualifies for the conferment of a *qualification* may be deemed not to have done so unless and until –

- a) the *student* has paid all outstanding fees, levies, disbursements, fines and any other monies lawfully owing to the *University*;
- b) any disciplinary proceedings, pending or incomplete, have been completed;
- c) any order made against the *student* as a consequence of any disciplinary proceedings has been complied with; and
- d) in the case of the conversion from one higher *qualification* to another s/he has surrendered the certificate in respect of the former higher *qualification*. Where such surrender is impossible the *Senate* may permit the conferment of the *qualification*.

## 16.5 Permission to complete qualification by obtaining credits elsewhere

The *Senate* may, if it considers fit, permit a *student* who has only one or two, or, in a case considered by it to be exceptional, three *courses* or such number of *courses* as does not exceed 30 per cent of the total number of prescribed *courses* outstanding for a *qualification* and who satisfies the *Senate* that, by reason of a change of residence, or for some other good and sufficient cause, s/he is unable to continue attending at the *University*, to complete such *course* or *courses* at another university or at an institution recognised for this purpose by the *Senate* within or outside the Republic of South Africa.

The policy of the faculties on this issue is set out in the standing orders of each faculty.

## G17 Conferment of Qualification with Distinction

The *qualification* is awarded with distinction or with distinction in a particular *course* to a *student* who has obtained the standard laid down by the *Senate* for that purpose.

## G18 Honorary Degrees

- 18.1 A proposal to confer an honorary degree may be made either by a member of the Council or of the *Senate* and must be seconded by another member of either of these structures.
- 18.2 The proposal must be communicated in writing to the University Registrar.
- 18.3 The proposal must be accompanied by a statement setting out the reasons for making it.
- 18.4 A resolution to confer an honorary degree must be passed in the Council and in the *Senate* by an absolute majority of the members of each structure voting by secret postal ballot.
- 18.5 A person who sits on both structures is entitled to vote in each election.

## G19 Intellectual Property

Students are advised to refer to the University Policy on Intellectual Property.

- 19.1 Any owner's right to intellectual property in any *thesis*, *dissertation*, *Research Report* or any other work is normally subject to the right of the *University* to make a reproduction of it or parts of it in any medium for a person or institution requiring it for study or research, provided that not more than one copy is supplied to that person or institution.
- 19.2 Where research includes a patentable invention, the *University* may keep the research confidential for a reasonable period if specifically requested to do so.

- 19.3** Where confidentiality has been agreed in advance the *University* must keep the research confidential for the period agreed.
- 19.4** Subject to 19.2 and 19.3 the *University* may distribute abstracts or summaries of any *thesis*, *dissertation*, *Research Report* or any other work for publication in indexing and bibliographic periodicals considered by the *University* to be appropriate.

## G20 Ethical Clearance

*Students* who propose to conduct research of any kind on human or animal subjects must apply for ethical clearance from the appropriate *University's* Ethics Committee/s

## Amended Statute of the University

The legislation which regulates the governance of the University is the Higher Education Act 101 of 1997(as amended) and the amended University's Statute published in the Government Gazette 41445 of 16 February 2018. The *University* Council, in consultation with the *Senate* determines inter alia, the entrance requirements to the University in respect of a particular higher education programme. The admission and registration of *students* is provided for in section 75 of the Statute which provides as follows:

75. Admission and Registration of *Students*:

- (1) A person may be permitted by the Council to register as a student only if he or she satisfies:-
  - (a) The legal requirements, if any, for admission to study at the *University*, or
  - (b) Any other requirements for admission that may be determined by the Council and laid down in the *University* Rules.
- (2) The requirements for admission of a *Student* to Faculties are set out in the *University* Rules and may be changed by the Council after consultation with the *Senate*.

The minimum admission requirement for a Bachelor's Degree is published in the Government Gazette No 42068 of 30 November 2018 and the University is entitled to specify an appropriate level of subject achievement for a particular programme and specific subject requirements for a particular programme.

The minimum admission requirement stipulated in the Government Gazette reads as follows:

The minimum admissions requirement for a National Senior Certificate (NSC) is with

- (a) a minimum of 30% in the language of learning and teaching of the higher education institution as certified by Umalusi,
- (b) coupled with an achievement rating of 4 (Adequate Achievement, 50-59%) or better in four 20 credit NSC subjects.

The minimum admission requirements for a Degree programme requiring a National Certificate (vocational) at level 4 of the National Qualification Framework as published in the Government Gazette No 42092 of 7 December 2018 states that:

Subject to the institutional admission requirements, the minimum admission requirements to a Bachelor's Degree programme is a National Certificate (Vocational) Level 4 issued by the Council for General and Further Education and Training. In addition, a student must

- (a) achieve at least 50% in three fundamental subjects, including the language of learning and teaching in the higher education institution,
- (b) achieve at least 60% in four vocational subjects, chosen from the NC(V) Level 4 subjects.

The Higher Education Qualifications Framework promulgated by the Minister in the Government Gazette Notice No. 928 dated 5 October 2007 in terms of section 3 of the Higher Education Act remains the sub-framework for higher education as contemplated in sections 7(b) and 8(2)(e) of this Act unless amended in terms of section 8 of this Act and section 3 of the Higher Education Act. This provides the framework for qualification structures.

In terms of the Higher Education Act (101 of 1997) and the Higher Education Amendment Act (2008), the Council on Higher Education (CHE) is responsible for quality assurance for higher education, and for implementation of Higher Education Qualifications Sub-Framework (HEQSF). It would be prudent to look at the requirements for the development of degree programmes as described in the application to the CHE for registration of the programmes guide.

Attention is also drawn to the following important provisions:

- (1) A student must pass such examinations or tests and comply with such conditions as the University may impose for the completion of each course in each academic year of study in the subjects offered for the degree: Provided that no recognition for the purposes of a degree shall be given to any course completed in any subject in any academic year of study unless the date of validity of his matriculation certificate or certificate of exemption from the matriculation examination [or NSC or NC(V)] precedes 2 April of the academic year in which such course was completed
- (2) A student must complete subsequent to the date of validity of the matriculation certificate [or the NSC or NC(V)] or of the certificate of full exemption from the matriculation examination issued by the Matriculation Board [of Higher Education South Africa (HESA)] the following minimum period of attendance recognised for such degree: Provided that in the case of a student of the University of South Africa the term 'attendance' shall mean 'registration' –
  - (i) for the degree of Bachelor of Education (BEd)
    - (a) one academic year provided he has completed a bachelor's degree recognised by the Senate of the University; or
    - (b) where the honours degree of bachelor is taken simultaneously with the bachelor's degree, at least one academic year in addition to the minimum period prescribed for the bachelor's degree concerned: Provided that a university may, in a case considered by it to be exceptional, reduce the minimum period of attendance in respect of an honours degree of Bachelor of Arts, Bachelor of Science, or of Bachelor of Commerce, Bachelor of Health Science to a total of three academic years.
    - (c) for any other bachelor's degree: three academic years.
- (3) A student shall not be admitted to an ordinary degree of bachelor in terms of sub-paragraph (2) unless –
  - (a) her/his periods of attendance are together not less than the completed period prescribed for admission to such degree;
  - (b) s/he attended at the university that confers the degree courses prescribed by that university –
    - (i) for a degree for which the period of attendance is three academic years, for at least two academic years: Provided that he has attended as a registered student for that degree at least half of the total number of courses prescribed for the degree,
    - (ii) for a degree for which the period of attendance is three academic years, for at least two academic years: Provided that he has attended as a registered student for that degree at least half of the total number of courses prescribed for the degree, or
    - (iii) for any other degree of bachelor, at least two academic years, except for the degree of Bachelor of Education (BEd), for which the period of attendance may be one academic year.
- (4) The Senate of a university may recognise for admission to a one-year honours degree of bachelor at the university, courses completed for a one-year honours degree of bachelor at any other university: Provided that at least half of the courses required for the degree shall be attended and passed at the university granting the degree and that the total period of attendance is not less than one year.

# SENATE RULES FOR THE FACULTY OF HUMANITIES - EDUCATION

These Rules are subordinate to and should be read in conjunction with the General Rules. The Rules for degrees and diplomas published here are subject to change. They reflect the Rules and Regulations of the *University* as at 31 July 2020 but may be amended prior to the commencement of the 2021 *academic year*.

## Definitions

*Course levels:* *courses* are offered at four levels, 1000, 2000, 3000 and 4000. The *course* levels are defined by the *Senate* according to its determination of the difficulty of the *course*. The most difficult are classified as being at the 3000 and 4000 level, the least difficult at the 1000 level and the others at the 2000 level. The levels 1000, 2000, 3000 and 4000 are denoted by numerals I, II, III and IV respectively.

*Corequisite course* is a *prerequisite* which may be taken concurrently with another *course* and which a requirement is for credit in that other *course*.

*Prerequisite course* is a *course* which must be passed before registration for a subsequent *course*.

For further definitions see Rule G1 and Rule G2.

## 1 Application of Rules

See Rule G3

## 2 UNDERGRADUATE

### 2.1 Professional Degrees

| Qualification Name  | Programme Code | NQF Credits | NQF Exit Level |
|---|----------------|-------------|----------------|
| Bachelor of Education in Foundation Phase Teaching (B Ed: Foundation Phase Teaching)  | HFA00          | 480         | 7              |
| Bachelor of Education in Intermediate Phase Teaching (B Ed: Intermediate Phase Teaching)  | HFA01          | 480         | 7              |
| Bachelor of Education in Senior Phase and Further Education and Training Teaching (B Ed: Senior Phase and Further Education and Training) | HFA02          | 480         | 7              |

## Progression Rules for Bachelor of Education Curricula

| Year of Study (YOS) | Minimum requirements for returning student to avoid exclusion | To be promoted on a special curriculum | To proceed into the next year of study |
|---------------------|---|--|--|
| YOS 1               | 72  | 96                                     | 120                                    |
| YOS 1 (Repeat)      | 120   | 120                                    | 120                                    |
| YOS 2               | 180   | 216                                    | 240                                    |
| YOS 2 (Repeat)      | 240   | 240                                    | 240                                    |
| YOS 3               | 300   | 336                                    | 360                                    |
| YOS 3 (Repeat)      | 360   | 360                                    | 360                                    |
| YOS 4               | 408   | N/A                                    | 480 (to qualify)                       |

### 2.1.1 Bachelor of Education in Foundation Phase Teaching

#### 2.1.1.1 Admission Rules

##### a) Matriculation requirements:

The normal requirement for *admission* is matriculation with exemption. However, with permission of the *Senate* and in terms of Rule G4.10.2, an *applicant* may be considered for *admission* provided that s/he has passed the Senior Certificate examination with a minimum of three subjects (including English) in the Higher Grade and has, in addition, demonstrated, in a selection process approved by the *Senate*, that s/he is suitable for *admission*.

##### b) National Senior Certificate and National Certificate (Vocational) Requirements:

A pass in English First Language with at least level 5 at the NSC level or a pass in English First Additional Language with at least level 5 at the NSC level. A 50% pass in Mathematics at the NSC level or a 60% pass for Maths Literacy or a Technical Maths at the NSC level. Teachers who are in possession of a recognised certificate or diploma in education may be admitted with a possibility of transfer of *credits* for cognate previous studies.

##### c) Admission into courses

*Admission* into *courses* is governed by the *course corequisite* and *prerequisite* rules under point d).

##### d) Prerequisite Courses

Except when permitted by the *Senate*, a *student* may not register for the courses in column A unless s/he has *credit* or *exemption* in the *course* in column B. See table 2.2.4.

#### 2.1.1.2 Curriculum

##### Length of curriculum

The *curriculum* extends over not less than four *academic* years of full-time study or six years of part-time study.

**The *curriculum* offered by the *University* must meet the provisions, set out in the revised Minimum Requirements for Teacher Education Qualifications (Government Gazette no. 38487, February 2015). The degree comprises a minimum of 480 *credits*, in accordance with the Higher Education Qualifications Sub-Framework (HEQSF) and the policy referred to above.**

**Curriculum for Bachelor of Education in Foundation Phase Teaching**

| Programme Code: HFA00   |  | NQF Exit Level: 7 |           |
|---|--|-------------------|-----------|
| Plan Code: HPAFPHT20  |  | NQF Credits: 480  |           |
| Course Code   | Description                                | NQF Credits       | NQF Level |
| Year of Study I   |  |                   |           |
| i)  |  |                   |           |
| EDUC1248A   | Education IA                               | 6                 | 5         |
| EDUC1249A   | Education IB                               | 18                | 6         |
| EDUC1252A   | Childhood Studies I                        | 24                | 6         |
| EDUC1250A   | Mathematics for Primary School Teachers I  | 12                | 6         |
| EDUC1251A   | Literacy for Primary School Teachers I     | 12                | 6         |
| EDUC1261A   | Teaching Experience IA                     | 6                 | 5         |
| EDUC1262A   | Teaching Experience IB                     | 6                 | 6         |
| EDUC1311A   | Being a Foundation Phase Teacher A         | 6                 | 5         |
| EDUC1312A   | Being a Foundation Phase Teacher B         | 6                 | 6         |
| EDUC1255A   | Arts for Teachers                          | 12                | 6         |
| (ii) Select one of the following courses subject to the following conditions:           |  |                   |           |
| a) For students who are unable to demonstrate existing competence in ICT                |  |                   |           |
| EDUC1260A   | ICT Literacy                               | 12                | 5         |
| For students to whom a) does not apply, select one of the following:                    |  |                   |           |
| EDUC1257A   | Fun with Choir                             | 12                | 5         |
| EDUC1256A   | Physical Activity and Sports in Schools    | 12                | 5         |
| EDUC1259A   | Financial Planning and Entrepreneurship    | 12                | 5         |
| EDUC1316A   | Learning in and through Art                | 12                | 5         |
| EDUC1317A   | Learning in and through Drama              | 12                | 5         |
| iii) Select this course only by School instruction:                                     |  |                   |           |
| EDUC1263A   | Additional Teaching Experience I           | 0                 | 6         |
| Year of Study II  |  |                   |           |
| i)  |  |                   |           |
| EDUC2230A   | Education II                               | 24                | 6         |
| EDUC2233A   | Childhood Studies II                       | 24                | 6         |
| EDUC2238A   | Teaching Experience II                     | 12                | 6         |
| EDUC2231A   | Mathematics for Primary School Teachers II | 12                | 6         |
| EDUC2232A   | Literacy for Primary School Teachers II    | 12                | 6         |
| (ii) Select one of the following courses, taking note of the prerequisite requirements: |  |                   |           |
| EDUC1267A   | isiZulu I                                  | 24                | 6         |
| EDUC1268A   | Sesotho I                                  | 24                | 6         |
| EDUC1313A   | IsiZulu Additional Language I*             | 24                | 6         |

| Programme Code: HFA00  |  | NQF Exit Level: 7 |           |
|--|--|-------------------|-----------|
| Plan Code: HPAFPH20  |  | NQF Credits: 480  |           |
| Course Code  | Description  | NQF Credits       | NQF Level |
| EDUC1314A  | Sesotho Additional Language I                            | 24                | 6         |
| EDUC1264A  | South African Sign Language I                            | 24                | 6         |
| *Provided that this Additional Language was not taken for the <i>National Senior Certificate</i> or equivalent Matriculation qualification, and provided that the <i>student</i> is not a home language speaker of this Additional Language. If the <i>student</i> has proficiency in both languages the <i>student</i> must choose the language they have the least literacy competence in. |  |                   |           |
| For <i>students</i> who have not yet completed the required number of elective options, select one of the following courses:   |  |                   |           |
| EDUC1257A  | Fun with Choir   | 12                | 5         |
| EDUC1256A  | Physical Activity and Sports in Schools                  | 12                | 5         |
| EDUC1258A  | School-Based Support                                     | 12                | 5         |
| EDUC1259A  | Financial Planning and Entrepreneurship                  | 12                | 5         |
| EDUC1316A  | Learning in and through Art                              | 12                | 5         |
| EDUC1317A  | Learning in and through Drama                            | 12                | 5         |
| EDUC1264A  | South African Sign Language (Conversational Competence)* | 12                | 5         |
| EDUC1265A  | isiZulu (Conversational Competence)**                    | 12                | 5         |
| EDUC1266A  | Sesotho (Conversational Competence)***                   | 12                | 5         |
| **Provided that this language was not taken for the <i>National Senior Certificate</i> or equivalent Matriculation qualification. It may also not be taken by <i>students</i> who select:  |  |                   |           |
| iiv) Select this <i>course</i> only by School instruction:   |  |                   |           |
| EDUC2239A  | Additional Teaching Experience II                        | 0                 | 6         |
| Year of Study III  |  |                   |           |
| i)   |  |                   |           |
| EDUC3117A  | Education III  | 24                | 7         |
| EDUC3116A  | Childhood Studies III                                    | 24                | 7         |
| EDUC3131A  | Mathematics for Foundation Phase Teachers III            | 12                | 7         |
| EDUC3129A  | Literacy for Foundation Phase Teachers III               | 12                | 7         |
| EDUC3142A  | Teaching Experience IIIA                                 | 18                | 6         |
| EDUC3143A  | Teaching Experience IIIB                                 | 6                 | 7         |
| ii) Select one of the following <i>course</i> :  |  |                   |           |
| EDUC3169A  | isiZulu Additional Language II                           | 24                | 6         |
| EDUC2235A  | Sesotho Additional Language II                           | 24                | 6         |
| EDUC2260A  | isiZulu II   | 24                | 6         |
| EDUC2261A  | Sesotho II   | 24                | 6         |
| EDUC2237A  | South African Sign Language II                           | 24                | 6         |



| Programme Code: HFA00  |   | NQF Exit Level: 7 |           |
|--|---|-------------------|-----------|
| Plan Code: HPAFPHT20   |   | NQF Credits: 480  |           |
| Course Code  | Description   | NQF Credits       | NQF Level |
| iii) Select this <i>course</i> only by School instruction:   |   |                   |           |
| EDUC3115A  | Additional Teaching Experience III                          | 0                 | 7         |
| iv) For <i>students</i> who have not yet completed the required number of elective options, select one of the following <i>courses</i> : |   |                   |           |
| EDUC1257A  | Fun with Choir  | 12                | 5         |
| EDUC1256A  | Physical Activity and Sports in Schools                     | 12                | 5         |
| EDUC1259A  | Financial Planning and Entrepreneurship                     | 12                | 5         |
| EDUC1258A  | School Based Support  | 12                | 5         |
| EDUC1316A  | Learning in and through Art                                 | 12                | 5         |
| EDUC1317A  | Learning in and through Drama                               | 12                | 5         |
| Year of Study IV   |   |                   |           |
| i)   |   |                   |           |
| EDUC4212A  | Education IV  | 24                | 7         |
| EDUC4211A  | Childhood Studies IV  | 24                | 7         |
| EDUC4227A  | Mathematics for Primary School Teachers IV                  | 12                | 7         |
| EDUC4224A  | Literacy for Foundation Phase Teachers IV                   | 12                | 7         |
| EDUC4232A  | Teaching Experience IVA                                     | 12                | 7         |
| EDUC4233A  | Teaching Experience IVB                                     | 12                | 7         |
| EDUC4272A  | Teaching Additional Language for Primary School Teachers IV | 12                | 7         |
| EDUC4210A  | Being a Teacher   | 12                | 7         |
| ii) For <i>students</i> who have not yet completed the required number of elective options, select one of the following:                 |   |                   |           |
| EDUC1257A  | Fun with Choir  | 12                | 5         |
| EDUC1256A  | Physical Activity and Sports in Schools                     | 12                | 5         |
| EDUC1258A  | School-Based support  | 12                | 5         |
| EDUC1259A  | Financial Planning and Entrepreneurship                     | 12                | 5         |
| EDUC1316A  | Learning in and through Art                                 | 12                | 5         |
| EDUC1317A  | Learning in and through Drama                               | 12                | 5         |
| iii) Select this <i>course</i> only by School instruction:   |   |                   |           |
| EDUC4279A  | Additional Teaching Experience IV                           | 0                 | 7         |

### 2.1.1.3 Course Corequisites and Prerequisites

| Course   | B. Prerequisites   |
|--|--|
| EDUC3167A Education III and EDUC4260A/<br>EDUC4237A Education IV | EDUC1248A Education IA, EDUC1249A<br>Education IB and EDUC2230A Education II |

| Course  | B. Prerequisites   |
|---|--|
| EDUC1250A Mathematics for Primary School Teachers I     | 50% in Mathematics or 65% in Mathematical Literacy at NSC level                                  |
| EDUC2231A Mathematics for Primary School Teachers II    | EDUC1250A Mathematics for Primary School Teachers I  |
| EDUC3131A Mathematics for Foundation Phase Teachers III | EDUC2231A Mathematics for Primary School Teachers II   |
| EDUC4226A Mathematics for Foundation Phase Teachers IV  | EDUC3131A Mathematics for Foundation Phase Teachers III  |
| EDUC2232A Literacy for Primary School Teachers II       | EDUC1251A Literacy for Primary School Teachers I   |
| EDUC2237A South African Sign Language II                | EDUC1264A South African Sign Language I  |
| EDUC3129A Literacy for Foundation Phase Teachers III    | EDUC2232A Literacy for Primary School Teachers II  |
| EDUC4224A Literacy for Foundation Phase Teachers IV     | EDUC3129A Literacy for Foundation Phase Teachers III   |
| EDUC2233A Childhood Studies II                          | EDUC1252A Childhood Studies I  |
| EDUC3116A Childhood Studies III                         | EDUC2233A Childhood Studies II   |
| EDUC4211A Childhood Studies IV                          | EDUC3116A Childhood Studies III  |
| EDUC3169A isiZulu Additional Language II                | EDUC1313A isiZulu Additional Language I  |
| EDUC2235A Sesotho Additional Language II                | EDUC1314A Sesotho Additional Language I  |
| EDUC1264A South African Sign Language I                 | EDUC1272A South African Sign Language (Conversational Competence) or by permission of the Senate |
| EDUC1313A isiZulu Additional Language I                 | EDUC1265A isiZulu (Conversational Competence) or by permission of the Senate                     |
| EDUC1314A Sesotho Additional Language I                 | EDUC1266A Sesotho (Conversational Competence) or by permission of the Senate                     |

#### 2.1.1.4 Progression Rules

In order to progress to the succeeding year of study a *student* must have obtained the following number of *credits*:

##### First Year of Study:

72 *credits* (including 12 *credits* for EDUC1261A Teaching Experience IA, EDUC1262A Teaching Experience IB and 24 *credits* EDUC1252A Childhood Studies I).

##### First Year of Study (repeat):

120 *credits* (including 12 *credits* for EDUC1261A Teaching Experience IA, EDUC1262A Teaching Experience IB and 48 *credits* obtained across Education, EDUC1252A Childhood Studies I, EDUC1250A Mathematics for Primary School Teachers I and/or EDUC1251A Literacy for Primary School Teachers I).

##### Second Year of Study:

180 *credits* (including 24 *credits* for EDUC2238A Teaching Experience II and 24 *credits* for EDUC2233A Childhood Studies II, EDUC2231A Mathematics for Primary School Teachers II and/or EDUC2232A Literacy for Primary School Teachers II).

**Second Year of Study (repeat):**

240 *credits* (including 24 *credits* for EDUC2238A Teaching Experience II and 48 *credits* obtained across Education, EDUC2233A Childhood Studies II, EDUC2231A Mathematics for Primary School Teachers II and/or EDUC2232A Literacy for Primary School Teachers II).

**Third Year of Study:**

300 *credits* (including 48 *credits* for EDUC3142A Teaching Experience IIIA, EDUC3143A Teaching Experience IIIB and 24 *credits* for EDUC3117A Education III, EDUC3116A Childhood Studies III, EDUC3132A Mathematics for Primary School Teachers III and/or EDUC3129A Literacy for Primary School Teachers III).

**Third Year of Study (repeat):**

360 *credits* (including 48 *credits* for EDUC3142A Teaching Experience IIIA, EDUC3143A Teaching Experience IIIB and 48 *credits* obtained across Education, EDUC3116A Childhood Studies III, EDUC3132A Mathematics for Primary School Teachers III and/or EDUC3129A Literacy for Primary School Teachers III and/or EDUC3169A isiZulu Additional Language II or EDUC3121A Sesotho First Additional Language III).

**Fourth Year of Study:**

408 *credits* (including 48 *credits* for EDUC4232A Teaching Experience IVA, EDUC4233A Teaching Experience IVB and 24 *credits* obtained across Education, EDUC4211A Childhood Studies IV, EDUC4227A Mathematics for Primary School Teachers IV and/or EDUC4224A Literacy for Foundation Phase Teachers IV and/or EDUC3169A isiZulu Additional Language II or EDUC2235A Sesotho Additional Language II).

**2.1.1.5 Completion Rules**

*Students* must complete the full *curriculum* as stipulated above in order to complete the *qualification*.

**2.1.2 Bachelor of Education in Intermediate Phase Teaching****2.1.2.1 Admission Rules****a) Matriculation requirements:**

The normal requirement for *admission* is matriculation with exemption. However, with permission of the *Senate* and in terms of Rule G4.10.2, an *applicant* may be considered for *admission* provided that s/he has passed the Senior Certificate examination with a minimum of three subjects (including English) in the Higher Grade and has, in addition, demonstrated, in a selection process approved by the *Senate*, that s/he is suitable for *admission*.

**b) National Senior Certificate and National Certificate (Vocational) Requirements:**

A pass in English First Language with at least level 5 at the NSC level or a pass in English First Additional Language with at least level 5 at the NSC level. A 50% pass in Mathematics at the NSC level or a 60% pass for Maths Literacy at the NSC level. Teachers who are in possession of a recognised certificate or diploma in education may be admitted with a possibility of transfer of *credits* for cognate previous studies.

**c) Admission into courses**

Admission into *courses* is governed by the *course corequisite* and *prerequisite* rules under point d).

**d) Prerequisite Courses**

Except when permitted by the *Senate*, a *student* may not register for the courses in list A unless s/he has *credit* or *exemption* in the *course* in list B. See the *course prerequisite* tables for the *curriculum* in which you are enrolling.

## 2.1.2.2 Curriculum

**Curriculum for Bachelor of Education in Intermediate Phase Teaching**

| Programme Code: HFA01  |   | NQF Exit Level: 7 |           |
|--|---|-------------------|-----------|
| Plan Code: HPAIPT20  |   | NQF Credits: 480  |           |
| Course Code  | Description   | NQF Credits       | NQF Level |
| Year of Study I  |   |                   |           |
| i)   |   |                   |           |
| EDUC1248A  | Education IA  | 6                 | 5         |
| EDUC1249A  | Education IB  | 18                | 6         |
| EDUC1250A  | Mathematics for Primary School Teachers I               | 12                | 6         |
| EDUC1251A  | Literacy for Primary School Teachers I                  | 12                | 6         |
| EDUC1261A  | Teaching Experience IA                                  | 6                 | 5         |
| EDUC1262A  | Teaching Experience IB                                  | 6                 | 6         |
| EDUC1269A  | Becoming a Teacher A                                    | 6                 | 5         |
| EDUC1270A  | Becoming a Teacher B                                    | 6                 | 6         |
| (ii) Select one of the following <i>courses</i> :  |   |                   |           |
| EDUC1274A  | Natural Sciences I                                      | 24                | 6         |
| EDUC1275A  | Social Sciences I                                       | 24                | 6         |
| And one of the following <i>courses</i> :  |   |                   |           |
| EDUC1276A  | English I   | 24                | 6         |
| EDUC1267A  | isiZulu I   | 24                | 6         |
| EDUC1268A  | Sesotho I   | 24                | 6         |
| (iii) Select the following <i>courses</i> subject to the following conditions:   |   |                   |           |
| a) For <i>students</i> who are unable to demonstrate existing Conversational Competence in Sesotho, isiZulu or South African Sign Language, choose one of the following: |   |                   |           |
| EDUC1265A  | isiZulu (Conversational Competence)                     | 12                | 5         |
| EDUC1266A  | Sesotho (Conversational Competence)                     | 12                | 5         |
| EDUC1272A  | South African Sign Language (Conversational Competence) | 12                | 5         |
| b) For <i>students</i> who are unable to demonstrate existing competence in ICT  |   |                   |           |
| EDUC1260A  | ICT Literacy  | 12                | 5         |
| c) if a) and b) do not apply select one of the following:  |   |                   |           |
| EDUC1257A  | Fun with Choir  | 12                | 5         |
| EDUC1256A  | Physical Activity and Sports in Schools                 | 12                | 5         |
| EDUC1259A  | Financial Planning and Entrepreneurship                 | 12                | 5         |
| EDUC1316A  | Learning in and through Art                             | 12                | 5         |
| EDUC1317A  | Learning in and through Drama                           | 12                | 5         |
| iv) Select this <i>course</i> only by School instruction:  |   |                   |           |

| Programme Code: HFA01  |  | NQF Exit Level: 7 |           |
|--|--|-------------------|-----------|
| Plan Code: HPAIPHT20   |  | NQF Credits: 480  |           |
| Course Code  | Description                                      | NQF Credits       | NQF Level |
| EDUC1263A  | Additional Teaching Experience I                 | 0                 | 6         |
| Year of Study II   |  |                   |           |
| i)   |  |                   |           |
| EDUC2230A  | Education II                                     | 24                | 6         |
| EDUC2238A  | Teaching Experience II                           | 12                | 6         |
| EDUC2231A  | Mathematics for Primary School Teachers II       | 12                | 6         |
| If not selected in Year of Study I (ii) above:   |  |                   |           |
| EDUC1276A  | English I  | 24                | 6         |
| If English I was selected in Year of Study I (ii) above then select one of:  |  |                   |           |
| EDUC1267A  | isiZulu I  | 24                | 6         |
| EDUC1313A  | isiZulu Additional Language I                    | 24                | 6         |
| EDUC1268A  | Sesotho I  | 24                | 6         |
| EDUC1314A  | Sesotho Additional Language I                    | 24                | 6         |
| EDUC1264A  | South African Sign Language I                    | 24                | 6         |
| ii) Select the <i>course</i> not completed under Year of Study I (i) above   |  |                   |           |
| EDUC1274A  | Natural Sciences I                               | 24                | 6         |
| EDUC1275A  | Social Sciences I                                | 24                | 6         |
| iii) Select the pedagogy <i>courses</i> that correspond to the subject of the courses selected in Year of Study I (ii) above:        |  |                   |           |
| EDUC2244A  | Teaching Natural Sciences (Intermediate Phase) A | 6                 | 6         |
| EDUC2245A  | Teaching Natural Sciences (Intermediate Phase) B | 6                 | 7         |
| Or   |  |                   |           |
| EDUC2242A  | Teaching Social Sciences (Intermediate Phase) A  | 6                 | 6         |
| EDUC2243A  | Teaching Social Sciences (Intermediate Phase) B  | 6                 | 7         |
| For <i>students</i> who have not yet completed the required number of elective options, select one of the following <i>courses</i> : |  |                   |           |
| EDUC1257A  | Fun with Choir                                   | 12                | 5         |
| EDUC1256A  | Physical Activity and Sports in Schools          | 12                | 5         |
| EDUC1316A  | Learning in and through Art                      | 12                | 5         |
| EDUC1317A  | Learning in and through Drama                    | 12                | 5         |
| v) Select this <i>course</i> only by School instruction:   |  |                   |           |
| EDUC2239A  | Additional Teaching Experience II                | 0                 | 6         |
| Year of Study III  |  |                   |           |
| i)   |  |                   |           |
| EDUC3117A  | Education III                                    | 24                | 7         |

| Programme Code: HFA01  |  | NQF Exit Level: 7 |           |
|--|--|-------------------|-----------|
| Plan Code: HPAIPT20  |  | NQF Credits: 480  |           |
| Course Code  | Description  | NQF Credits       | NQF Level |
| EDUC3132A  | Mathematics for Primary School Teachers III                  | 24                | 7         |
| EDUC3139A  | Teaching Home Language in the Intermediate Phase III         | 24                | 7         |
| EDUC3142A  | Teaching Experience IIIA                                     | 18                | 6         |
| EDUC3143A  | Teaching Experience IIIB                                     | 6                 | 7         |
| EDUC4222A  | Life Skills I: Arts for Teachers                             | 12                | 6         |
| (ii) Select the pedagogy <i>courses</i> that correspond to the subject of the <i>course</i> selected in Year of Study II (ii) above: |  |                   |           |
| EDUC2244A  | Teaching Natural Sciences (Intermediate Phase) A             | 6                 | 6         |
| EDUC2245A  | Teaching Natural Sciences (Intermediate Phase) B             | 6                 | 7         |
| Or   |  |                   |           |
| EDUC2242A  | Teaching Social Sciences (Intermediate Phase) A              | 6                 | 6         |
| EDUC2243A  | Teaching Social Sciences (Intermediate Phase) B              | 6                 | 7         |
| iii) For <i>students</i> who have not yet completed two elective options, select one of the following:                               |  |                   |           |
| EDUC1257A  | Fun with Choir   | 12                | 5         |
| EDUC1256A  | Physical Activity and Sports in Schools                      | 12                | 5         |
| EDUC1258A  | School-Based support   | 12                | 5         |
| EDUC1259A  | Financial Planning and Entrepreneurship                      | 12                | 5         |
| EDUC1316A  | Learning in and Through Art                                  | 12                | 5         |
| EDUC1317A  | Learning in and Through Drama                                | 12                | 5         |
| iv) Select this <i>course</i> only by School instruction:  |  |                   |           |
| EDUC3115A  | Additional Teaching Experience III                           | 0                 | 7         |
| Year of Study IV   |  |                   |           |
| i)   |  |                   |           |
| EDUC4212A  | Education IV   | 24                | 7         |
| EDUC4227A  | Mathematics for Primary School Teachers IV                   | 24                | 7         |
| EDUC4272A  | Teaching Additional Languages for Primary School Teachers IV | 12                | 7         |
| EDUC4210A  | Being a Teacher  | 12                | 7         |
| EDUC4223A  | Life Skills II: Personal, Social and Physical Wellbeing      | 12                | 6         |
| EDUC4232A  | Teaching Experience IVA                                      | 12                | 7         |
| EDUC4233A  | Teaching Experience IVB                                      | 12                | 7         |
| EDUC1315A  | Economics and Financial Literacy                             | 12                | 5         |
| ii) For <i>students</i> who have not yet completed two elective options, select one of the following:                                |  |                   |           |
| EDUC1257A  | Fun with Choir   | 12                | 5         |
| EDUC1256A  | Physical Activity and Sports in Schools                      | 12                | 5         |

| <b>Programme Code: HFA01</b>                        |   | <b>NQF Exit Level: 7</b> |                  |
|---|---|--------------------------|------------------|
| <b>Plan Code: HPAIPHT20</b>                         |   | <b>NQF Credits: 480</b>  |                  |
| <b>Course Code</b>                                  | <b>Description</b>                      | <b>NQF Credits</b>       | <b>NQF Level</b> |
| EDUC1258A   | School-Based support                    | 12                       | 5                |
| EDUC1259A   | Financial Planning and Entrepreneurship | 12                       | 5                |
| EDUC1316A   | Learning in and Through Art             | 12                       | 5                |
| EDUC1317A   | Learning in and Through Drama           | 12                       | 5                |
| iii) Select this course only by School instruction: |   |                          |                  |
| EDUC4279A   | Additional Teaching Experience IV       | 0                        | 7                |

### 2.1.2.3 Course Corequisites and Prerequisites

| <b>A. Course</b>  | <b>B. Prerequisites</b>   |
|---|---|
| EDUC3117A / EDUC3167A Education III and EDUC4212A / EDUC4260A Education IV  | EDUC1248A Education IA, EDUC1249A Education IB and EDUC2230A Education II   |
| EDUC1267A isiZulu I   | Pass of 60% in isiZulu (home language or first additional language) at NSC or matric level or by permission of the Senate |
| EDUC1250A Mathematics for Primary School Teachers I   | 50% in Mathematics or 60% in Mathematical Literacy at NSC level   |
| EDUC2231A Mathematics for Primary School Teachers II  | EDUC1250A Mathematics for Primary School Teachers I   |
| Mathematics for Primary School Teachers III   | EDUC2231A Mathematics for Primary School Teachers II  |
| EDUC4227A Mathematics for Primary School Teachers IV  | EDUC3132A Mathematics for Primary School Teachers III   |
| EDUC1264A South African Sign Language I   | EDUC1272A South African Sign Language (Conversational Competence) or by permission of the Senate                          |
| EDUC1313A isiZulu Additional Language I   | EDUC1265A isiZulu (Conversational Competence) or by permission of the Senate  |
| EDUC1314A Sesotho Additional Language I   | EDUC1266A Sesotho (Conversational Competence) or evidence of prior conversational competence in isiZulu                   |
| EDUC1268A Sesotho I   | Pass of 60% in Sesotho (HL or FAL) at NSC or matric level or by permission of the Senate.                                 |
| EDUC2244A Teaching Natural Sciences (Intermediate Phase) A and EDUC2245A Teaching Natural Sciences (Intermediate Phase) B | EDUC1274A Natural Sciences I  |
| EDUC2242A Teaching Social Sciences (Intermediate Phase) A and EDUC2243A Teaching Social Sciences (Intermediate Phase) B   | EDUC1275A Social Sciences I   |

### 2.1.2.4 Progression Rules

#### First Year of Study:

72 *credits* (including 12 *credits* for EDUC1261A Teaching Experience 1A, EDUC1262A Teaching Experience 1B and 24 *credits* obtained from a teaching subject, EDUC1250A Mathematics for Primary School Teachers I or EDUC1251A Literacy for Primary School Teachers I).

#### First Year of Study (repeat):

120 *credits* (including 12 *credits* for EDUC1261A Teaching Experience 1A, EDUC1262A Teaching Experience 1B and 48 *credits* obtained from EDUC 1248A Education IA and EDUC1249A Education IB, EDUC1251A Literacy for Primary School Teachers I, EDUC1250A Mathematics for Primary School Teachers I or a subject specialisation).

#### Second Year of Study:

180 *credits* (including 24 *credits* for EDUC2238A Teaching Experience II and 24 *credits* obtained from a teaching subject, EDUC2231A Mathematics for Primary School Teacher II and/or a 24 *credit* language course).

#### Second Year of Study (repeat):

240 *credits* (including 24 *credits* for EDUC2238A Teaching Experience II and 48 *credits* obtained from EDUC2230A Education II, a teaching subject, EDUC2231A Mathematics for Primary School Teacher II and/or a 24 *credit* language course).

#### Third Year of Study:

300 *credits* (including 48 *credits* for EDUC3142A Teaching Experience IIIA, EDUC3143A Teaching Experience IIIB and 24 *credits* obtained from EDUC3132A Mathematics for Primary School Teachers III or EDUC3139A Teaching Home Language in the Intermediate Phase).

#### Third Year of Study (repeat):

360 *credits* (including 48 *credits* for EDUC3142A Teaching Experience IIIA, EDUC3143A Teaching Experience IIIB and 48 *credits* obtained from EDUC3117A Education III, EDUC3132A Mathematics for Primary School Teachers III or EDUC3139A Teaching Home Language in the Intermediate Phase).

#### Fourth Year of Study:

408 *credits* (including 72 *credits* for EDUC4232A Teaching Experience IVA, EDUC4233A Teaching Experience IVB and 24 *credits* obtained from EDUC4212A Education IV, EDUC4225A Mathematics or EDUC4272A Teaching Additional Languages for Primary School Teachers IV).

### 2.1.2.5 Completion Rules

*Students* must complete the full *curriculum* as stipulated above in order to complete the *qualification*.

## 2.1.3 Bachelor of Education in Senior Phase and Further Education and Training Teaching

### 2.1.3.1 Admission Rules

#### a) Matriculation requirements:

The normal requirement for *admission* is matriculation with exemption. However, with permission of the *Senate* and in terms of Rule G4.10.2, an *applicant* may be considered for *admission* provided that s/he has passed the Senior Certificate examination (including English) in the Higher Grade and has, in addition, demonstrated, in a selection process approved by the *Senate*, that s/he is suitable for *admission*.



**b) National Senior Certificate and National Certificate (Vocational) Requirements:**

A pass in English First Language with at least 5 at the NSC level or a pass in English First Additional Language with at least 5 at the NSC level. Teachers who are in possession of a recognised certificate or diploma in education may be admitted with a possibility of transfer of *credits* for cognate previous studies.

**c) Admission into courses:**

*Admission* into courses is governed by the *course corequisite* and *prerequisite* rules under point d).

**d) Prerequisite Courses:**

Except when permitted by the *Senate*, a *student* may not register for the *courses* in list A unless *s/he* has *credit* or *exemption* for the *course* in list B. See the *course prerequisite* tables for the *curriculum* in which you are enrolling.

**2.1.3.2 Curriculum****Curriculum for Bachelor of Education in Senior Phase and Further Education and Training Teaching**

| Programme Code: HFA02                             |  | NQF Exit Level: 7 |           |
|---|--|-------------------|-----------|
| Plan Code: HPASPFT20                              |  | NQF Credits: 480  |           |
| Course Code                                       | Description                                | NQF Credits       | NQF Level |
| Year of Study I                                   |  |                   |           |
| i)  |  |                   |           |
| EDUC1248A   | Education IA                               | 6                 | 5         |
| EDUC1249A   | Education IB                               | 18                | 6         |
| EDUC1261A   | Teaching Experience IA                     | 6                 | 5         |
| EDUC1262A   | Teaching Experience IB                     | 6                 | 6         |
| EDUC1280A   | Literacy for Senior Phase and FET Teachers | 12                | 6         |
| EDUC1269A   | Becoming a Teacher A                       | 6                 | 5         |
| EDUC1270A   | Becoming a Teacher B                       | 6                 | 6         |
| (ii) Select two of the following <i>courses</i> : |  |                   |           |
| EDUC1274A   | Natural Sciences I                         | 24                | 6         |
| EDUC1275A   | Social Sciences I                          | 24                | 6         |
| EDUC1276A   | English I                                  | 24                | 6         |
| EDUC1267A   | isiZulu I                                  | 24                | 6         |
| EDUC1268A   | Sesotho I                                  | 24                | 6         |
| EDUC1277A   | Mathematics I                              | 24                | 6         |
| EDUC1279A   | Technology I                               | 24                | 6         |
| EDUC1278A   | Information Technology I                   | 24                | 6         |
| EDUC1287A   | Life Orientation I                         | 24                | 6         |

| Programme Code: HFA02   |  | NQF Exit Level: 7 |           |
|---|--|-------------------|-----------|
| Plan Code: HPASPJET20   |  | NQF Credits: 480  |           |
| Course Code   | Description                                | NQF Credits       | NQF Level |
| (iii) Select one of the following <i>courses</i> subject to the following conditions:   |  |                   |           |
| a) A student who has not demonstrated their ICT competency:   |  |                   |           |
| EDUC1260A   | ICT Literacy                               | 12                | 5         |
| b) For <i>students</i> to whom a) does not apply, one of the following <i>courses</i> :   |  |                   |           |
| EDUC1257A   | Fun with Choir                             | 12                | 5         |
| EDUC1256A   | Physical Activity and Sports in Schools    | 12                | 5         |
| EDUC1259A   | Financial Planning and Entrepreneurship    | 12                | 5         |
| EDUC1316A   | Learning in and Through Art                | 12                | 5         |
| EDUC1317A   | Learning in and Through Drama              | 12                | 5         |
| iv) Select this <i>course</i> only by School instruction only:  |  |                   |           |
| EDUC1263A   | Additional Teaching Experience I           | 0                 | 6         |
| Year of Study II  |  |                   |           |
| i)  |  |                   |           |
| EDUC2230A   | Education II                               | 24                | 6         |
| EDUC2238A   | Teaching Experience II                     | 12                | 6         |
| EDUC2266A   | Life Skills for Teachers                   | 12                | 6         |
| <p><b>BEd in Senior Phase and Further Education and Training Teaching</b> students who register for Life Orientation 1 (EDUC 1287A) are exempt from registering for Life Skills for Teachers (EDUC 2266A). Instead, students must register for an additional elective which is compatible with Life Orientation, either</p> <p>(i) School-Based Support (EDUC1258A); or (ii) Financial Planning and Entrepreneurship (EDUC1259A) are recommended.</p> |  |                   |           |
| ii) Select the level II <i>courses</i> of the <i>courses</i> selected in Year of Study I (ii) above:  |  |                   |           |
| EDUC2263A   | Natural Sciences II                        | 24                | 6         |
| EDUC2264A   | Social Sciences II                         | 24                | 6         |
| EDUC2259A   | English II                                 | 24                | 6         |
| EDUC2260A   | isiZulu II                                 | 24                | 6         |
| EDUC2261A   | Sesotho II                                 | 24                | 6         |
| EDUC2258A   | Mathematics II                             | 24                | 6         |
| EDUC2262A   | Technology II                              | 24                | 6         |
| EDUC2265A   | Information Technology II                  | 24                | 6         |
| EDUC2269A   | Life Orientation II                        | 24                | 6         |
| iii) Select a <i>course</i> in Senior Phase pedagogy A and B corresponding to one course taken in Year of Study II (ii) above:  |  |                   |           |
| EDUC2302A   | Teaching Natural Sciences (Senior Phase) A | 6                 | 6         |
| EDUC2303A   | Teaching Natural Sciences (Senior Phase) B | 6                 | 7         |

| Programme Code: HFA02  |   | NQF Exit Level: 7 |           |
|--|---|-------------------|-----------|
| Plan Code: HPASPFET20  |   | NQF Credits: 480  |           |
| Course Code  | Description   | NQF Credits       | NQF Level |
| EDUC2248A  | Teaching Social Sciences (Senior Phase) A               | 6                 | 6         |
| EDUC2249A  | Teaching Social Sciences (Senior Phase) B               | 6                 | 7         |
| EDUC2252A  | Teaching English (Senior Phase) A                       | 6                 | 6         |
| EDUC2253A  | Teaching English (Senior Phase) B                       | 6                 | 7         |
| EDUC2256A  | Teaching isiZulu (Senior Phase) A                       | 6                 | 6         |
| EDUC2257A  | Teaching isiZulu (Senior Phase) B                       | 6                 | 7         |
| EDUC2267A  | Teaching Sesotho (Senior Phase) A                       | 6                 | 6         |
| EDUC2268A  | Teaching Sesotho (Senior Phase) B                       | 6                 | 7         |
| EDUC2254A  | Teaching Mathematics (Senior Phase) A                   | 6                 | 6         |
| EDUC2255A  | Teaching Mathematics (Senior Phase) B                   | 6                 | 7         |
| EDUC2246A  | Teaching Technology (Senior Phase) A                    | 6                 | 6         |
| EDUC2247A  | Teaching Technology (Senior Phase) B                    | 6                 | 7         |
| EDUC2240A  | Teaching Information Technology (FET) IA                | 6                 | 6         |
| EDUC2241A  | Teaching Information Technology (FET) IB                | 6                 | 7         |
| iv) Select one of the following <i>courses</i> subject to the following conditions:  |   |                   |           |
| a) A <i>student</i> who does not have an indigenous African language (excluding Afrikaans) on their Matric or <i>National Senior Certificate</i> and cannot demonstrate conversational competence; and did not complete a <i>course</i> from Year of Study I (iii) b) above, must select one of: |   |                   |           |
| EDUC1265A  | isiZulu (Conversational Competence)                     | 12                | 5         |
| EDUC1266A  | Sesotho (Conversational Competence)                     | 12                | 5         |
| EDUC1272A  | South African Sign Language (Conversational Competence) | 12                | 5         |
| v) For <i>students</i> to whom a) does not apply, one of:  |   |                   |           |
| EDUC1257A  | Fun with Choir  | 12                | 5         |
| EDUC1256A  | Physical Activity and Sports in Schools                 | 12                | 5         |
| EDUC1259A  | Financial Planning and Entrepreneurship                 | 12                | 5         |
| EDUC1316A  | Learning in and through Art                             | 12                | 5         |
| EDUC1317A  | Learning in and through Drama                           | 12                | 5         |
| vi) Select this <i>course</i> only by School instruction   |   |                   |           |
| EDUC2239A  | Additional Teaching Experience II                       | 0                 | 6         |
| Year of Study III  |   |                   |           |
| i)   |   |                   |           |
| EDUC3117A  | Education III   | 24                | 7         |
| EDUC3142A  | Teaching Experience IIIA                                | 18                | 6         |
| EDUC3143A  | Teaching Experience IIIB                                | 6                 | 7         |

| Programme Code: HFA02   |  | NQF Exit Level: 7 |           |
|---|--|-------------------|-----------|
| Plan Code: HPASPJET20   |  | NQF Credits: 480  |           |
| Course Code   | Description                                    | NQF Credits       | NQF Level |
| ii) Subject to the prerequisite rules, select two level III <i>courses</i> from:  |  |                   |           |
| EDUC3126A   | Life Sciences IIIA or                          | 24                | 7         |
| EDUC3127A   | Life Sciences IIIB                             | 24                |           |
| EDUC3135A   | Physical Sciences IIIA or                      | 24                | 7         |
| EDUC3136A   | Physical Sciences IIIB                         | 24                |           |
| EDUC3122A   | Geography III                                  | 24                | 7         |
| EDUC3123A   | History III                                    | 24                | 7         |
| EDUC3119A   | English III                                    | 24                | 7         |
| EDUC3125A   | isiZulu III                                    | 24                | 7         |
| EDUC3138A   | Sesotho III                                    | 24                | 7         |
| EDUC3030A   | Mathematics III                                | 24                | 7         |
| EDUC3118A   | Engineering Graphics and Design III            | 24                | 7         |
| EDUC3134A   | Mechanical Technology III                      | 24                | 7         |
| EDUC3124A   | Information Technology III                     | 24                | 7         |
| EDUC3150A   | Life Orientation III                           | 24                | 7         |
| iii) Select a <i>course</i> in Further Education and Training pedagogy corresponding to a <i>course</i> selected in Year of Study III (ii) above: |  |                   |           |
| EDUC4262A   | Teaching Life Sciences (FET)                   | 12                | 7         |
| EDUC4263A   | Teaching Physical Sciences (FET)               | 12                | 7         |
| EDUC4264A   | Teaching Geography (FET)                       | 12                | 7         |
| EDUC4265A   | Teaching History (FET)                         | 12                | 7         |
| EDUC4266A   | Teaching English (FET)                         | 12                | 7         |
| EDUC4267A   | Teaching isiZulu (FET)                         | 12                | 7         |
| EDUC4268A   | Teaching Sesotho (FET)                         | 12                | 7         |
| EDUC4269A   | Teaching Mathematics (FET)                     | 12                | 7         |
| EDUC4270A   | Teaching Engineering Graphics and Design (FET) | 12                | 7         |
| EDUC4234A   | Teaching Mechanical Technology (FET)           | 12                | 7         |
| EDUC4271A   | Teaching Information Technology II (FET)       | 12                | 7         |
| EDUC4236A   | Teaching Life Orientation (FET)                | 12                | 7         |
| iv) Select another <i>course</i> in a Senior Phase pedagogy corresponding to the other <i>course</i> taken in Year of Study (ii) above:           |  |                   |           |
| EDUC2302A   | Teaching Natural Sciences (Senior Phase) A     | 6                 | 6         |
| EDUC2303A   | Teaching Natural Sciences (Senior Phase) B     | 6                 | 6         |
| EDUC2248A   | Teaching Social Sciences (Senior Phase) A      | 6                 | 6         |
| EDUC2249A   | Teaching Social Sciences (Senior Phase) A      | 6                 | 6         |

| Programme Code: HFA02  |  | NQF Exit Level: 7 |           |
|--|--|-------------------|-----------|
| Plan Code: HPASPFET20  |  | NQF Credits: 480  |           |
| Course Code  | Description                                | NQF Credits       | NQF Level |
| EDUC2300A  | Teaching Life Orientation (Senior Phase A) | 6                 | 6         |
| EDUC2301A  | Teaching Life Orientation (Senior Phase B) | 6                 | 6         |
| EDUC2252A  | Teaching English (Senior Phase) A          | 6                 | 6         |
| EDUC2253A  | Teaching English (Senior Phase) B          | 6                 | 6         |
| EDUC2256A  | Teaching isiZulu (Senior Phase) A          | 6                 | 6         |
| EDUC2257A  | Teaching isiZulu (Senior Phase) A          | 6                 | 6         |
| EDUC2267A  | Teaching Sesotho (Senior Phase) A          | 6                 | 6         |
| EDUC2268A  | Teaching Sesotho (Senior Phase) B          | 6                 | 6         |
| EDUC2254A  | Teaching Mathematics (Senior Phase) A      | 6                 | 6         |
| EDUC2255A  | Teaching Mathematics (Senior Phase) B      | 6                 | 6         |
| EDUC2246A  | Teaching Technology (Senior Phase) A       | 6                 | 6         |
| EDUC2247A  | Teaching Technology (Senior Phase) B       | 6                 | 6         |
| EDUC2240A  | Teaching Information Technology (FET) 1A   | 6                 | 6         |
| EDUC2241A  | Teaching Information Technology (FET) 1B   | 6                 | 7         |
| EDUC2270A  | Teaching Life Orientation (Senior Phase)   | 12                | 6         |
| v) For <i>students</i> who have not yet completed two elective options, select one of the following: |  |                   |           |
| EDUC1257A  | Fun with Choir                             | 12                | 5         |
| EDUC1256A  | Physical Activity and Sports in Schools    | 12                | 5         |
| EDUC1258A  | School-Based support                       | 12                | 5         |
| EDUC1259A  | Financial Planning and Entrepreneurship    | 12                | 5         |
| EDUC1316A  | Learning in and through Art                | 12                | 5         |
| EDUC1317A  | Learning in and through Drama              | 12                | 5         |
| vi) Select this <i>course</i> only by School instruction   |  |                   |           |
| EDUC3115A  | Additional Teaching Experience III         | 0                 | 7         |
| Year of Study IV   |  |                   |           |
| i)   |  |                   |           |
| EDUC4212A  | Education IV                               | 24                | 7         |
| EDUC4210A  | Being a Teacher                            | 12                | 7         |
| EDUC4232A  | Teaching Experience IVA                    | 12                | 7         |
| EDUC4233A  | Teaching Experience IVB                    | 12                | 7         |
| (ii) Subject to the prerequisite rules, select one level IV <i>course</i> from:                      |  |                   |           |
| EDUC4221A  | Life Sciences IV                           | 24                | 7         |
| EDUC4229A  | Physical Sciences IV                       | 24                | 7         |
| EDUC4217A  | Geography IV                               | 24                | 7         |

| Programme Code: HFA02   |  | NQF Exit Level: 7 |           |
|---|--|-------------------|-----------|
| Plan Code: HPASPJET20   |  | NQF Credits: 480  |           |
| Course Code   | Description                                    | NQF Credits       | NQF Level |
| EDUC4218A   | History IV                                     | 24                | 7         |
| EDUC4214A   | English IV                                     | 24                | 7         |
| EDUC4220A   | isiZulu IV                                     | 24                | 7         |
| EDUC4230A   | Sesotho IV                                     | 24                | 7         |
| EDUC4225A   | Mathematics IV                                 | 24                | 7         |
| EDUC4213A   | Engineering Graphics and Design IV             | 24                | 7         |
| EDUC4228A   | Mechanical Technology IV                       | 24                | 7         |
| EDUC4219A   | Information Technology IV                      | 24                | 7         |
| (iii) Select one <i>course</i> from the following options:  |  |                   |           |
| a) A second <i>course</i> from Year of Study IV (ii) above or   |  |                   |           |
| b) A third <i>course</i> from Year of Study III (ii) above or   |  |                   |           |
| c) One of the following <i>courses</i> subject to the prerequisite rules:   |  |                   |           |
| EDUC1276A   | English I                                      | 24                | 6         |
| EDUC1267A   | isiZulu I                                      | 24                | 6         |
| EDUC1268A   | Sesotho I                                      | 24                | 6         |
| EDUC1264A   | South African Sign Language I                  | 24                | 6         |
| EDUC1313A   | isiZulu Additional Language I                  | 24                | 6         |
| EDUC1314A   | Sesotho Additional Language I                  | 24                | 6         |
| (iv) Select a <i>course</i> in Further Education and Training phase pedagogy corresponding to the <i>course</i> selected in Year of Study IV (iii) above: |  |                   |           |
| EDUC4262A   | Teaching Life Sciences (FET)                   | 12                | 7         |
| EDUC4263A   | Teaching Physical Sciences (FET)               | 12                | 7         |
| EDUC4264A   | Teaching Geography (FET)                       | 12                | 7         |
| EDUC4265A   | Teaching History (FET)                         | 12                | 7         |
| EDUC4266A   | Teaching English (FET)                         | 12                | 7         |
| EDUC4267A   | Teaching isiZulu (FET)                         | 12                | 7         |
| EDUC4268A   | Teaching Sesotho (FET)                         | 12                | 7         |
| EDUC4269A   | Teaching Mathematics (FET)                     | 12                | 7         |
| EDUC4270A   | Teaching Engineering Graphics and Design (FET) | 12                | 7         |
| EDUC4234A   | Teaching Mechanical Technology (FET)           | 12                | 7         |
| EDUC4271A   | Teaching Information Technology II (FET)       | 12                | 7         |
| EDUC4236A   | Teaching Life Orientation (FET)                | 12                | 7         |
| v) For <i>students</i> who have not yet completed two elective options, select one of the following:  |  |                   |           |
| EDUC1257A   | Fun with Choir                                 | 12                | 5         |

| <b>Programme Code: HFA02</b>                       |   | <b>NQF Exit Level: 7</b> |                  |
|--|---|--------------------------|------------------|
| <b>Plan Code: HPASPFET20</b>                       |   | <b>NQF Credits: 480</b>  |                  |
| <b>Course Code</b>                                 | <b>Description</b>                      | <b>NQF Credits</b>       | <b>NQF Level</b> |
| EDUC1256A  | Physical Activity and Sports in Schools | 12                       | 5                |
| EDUC1259A  | Financial Planning and Entrepreneurship | 12                       | 5                |
| EDUC1258A  | School-based support                    | 12                       | 5                |
| EDUC1316A  | Learning in and through Art             | 12                       | 5                |
| EDUC1317A  | Learning in and through Drama           | 12                       | 5                |
| vi) Select this course only by school instruction: |   |                          |                  |
| EDUC4279A  | Additional Teaching Experience IV       | 0                        | 7                |

### 2.1.3.3 Course Corequisites and Prerequisites

| <b>A. Course</b>                                   | <b>B. Prerequisites</b>   |
|--|---|
| EDUC3167A Education III and EDUC4237A Education IV | EDUC1248A/ EDUC1228A Education IA, EDUC1249A/ EDUC1228A Education IB and EDUC2230A Education II               |
| EDUC3118A Engineering Graphics and Design III      | EDUC2262A Technology II   |
| EDUC4213A Engineering Graphics and Design IV       | EDUC3118A Engineering Graphics and Design III   |
| EDUC 2259A/ EDUC2278A English II                   | EDUC1276A/EDUC1296A English I   |
| EDUC3158A English III                              | EDUC2259A/ EDUC2278A English II   |
| EDUC4255A English IV                               | EDUC3158A English III   |
| EDUC3156A Geography III                            | EDUC2264A/EDUC2277A Social Sciences II  |
| EDUC4253A Geography IV                             | EDUC3156A Geography III   |
| EDUC3157A History III                              | EDUC2264A/ EDUC2277A Social Sciences II   |
| EDUC4254A History IV                               | EDUC3157A History III   |
| EDUC1278A/EDUC1301A Information Technology I       | Pass of 65% for Mathematics or Technical Mathematics at NSC level or Higher Grade Mathematics at Matric level |
| EDUC2265A/EDUC2283A Information Technology II      | EDUC1278A/ EDUC1301A Information Technology I   |
| EDUC3164A Information Technology III               | EDUC2265A/ EDUC2283A Information Technology II  |
| EDUC4219A Information Technology IV                | EDUC3164A Information Technology III  |
| EDUC1267A/ EDUC1297A IsiZulu I                     | Pass of 60% in IsiZulu (HL or FAL) at NSC or Higher Grade at matric   |
| EDUC2260A / EDUC2279A IsiZulu II                   | EDUC1267A/ EDUC1297A IsiZulu I  |
| EDUC3159A IsiZulu III                              | EDUC2260A/ EDUC2279A IsiZulu II   |
| EDUC4256A IsiZulu IV                               | EDUC3159A IsiZulu III   |

| A. Course  | B. Prerequisites  |
|--|---|
| EDUC3152A Life Sciences IIIA or EDUC3153A Life Sciences IIIB                             | EDUC2263A/ EDUC2276A Natural Sciences II  |
| EDUC4251A Life Sciences IV   | EDUC3152A Life Sciences IIIA or EDUC3153A Life Sciences IIIB  |
| EDUC1277A/ EDUC1299A Mathematics I   | Pass of 65% for Mathematics or Technical Mathematics at NSC level or Higher Grade Mathematics at Matric level |
| EDUC2258A/ EDUC2281A Mathematics II  | EDUC1277A/ EDUC1299A Mathematics I  |
| EDUC3161A Mathematics III  | EDUC2258A/ EDUC2281A Mathematics II   |
| EDUC4258A Mathematics IV   | EDUC3161A Mathematics III   |
| EDUC3163A Mechanical Technology III  | EDUC2262A/ EDUC2282A Technology II  |
| EDUC4228A Mechanical Technology IV   | EDUC2262A/ EDUC2282A Technology II  |
| EDUC1274A / EDUC1294A Natural Sciences I   | A pass of 60% in Life Science or Physical Science at NSC or Higher Grade at Matric level                      |
| EDUC2263A/ EDUC2276A Natural Sciences II   | EDUC1274A/ EDUC1294A Natural Sciences I   |
| EDUC3135A/EDUC3154A Physical Sciences IIIA or EDUC3136A/EDUC3155A Physical Sciences IIIB | EDUC2263A/ EDUC2276A Natural Sciences II  |
| EDUC4252A Physical Sciences IV   | EDUC3135A/EDUC3154A Physical Sciences IIIA or EDUC3136A/EDUC3155A Physical Sciences IIIB                      |
| EDUC1268A/ EDUC1298A Sesotho I   | Pass of 60% in Sesotho (HL or FAL) at NSC or Higher Grade at Matric level                                     |
| EDUC2261A/ EDUC2280A Sesotho II  | EDUC1268A Sesotho I   |
| EDUC3160A Sesotho III  | EDUC2261A/ EDUC2280A Sesotho II   |
| EDUC4257A Sesotho IV   | EDUC3160A Sesotho III   |
| EDUC1275A Social Sciences I  | Pass of 60% in Geography or History at NSC or Higher Grade at Matric level                                    |
| EDUC2264A/ EDUC2277A Social Sciences II  | EDUC1275A/ EDUC1295A Social Sciences I  |
| EDUC4248A Teaching Engineering Graphics and Design (FET)                                 | EDUC2262A/ EDUC2282A Technology II  |
| EDUC4244A Teaching English (FET)   | EDUC2259A/ EDUC2278A English II   |
| EDUC4242A Teaching Geography (FET)   | EDUC2264A/ EDUC2277A Social Sciences II   |
| EDUC4243A Teaching History (FET)   | EDUC2264A/ EDUC2277A Social Sciences II   |
| EDUC4271A / EDUC4250A Teaching Information Technology II (FET)                           | EDUC1278A/EDUC1301A Information Technology I  |
| EDUC4271A /EDUC4250A Teaching Information Technology II (FET)                            | EDUC2265A/ EDUC2283A Information Technology II and EDUC4271A /EDUC4250A Teaching Information Technology II    |
| EDUC4245A Teaching isiZulu (FET)   | EDUC2260A/ EDUC2279A isiZulu II   |



| A. Course   | B. Prerequisites  |
|---|---|
| EDUC2252A/ EDUC2289A Teaching English (Senior Phase) A and EDUC2253A/EDUC2290A Teaching English (Senior Phase) B                  | EDUC1276A/ EDUC1296A English I  |
| EDUC2256A/ EDUC2291A Teaching isiZulu (Senior Phase) A and EDUC2257A/EDUC2292A Teaching isiZulu (Senior Phase) B                  | EDUC1267A/ EDUC1297A isiZulu I  |
| EDUC2267A/ EDUC2293A Teaching Sesotho (Senior Phase) A and EDUC2268A/EDUC2294A Teaching Sesotho (Senior Phase) B                  | EDUC1268A/ EDUC1298A Sesotho I  |
| EDUC4240A Teaching Life Sciences (FET)  | EDUC2263A/ EDUC2276 Natural Sciences II   |
| EDUC2254A/ EDUC2295A Teaching Mathematics (Senior Phase) A and EDUC2255A/ EDUC2296A Teaching Mathematics (Senior Phase) B         | EDUC1277A/ EDUC1299A Mathematics I  |
| EDUC4247A Teaching Mathematics (FET)  | EDUC2258A/ EDUC2281A Mathematics II   |
| EDUC4249A Teaching Mechanical Technology (FET)  | EDUC2262A/ EDUC2282A Technology II  |
| EDUC2302A Teaching Natural Sciences (Senior Phase) A and EDUC2303A Teaching Natural Sciences (Senior Phase) B                     | EDUC1274A/ EDUC2276A Natural Sciences I   |
| EDUC4241A Teaching Physical Sciences (FET)  | EDUC2263A/ EDUC2276 Natural Sciences II   |
| EDUC4246A Teaching Sesotho (FET)  | EDUC 2261A/ EDUC2280A Sesotho II  |
| EDUC2248A/ EDUC2287A Teaching Social Sciences (Senior Phase) A and EDUC2249A/ EDUC2288A Teaching Social Sciences (Senior Phase) B | EDUC1275A/ EDUC1295A Social Sciences I  |
| EDUC2246A/ EDUC2297A Teaching Technology (Senior Phase) A and EDUC 2247A/ EDUC2298A Teaching Technology (Senior Phase) B          | EDUC1279A/ EDUC1300A Technology I   |
| EDUC1279A/ EDUC1300A Technology I   | Pass of 60% in at least one technology orientated subjects at NSC or Higher Grade at matric |
| EDUC2262A/ EDUC2282A Technology II  | EDUC1279A/ EDUC1300A Technology I   |
| EDUC1287A Life Orientation I  | Pass of 60% in Life Orientation at NSC level  |

#### 2.1.3.4 Progression Rules

**In order to progress to the succeeding year of study a student must have obtained the minimum number of credits as listed below:**

##### First Year of Study:

72 *credits* (including 12 *credits* for EDUC1261A/EDUC1289A Teaching Experience IA, EDUC1262A/ EDUC1290A Teaching Experience IB and 24 *credits* obtained from a teaching subject at first year level).

### First Year of Study (repeat):

120 *credits* (including 12 *credits* for EDUC1261A/EDUC1289A Teaching Experience IA, EDUC1262A/EDUC1290A Teaching Experience IB and 48 *credits* obtained from EDUC1248A/EDUC1288A Education IA, EDUC1249A/EDUC1288A Education IB and subject specialisations at first year level).

### Second Year of Study:

180 *credits* (including 24 *credits* for EDUC2238A/EDUC2274A Teaching Experience II and 24 *credits* obtained from a teaching subject at second year level).

### Second Year of Study (repeat):

240 *credits* (including 24 *credits* for EDUC2238A/EDUC2274A Teaching Experience II and 48 *credits* obtained from EDUC2230A/EDUC2273A/EDUC2299A Education II and subject specialisations at second year level).

### Third Year of Study:

300 *credits* (including 48 *credits* for EDUC3151A Teaching Experience IIIA, EDUC3168A Teaching Experience IIIB and 24 *credits* obtained from a teaching subject at third year level).

### Third Year of Study (repeat):

360 *credits* (including 48 *credits* for EDUC3151A Teaching Experience IIIA, EDUC3168A Teaching Experience IIIB and 48 *credits* obtained from EDUC3167A Education III and subject specialisations at third year level).

### Fourth Year of Study:

408 *credits* (including 72 *credits* for EDUC4261A Teaching Experience IVA and EDUC4238A Teaching Experience IVB and 24 *credits* obtained from EDUC4260A Education IVA and EDUC4237A Education IVB or a teaching subject at fourth year level).

#### 2.1.3.5 Completion Rules

*Students* must complete the full *curriculum* as stipulated above in order to complete the *qualification*.

## 2.2 Supplementary Examinations

A *student* in any year of study who has failed to complete no more than three *courses* prescribed for that particular year of study, but who has obtained *credit* for all the *courses* prescribed for any preceding year of study, may be permitted by the *Senate* to present her/himself for a supplementary examination in one or more of *courses* s/he has failed, provided that s/he has obtained in such *course* or *courses* the minimum standard determined by the *Senate* for this purpose.

## 2.3 Exemption from Courses

The *Senate* may in exceptional circumstances exempt a student from a *courses* if s/he has obtained *credit* in a *course* at this or another university which in the opinion of the *Senate* is the same as or similar content.

## 2.4 Academic Progression

Except when permitted by the *Senate*, a *student* may not be admitted to:

- a) The second year of study unless s/he has gained *credit* for at least seven *courses* (including the *course* in Teaching Experience) prescribed for the first year of study;
- b) the third year of study unless s/he has gained *credit* for all the *courses* prescribed for the first year of study and at least seven *courses* (including the *course* in Teaching Experience) prescribed for the second year of study;

- c) The final year of study unless s/he has gained *credit* in all the *courses* prescribed for the first three years of study.

## 2.5 Minimum requirements of study

The minimum requirements of study prescribed for *students* are set out below. A *student* who does not meet the minimum requirements of study may be refused permission by the *Senate* to renew her/his registration. If however, a student is permitted to renew her/his registration after having failed to satisfy the minimum requirements of study s/he may be required to satisfy such further conditions as the *Senate* may determine in her/his case.

## 2.6 Award with Distinction

### 2.6.1 For the unaligned curriculum:

- a) Unless the *Senate* otherwise determines, a student must have completed all years of study for the degree of Bachelor of Education at this *University* and must have completed in the minimum period of study namely, four years full-time for that degree.
- b) In the case of a *student* who has completed *courses* at another university or tertiary institution, the first and second year *courses* may be recognised for the purposes of obtaining the degree of Bachelor of Education.
- c) The following criteria shall be applied to determine whether a *student* shall be awarded the degree with distinction:
- i) A *student* must have at least obtained a first class pass (75% or above) in Teaching Experience IVA or Teaching Experience IVB;
  - ii) A *student* must have obtained at least a first class pass (75% or above) in third and fourth year *courses* to a total of 72 *credits*. This excludes any elective *courses*; and
  - iii) A *student* must have obtained at least an upper second class pass (70%- 74%) in any other third and fourth year *courses* to a total of 24 *credits*. This excludes any elective *courses*.

### 2.6.2 For the aligned curriculum:

Unless the *Senate* otherwise determines, a *candidate* must have completed all years of study for the degree of Bachelor of Education at this *University* and must have completed in the minimum period of study namely, four years (full-time) for that degree.

The following criteria shall be applied to determine whether a *candidate* shall be awarded the degree with distinction:

- a) A *candidate* must have obtained a first class pass (75% or above) in Teaching Experience IVA or Teaching Experience IVB.
- b) A *candidate* must have obtained a first class pass (75% or above) in third and fourth year courses\* to a total of 72 *credits*.
- c) A *candidate* must have obtained an upper second class pass (70%- 74%) in any other third and fourth year courses\* to a total of 24 *credits*.

**\*Excluding *credits* obtained for elective endorsement or enrichment *courses*.**

## 2.7 Additional requirements for the Degree

### 2.7.1 Teaching experience

2.7.1.1 For endorsement in a school phase or phases, a *student* must satisfactorily complete Teaching Experience in the selected phase or phases for a minimum duration as laid down by the Senate for that purpose.

2.7.1.2 A *student* who is repeating a year of study will be required to participate in additional teaching experience during the year of repeat.

### 2.7.2 Language requirement

A *student's* competence to use, as a medium of instruction, English and, unless otherwise permitted by the Senate, at least one other official South African language or another language approved by the Senate shall be reflected as an endorsement on the degree certificate.

### 2.7.3 IT Competence

A *student's* competence in Information Technology for education purposes shall be reflected as an endorsement on the degree certificate.

## 2.8 Endorsement on certificate

In terms of Rule G16.2, the certificate will be endorsed to the effect that the *student* has qualified as a Foundation phase teacher, as Intermediate phase teacher or a Secondary phase and Further Education and Training teacher.

**Note: The term “teacher”, as used in these Rules is interchangeable with the term “educator”.**

## 2.9 Declaration rules

### 2.9.1 Declaration at commencement of studies

Prior to the commencement of the teaching practice in the first year of study a *student* will be required to subscribe to the following declaration from the code of conduct of the South African Council of Educators:

*‘As a student of Education at the University of the Witwatersrand, Johannesburg, I do solemnly declare that:*

*I acknowledge the noble calling of the education profession to educate and train the learners of our country;*

*I acknowledge that the attitude, dedication, self-discipline, ideals, training and conduct of the teaching profession determines the quality of education in this country;*

*I acknowledge, and will uphold and promote basic human rights, as embodied in the Constitution of South Africa;*

*I commit myself therefore to do all within my power, in the exercising of my professional duties, to act in accordance with the ideals of my profession, as expressed in this Code and to act in a proper and becoming way such that my behaviour does not bring the teaching profession into disrepute.*

## 2.9.2 Declaration by graduate

Prior to being admitted to the degree a student will be required to subscribe to the following declaration:

*'As a grad and in Education of the University of the Witwatersrand, Johannesburg, I do solemnly declare that:*

*I acknowledge the great responsibility I now assume for the education and well-being of all persons entrusted to my care;*

*I will strive to foster and protect the needs of learners, and to help them develop as individuals, and as members of their communities;*

*I will, through my example and my teaching, encourage learners to value knowledge and skills, to exercise sound judgement, and to develop humane values and attitudes;*

*I will seek to develop in learners independence of thought, feeling and action that does not infringe on the rights of others;*

*I will not permit consideration of gender, sexual orientation, race, nationality, religion, politics, social standing, or physical or mental ability to prejudice my dealings with any learner;*

*I promise never to insult the dignity, nor to harm nor abuse, any learner in my care, nor will I condone any such action instigated by others;*

*I will use with discretion and fidelity any information that I may obtain in the course of my duties concerning learners or their parents, guardians and families;*

*I will be loyal to my school and my colleagues, and I will contribute to the best of my ability to the full life of the institution I serve and I will, by accepting the rights and duties of an educator, do all in my power to uphold the honour and dignity of my profession.*

## 2.10 Advanced Diplomas

| Qualification name                                    | Programme Code | NQF Credits | NQF Exit Level |
|---|----------------|-------------|----------------|
| Advanced Diploma in Technical and Vocational Teaching | HUA50          | 120         | 7              |

### Length of curriculum

The advanced diploma shall extend over one *academic year* of full-time study or two *academic years* of part-time study.

### Completion Rules

*Students* must complete the full *curriculum* as stipulated below in order to complete the *qualification*.

### 2.10.1 Advanced Diploma in Technical and Vocational Teaching

#### 2.10.1.1 Admission Rules

Admission as a *student* for the Advanced Diploma in Technical and Vocational Teaching is at the discretion of the *Senate*. An applicant must at least have:

- An appropriate 360 *credit* diploma or bachelor's degree, that is linked to teaching specialisations relevant to the TVET context;
- A Senior Certificate with an endorsement or a School Leaving Certificate; and
- A proficiency in English to the satisfaction of the *Senate*, with a minimum of 60% for English at Grade 12 or having passed the previous qualification through the medium of English.

### 2.10.1.2 Curriculum

| Programme Code: HUA50                      |   | NQF Exit Level: 7 |           |
|--|---|-------------------|-----------|
| Plan Code: HFAPDVT30                       |   | NQF Credits: 120  |           |
| Course code                                | Description   | NQF Credits       | NQF Level |
| i)   |   |                   |           |
| EDUC1318A                                  | Education Studies   | 24                | 7         |
| EDUC1319A                                  | Management with Technical and Vocational Education and Training                       | 16                | 7         |
| EDUC1322A                                  | Technical and Vocational Education Studies  | 34                | 7         |
| EDUC1321A                                  | Teaching, Learning and Researching in Technical and Vocational Education and Training | 7                 | 7         |
| EDUC1320A                                  | Teaching Practice   | 24                | 7         |
| EDUC1323A                                  | Lecturer Industry Experience  | 8                 | 7         |
| ii) Select one of the following electives: |   |                   |           |
| EDUC1325A                                  | Curriculum studies: Civil Engineering and Building Construction                       | 7                 | 7         |
| EDUC1324A                                  | Curriculum studies: Electrical Infrastructure Construction                            | 7                 | 7         |
| EDUC1326A                                  | Curriculum studies: Engineering and Related Design                                    | 7                 | 7         |
| EDUC1327A                                  | Curriculum Studies: Information Technology and Communication Science                  | 7                 | 7         |
| EDUC1328A                                  | Curriculum studies: Mathematics   | 7                 | 7         |
| EDUC1329A                                  | Curriculum Studies: Physical Sciences   | 7                 | 7         |

## 3 POSTGRADUATE

### 3.1 Postgraduate Certificate in Education (PGCE)

| Qualification Name  | Programme Code | NQF Exit Level | NQF Credits |
|---|----------------|----------------|-------------|
| Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching (PGCE)                    | HXA00          | 7              | 120         |
| Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching (PGCE) [(Part-time (PT))] | HXA02          | 7              | 120         |

#### 3.1.1 Admission Rules

*Admission* shall be restricted to *applicants* who have satisfied all the requirements for a bachelor's degree at this or another university, which includes credits in a school teaching subject at General Education and Training (Senior Phase Grades 7-9) level (GET) and Further Education and Training Phase (Grades 10 – 12) level (FET). The PGCE may not be taken by B Ed graduates.

### 3.1.2 Restrictions on admission

- a) Unless otherwise permitted by the *Senate*, a *candidate* shall not be admitted as a *student* for the *qualification* unless the *candidate* has obtained *credit* in her/his *qualification* for the following *courses*:
  - i) At least one approved FET teaching subject at NQF level 7 with *courses* extending over one year at each of the levels 1000, 2000 and 3000. Exception: Mathematics, Physics and Chemistry – at levels 1000 and 2000, at NQF level 6.
  - ii) A level 2000 *course* or two level 1000 *courses* extending over at least one year in an approved senior phase teaching subject at NQF level 6.
- b) The *Senate* may admit as a *candidate* a person who has not satisfied all the requirements for a bachelor's degree but in such a case, the Postgraduate Certificate in Education shall not be awarded until the requirements for the bachelor's degree have been satisfied.
- c) Unless otherwise provided for in the rules, an *applicant* who has been admitted as a *candidate* for the certificate under paragraph (b) of this rule shall not qualify for the PGCE unless s/he has obtained credit at level 3000 in the approved FET teaching subject (at level 2000 in the case of Mathematics, Chemistry and Physics), even if all the other requirements for the award of the certificate have been satisfied.
- d) A *candidate* entering the PGCE and selecting multidisciplinary subjects must have sufficient disciplinary learning in appropriate academic fields for their teaching specialisations. If they did not cover sufficient disciplinary subject matter in their degree, they will be required to study and a complete additional subject-oriented *course* prior to or concurrently with their PGCE before the qualification is awarded.
- e) A *candidate* shall be required to satisfy the *Senate* as to competence in the knowledge base of the FET and GET teaching subject and may be required by the *Senate* to complete a subject competency test. Failure to be assessed as competent in the subject knowledge will bar the *candidate* from commencing Teaching Experience until such time as the *candidate* can demonstrate that s/he is competent in the subject knowledge.
- f) A *candidate's* competence to use English, as a medium of instruction, and another language approved by the *Senate* for classroom communication shall be reflected as an endorsement on the certificate.
- g) IT Competence: A *candidate's* competence in Information Technology for educational purposes shall be reflected as an endorsement on the degree certificate.
- h) Approved *university* subjects, Further Education and Training (FET) and Senior Phase subject methodologies and learning areas. The *University* offers PGCE studies in particular FET and Senior Phase teaching subjects. *Applicants* wishing to take FET and Senior Phase teaching subjects not listed in the tables below will need to apply to other institutions, as approved by the *Senate*. *Applicants* will be allowed certain combinations of FET and Senior Phase *courses*. Certain FET and senior Phase *courses* are complementary and must be taken together:
  - i) FET: Accounting or Business Studies or Economics with Senior Phase: Economic and Management Sciences
  - ii) FET: Dramatic Arts or Visual Arts or Music with Senior Phase: Arts and Culture
  - iii) FET: English with Senior Phase languages (English)
  - iv) FET: Mathematics with Senior Phase: Mathematics
  - v) FET: Life Orientation with Senior Phase: Life Orientation
  - vi) FET: Physical Sciences with Senior Phase: Natural Sciences
  - vii) FET: History with Senior Phase Social Sciences

- viii) FET: Geography with Senior Phase: Natural Sciences or Social Sciences
- ix) FET: Life Sciences with Senior Phase: Natural Sciences or Mathematics
- x) FET: English or another FET subject with Senior Phase languages (Sesotho, isiZulu or SA Sign Language)

### 3.1.3 Course Prerequisites

**Table 1 Approved University courses for admission into FET teaching subjects**

| FET teaching subject                     | Approved and corresponding university courses   |
|--|---|
| Course Code                              | Course name   |
| EDUC5178A/<br>EDUC5244A Accounting       | Accounting III; Financial Accounting III;<br>Management Accounting and Auditing III   |
| EDUC5179A/<br>EDUC5245A Business Studies | Business Management III or Business<br>management I plus one of Human Resources III/<br>Marketing Management III  |
| EDUC5180A/<br>EDUC5246A Dramatic Arts    | Speech Training and Dramatic Art III (Speech and<br>Drama, Drama and Dramatic Art)  |
| EDUC5181A/<br>EDUC5247A Economics        | Economics III   |
| EDUC5211A/EDUC5248A English              | English Language and Literature<br>or English I and one of Applied English Language<br>Studies III, African Literature III, Linguistics III,<br>Literary Theory III and Communication and<br>Media Studies III                            |
| EDUC5182A/<br>EDUC5249A Geography        | Geography III   |
| EDUC5183A/ EDUC5250A History             | History III   |
| EDUC5184A/EDUC5251A<br>Life Sciences     | Biological Sciences III or two of the following,<br>one to level III and the other to level 1,<br>Biochemistry, Microbiology, Physiology, Biology,<br>Zoology, Ecology, Environmental Sciences<br>General Biology (or equivalent) Botany. |
| EDUC5124A/EDUC5252A<br>Life Orientation  | Psychology III, or Psychology I and at least one of<br>the following majors: Sociology III, Philosophy<br>III, Political Science III, Human Movement<br>Studies III, Anthropology III; Social Work III; Law<br>and human Rights III       |
| EDUC5137A/EDUC5253A Mathematics          | Mathematics II or Applied Mathematics II<br>and Statistics; Computational and Applied<br>Mathematics II   |
| MUSC5062A/EDUC5254A Music                | Harmony III; Musical Form III; Music in History<br>and Society III; Music Practical III   |
| EDUC5187A/EDUC5255A<br>Physical Sciences | A combination of Physics I and Chemistry II<br>or Physics II and Chemistry or Biochemistry 3,<br>Chemistry 1 and Physics 1.   |
| FINA5021A/ EDUC5256A<br>Visual Arts      | Fine Arts III Art Practical III or Design or Graphic<br>Art III; History of Art III   |



**Table 2 Approved University courses for admission into a second (optional) Senior Phase (GET) teaching subject specialisation**

| GET teaching subject                                  | Approved University courses<br>(at least 24 credits at NQF Level 6)   |
|---|---|
| Course Code   | Course name   |
| EDUC5188A/EDUC5219A<br>Arts and Culture               | Speech Training and Dramatic Art and Drama related course listed in table 1<br>Music and Music related courses listed in table 1<br>Art and Art related courses listed in table 1   |
| EDUC5189A/EDUC5220A Economics and Management Sciences | Two courses in any of the following: Accounting; Business Economics; Business Management; Commercial Law; Economics; Mercantile Law; Industrial Sociology; Industrial Psychology  |
| EDUC5162A/EDUC5221A Languages (English)               | English II OR English I plus one of the following: Applied English Language Studies II; Drama II; African Literature II; Journalism II; media Studies II; Linguistics II  |
| EDUC5164A/EDUC5224A Languages (Sesotho)               | Sesotho II  |
| EDUC5165A/EDUC5225A Languages (isiZulu)               | isiZulu II  |
| EDUC5163A/EDUC5223A Languages (SA Sign Language)      | South African Sign Language (SASL) II   |
| EDUC5090A/EDUC5222A<br>Life Orientation               | Psychology II OR Psychology I plus one of the following: Anthropology II; Human Movement Sciences II; Law II; Philosophy II; Political Science II; Physical Education II; Religion Studies II; Sociology II; Social Work II |
| EDUC5191A/EDUC5226A<br>Social Sciences                | History I and Geography I   |
| EDUC5108A/EDUC5228A<br>Mathematics                    | Two courses in any of the following: Mathematics I; Applied Mathematics I; Statistics I; Computer Science I   |
| EDUC5192A/EDUC5227A<br>Natural Sciences               | At least two of the following courses: Physics I; Chemistry I; Geography I; Environmental Sciences I; Biological Sciences I (or similar courses)  |

### 3.1.4 Curricula

#### 3.1.4.1 Length of curriculum

The *curriculum* for the certificate shall extend over one *academic year* of full-time study or two *academic years* of part-time study.

#### 3.1.4.2 Curriculum

*Curriculum* for Postgraduate Certificate in Education (PGCE)

| Programme Code: HXA00   |   | NQF Exit Level: 7 |           |
|---|---|-------------------|-----------|
| Plan Code: HPAPGC50   |   | NQF Credits: 120  |           |
| Course Code   | Description                             | NQF Credits       | NQF Level |
| i)  |   |                   |           |
| EDUC5177A   | Theory of Education                     | 40                | 7         |
| ii) Select one <i>course</i> in the subject methodology in the associated FET teaching subject indicated in the list below:                           |   |                   |           |
| EDUC5178A   | Accounting                              | 24                | 7         |
| EDUC5179A   | Business Studies                        | 24                | 7         |
| EDUC5180A   | Dramatic Arts                           | 24                | 7         |
| EDUC5181A   | Economics                               | 24                | 7         |
| EDUC5211A   | English (FET)                           | 24                | 7         |
| EDUC5182A   | Geography                               | 24                | 7         |
| EDUC5183A   | History                                 | 24                | 7         |
| EDUC5274A   | Information Technology                  | 24                | 7         |
| EDUC5184A   | Life Sciences                           | 24                | 7         |
| EDUC5185A   | Life Orientation (FET)                  | 24                | 7         |
| EDUC5186A   | Mathematics (FET)                       | 24                | 7         |
| EDUC5288A   | Music                                   | 24                | 7         |
| EDUC5187A   | Physical Sciences                       | 24                | 7         |
| EDUC5289A   | Visual Arts                             | 24                | 7         |
| EDUC5166A   | isiZulu                                 | 24                | 7         |
| EDUC5167A   | Sesotho                                 | 24                | 7         |
| iii) Select one <i>course</i> of the subject methodology courses in the associated senior phase teaching subject indicated in the list below:         |   |                   |           |
| EDUC5188A   | Arts and Culture                        | 24                | 7         |
| EDUC5189A   | Economics and Management Sciences       | 24                | 7         |
| EDUC5162A   | Languages (English)                     | 24                | 7         |
| EDUC5190A   | Life Orientation (Senior Phase)         | 24                | 7         |
| EDUC5163A   | Languages (South African Sign Language) | 24                | 7         |
| EDUC5164A   | Languages (Sesotho)                     | 24                | 7         |
| EDUC5165A   | Languages (isiZulu)                     | 24                | 7         |
| EDUC5191A   | Social Sciences                         | 24                | 7         |
| EDUC5192A   | Natural Sciences                        | 24                | 7         |
| EDUC5193A   | Mathematics (Senior Phase)              | 24                | 7         |
| EDUC5276A   | Computer Application Technology         | 24                | 7         |
| iv) Select one <i>course</i> in teaching experience in the associated FET subject selected in ii) subject methodology, from the list indicated below: |   |                   |           |

| Programme Code: HXA00  |  | NQF Exit Level: 7 |           |
|--|--|-------------------|-----------|
| Plan Code: HPAPGC50  |  | NQF Credits: 120  |           |
| Course Code  | Description  | NQF Credits       | NQF Level |
| EDUC5194A  | Accounting Teaching Experience   | 16                | 7         |
| EDUC5195A  | Business Studies Teaching Experience                                     | 16                | 7         |
| EDUC5196A  | Dramatic Arts Teaching Experience  | 16                | 7         |
| EDUC5197A  | Economics Teaching Experience  | 16                | 7         |
| EDUC5198A  | English Teaching Experience  | 16                | 7         |
| EDUC5168A  | isiZulu Teaching Experience  | 16                | 7         |
| EDUC5169A  | Sesotho Teaching Experience  | 16                | 7         |
| EDUC5199A  | Geography Teaching Experience  | 16                | 7         |
| EDUC5200A  | History Teaching Experience  | 16                | 7         |
| EDUC5201A  | Life Sciences Teaching Experience  | 16                | 7         |
| EDUC5202A  | Life Orientation (FET) Teaching Experience                               | 16                | 7         |
| EDUC5203A  | Mathematics (FET) Teaching Experience                                    | 16                | 7         |
| EDUC5287A  | Music Teaching Experience  | 16                | 7         |
| EDUC5204A  | Physical Sciences Teaching Experience                                    | 16                | 7         |
| EDUC5286A  | Visual Arts Teaching Experience  | 16                | 7         |
| EDUC5275A  | Information Technology Teaching Experience                               | 16                | 7         |
| v) Select one <i>course</i> in teaching experience in the associated Senior Phase subject selected in iii) subject methodology, from the list indicated below:                                   |  |                   |           |
| EDUC5205A  | Arts and Culture Teaching Experience                                     | 16                | 7         |
| EDUC5277A  | Computer Application Technology Teaching Experience                      | 16                | 7         |
| EDUC5206A  | Economic and Management Sciences Teaching Experience                     | 16                | 7         |
| EDUC5170A  | Languages (English) Teaching Experience                                  | 16                | 7         |
| EDUC5207A  | Life Orientation (Senior Phase) Teaching Experience                      | 16                | 7         |
| EDUC5208A  | Social Sciences Teaching Experience                                      | 16                | 7         |
| EDUC5209A  | Mathematics (Senior Phase) Teaching Experience                           | 16                | 7         |
| EDUC5210A  | Natural Sciences Teaching Experience                                     | 16                | 7         |
| EDUC5171A  | Languages (Sesotho) Teaching Experience                                  | 16                | 7         |
| EDUC5172A  | Languages (isiZulu) Teaching Experience                                  | 16                | 7         |
| EDUC5173A  | Languages (South African Sign Language Senior Phase) Teaching Experience | 16                | 7         |
| vi) The <i>candidate</i> must apply for exemption and provide documentary proof of existing competence in computer literacy for exemption to be granted from the <i>course</i> or parts thereof. |  |                   |           |
| EDUC5161A  | ICT literacy   | 12                | 5         |

| Programme Code: HXA00   |   | NQF Exit Level: 7 |           |
|---|---|-------------------|-----------|
| Plan Code: HPAPGC50   |   | NQF Credits: 120  |           |
| Course Code   | Description   | NQF Credits       | NQF Level |
| vii) Select one <i>course</i> from the list below, unless the <i>candidate</i> applies for exemption and provides documentary proof of existing competence in an indigenous African language (excluding Afrikaans) or South African Sign Language and is granted exemption from the <i>course</i> or parts thereof. |   |                   |           |
| EDUC5174A   | isiZulu (Conversational Competence)                     | 12                | 5         |
| EDUC5175A   | South African Sign Language (Conversational Competence) | 12                | 5         |
| EDUC5176A   | Sesotho (Conversational Competence)                     | 12                | 5         |
| Optional <i>courses</i> : A second Senior Phase Subject Methodology and Teaching Experience in an approved teaching subject, but does not contribute towards the credits required for the PGCE <i>qualification</i> .   |   |                   |           |

### 3.1.4.3 Curriculum (Part-time)

| Programme Code: HXA02   |  | NQF Exit Level: 7 |           |
|---|--|-------------------|-----------|
| Plan Code: HPAPGC51   |  | NQF Credits: 120  |           |
| Course Code   | Description  | NQF Credits       | NQF Level |
| Year of Study I   |  |                   |           |
| i)  |  |                   |           |
| EDUC5218A   | Theory of Education A                                | 20                | 7         |
| ii) Select one <i>course</i> in subject methodology courses in the associated senior phase teaching subject indicated in the list below:                        |  |                   |           |
| EDUC5219A   | Arts and Culture                                     | 24                | 7         |
| EDUC5276A   | Computer Application Technology                      | 24                | 7         |
| EDUC5220A   | Economics and Management Sciences                    | 24                | 7         |
| EDUC5221A   | Languages (English)                                  | 24                | 7         |
| EDUC5222A   | Life Orientation (Senior Phase)                      | 24                | 7         |
| EDUC5223A   | Languages (South African Sign Language)              | 24                | 7         |
| EDUC5224A   | Languages (Sesotho)                                  | 24                | 7         |
| EDUC5225A   | Languages (isiZulu)                                  | 24                | 7         |
| EDUC5226A   | Social Sciences                                      | 24                | 7         |
| EDUC5227A   | Natural Sciences                                     | 24                | 7         |
| EDUC5228A   | Mathematics (Senior Phase)                           | 24                | 7         |
| iii) Select one <i>course</i> in teaching experience in the associated Senior Phase subject selected in ii) subject methodology, from the list indicated below: |  |                   |           |
| EDUC5230A   | Economic and Management Sciences Teaching Experience | 16                | 7         |
| EDUC5231A   | Languages (English) Teaching Experience              | 16                | 7         |

| Programme Code: HXA02   |  | NQF Exit Level: 7 |           |
|---|--|-------------------|-----------|
| Plan Code: HPAPGC51   |  | NQF Credits: 120  |           |
| Course Code   | Description  | NQF Credits       | NQF Level |
| EDUC5232A   | Life Orientation (Senior Phase) Teaching Experience                      | 16                | 7         |
| EDUC5233A   | Social Sciences Teaching Experience                                      | 16                | 7         |
| EDUC5234A   | Mathematics (Senior Phase) Teaching Experience                           | 16                | 7         |
| EDUC5235A   | Natural Sciences Teaching Experience                                     | 16                | 7         |
| EDUC5236A   | Languages (Sesotho) Teaching Experience                                  | 16                | 7         |
| EDUC5237A   | Languages (isiZulu) Teaching Experience                                  | 16                | 7         |
| EDUC5238A   | Languages (South African Sign Language Senior Phase) Teaching Experience | 16                | 7         |
| iv) A course in ICT literacy unless the <i>candidate</i> applies for exemption by providing documentary proof of existing competence in computer literacy and is granted exemption from the course or parts thereof.  |  |                   |           |
| EDUC5239A   | ICT literacy   | 12                | 5         |
| v) If the <i>candidate</i> obtains exemption in iv) ICT literacy, the <i>candidate</i> may opt to select one course from the list below in either the first or second year of the PGCE. A <i>student</i> who does not have an indigenous African language (excluding Afrikaans) on their Matric or National Senior Certificate, must select one of: |  |                   |           |
| EDUC5240A   | isiZulu (Conversational Competence)                                      | 12                | 5         |
| EDUC5241A   | Sesotho (Conversational Competence)                                      | 12                | 5         |
| EDUC5242A   | South African Sign Language (Conversational Competence)                  | 12                | 5         |
| Year of Study II  |  |                   |           |
| i)  |  |                   |           |
| EDUC5243A   | Theory of Education B  | 20                | 7         |
| ii) Select one course in subject methodology in the associated FET teaching subject indicated in the list below:  |  |                   |           |
| EDUC5244A   | Accounting   | 24                | 7         |
| EDUC5245A   | Business Studies   | 24                | 7         |
| EDUC5246A   | Dramatic Arts  | 24                | 7         |
| EDUC5247A   | Economics  | 24                | 7         |
| EDUC5248A   | English (FET)  | 24                | 7         |
| EDUC5249A   | Geography  | 24                | 7         |
| EDUC5250A   | History  | 24                | 7         |
| EDUC5251A   | Life Sciences  | 24                | 7         |
| EDUC5252A   | Life Orientation (FET)   | 24                | 7         |
| EDUC5253A   | Mathematics (FET)  | 24                | 7         |
| EDUC5254A   | Music  | 24                | 7         |

| Programme Code: HXA02   |   | NQF Exit Level: 7 |           |
|---|---|-------------------|-----------|
| Plan Code: HPAPGC51   |   | NQF Credits: 120  |           |
| Course Code   | Description   | NQF Credits       | NQF Level |
| EDUC5255A   | Physical Sciences                                       | 24                | 7         |
| EDUC5256A   | Visual Arts   | 24                | 7         |
| EDUC5257A   | isiZulu (FET)   | 24                | 7         |
| EDUC5258A   | Sesotho (FET)   | 24                | 7         |
| EDUC5274A   | Information Technology                                  | 24                | 7         |
| iii) Select one <i>course</i> in teaching experience in the associated FET subject selected in ii) subject methodology, from the list indicated below:  |   |                   |           |
| EDUC5259A   | Accounting Teaching Experience                          | 16                | 7         |
| EDUC5260A   | Business Studies Teaching Experience                    | 16                | 7         |
| EDUC5261A   | Dramatic Arts Teaching Experience                       | 16                | 7         |
| EDUC5262A   | Economics Teaching Experience                           | 16                | 7         |
| EDUC5263A   | English Teaching Experience                             | 16                | 7         |
| EDUC5264A   | isiZulu Teaching Experience                             | 16                | 7         |
| EDUC5265A   | Sesotho Teaching Experience                             | 16                | 7         |
| EDUC5266A   | Geography Teaching Experience                           | 16                | 7         |
| EDUC5267A   | History Teaching Experience                             | 16                | 7         |
| EDUC5268A   | Life Sciences Teaching Experience                       | 16                | 7         |
| EDUC5269A   | Life Orientation (FET) Teaching Experience              | 16                | 7         |
| EDUC5270A   | Mathematics (FET) Teaching Experience                   | 16                | 7         |
| EDUC5271A   | Music Teaching Experience (First Instrument)            | 16                | 7         |
| EDUC5272A   | Physical Sciences Teaching Experience                   | 16                | 7         |
| EDUC5273A   | Visual Arts Teaching Experience                         | 16                | 7         |
| EDUC5275A   | Information Technology Teaching Experience              | 16                | 7         |
| iv) If not taken in the first year of study, select one <i>course</i> from the list below, unless the <i>candidate</i> applies for exemption and provides documentary proof of existing competence in an indigenous African language (excluding Afrikaans) or South African Sign Language and is granted exemption from the <i>course</i> or parts thereof. |   |                   |           |
| EDUC5240A   | isiZulu (Conversational Competence)                     | 12                | 5         |
| EDUC5241A   | Sesotho (Conversational Competence)                     | 12                | 5         |
| EDUC5242A   | South African Sign Language (Conversational Competence) | 12                | 5         |

### 3.1.4.4 Progression Rules (PT)

In order to progress to the succeeding year of study a *student* must have obtained the minimum number of *credits* as listed below:

#### First Year of Study:

30 *credits* obtained in *courses*, excluding *credits* obtained for ICT literacy and the language taken at conversational competence level.

#### First Year of Study (repeat):

60 *credits* obtained in *courses*, excluding *credits* obtained for ICT literacy and the language taken at conversational competence level.

## 3.1.5 Credit rules

### Exemption

The *Senate* may in exceptional circumstances exempt a *candidate* from no more than two *courses* listed in the *curriculum* above if s/he has obtained *credit* in a *course* at this or another university which in the opinion of the *Senate* is the same as or similar to one of these *courses*.

## 3.1.6 Repeating Courses

- a) Unless otherwise permitted by the *Senate*, a *candidate* will not be re-admitted to a *course* for which s/he has twice registered and failed to complete.
- b) A *candidate* who has obtained *credit* in *course/s* but who has failed one or more *courses* in Teaching Experience will be required to appeal to the Faculty of Humanities for readmission to the PGCE.

## 3.1.7 Completion Rules

*Students* must complete the full curriculum as stipulated above in order to complete the *qualification*.

## 3.1.8 Conditions for Award of certificate

A *candidate* who has obtained *credit* in the prescribed *courses* and has attained a pass in Teaching Experience, and has satisfied such other requirements as may be stipulated in the *curriculum* shall be qualified for the certificate.

## 3.1.9 Additional requirements for the Award

Language Requirement:

A *student's* competence to use, as a medium of instruction, English, and unless otherwise permitted by the *Senate*, at least one other official South African language or another language approved by the *Senate* shall be reflected as an endorsement on the certificate.

IT Competence

A *student's* competence in Information Technology, for education purposes shall be reflected as an endorsement on the *qualification* certificate.

## 3.2 Postgraduate Diplomas

| Qualification Name  | Programme Code | NQF Credits | NQF Exit Level |
|---|----------------|-------------|----------------|
| Postgraduate Diploma in Education   | HXA01          | 120         | 8              |
| Postgraduate Diploma in Education in the field of Higher Education                      | HXA05          | 120         | 8              |
| Postgraduate Diploma in Education in the field of Digital Education and Online Teaching | HXA01          | 120         | 8              |

### Length of curriculum

The diploma extends over not less than one year of full-time study or two years of part-time study.

### 3.2.1 Postgraduate Diploma in Education

#### 3.2.1.1 Admission

Any of the following may be admitted by the *Senate* as a *candidate* for the diploma, provided that s/he has attained in the qualifying examinations upon which her/his candidature is based, such standard as the *Senate* may require for the purpose, or that s/he submits evidence of postgraduate work of a standard considered satisfactory by the *Senate*.

- An *applicant* holding a Bachelor of Education with Honours or a Bachelor of Education Degree under rules pertaining before 2001, of the University;
- A graduate of this or another university who in the opinion of the *Senate* holds a *qualification* equivalent to the Degree of Bachelor of Education with Honours of this *University*;
- An *applicant* who has been accepted by virtue of having completed at another university or institution such examinations as are, in the opinion of the *Senate*, equivalent to, or higher than, the examinations prescribed for the Bachelor of Education with Honours or a Bachelor of Education Degree under rules pertaining before 2001, of the *University*;
- An *applicant* other than a graduate who has in any other manner satisfied the *Senate* that s/he
- An *applicant* who holds another *Degree* of this or any other university, the shortest *curriculum* for which extends over at least four years of full-time study.
- In the field of Deaf Education an applicant who holds a Bachelor of Honours degree of this or another *university* within the field of Deaf Education and Deaf Studies, or equivalent as approved by the relevant *university Senate*, the shortest *curriculum* for which extends over at least four years of full-time study and has previous or concurrent relevant teaching experience within a Deaf Education context.

#### 3.2.1.2 Curriculum

| Programme Code: HXA01    |                              | NQF Exit Level: 8 |           |
|--------------------------|------------------------------|-------------------|-----------|
| Plan Code: HFAPDE5       |                              | NQF Credits: 120  |           |
| Course code              | Description                  | NQF Credits       | NQF Level |
| i)                       |                              |                   |           |
| EDUC5082A                | Society, State and Schooling | 24                | 8         |
| ii) Select four courses: |                              |                   |           |
| EDUC5080A                | Psychology and Pedagogy      | 24                | 8         |
| EDUC5059A                | Developmental Psychology     | 24                | 8         |



| Programme Code: HXA01 |  | NQF Exit Level: 8 |           |
|-----------------------|--|-------------------|-----------|
| Plan Code: HFAPDE5    |  | NQF Credits: 120  |           |
| Course code           | Description  | NQF Credits       | NQF Level |
| EDUC5057A             | Curriculum Development   | 24                | 8         |
| EDUC5055A             | Curriculum Evaluation and Research                                       | 24                | 8         |
| EDUC5075A             | Issues in Educational Policy   | 24                | 8         |
| EDUC5076A             | Issues in History of Education   | 24                | 8         |
| EDUC5073A             | Issues in Curriculum   | 24                | 8         |
| EDUC5081A             | Research Design  | 24                | 8         |
| EDUC5065A             | Education in Developing Countries  | 24                | 8         |
| EDUC5079A             | Primary Sources  | 24                | 8         |
| EDUC5051A             | Aims and Conceptions of Education  | 24                | 8         |
| EDUC5061A             | Education and Epistemology   | 24                | 8         |
| EDUC5063A             | Education and the Social Order Mathematics Education                     | 24                | 8         |
| EDUC5126A             | Studies in Pedagogy  | 24                | 8         |
| EDUC5112A             | Issues in Educational Leadership and Management                          | 24                | 8         |
| EDUC5086A             | Studies in Educational Policy  | 24                | 8         |
| EDUC5089A             | Managing Educational Change  | 24                | 8         |
| EDUC5067A             | Heritage Education in Practice   | 24                | 8         |
| EDUC5069A             | Issues in Applied Education Economics and Planning Part I                | 24                | 8         |
| EDUC5012A             | Issues in Applied Education Economics and Planning Part II               | 24                | 8         |
| EDUC5084A             | Studies in Educational Finance   | 24                | 8         |
| EDUC5088A             | Studies in Educational Information Management, Monitoring and Evaluation | 24                | 8         |
| EDUC5113A             | Studies in the Field of Educational Technology                           | 24                | 8         |
| EDUC5114A             | The Design and Development of Online Learning                            | 24                | 8         |
| EDUC5118A             | Scholarships of Teaching and Learning in Higher Education                | 24                | 8         |
| EDUC5121A             | School Ethics  | 24                | 8         |
| EDUC5120A             | Teaching Critical Thinking and Ethical Decision-making                   | 24                | 8         |
| EDUC5119A             | Introduction to Philosophical Topics                                     | 24                | 8         |
| EDUC5117A             | Thinking Schools and Communication                                       | 24                | 8         |
| EDUC5112A             | Thinking through Text  | 24                | 8         |
| EDUC5123A             | Quantitative Data Analysis for Education Specialists                     | 24                | 8         |
| EDUC5081A             | Research Design  | 24                | 8         |
| EDUC5126A             | Studies in Pedagogy  | 24                | 8         |

| Programme Code: HXA01 |  | NQF Exit Level: 8 |           |
|-----------------------|--|-------------------|-----------|
| Plan Code: HFAPDE5    |  | NQF Credits: 120  |           |
| Course code           | Description  | NQF Credits       | NQF Level |
| EDUC5127A             | Leadership and Management of Teaching and Learning | 24                | 8         |
| EDUC5128A             | Learning and Teaching of Mathematics               | 24                | 8         |
| EDUC5129A             | Assessment in Schooling and in Higher Education    | 24                | 8         |
| EDUC5130A             | In and Out of School Literacies                    | 24                | 8         |

Note: the full range of courses may not be offered every year.

| Programme Code: HXA01          |   | NQF Exit Level: 8 |           |
|--------------------------------|---|-------------------|-----------|
| Plan Code: HFADEAF50           |   | NQF Credits: 120  |           |
| Course Code                    | Description   | NQF Credits       | NQF Level |
| In the field of Deaf Education |   |                   |           |
| EDUC5214A                      | Theories and Policies within the Deaf Education Context   | 30                | 8         |
| EDUC5217A                      | Psychology, Identity and Socio-Emotional Development of the Deaf and Hard of Hearing Learner    | 30                | 8         |
| EDUC5215A                      | Pedagogy, Praxis and Research within the Context of Educating Deaf and Hard of Hearing Learners | 30                | 8         |
| EDUC5216A                      | Curriculum and Assessment in the Education of Deaf and Hard of Hearing Learners                 | 30                | 8         |

### 3.2.1.3 Completion Rules

*Students* must complete the full *curriculum* as stipulated above in order to complete the *qualification*.

## 3.2.2 Postgraduate Diploma in Education in the field of Higher Education

### 3.2.2.1 Admission Rules

*Admission* is at the discretion of the *Senate*. The following are eligible for *admission*:

An *applicant* who holds a Bachelor's degree of this or *another university*, or equivalent as approved by the relevant *university Senate*, the shortest *curriculum* for which extends over at least three years of full-time study and has previous or concurrent relevant teaching experience at a Higher Education Institution.

### 3.2.2.2 Curriculum

By permission of the *Senate* a *candidate* may register for an alternative *course* offered by the School if it is deemed suitable for the purposes of the *programme*.

| Programme Code: HXA05 |   | NQF Exit Level: 8 |           |
|-----------------------|---|-------------------|-----------|
| Plan Code: HPAPDE51   |   | NQF Credits: 120  |           |
| Course code           | Description   | NQF Credits       | NQF Level |
| i)                    |   |                   |           |
| EDUC5150A             | Curriculum Design and Development in Higher Education | 30                | 8         |
| EDUC5153A             | Assessment in Higher Education                        | 30                | 8         |
| EDUC5154A             | Learning and Teaching in Higher Education             | 30                | 8         |
| EDUC5155A             | New Directions in Higher Education                    | 30                | 8         |

### 3.2.2.3 Completion Rules

Students must complete the full *curriculum* as stipulated above in order to complete the *qualification*.

## 3.2.3 Postgraduate Diploma in Education in the field of Digital Education and Online Teaching

### 3.2.3.1 Admission Rules

*Admission* is at the discretion of the *Senate*. The following are eligible for *admission*:

An *applicant* who holds an appropriate NQF 7 teaching *qualification* from an accredited Institution of Higher Education capped by a PGCE or

Approved Advanced Diploma in Education and Training NQF 7 OR

A Bachelor's degree in Information Systems, Computer Science, Informatics or Software Engineering with work experience in designing education materials [Assessment of prior learning within the context of the National Qualifications Framework (NQF) Act 67 of 2008].

### 3.2.3.2 Curriculum

***Curriculum for Postgraduate Diploma in Education In the field of Digital Education and Online Teachings.***

| Programme Code: HXA01 |                                   | NQF Exit Level: 8 |           |
|-----------------------|-----------------------------------|-------------------|-----------|
| Plan Code: HPAPDO52   |                                   | NQF Credits: 120  |           |
| Course code           | Description                       | NQF Credits       | NQF Level |
| EDUC5279A             | Teaching with Technology          | 30                | 8         |
| EDUC5278A             | Instructional Design              | 30                | 8         |
| EDUC5280A             | e-Assessment in Education         | 30                | 8         |
| EDUC5281A             | New Direction in Digital Learning | 30                | 8         |

### 3.2.3.3 Completion Rules

Students must complete the full *curriculum* as stipulated above in order to complete the *qualification*.

### 3.3 Degree of Bachelor of Education Honours

| Qualification Name                      | Programme Code | NQF Credits | NQF Exit Level |
|---|----------------|-------------|----------------|
| Bachelor of Education Honours (BEdHons) | HHA00          | 120         | 8              |

#### 3.3.1 Admission Rules

*Admission* is at the discretion of the *Senate*. The following are eligible for admission:

In the general field:

- a) A holder of a *qualification* of this or another *university* recognised by the *Senate* for this purpose;
 

or
- b) An *applicant* whose Senior Certificate has an endorsement or National Senior Certificate or who holds a *qualification* which in the opinion of the *Senate* is equivalent to such endorsement and who has satisfied all the requirements of a four-year diploma in education obtained at a university approved by the *Senate* for this purpose or a college which is in a scheme of association with a *university* approved by the *Senate*.
 

or
- c) An *applicant* who has a matriculation endorsement or a National Senior Certificate and who has satisfied all the requirements of a three-year diploma in education, and a minimum of three years' experience in the field of education, and who presents a portfolio of work demonstrating her/his level of knowledge and experience in the field of education, which is acceptable to the *Senate*.

#### 3.3.2 Curricula

##### 3.3.2.1 Length of curriculum

The *curriculum* extends over one year of full-time study or two years of part-time study.

##### 3.3.2.2 Full-time curriculum

*Curriculum* for Bachelor of Education Honours (BEdHons)

| Programme Code: HHA00                             |  | NQF Exit Level: 8 |           |
|---|--|-------------------|-----------|
| Plan Code: HPAEHO40                               |  | NQF Credits: 120  |           |
| Course Code                                       | Description                                  | NQF Credits       | NQF Level |
| i)  |  |                   |           |
| EDUC4196A   | Research Design                              | 0                 | 8         |
| EDUC4193A   | Research Project                             | 30                | 8         |
| EDUC4129A   | Educational Theory Research and Enquiry 1    | 25                | 8         |
| ii) Select one <i>course</i> from the list below: |  |                   |           |
| EDUC4130A   | Educational Theory Research and Enquiry 2    | 25                | 8         |
| EDUC4202A   | Issues in Mathematics Education Research     | 25                | 8         |
| EDUC4205A   | Key Issues in Science Education Research     | 25                | 8         |
| EDUC4201A   | Language and Literacy Theories and Practices | 25                | 8         |

| Programme Code: HHA00                               |  | NQF Exit Level: 8 |           |
|---|--|-------------------|-----------|
| Plan Code: HPAEHO40                                 |  | NQF Credits: 120  |           |
| Course Code   | Description  | NQF Credits       | NQF Level |
| iii) Select two <i>courses</i> from the list below: |  |                   |           |
| EDUC4110A   | Curriculum Issues 1  | 20                | 8         |
| EDUC4111A   | Curriculum Issues 2  | 20                | 8         |
| EDUC4037A   | Schooling Identities and Human Rights Education                    | 20                | 8         |
| EDUC4003A   | Democracy in Education   | 20                | 8         |
| EDUC4029A   | Life Orientation   | 20                | 8         |
| EDUC4177A   | Early Literacy   | 20                | 8         |
| EDUC4126A   | Mathematics and the Young Child                                    | 20                | 8         |
| EDUC4011A   | Educational Policies and Change                                    | 20                | 8         |
| EDUC4104A   | Leadership, Management and Organisational Development in Education | 20                | 8         |
| EDUC4032A   | Online Teaching and Learning                                       | 20                | 8         |
| EDUC4127A   | Development of Online Materials                                    | 20                | 8         |
| EDUC4015A   | Inclusive Education Learning Support 1                             | 20                | 8         |
| EDUC4016A   | Inclusive Education Learning Support 2                             | 20                | 8         |
| EDUC4182A   | Paradigms and Methods in Applied Language Studies                  | 20                | 8         |
| EDUC4185A   | Teaching Materials: Principles, Practices and Design               | 20                | 8         |
| EDUC4030A   | Mathematics Education 1  | 20                | 8         |
| EDUC4031A   | Mathematics Education 2  | 20                | 8         |
| EDUC4038A   | Science Education 1  | 20                | 8         |
| EDUC4039A   | Science Education 2  | 20                | 8         |
| EDUC4090A   | Child Development and School Learning                              | 20                | 8         |
| EDUC4107A   | Language, Literacy and Communication                               | 20                | 8         |
| EDUC4170A   | Psychological Issues in Education                                  | 20                | 8         |
| EDUC4114A   | Arts Education 1   | 20                | 8         |
| EDUC4115A   | Arts Education 2   | 20                | 8         |
| EDUC4165A   | Deaf Education 1   | 20                | 8         |
| EDUC4166A   | Deaf Education 2   | 20                | 8         |
| EDUC4273A   | isiZulu in Education   | 20                | 8         |
| EDUC4125A   | Contemporary Issues in Childhood Education                         | 20                | 8         |
| EDUC4128A   | Issues in History Education  | 20                | 8         |
| EDUC4288A   | African Philosophy of Education                                    | 20                | 8         |
| EDUC4274A   | Contemporary Debates in Philosophy of Education                    | 20                | 8         |
| EDUC4109A   | Issues in Primary Education 1                                      | 20                | 8         |

| Programme Code: HHA00 |  | NQF Exit Level: 8 |           |
|-----------------------|--|-------------------|-----------|
| Plan Code: HPAEHO40   |  | NQF Credits: 120  |           |
| Course Code           | Description  | NQF Credits       | NQF Level |
| EDUC4108A             | Issues in Primary Education 2                      | 20                | 8         |
| EDUC4168A             | Sociological Issues in Education                   | 20                | 8         |
| EDUC4174A             | Visual Literacy and the Role of Media in Education | 20                | 8         |
| EDUC4173A             | Rethinking Literature in Education                 | 20                | 8         |
| EDUC4175A             | Writing: Theory and Praxis in Education            | 20                | 8         |
| EDUC4186A             | In-and-out-of-School Literacies                    | 20                | 8         |
| EDUC4179A             | Language and Assessment                            | 20                | 8         |
| EDUC4199A             | Technical Vocational Education and Training (TVET) | 20                | 8         |
| EDUC4200A             | Issues in English Education                        | 20                | 8         |
| EDUC4203A             | Mathematics and Mathematical Thinking              | 20                | 8         |
| EDUC4204A             | Mathematics and Mathematical Thinking II           | 20                | 8         |
| EDUC4206A             | Chemistry and Physics for Educators I              | 20                | 8         |
| EDUC4207A             | Chemistry and Physics for Educators II             | 20                | 8         |
| EDUC4208A             | Life Sciences for Educators I                      | 20                | 8         |
| EDUC4209A             | Life Sciences for Educators II                     | 20                | 8         |

### 3.3.2.3 Part-time curriculum

*Curriculum for Bachelor of Education Honours (BEDHons)*

| Programme Code: HHA00  |   | NQF Exit Level: 8 |           |
|--|---|-------------------|-----------|
| Plan Code: HPAEHO40  |   | NQF Credits: 120  |           |
| Course Code  | Description                                     | NQF Credits       | NQF Level |
| i)   |   |                   |           |
| EDUC4129A  | Educational Theory Research and Enquiry 1       | 25                | 8         |
| EDUC4196A  | Research Design                                 | 0                 | 8         |
| ii) Select one <i>course</i> in the first year of registration:                        |   |                   |           |
| EDUC4202A  | Issues in Mathematics Education Research        | 25                | 8         |
| EDUC4205A  | Key Issues in Science Education Research        | 25                | 8         |
| EDUC4201A  | Language and Literacy Theories and Practices    | 25                | 8         |
| EDUC4130A  | Educational Theory Research and Enquiry 2       | 25                | 8         |
| iii) Select two <i>courses</i> from the list below in the second year of registration: |   |                   |           |
| EDUC4110A  | Curriculum Issues 1                             | 20                | 8         |
| EDUC4111A  | Curriculum Issues 2                             | 20                | 8         |
| EDUC4037A  | Schooling Identities and Human Rights Education | 20                | 8         |

| Programme Code: HHA00 |  | NQF Exit Level: 8 |           |
|-----------------------|--|-------------------|-----------|
| Plan Code: HPAEHO40   |  | NQF Credits: 120  |           |
| Course Code           | Description  | NQF Credits       | NQF Level |
| EDUC4003A             | Democracy in Education   | 20                | 8         |
| EDUC4029A             | Life Orientation   | 20                | 8         |
| EDUC4177A             | Early Literacy   | 20                | 8         |
| EDUC4126A             | Mathematics and the Young Child                                    | 20                | 8         |
| EDUC4011A             | Educational Policies and Change                                    | 20                | 8         |
| EDUC4104A             | Leadership, Management and Organisational Development in Education | 20                | 8         |
| EDUC4032A             | Online Teaching and Learning                                       | 20                | 8         |
| EDUC4127A             | Development of Online Materials                                    | 20                | 8         |
| EDUC4015A             | Inclusive Education Learning Support 1                             | 20                | 8         |
| EDUC4016A             | Inclusive Education Learning Support 2                             | 20                | 8         |
| EDUC4182A             | Paradigms and Methods in Applied Language Studies                  | 20                | 8         |
| EDUC4185A             | Teaching Materials: Principles, Practices and Design               | 20                | 8         |
| EDUC4030A             | Mathematics Education 1  | 20                | 8         |
| EDUC4031A             | Mathematics Education 2  | 20                | 8         |
| EDUC4038A             | Science Education 1  | 20                | 8         |
| EDUC4039A             | Science Education 2  | 20                | 8         |
| EDUC4090A             | Child Development and School Learning                              | 20                | 8         |
| EDUC4170A             | Psychological Issues in Education                                  | 20                | 8         |
| EDUC4114A             | Arts Education 1   | 20                | 8         |
| EDUC4115A             | Arts Education 2   | 20                | 8         |
| EDUC4165A             | Deaf Education 1   | 20                | 8         |
| EDUC4273A             | isiZulu in Education   | 20                | 8         |
| EDUC4166A             | Deaf Education 2   | 20                | 8         |
| EDUC4125A             | Contemporary Issues in Childhood Education                         | 20                | 8         |
| EDUC4128A             | Issues in History Education  | 20                | 8         |
| EDUC4288A             | African Philosophy of Education                                    | 20                | 8         |
| EDUC4274A             | Contemporary Debates in Philosophy of Education                    | 20                | 8         |
| EDUC4109A             | Issues in Primary Education 1                                      | 20                | 8         |
| EDUC4108A             | Issues in Primary Education 2                                      | 20                | 8         |
| EDUC4168A             | Sociological Issues in Education                                   | 20                | 8         |
| EDUC4174A             | Visual Literacy and the Role of Media in Education                 | 20                | 8         |
| EDUC4173A             | Rethinking Literature in Education                                 | 20                | 8         |
| EDUC4175A             | Writing: Theory and Praxis in Education                            | 20                | 8         |

| Programme Code: HHA00   |  | NQF Exit Level: 8 |           |
|---|--|-------------------|-----------|
| Plan Code: HPAEHO40   |  | NQF Credits: 120  |           |
| Course Code   | Description  | NQF Credits       | NQF Level |
| EDUC4186A   | In-and-out-of-School Literacies                    | 20                | 8         |
| EDUC4179A   | Language and Assessment                            | 20                | 8         |
| EDUC4199A   | Technical Vocational Education and Training (TVET) | 20                | 8         |
| EDUC4200A   | Issues in English Education                        | 20                | 8         |
| EDUC4203A   | Mathematics and Mathematical Thinking              | 20                | 8         |
| EDUC4204A   | Mathematics and Mathematical Thinking II           | 20                | 8         |
| EDUC4206A   | Chemistry and Physics for Educators I              | 25                | 8         |
| EDUC4207A   | Chemistry and Physics for Educators II             | 20                | 8         |
| EDUC4208A   | Life Sciences for Educators I                      | 20                | 8         |
| EDUC4209A   | Life Sciences for Educators II                     | 20                | 8         |
| iv) Select this <i>course</i> in the second year of registration: |  |                   |           |
| EDUC4193A   | Research Project                                   | 30                | 8         |

### 3.3.2.4 Block Release curriculum

*Curriculum* for Bachelor of Education Honours (BEdHons)

| Programme Code: HHA00   |  | NQF Exit Level: 8 |           |
|---|--|-------------------|-----------|
| Plan Code: HPAEHO40   |  | NQF Credits: 120  |           |
| Course Code   | Description                                  | NQF Credits       | NQF Level |
| i)  |  |                   |           |
| EDUC4129A   | Educational Theory Research and Enquiry 1    | 25                | 8         |
| EDUC4196A   | Research Design                              | 0                 | 8         |
| ii) Select one <i>course</i> in the first year of registration:                       |  |                   |           |
| EDUC4202A   | Issues in Mathematics Education Research     | 25                | 8         |
| EDUC4205A   | Key Issues in Science Education Research     | 25                | 8         |
| EDUC4201A   | Language and Literacy Theories and Practices | 25                | 8         |
| EDUC4130A   | Educational Theory Research and Enquiry 2    | 25                | 8         |
| iii) Select one <i>course</i> from the list below in the second year of registration: |  |                   |           |
| EDUC4016A   | Inclusive Education: Learning Support I      | 20                | 8         |
| EDUC4112A   | Issues in Curriculum                         | 20                | 8         |
| EDUC4018A   | Issues in Management and Leadership          | 20                | 8         |
| EDUC4094A   | Sport Studies                                | 20                | 8         |
| EDUC4109A   | Issues in Primary Education I                | 20                | 8         |
| PSYC4065A   | Psycho-Educational Assessment                | 20                | 8         |



| Programme Code: HHA00   |  | NQF Exit Level: 8 |           |
|---|--|-------------------|-----------|
| Plan Code: HPAEHO40   |  | NQF Credits: 120  |           |
| Course Code   | Description  | NQF Credits       | NQF Level |
| PSYC4045A   | Research Methods in Psychology                     | 20                | 8         |
| EDUC4165A   | Deaf Education I                                   | 20                | 8         |
| EDUC4114A   | Arts Education I                                   | 20                | 8         |
| EDUC4273A   | isiZulu in Education                               | 20                | 8         |
| iv) Select one <i>course</i> from the list below in the second year of study: |  |                   |           |
| EDUC4015A   | Inclusive Education: Learning Support II           | 20                | 8         |
| EDUC4017A   | Language, Literacy and Communication               | 20                | 8         |
| EDUC4020A   | Issues in Science Education                        | 20                | 8         |
| EDUC4029A   | Life Orientation                                   | 20                | 8         |
| EDUC4090A   | Child Development and School Learning              | 20                | 8         |
| EDUC4091A   | Personal Growth for Teachers and Mentoring         | 20                | 8         |
| EDUC4019A   | Issues in Mathematics Education                    | 20                | 8         |
| EDUC4166A   | Deaf Education II                                  | 20                | 8         |
| EDUC4115A   | Arts Education II                                  | 20                | 8         |
| EDUC4125A   | Contemporary Issues in Early Childhood Education   | 20                | 8         |
| EDUC4126A   | Mathematics and the Young Child                    | 20                | 8         |
| EDUC4127A   | Development of Online Materials                    | 20                | 8         |
| EDUC4128A   | Issues in History Education                        | 20                | 8         |
| EDUC4167A   | Ethical Issues in Education                        | 20                | 8         |
| EDUC4168A   | Sociological Issues in Education                   | 20                | 8         |
| EDUC4288A   | African Philosophy of Education                    | 20                | 8         |
| EDUC4170A   | Psychological Issues in Education                  | 20                | 8         |
| EDUC4174A   | Visual Literacy and the Role of Media in Education | 20                | 8         |
| EDUC4173A   | Rethinking Literature in Education                 | 20                | 8         |
| EDUC4175A   | Writing: Theory and Praxis in Education            | 20                | 8         |
| EDUC4186A   | In-and-out-of-School Literacies                    | 20                | 8         |
| EDUC4179A   | Language and Assessment                            | 20                | 8         |
| EDUC4199A   | Technical Vocational Education and Training (TVET) | 20                | 8         |
| EDUC4200A   | Issues in English Education                        | 20                | 8         |
| EDUC4203A   | Mathematics and Mathematical Thinking              | 20                | 8         |
| EDUC4204A   | Mathematics and Mathematical Thinking II           | 20                | 8         |
| EDUC4206A   | Chemistry and Physics for Educators I              | 20                | 8         |
| EDUC4207A   | Chemistry and Physics for Educators II             | 20                | 8         |
| EDUC4208A   | Life Sciences for Educators I                      | 20                | 8         |

| Programme Code: HHA00  |                                | NQF Exit Level: 8 |           |
|--|--------------------------------|-------------------|-----------|
| Plan Code: HPAEHO40  |                                | NQF Credits: 120  |           |
| Course Code  | Description                    | NQF Credits       | NQF Level |
| EDUC4209A  | Life Sciences for Educators II | 20                | 8         |
| v) Select this <i>course</i> in the second year of registration: |                                |                   |           |
| EDUC4193A  | Research Project               | 30                | 8         |

### 3.3.2.5 Completion Rules

*Students* must complete the full *curriculum* as stipulated above in order to complete the *qualification*.

### 3.3.2.6 Specialised education endorsement

In the case of a *candidate* who has qualified for the Degree in a specialised field of education, the Degree certificate shall bear an appropriate statement to that effect.

## 3.4 Degrees of Master of Education

| Qualification Name   | Programme Code | NQF Credits | NQF Exit Level |
|--|----------------|-------------|----------------|
| Master of Education by Course Work and Research Report (MEd)     | HCA00          | 180         | 9              |
| Master of Education in the field of Educational Psychology (MEd) | HCA01          | 200         | 9              |
| Master of Education by Research (MEd)                            | HRA00          | 180         | 9              |

### 3.4.1 Master of Education by Course Work and Research Report

#### 3.4.1.1 Admission Rules

Any of the following may be admitted as a *candidate* under such conditions as the *Senate* may determine if the *Senate* is satisfied that s/he is qualified to undertake the proposed line of advanced study or research or both, as the case may be:

- A Bachelor of Education with Honours in terms of the rules of the *University* or a Bachelor of Education Degree under rules pertaining before 2002.
- A graduate of this or another university who, in the opinion of the *Senate*, holds a *qualification* equivalent to the Bachelor of Education with Honours.
- An *applicant* who has been accepted by virtue of having completed at any other university or institution such examinations as are, in the opinion of the *Senate*, equivalent to, or higher than, the examinations prescribed for a the Bachelor of Education Honours in terms of the rules of the *University*.
- An *applicant* who holds another *qualification* of this or another university, the shortest *curriculum* for which extends over at least four years of full-time study.
- In a case considered by the *Senate* to be exceptional, an *applicant* who has held for a period of at least ten years (or such shorter period as the *Senate* may determine) a *qualification* of this or another university, the *curriculum* for which extends over at least three years of full-time study, and who provides evidence to the satisfaction of the *Senate* of research competence in a specific field of education.

- f) An *applicant* who holds a degree of this or *another university* and the Higher Diploma for Educators of Adults of the *University* or an equivalent diploma of *another university*, who, in the opinion of the *Senate*, has had at least three years' relevant experience in the field of adult education, and who provides evidence to the satisfaction of the *Senate* of research competence.
- g) An *applicant* who wishes to specialise in the field of Educational Psychology (MEd) (Ed Psych) if s/he holds an Honours degree of this or another university in Psychology, or an equivalent qualification: provided that a *student* who, on completion of a *qualification* in Educational Psychology, is neither registered nor qualified for registration as an Educational Psychologist by the Health Professions Council of South Africa (HPCSA) shall be ineligible for *admission*.

### 3.4.1.2 Curricula

#### Length of curriculum

The *programme* extends over a period of not less than one *academic year* of full-time study or two *academic years* of part-time study except in the field of Educational Psychology in which case the *programme* extends over a period of two years full-time study. In addition, when resources permit, the coursework may be offered on a part-time basis in which case the *programme* would extend over a period of three years of part-time study.

#### Curriculum

- 1) Subject to the approval of the *Senate*, an *applicant* admitted as a *candidate* may elect to proceed on one of the following *curricula*: provided that an *applicant* admitted as a *candidate* may elect to proceed on the specified *curriculum* only in a case considered by the *Senate* to be exceptional: provided further that a *candidate* who wishes to specialise in the field of Educational Psychology shall proceed on the *curriculum* prescribed in terms hereof:
  - a) The prosecution of advanced study and research on a topic approved by the *Senate* and the submission of a dissertation based on that research.
  - b) The completion to the satisfaction of the *Senate* of such *course* as may be determined by the *Senate* in her/his case and the submission of a report on a project approved by the *Senate*.
  - c) The completion to the satisfaction of the *Senate* of a specified *course/s* as determined by the *Senate* from time to time.
- 2) A *candidate* who elects to proceed in terms of (1)(a) hereof shall:
  - a) conduct advanced study and research under the guidance of a supervisor appointed by the *Senate*; provided that the *Senate* may dispense with the requirement as to supervision in the case of a *candidate* who holds an appointment as a member of the full-time academic staff of the *University*; and
  - b) at the close of the period of advanced study and on completion of the research, submit for the approval of the *Senate* after consultation with her/his supervisor, a dissertation on a subject approved by the *Senate*, such dissertation to constitute both an application of the methods of research and a contribution to the advancement of knowledge in the subject chosen.
- 3) A *candidate* who elects to proceed in terms of (1) (b) hereof:
  - a) shall attend and complete to the satisfaction of the *Senate* either Research Design (EDUC7030A);
  - b) or shall complete a combination of three *courses* approved by the *Senate* from the following list:

**Curriculum for Master of Education (MEd)**

| Programme Code: HCA00                                 |   | NQF Exit Level: 9 |           |
|---|---|-------------------|-----------|
| Plan Code: HPAMCR60                                   |   | NQF Credits: 180  |           |
| Course Code   | Description   | NQF Credits       | NQF Level |
| i)  |   |                   |           |
| EDUC7030A   | Research Design   | 0                 | 9         |
| ii) Select a <i>research report</i> :                 |   |                   |           |
| EDUC7031A   | Research Report (full-time)                                 | 90                | 9         |
| or  |   |                   |           |
| EDUC7111A   | Research Report (part-time I)                               | 0                 | 9         |
| EDUC7112A   | Research Report (part-time II)                              | 90                | 9         |
| iii) Select three <i>courses</i> from the list below: |   |                   |           |
| EDUC7133A   | Knowledge and Work  | 30                | 9         |
| EDUC7013A   | Issues in Curriculum  | 30                | 9         |
| EDUC7029A   | Psychology and Pedagogy                                     | 30                | 9         |
| EDUC7091A   | Assessment in Schooling and in Higher Education             | 30                | 9         |
| EDUC7056A   | Curriculum Development                                      | 30                | 9         |
| EDUC7040A   | Studies in Pedagogy   | 30                | 9         |
| EDUC7015A   | Issues in Educational Policy                                | 30                | 9         |
| EDUC7095A   | Leadership and Management of Teaching and Learning          | 30                | 9         |
| EDUC7096A   | Issues in Educational Leadership and Management             | 30                | 9         |
| EDUC7099A   | Managing Educational Change                                 | 30                | 9         |
| EDUC7062A   | Education and Social Order                                  | 30                | 9         |
| EDUC7929A   | Psychology and Pedagogy                                     | 30                | 9         |
| EDUC7108A   | Studies in Inclusive Education                              | 30                | 9         |
| EDUC7068A   | Inclusive Education, Conceptions, Issues and strategies     | 30                | 9         |
| EDUC7097A   | Studies in the Field of Educational Technology              | 30                | 9         |
| EDUC7098A   | The Design and Development of Online Learning               | 30                | 9         |
| EDUC7115A   | Paradigms and Methods in Applied English                    | 30                | 9         |
| EDUC7119A   | Critical Literacy, New Literacy Studies and Multiliteracies | 30                | 9         |
| EDUC7120A   | Early Literacy  | 30                | 9         |
| EDUC7118A   | Teaching Materials: Principles, Practices and Design        | 30                | 9         |
| EDUC7134A   | Language and Communication in Science Education             | 30                | 9         |
| EDUC7135A   | Language and Communication in Mathematics Education         | 30                | 9         |
| EDUC7136A   | Curriculum Issues in Mathematics Education                  | 30                | 9         |
| EDUC7137A   | Subject Matter Knowledge for Teaching Science               | 30                | 9         |
| EDUC7033A   | The Learning and Teaching of Science                        | 30                | 9         |

| Programme Code: HCA00 |   | NQF Exit Level: 9 |           |
|-----------------------|---|-------------------|-----------|
| Plan Code: HPAMCR60   |   | NQF Credits: 180  |           |
| Course Code           | Description   | NQF Credits       | NQF Level |
| EDUC7094A             | Teaching and Learning Mathematics                                     | 30                | 9         |
| EDUC7131A             | Education, Skills, and Development                                    | 30                | 9         |
| EDUC7132A             | Higher Education, Regional Development, and the Knowledge Society     | 30                | 9         |
| EDUC7023A             | Language-in-Education Policy and Planning                             | 30                | 9         |
| EDUC7128A             | Rethinking Literature in Education                                    | 30                | 9         |
| EDUC7129A             | Visual Literacy and the Role of Media in Education                    | 30                | 9         |
| EDUC7130A             | Writing: Theory and Practice  | 30                | 9         |
| EDUC7138A             | Educational Responses and Learning in a Risk Society                  | 30                | 9         |
| EDUC7139A             | Science, Society and Sustainability – Living in a Risk Society        | 30                | 9         |
| EDUC7140A             | Economic concepts for research in Education, Skill Formation and Work | 30                | 9         |
| EDUC7141A             | Transformative Practices in Teaching and Education Research           | 30                | 9         |

Or by permission of the *Senate*, a cognate Masters level *course* offered by another discipline in the Faculty or another Faculty, if it is a suitable alternative for the purpose of the degree.

### 3.4.2 Master of Education in the field of Educational Psychology

#### *Curriculum* for Master of Education in the field of Educational Psychology (MEd)

| Programme Code: HCA01 |   | NQF Exit Level: 9 |           |
|-----------------------|---|-------------------|-----------|
| Plan Code: HPAMEP60   |   | NQF Credits: 200  |           |
| Course Code           | Description   | NQF Credits       | NQF Level |
| Part I                |   |                   |           |
| PSYC7046A             | Adjustment and Maladjustment                          | 20                | 9         |
| PSYC7048A             | Counselling Theory and Practice                       | 30                | 9         |
| PSYC7047A             | Clinical Procedures and Psycho-educational Assessment | 30                | 9         |
| PSYC7049A             | Educational Psychology in the Community               | 30                | 9         |
| Part II               |   |                   |           |
| PSYC7050A             | Educational Psychology Internship                     | 0                 | 9         |
| Part III              |   |                   |           |
| PSYC7051A             | Research Report                                       | 90                | 9         |

Following the completion of the four courses listed in the table above and a Research Report (PSYC7051A), a candidate shall undertake a 12-month internship (PSYC7050A) in accordance with a programme which has been approved by the Senate and accredited by the HPCSA.

### 3.4.3 Master of Education by Research

#### 3.4.3.1 Admission

Any of the following may be admitted as a *candidate* under such conditions as the *Senate* may determine if the *Senate* is satisfied that s/he is qualified to undertake the proposed line of advanced study or research or both, as the case may be:

- a) A Bachelor of Education with Honours in terms of the rules of the University.
- b) A graduate of this or another university who, in the opinion of the *Senate*, holds a *qualification* equivalent to the Bachelor of Education with Honours.
- c) An *applicant* who has been accepted by virtue of having completed at any *other university* or institution such *examinations* as are, in the opinion of the *Senate*, equivalent to, or higher than, the *examinations* prescribed for a the Bachelor of Education in terms of the rules of the *University*.
- d) An *applicant* who holds another *qualification* of this or another *university*, the *shortest curriculum* for which extends over at least four years of full-time study.
- e) In a case considered by the *Senate* to be exceptional, an *applicant* who has held for a period of at least ten years (or such shorter period as the *Senate* may determine) a *qualification* of this or another university, the *curriculum* for which extends over at least three years of full-time study, and who provides evidence to the satisfaction of the *Senate* of research competence in a specific field of education.
- f) An *applicant* who holds a degree of this or *another university* and the Higher Diploma for Educators of Adults of the University or an equivalent diploma of *another university*, who, in the opinion of the *Senate*, has had at least three years' relevant experience in the field of adult education, and who provides evidence to the satisfaction of the *Senate* of research competence.
- g) An *applicant* who wishes to specialise in the field of Educational Psychology (MEd) (Ed Psych) if s/he holds an Honours degree of this or *another university* in Psychology, or an equivalent qualification: provided that a *candidate* who, on completion of a *qualification* in Educational Psychology, is neither registered nor qualified for registration as an Educational Psychologist by the HPCSA shall be ineligible for *admission*.

#### 3.4.3.2 Curricula

##### Length of curriculum

The *programme* extends over a period of not less than one *academic year* of full-time study or two *academic years* of part-time study.

#### 3.3.3.2.2 Curriculum

##### *Curriculum* for Master of Education by Research (MEd)

| Programme Code: HRA00                |                            | NQF Exit Level: 9 |           |
|--------------------------------------|----------------------------|-------------------|-----------|
| Plan Code: HPAMED70                  |                            | NQF Credits: 180  |           |
| Course Code                          | Description                | NQF Credit        | NQF Level |
| Select the appropriate dissertation: |                            |                   |           |
| EDUC8003A                            | MEd Dissertation           | 180               | 9         |
| EDUC8001A                            | MEd Dissertation: 2nd term | 180               | 9         |

| Programme Code: HRA00 |                            | NQF Exit Level: 9 |           |
|-----------------------|----------------------------|-------------------|-----------|
| Plan Code: HPAMED70   |                            | NQF Credits: 180  |           |
| Course Code           | Description                | NQF Credit        | NQF Level |
| SCED8001A             | MSc Dissertation: 2nd Term | 180               | 9         |
| SCED8003A             | MSc Dissertation           | 180               | 9         |

### 3.4.4 Credit Rules

The *Senate* may exempt a *candidate* from attendance at an *examination* in a *course* for the Master of Education degree and grant him/her *credit* therein if s/he has passed the examination in:

- a) An equivalent *course* offered for *another qualification* in the *University*; or
- b) An equivalent *course* offered in *another university* or institution recognised for this purpose by the *Senate*; provided such exemption or exemptions does not or do not exceed one-third of the total number of *courses* prescribed for the qualification and the *Research Report* is completed at this *University*.

### 3.4.5 Re-examination

A *candidate* for the degree who fails to satisfy the *Senate* with respect to a dissertation, a *Research Report* or a *course* may re-present himself/herself as a *candidate* only with the special permission of the *Senate* and under such conditions and after such period as the *Senate* may determine.

### 3.4.6 Special Endorsement

In the case of a *candidate* who has qualified for the degree in the specialised field of Educational Psychology, the certificate shall bear an appropriate statement to that effect.

### 3.4.7 Conversion Rules

#### 3.4.7.1 Conversion of candidature from the Degree of Doctor to Degree of Master

- a) An *applicant* who has been admitted to candidature for the Doctor of Philosophy may, at her/his request and on the recommendation of the *Senate*, be permitted to proceed instead as a *candidate* for the Master of Education.
- b) A *candidate* who is permitted to change her/his candidature in terms of paragraph (a) hereof shall be deemed to have been admitted to candidature for the Masters Degree at the date of her/his admission to candidature for the Doctor of Philosophy or at such later date as the *Senate* may determine in her/his case, but shall be subject, in all other respects, to the rules for the Master of Education.

### 3.4.8 Progression Rules

#### a) Master of Education

- i) *Candidates* must obtain at least 50% for the *research report* and at least 50% for each *course*

#### b) For the field of Educational Psychology

Final assessment

For the award of the degree, *candidates* must have:

- i) passed all the required *courses*;
- ii) achieved in the internship and other practical work required for the degree, a standard deemed satisfactory by the *Senate* and the Health Professions Council of South Africa; and

- iii) been passed in their research report, which will constitute 50% of the requirements for the degree.
- iv) A candidate shall not be admitted to Part II of the curriculum unless s/he has satisfied the requirements for Part I of the curriculum. If a candidate has failed to attain an adequate standard professional competence to ethically be able to practice as a professional psychologist in the internship year, but has, in the opinion of the Senate, attained an acceptable standard in advanced study (passed academically but not professionally), s/he may be permitted by the Senate to change his/her registration to registration for the degree of Master of Arts.

### 3.4.9 Completion Rules

During the *examination* process, extracts of examiners' reports, without disclosure of the examiners' names, may be made available to a *candidate* to assist her/him in the revision of her/his work. The discretion as to how much may be disclosed to a *candidate* lies with the Chairperson of the Graduate Studies Committee.

The following applies for a Master of Arts by Research to be awarded:

- a) Where both examiners recommend that the degree is awarded.
- b) Where both examiners recommend that the degree is awarded "WITH DISTINCTION".
- c) Only the correction of minor errors is required, e.g. typographical mistakes, omissions from the list of references or the rewriting of certain sentences.
- d) In all other cases, the Chair of the Graduate Studies Committee shall recommend to the executive members of the Graduate Studies Committee that the award of the degree be considered. In the case of unfavourable reports, the Chair of the Graduate Studies Committee shall set in motion the appointment of an ad hoc committee according to the procedures laid down in the *Senate Standing Orders on Higher Degrees*.

Once the final submission has been made, the candidate is entitled to know the names of her/his examiners. Examiners should be advised of this at the point at which they are approached to examine the thesis.

Once the examination process has been concluded, the contents of examiners' reports are made available to candidates through their supervisors, in accordance with the *Senate Standing Orders on Higher Degrees*.

The *curriculum* for the degree shall extend over no less than two *academic years* of full-time study and over no longer than three years for *candidates* that specialise in the field of Educational Psychology (MEd) (Ed Psych).

### 3.4.10 Award with Distinction

#### a) Master of Education by Research

- i) In straightforward cases where the examiners of a *dissertation* for the degree of Master unanimously recommend the award of the degree with distinction, the Chair of the Graduate Studies Committee may approve the award of the degree with distinction.
- ii) In other cases, where only one examiner recommends the award of the degree with distinction, the Chair of the Graduate Studies Committee may solicit comment from the examiner/s and/or convene an ad hoc committee. She/he shall then forward a recommendation to the executive members of the Graduate Studies Committee for the award of the degree with or without distinction.

#### b) Master of Education by Coursework and Research Report

- i) The degree may be awarded with distinction if a *candidate* obtains at least 75% for both the *research report* and the aggregate of the coursework.



- ii) Where a *candidate* obtained a mark of 75% or higher for either the coursework component or the research report, the degree will not be awarded with distinction, but may be awarded with a first class pass in the appropriate component.

## 3.5 Degrees of Doctor

| Qualification Name         | Programme Code | NQF Credits | NQF Exit Level |
|----------------------------|----------------|-------------|----------------|
| Doctor of Philosophy (PhD) | HDA01          | 360         | 10             |
| Doctor of Education (DEd)  | HDA00          | 360         | 10             |

### 3.5.1 Admission Rules

#### 3.5.1.1 Doctor of Philosophy (HDA01)

Any of the following may be admitted as a *candidate*, provided that the *Senate* is satisfied that s/he is qualified to undertake the proposed line of research:

- A Master of Education of the *University*.
- By special permission of the *Senate*, a Bachelor of Education with Honours with distinction of the *University*.
- By special permission of the *Senate*, a Bachelor of Education who also holds a Bachelor's degree with Honours by distinction of the *University*.
- A Bachelor of Education with Honours who holds a Masters degree in Arts or Commerce or Science of the *University*.
- An *applicant* who holds the degree of Master in any faculty of the *University* and has had at least four years' experience in education.
- A graduate of *another university* who, in the opinion of the *Senate*, holds a *qualification* equivalent to the degree mentioned in (a), (b), (c), (d) or (e) hereof and satisfies the *Senate* in any further respect mentioned therein.
- An *applicant* who has been accepted by virtue of having completed at *another university* or institution such examinations as are, in the opinion of the *Senate*, equivalent to, or higher than, the examinations prescribed for the Master of Education of the *University*.
- An *applicant* other than a graduate who has in any other manner satisfied the *Senate* that s/he is so qualified.

#### 3.5.1.2 Doctor of Education (HDA00)

Any one of the following may be admitted by the *Senate* as a *candidate*:

- An *applicant* who has held for at least five years a degree of Bachelor of the *University* for which the prescribed period of full-time study is not less than four years.
- An *applicant* who has held for at least five years a degree of Bachelor with Honours of the *University*.
- An *applicant* who has held for at least five years the qualification of Bachelor of Education with Honours of this *University*.
- An *applicant* who holds the qualification of Master of the *University* and who has held one of the degree/s mentioned in paragraphs (a), (b), and (c) hereof for at least four years.
- A Doctor of Philosophy of the *University* of at least two years' standing.

- f) A graduate of *another university* who holds a degree of Master and who has held the *qualification* by virtue of which such *admission* has been granted for at least four years.
- g) A graduate of *another university* who holds the degree of Doctor of Philosophy and who has held the degree by virtue of which such *admission* has been granted for a period of at least two years.
- h) An *applicant* other than a graduate who has in any other manner satisfied the *Senate* that s/he is so qualified.

## 3.5.2 Conditions for the Degree of:

### 3.5.2.1 Doctor of Philosophy

- a) The *Senate* may dispense with the requirement as to supervision in the case of a *candidate* who holds an appointment as a member of the full-time academic staff of the *University*.
- b) The *Senate* may permit a *candidate* to conduct her/his research outside the *University* for such portions of the prescribed period and in such manner as the *Senate* may determine.

**A candidate who is being permitted to conduct her/his research outside the *University* must consult her/his supervisor from time to time in accordance with any arrangement which the latter may make.**

- c) An *applicant* shall be deemed to have commenced her/his candidature for the Doctor of Philosophy at the date of her/his *admission* to candidature for the Doctor of Philosophy, or at such later date as the *Senate* may determine in her/his case.
- d) The *Senate* may require any *candidate* to attend any course of instruction that it considers to be cognate to the subject of her/his research.
- e) A *candidate* planning to do research with human subjects must submit her/his research design to the Ethics Committee for approval.

### 3.5.2.2 Doctor of Education

- a) A *candidate* for the Doctor of Education shall present for approval of the *Senate* original published work; or original work accepted for publication, in a field approved by the *Senate* which shall constitute a distinguished contribution to the advancement of knowledge in that field.
- b) A *candidate* shall give at least six months' notice in writing to the Registrar of her/his intention to present herself/himself as a *candidate*, submitting at the same time the title and scope of the proposed work.

## 3.5.3 Curricula

### 3.5.3.1 Length of curriculum for Doctor of Philosophy

A *candidate* must conduct full-time research in the *University* for a period of not less than two years under the guidance of a supervisor appointed by the *Senate*. However, in a case considered by it to be appropriate, the *Senate* may permit a *candidate* to conduct the whole (or part) of the research on a part-time basis in which event the *curriculum* shall extend over at least three years of academic study unless the *Senate* considers that it would be appropriate to reduce this period because the candidate prior to the date of her/his *admission* has been engaged in research work cognate to the subject of the *thesis*.

### 3.5.3.2 Curriculum

#### *Curriculum* for Doctor of Philosophy and Doctor of Education

| Programme Code: HDA00                  |                      | NQF Exit Level: 10 |           |
|--|----------------------|--------------------|-----------|
| Plan Code: HPADPH80                    |                      | NQF Credits: 360   |           |
| Course Code                            | Description          | NQF Credit         | NQF Level |
| Select the appropriate <i>thesis</i> : |                      |                    |           |
| EDUC9001A                              | PhD Thesis           | 360                | 10        |
| EDUC9002A                              | PhD Thesis: 2nd Term | 360                | 10        |
| SCED9001A                              | PhD Thesis: 2nd Term | 360                | 10        |
| SCED9002A                              | PhD Thesis           | 360                | 10        |
| SPED9001A                              | PhD Thesis           | 360                | 10        |
| SPED9002A                              | PhD Thesis: 2nd Term | 360                | 10        |

### 3.5.4 Completion Rules

Where all the examiners recommend that the degree is awarded

- a) Only the correction of minor errors is required, e.g. typographical mistakes, omissions from the list of references or the rewriting of certain sentences.
- b) In all other cases, the Chair of the Graduate Studies Committee shall recommend to the executive members of the Graduate Studies Committee that the award of the degree be considered.
- c) In the case of unfavourable reports, the Chair of the Graduate Studies Committee shall set in motion the appointment of an ad hoc committee according to the procedures laid down in the *Senate Standing Orders on Higher Degrees*.
- d) Availability of examiners' reports to candidates
  - i) During the *examination* process, extracts of examiners' reports, without disclosure of the examiners' names, may be made available to a candidate to assist him/her in the revision of her/his work. The discretion as to how much may be disclosed to a *candidate* lies with the Chairperson of the Graduate Studies Committee.
  - ii) Once the final submission has been made, the *candidate* is entitled to know the names of her/his examiners. Examiners should be advised of this at the point at which they are approached to examine the thesis.
  - iii) Once the *examination* process has been concluded, the contents of examiners' reports are made available to candidates through their supervisors; in accordance with the *Senate Standing Orders on Higher Degrees*. External examiners are advised that their names and the content of their reports are made available to *candidates*.

### 3.5.5 Award with Distinction

There is no provision for the award of the degree of Doctor of Philosophy with distinction.



# OUTCOMES FOR THE FACULTY OF HUMANITIES - EDUCATION

The University aspires for its students to achieve the following outcomes upon qualifying. The outcomes and assessment criteria listed are those, for each qualification of the University, as agreed by the Senate.

## 4.1 Degrees of Bachelor

### 4.1.1 Bachelor of Education in Foundation Phase Teaching

|                                   |  |
|-----------------------------------|--|
| <b>Qualification Title</b>        | Bachelor of Education in Foundation Phase Teaching |
| <b>Qualification Abbreviation</b> | BEd (Foundation Phase Teaching)                    |
| <b>Minimum Period of Study</b>    | 4 years full time                                  |
| <b>NQF Exit Level</b>             | Level 7  |
| <b>NQF Credits</b>                | Total minimum 480                                  |

#### Exit Level Outcomes

The qualified *student* should be able to:

1. demonstrate sound subject knowledge;
2. show that they know how to teach their subject(s) and how to select, determine the sequence and pace of content in accordance with both subject and *student* needs;
3. demonstrate that they understand how *students* learn, and be able to tailor teaching according to individual needs;
4. communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning;
5. will have developed literacy, numeracy and Information Technology (IT) skills;
6. be able to use available resources to plan and design suitable learning programmes;
7. show an understanding of diversity in the South African context in order to teach in a manner that includes all *students*;
8. manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;
9. assess *students* in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning;
10. demonstrate an understanding of teacher professionalism and display appropriate professional values, attitudes and behaviours;
11. reflect critically on their own practice, in theoretically informed ways in order to constantly improve and adapt to evolving circumstances.

## 4.1.2 Bachelor of Education in Intermediate Phase Teaching

|                                   |  |
|-----------------------------------|--|
| <b>Qualification Title</b>        | Bachelor of Education in Intermediate Phase Teaching |
| <b>Qualification Abbreviation</b> | BEd(Intermediate Phase Teaching)                     |
| <b>Minimum Period of Study</b>    | 4 years full time                                    |
| <b>NQF Exit Level</b>             | Level 7  |
| <b>NQF Credits</b>                | Total minimum 480                                    |

### Exit Level Outcomes

The qualified *student* should be able to:

1. demonstrate sound subject knowledge;
2. show that they know how to teach their subject(s) and how to select, determine the sequence and pace of content in accordance with both subject and *student* needs;
3. demonstrate that they understand how *students* learn, and be able to tailor teaching according to individual needs;
4. communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning;
5. will have developed literacy, numeracy and Information Technology (IT) skills;
6. be able to use available resources to plan and design suitable learning programmes;
7. show an understanding of diversity in the South African context in order to teach in a manner that includes all *students*;
8. manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;
9. assess *students* in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning;
10. demonstrate an understanding of teacher professionalism and display appropriate professional values, attitudes and behaviours;
11. reflect critically on their own practice, in theoretically informed ways in order to constantly improve and adapt to evolving circumstances.

## 4.1.3 Bachelor of Education in Senior Phase and Further Education and Training

|                                   |  |
|-----------------------------------|--|
| <b>Qualification Title</b>        | Bachelor of Education in Senior Phase and Further Education and Training |
| <b>Qualification Abbreviation</b> | BEd(Senior Phase and Further Education and Training)                     |
| <b>Minimum Period of Study</b>    | 4 years full time  |
| <b>NQF Exit Level</b>             | Level 7  |
| <b>NQF Credits</b>                | Total minimum 480  |

### Exit Level Outcomes

The qualified *student* should be able to:

1. demonstrate sound subject knowledge;

2. show that they know how to teach their subject(s) and how to select, determine the sequence and pace of content in accordance with both subject and *student* needs;
3. demonstrate that they understand how *students* learn, and be able to tailor teaching according to individual needs;
4. communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning;
5. will have developed literacy, numeracy and Information Technology (IT) skills;
6. be able to use available resources to plan and design suitable learning programmes;
7. show an understanding of diversity in the South African context in order to teach in a manner that includes all *students*;
8. manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment;
9. assess *students* in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning;
10. demonstrate an understanding of teacher professionalism and display appropriate professional values, attitudes and behaviours;
11. reflect critically on their own practice, in theoretically informed ways in order to constantly improve and adapt to evolving circumstances.

## 4.2 Degrees of Bachelor with Honours

### 4.2.1 Bachelor of Education with Honours

|                                   |                                    |
|-----------------------------------|------------------------------------|
| <b>Qualification Title</b>        | Bachelor of Education with Honours |
| <b>Qualification Abbreviation</b> | BEdHons                            |
| <b>Minimum Period of Study</b>    | 1 year full time                   |
| <b>NQF Exit Level</b>             | Level 8                            |
| <b>NQF Credits</b>                | Total minimum 120                  |

#### Exit Level Outcomes

The qualified *student* will:

1. continue to deepen and advance their knowledge of theories, principles, content, values, skills and ways of thinking in their subject, learning area, phase- and/or role-specialism, in ways that promote learning with due cognisance of the level and context of different *students*;
2. change stereotypical ways of understanding educational issues;
3. engage in and contribute to reflective, critical debate on research, policy and other matters of local, provincial or national concern in education;
4. use theory and research tools to think about and solve problems related to school or workplace practice within the broader educational community;
5. deepen their capacity for playing a leadership role in the activities of an extended professionalism, both in the workplace and within the broader educational community;
6. contribute to building a more equitable and effective education system;
7. speak, read and write critically where appropriate;

8. communicate effectively and reasonably in visual, oral and written modes using technology where appropriate;
9. design, execute and report on a small scale research project;
10. apply knowledge to educational settings in creative and responsible ways.

## 4.3 Degrees of Master

### 4.3.1 Master of Education

|                                   |                                       |
|-----------------------------------|---------------------------------------|
| <b>Qualification Title</b>        | Master of Education                   |
| <b>Qualification Abbreviation</b> | MEd                                   |
| <b>Minimum Period of Study</b>    | 1 year full time or 2 years part time |
| <b>NQF Exit Level</b>             | Level 9                               |
| <b>NQF Credits</b>                | Total minimum 180                     |

#### Exit Level Outcomes

The qualifying *student* is able to:

1. design and write a research proposal, carry out a research report or dissertation using appropriate research techniques, and present a clearly written report on the project outcome;
2. identify major issues and debates from the literature in the field or sub-field, and argue for and against a position;
3. assess and comment critically on proposed research plans and designs, reported research results, policy initiatives or implementation strategies;
4. consider and discuss the implications of various approaches to facilitating and managing learning;
5. develop an understanding of knowledge, theory and principle in the field or sub- field;
6. facilitate discussion and learning amongst actors in Education, Training and Development (ETD) practice;
7. use information technology and other resources responsibly to select and access a range of resources relevant to an enquiry;
8. demonstrate an understanding that ETD concepts, theories, principles and practices do not exist in isolation, and are best understood in relation to one another, and in a wider context;
9. apply critically and creatively knowledge reported in local and international literature to a selected area of enquiry and related practice;
10. become a member of a community of practice by working collaboratively.



## 4.4 Doctoral Degrees

### 4.4.1 Doctor of Philosophy

|                                   |  |
|-----------------------------------|--|
| <b>Qualification Title</b>        | Doctor of Philosophy                   |
| <b>Qualification Abbreviation</b> | PhD                                    |
| <b>Minimum Period of Study</b>    | 2 years full time or 4 years part time |
| <b>NQF Exit Level</b>             | Level 10                               |
| <b>NQF Credits</b>                | Total minimum 360                      |

#### Exit Level Outcomes

1. The qualifying *candidate* is capable of independent and original research;
2. The qualifying *candidate* possesses highly specialised, authoritative knowledge and is competent to apply that knowledge to the solution of problems;
3. The qualifying *candidate* is self-directed and self-critical.

## 4.5 Senior Doctoral Degrees

### 4.5.1 Doctor of Education

|                                   |                      |
|-----------------------------------|----------------------|
| <b>Qualification Title</b>        | Doctor of Education  |
| <b>Qualification Abbreviation</b> | DEd                  |
| <b>Minimum Period of Study</b>    | n/a (published work) |
| <b>NQF Exit Level</b>             | Level 10             |
| <b>NQF Credits</b>                | Total minimum 360    |

#### Exit Level Outcomes

1. The qualifying *candidate* demonstrates, through the cumulative impact of original work of publishable standard, a distinguished contribution to knowledge;
2. The qualifying *candidate* demonstrates an understanding, with a high degree of sophistication, of the construction of knowledge within the field and applies that understanding to knowledge creation and/or application.

## 4.6 Diplomas

### 4.6.1 Advanced Diploma

|                                   |                                       |
|-----------------------------------|---------------------------------------|
| <b>Qualification Title</b>        | Postgraduate Certificate in Education |
| <b>Qualification Abbreviation</b> | PGCE                                  |
| <b>Minimum Period of Study</b>    | 1 year full time or 2 years part time |
| <b>NQF Exit Level</b>             | Level 7                               |
| <b>NQF Credits</b>                | Total minimum 120                     |

#### Exit Level Outcomes

1. Qualifying students must show that they know how to teach their subject(s) and how to select, determine the sequence and pace of content in accordance with both subject and *candidate* needs.

2. Qualifying students must demonstrate that they understand how *candidates* learn, and be able to tailor teaching according to individual needs.
3. Qualifying students will communicate effectively in general, as well as in relation to their subject(s), in order to mediate learning.
4. Qualifying *candidates* will have developed literacy, numeracy and Information Technology (IT) skills.
5. Qualifying students are able to use available resources to plan and design suitable learning programmes.
6. Qualifying students show an understanding of diversity in the South African context in order to teach in a manner that includes all *candidates*.
7. Qualifying students must be able to manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment.
8. Qualifying students must be able to assess *candidates* in reliable and varied ways, as well as being able to use the results of assessment to improve teaching and learning.
9. Qualifying students must demonstrate an understanding of teacher professionalism and display appropriate professional values, attitudes and behaviours.
10. Qualifying students must be able to reflect critically on their own practice, in theoretically informed ways in order to constantly improve and adapt to evolving circumstances

### 4.6.2 Postgraduate Diploma

|                                   |                                       |
|-----------------------------------|---------------------------------------|
| <b>Qualification Title</b>        | Postgraduate Diploma in Education     |
| <b>Qualification Abbreviation</b> | PDE                                   |
| <b>Minimum Period of Study</b>    | 1 year full time or 2 years part time |
| <b>NQF Exit Level</b>             | Level 8                               |
| <b>NQF Credits</b>                | Total minimum 120                     |

#### Exit Level Outcomes

Qualified *candidates* will:

1. identify major issues and debates from the literature in the field or sub-field, and argue for and against a position;
2. assess and comment critically on policy initiatives or implementation strategies;
3. consider and discuss the implications of various approaches to facilitating and managing learning;
4. develop a rich understanding of knowledge, theory and principle in the field or sub field;
5. facilitate discussion and learning amongst actors in ETD practice;
6. use information technology and other sources responsibly to select and access a range of resources relevant to an enquiry;
7. demonstrate an understanding that ETD concepts, theories, principles and practices do not exist in isolation, and are best understood in relation to one another, and in a wider context;
8. apply critically and creatively knowledge reported in local and international literature to a selected area of enquiry and related practice;
9. become a member of a community of practice by facilitating working collaboratively.

# SYLLABUSES FOR THE FACULTY OF HUMANITIES - EDUCATION

**Course Code:** EDUC1248A and EDUC1249A

**Course Description:** Education IA and Education IB

**NQF credits:** 6/18

**NQF Level:** 5/6

This course introduces the central contributions of psychology and sociology to the academic study of education, paying particular attention to implications for teaching and learning and understanding contemporary issues in education. It explores what it means to educate, and considers the aims, challenges, and conditions of possibility for education in contemporary South African society from a psychological and sociological perspective.

**Course Code:** EDUC1276A

**Course Description:** English I

**NQF Credits:** 24

**NQF Level:** 5

This course introduces students to the study of English at tertiary level; the relationship between language, society, and education, with particular reference to a multilingual South Africa. It consists of an introduction to literary and other texts in English, drawn from a range of genres (such as poetry, drama, prose fiction, children's literature, media, and film) in a variety of contexts, including South Africa. The course also explores the social, cultural, and educational issues arising out of these texts and their context.

**Course Code:** EDUC1267A

**Course Description:** isiZulu I

**NQF Credits:** 24

**NQF Level:** 5

This course introduces students to the study of isiZulu at tertiary level; the relationship between language, society, and education, with particular reference to a multilingual South Africa. It consists of an introduction to literary and other texts in isiZulu, drawn from a range of genres (such as poetry, drama, prose fiction, children's literature, media, and film) in a variety of contexts, including South Africa. The course also explores the social, cultural, and educational issues arising out of these texts and their context.

**Course Code:** EDUC1268A

**Course Description:** Sesotho I

**NQF Credits:** 24

**NQF Level:** 5

This course introduces students to the study of Sesotho at tertiary level; the relationship between language, society, and education, with particular reference to a multilingual South Africa. It consists of an introduction to literary and other texts in Sesotho, drawn from a range of genres (such as poetry, drama, prose fiction, children's literature, media, and film) in a variety of contexts, including South Africa. The course also explores the social, cultural, and educational issues arising out of these texts and their context.

**Course Code:** EDUC1264A

**Course Description:** South African Sign Language I

**NQF Credits:** 24

**NQF Level:** 5

This course provides an introduction to theoretical and practical aspects of South African Sign Language (SASL) in particular, in terms of linguistics and literature. This course focuses on the development of proficiency in the use of South African Sign Language. It promotes the development of skills in visual observing, signing, fingerspelling and thinking and reasoning as required in teaching the South African school curriculum.

**Course Code: EDUC1279A**

**Course Description: Technology I**

**NQF Credits: 24**

**NQF Level: 5**

This course provides an introduction to the theoretical and central concepts of technology, focusing on the design process; graphic communication and structures. This course covers basic mechanical, electrical and processing concepts.

**Course Code: EDUC1261A and EDUC1262A**

**Course Description: Teaching Experience IA and Teaching Experience IB**

**NQF Credits: 6/6**

**NQF Level: 5/6**

This course provides an opportunity for the formation of professional teacher identity. It introduces students to school life, focusing on a professional work ethic and conduct. It creates awareness of different contexts of schooling by helping students to plan their lessons; to consider the use of teaching resources and to monitor learners' work. The focus of this course is on the observation of lessons and the analysis of teachers' classroom practices, with some opportunity to plan and teach lessons. Students are equipped to organise and maintain a preparation file and a reflective journal.

**Course Code: EDUC1275A**

**Course Description: Social Sciences I**

**NQF Credits: 24**

**NQF Level: 5**

This course is made up of two components: geography and history. In the course, students are introduced to the knowledge base and skills embraced by these components. Geography begins with the analysis and interpretation of maps, aerial photographs, satellite images, and statistics. This component also provides an introduction to earth sciences, studying processes in the atmosphere, lithosphere, and hydrosphere. History examines the origin and growth of complex human societies in Africa up to the 15th century. It introduces students to historical debates about key periods of change in this context.

**Course Code: EDUC1274A**

**Course Description: Natural Sciences I**

**NQF Credits: 24**

**NQF Level: 5**

This course introduces students to key concepts in the natural sciences. The course consists of an introduction to cell structure and the principles of classification and biodiversity. Students learn about the three-domain trees of life, bacteria, archaea, and eukarya. This course also introduces students to phylum chordata, examines the characteristics of vertebrates and invertebrates and develops a working understanding of important chemistry concepts and skills such as measurements, the particle nature of matter and simple inorganic reactions. Important electrical and nuclear concepts are also covered, including electrical energy, circuits, and power. Students will be taught to use laboratory equipment, perform investigations and report results.

**Course Code: EDUC1277A**

**Course Description: Mathematics I**

**NQF Credits: 24**

**NQF Level: 5**

This course extends students' knowledge of fundamental mathematical concepts, central to the school curriculum. The course includes the study of functions and associated algebraic concepts; aspects of trigonometry and Euclidean geometry. It emphasises the use of multiple representations (symbolic, graphical or visual, verbal and numeric) for understanding and making connections. The functions component of the course covers types of functions, associated algebraic concepts, the transformation of functions and the algebra of functions. The Euclidean geometry section of the course includes definitions, constructions, theorems, and proofs.

**Course Code: EDUC1278A**

**Course Description: Information Technology I**

**NQF Credits: 24**

**NQF Level: 5**

This course introduces students to information technology (IT). Students learn and practice key computer programming concepts and develop problem-solving techniques using computer programmes with applications in other subjects. A range of topics is covered including those necessary for design and programming. These include computational thinking, problem-solving, program design, abstraction, definition, implementation, resources management, web development and the theoretical foundations of programming languages. The course also focuses on the fundamental mathematical concepts necessary to deepen students' understanding required for programming languages. It covers techniques on using productivity software, spreadsheets, formulas, conditional logic, relational databases, relational algebra, and data presentation.

**Course Code: EDUC1250A**

**Course Description: Mathematics for Primary School Teachers I**

**NQF Credits: 12**

**NQF Level: 5**

This course provides the content and pedagogic knowledge supporting the teaching of mathematics both in the Foundation Phase and the Intermediate Phase. It focuses on the development of mathematical knowledge and concepts from the early years across the Foundation and Intermediate phases of schooling. In particular, it covers the development of early number concepts, calculations; early proportional reasoning and algebraic reasoning.

**Course Code: EDUC1251A**

**Course Description: Literacy for Primary School Teachers I**

**NQF Credits: 12**

**NQF Level: 5**

This course facilitates students' understanding of language and literacy development, with a focus on how children learn language/s. These concepts form the basis of foundational knowledge for the teaching of early literacy and learning to read and write. Students are encouraged to apply their knowledge of the theories of language and literacy learning to a range of texts.

**Course Code: EDUC1252A**

**Course Description: Childhood Studies I**

**NQF Credits: 24**

**NQF Level: 5**

This course presents and problematises theories of childhood and approaches to educating young children in the South African context. Childhood is explored from the perspective of different disciplines and pedagogies based on an understanding of the integrated nature of holistic development, learning and well-being in young children. Particular attention is paid to the physical well-being of the embodied child.

**Course Code: EDUC1265A**

**Course Description: isiZulu (Conversational Competence)**

**NQF Credits: 12**

**NQF Level: 5**

This course introduces students to basic classroom communication in isiZulu. It covers basic aural comprehension, conversational competence as well as the reading and writing of simple print and digital texts. The course also explores isiZulu as a language for teaching and learning within a multilingual context.

**Course Code: EDUC1272A**

**Course Description: South African Sign Language (Conversational Competence)**

**NQF Credits: 12**

**NQF Level: 5**

This course introduces students to the theoretical and practical aspects of South African Sign Language (SASL) in particular, linguistics and literature. It focuses on the development of proficiency in the use of South African Sign Language. It also promotes the development of skills in visual observing, signing, finger-spelling, thinking, and reasoning.

**Course Code: EDUC1266A**

**Course Description: Sesotho (Conversational Competence)**

**NQF Credits: 12**

**NQF Level: 5**

This course introduces students to basic classroom communication in Sesotho. It covers basic aural comprehension, conversational competence as well as the reading and writing of simple print and digital texts. The course also explores Sesotho as a language for teaching and learning within a multilingual context.

**Course Code: EDUC1258A**

**Course Description: School-Based Support**

**NQF Credits: 12**

**NQF Level: 5**

This course focuses on the development of basic counseling skills for educators. It prepares students in applying the theoretical principles of guidance and counseling to the provision of support for the personal, social, educational and vocational development of learners. It covers the organisation of guidance services within educational institutions. It also includes introduction to crisis management, trauma debriefing, and bereavement counseling within the school setting. It further prepares students to identify learners who are in need of more individual personal counselling, equipping educators to understand the networking and referrals systems available.

**Course Code: EDUC1256A**

**Course Description: Physical Activity and Sports in Schools**

**NQF Credits: 12**

**NQF Level: 5**

This course orientates the student teacher to better understand the role of physical activity, physical education, and sport within the school and community contexts. It develops health and fitness knowledge, using a multi-disciplinary approach, in an attempt to eradicate sedentary living.

**Course Code: EDUC1260A**

**Course Description: ICT Literacy**

**NQF Credits: 12**

**NQF Level: 5**

This course provides an overview of current Information and Communication Technologies (ICT) and the fundamental relationship between ICT and education. Students are familiarised with basic computing concepts such as computer parts, software packages, collaborative computing environments, computer security, privacy, and ethics. The course discusses the consequences and challenges faced by the ubiquity of computers. Students develop the requisite knowledge and skills to use ICT for educational purposes.

This includes fundamental computing, common computing terminology and basic principles of operation for computer systems. Students acquire fundamental knowledge on various computer applications and make use of common application software packages to carry out classroom activities.

**Course Code: EDUC1257A****Course Description: Fun with Choir****NQF Credits: 12****NQF Level: 5**

This course provides students with the first-hand experience of the potential of choir for social transformation, as well as individual and community well-being. The choral work serves as a generative space for experiential learning of music-reading and performing skills. The course models the practice of starting and developing choirs in schools and communities, thus enabling students to begin and develop their own choirs. This enhances a holistic and well-rounded approach to teaching.

**Course Code: EDUC1255A****Course Description: Arts for Teachers****NQF Credits: 12****NQF Level: 5**

In this course, students explore the role and potential of the arts in the lives of primary school children in the Foundation Phase. Studio-based learning and making music and visual art provide opportunities for students to express and develop their individual and collaborative abilities and literacies.

**Course Code: EDUC1269A and EDUC1270A****Course Description: Becoming a Teacher A and Becoming a Teacher B****NQF Credits: 6/6****NQF Level: 5/6**

This course enables students to examine their understanding of what it means to teach and the role that content knowledge plays in effective teaching. Students learn about the organisation of conceptual knowledge in lessons. They analyse a range of textbook extracts with respect to key content, skills-development and the level of thinking required by the learning activities. The course introduces students to the management of ideas and learners in the classroom. Students are introduced to instructional design for coherent lesson-planning and assessment. The course also prepares students for undertaking classroom observations during the teaching experience.

**Course Code: EDUC1280A****Course Description: Literacy for Literacy for Senior Phase and FET Teachers****NQF Credits: 12****NQF Level: 5**

This course concerns the different forms of literacy and focuses on the literacies that students need for their own studies. It also develops the literacies needed for reading, analysing and producing a range of texts. This course enables students to work critically with texts and helps them to evaluate a range of texts. This course also develops the literacies needed for the different learning areas and subjects in the Senior Phase and Further Education and Training (FET) curriculum.

**Course Code: EDUC1259A****Course Description: Financial Planning and Entrepreneurship****NQF Credits: 12****NQF Level: 5**

This course consists of two sections: entrepreneurship and financial planning. Students are introduced to a number of aspects of entrepreneurship such as its characteristics and its value. The course examines the characteristics conducive to entrepreneurship and the feasibility of new opportunities. It goes into a successful business plan and is grounded within the South African entrepreneurial environment. The financial planning section introduces students to budgetary processes; costing activities and decision-making. These are applied practically to a school-based event or activity

**Course Code: EDUC1302A****Course Description: Life Orientation I****NQF Credits: 24****NQF Level: 6**

This course introduces the principles, scope, and purpose of Life Orientation in secondary teaching. The course comprises two key components in Life Orientation: Physical Education and Personal Development.

**Course Code: EDUC1315A****Course Description: Economic and Financial Literacy****NQF Credits: 12****NQF Level: 5**

This course provides students with an introduction to economic and financial literacy to facilitate the acquisition of skills relevant to intermediate phase teaching and learning. It introduces the South African economic environment; the economic problem; the circular flow of income & spending; the different role players in the economy and its relationship to entrepreneurship. Additionally, it provides an introduction to financial management and accounting as a tool for entrepreneurial activities including the various budgetary processes.

**Course Code: EDUC1316A****Course Description: Learning in and through Art****NQF Credits: 12****NQF Level: 5**

This course introduces students to a range of art-making methods in order to explore art-making as a means to create meaning and express thinking. Through engaging with making their own artworks, students develop their capacity to problem-solve, innovate, express themselves in a range of media, and respond to others' opinions. A range of art teaching methodologies enables students to work with multi-modal resources and participate in inquiry-based learning.

**Course Code: EDUC1317A****Course Description: Learning in and through Drama****NQF Credits: 12****NQF Level: 5**

This course introduces students to a range of dramatic art forms and playmaking in order gain experience, and develop confidence in themselves as drama practitioners and performers. Through engaging with various dramatic art forms, students are exposed to both published dramatic pieces and will have the opportunity to write and perform their own material. Students are exposed to dramatic performances both in the classroom and through theatre productions in order to grow their appreciation and engagement with the art form. A range of drama teaching methodologies are used to provide opportunities for student engagement with participatory based learning opportunities

**Course Code: EDUC2275A****Course Description: Life Skills I: Arts for Teachers****NQF Credits: 12****NQF Level: 6**

This course explores the role and potential of the Arts in the world and in the lives of children in the Intermediate Phase. Studio based learning and making in Music and Visual Art provides opportunities for students to express and develop their individual and collaborative abilities and literacies.

**Course Code: EDUC2230A****Course Description: Education II****NQF Credits: 24****NQF Level: 6**

This course builds on the introduction to the sociology of education examined in Education I and introduces students to a philosophy of education. The sociology of education section of the course focuses on the inter-relationship between structure and agency and links these to contemporary issues in South African education. The section on philosophy of education focuses on and explores the aims and conceptions of education as well as issues related to critical thinking and practical reasoning.

**Course Code: EDUC2284A****Course Description: Life Orientation II****NQF Credits: 24****NQF Level: 6**



This course furthers the principles of Life Orientation with a specific focus on diversity and inclusion in three core components of Life Orientation, namely Physical Education, Personal and Social Development and Democracy and Human Rights.

**Course Code: EDUC2233A**

**Course Description: Childhood Studies II**

**NQF Credits: 24**

**NQF Level: 6**

This course examines how children's learning is guided and shaped by the curriculum, pedagogy and assessment during children's informal learning (ages birth to 6 years), then after children's transition and entry into the formal education system in the Foundation Phase (Grades R to 3). Alternative approaches to schooling young children are examined. The different conceptions of how children should be educated relate to and build on the different constructions of childhood explored in the first year of study with specific reference to constructions as represented in the Life Skills curriculum.

**Course Code: EDUC2238A**

**Course Description: Teaching Experience II**

**NQF Credits: 12**

**NQF Level: 6**

During school-based practicum sessions, students will have the opportunity to participate in different contexts of school life, including extra-mural programme. They observe and analyse teaching and learning processes, organise and manage a preparation file, work with supervising teachers in designing coherent lessons, select and use appropriate teaching resource materials, and practice teaching strategies that are appropriate to the content and the promotion of learner participation. Students must organise and manage the learning environment during the lessons they deliver, explain concepts clearly, question learners at a variety of levels of thinking, monitor and assess learners' answers and written work during class time and deepen their reflective practice through journal writing.

**Course Code: EDUC2231A**

**Course Description: Mathematics for Primary School Teachers II**

**NQF Credits: 12**

**NQF Level: 6**

This course combines content and pedagogy in Mathematics. The primary focus of this course will be on 2D and 3D geometry, symmetry, transformations, congruency and similarity, constructions, angles, measurement and data handling. It supports the development of specialists in teaching mathematics both in the Foundation Phase and the Senior Primary Phase and as such, will continue to build on the overarching theme of developing mathematical thinking and understanding. While continuing to build on and further develop concepts covered in the first year of study.

**Course Code: EDUC2232A**

**Course Description: Literacy for Primary School Teachers II**

**NQF Credits: 12**

**NQF Level: 6**

This course further develops student teachers' understanding of teaching language and literacy. The course is underpinned by an exploration of language structures and systems, and supports the development of reading and writing, especially for second language learners. It extends the focus on what children need to learn to be interactive readers and writers, and how this can be taught.

**Course Code: EDUC2266A**

**Course Description: Life Skills for Teachers**

**NQF Credits: 12**

**NQF Level: 6**

This course equips students with general life skills to cope in a complex and diverse society and to teach these skills to school learners. The course is made up of various personal and social topical issues to engage students in debating and navigating the complexities and challenges that diversity brings and to develop emotional skills. The course also exposes students to the benefits of healthy living and positive lifestyle choices.

**Course Code: EDUC2262A****Course Description: Technology II****NQF Credits: 24****NQF Level: 6**

This course assists student-teachers who wish to teach information technology at Grades 10, 11 and 12. This course makes students proficient in the use of high level programming languages such as Java within an object-oriented programming paradigm and to be able to design and manipulate databases using programming principles.

**Course Code: EDUC2246A and EDUC2247A****Course Description: Teaching Technology (Senior Phase) A and Teaching Technology (Senior Phase) B****NQF Credits: 6/6****NQF Level: 6/7**

This course assists pre-service teachers in developing methods and theories of teaching technology subjects. These theories will cut across the pedagogical content knowledge notion as well as the technological pedagogical content knowledge theory. These two theories will help strengthen and foreground the teachings that are suitable for teaching technology.

**Course Code: EDUC2267A and EDUC2268A****Course Description: Teaching Sesotho (Senior Phase) A and Teaching Sesotho (Senior Phase) B****NQF Credits: 6/6****NQF Level: 6/7**

This course equips students with the ability to relate to theories of language acquisition and language teaching approaches. The course consists of critical language awareness and the understanding of the Language in Education Policy (LiEP) implementation. It promotes designing of text based lessons suitable for senior primary schools.

**Course Code: EDUC2237A****Course Description: South African Sign Language II****NQF Credits: 24****NQF Level: 6**

The course provides theoretical and practical aspects of South African Sign Language (SASL), in particular, its grammatical structure, literature and the role of the language in classroom practice. The course focuses on the development of proficiency in the use of SASL in the educational context. In addition, it promotes the development of visual reading and viewing, observing, signing, thinking and reasoning and fingerspelling.

**Course Code: EDUC1304A****Course Description: isiZulu (conversational competence)****NQF Credits: 12****NQF Level: 5**

This course provides the study of isiZulu for professional purposes in teacher education. It includes basic aural comprehension, conversational competence, reading, writing, an analysis of written texts, and the use of language in multilingual context for the purposes of teaching and learning

**Course Code: EDUC1305A****Course Description: Sesotho (conversational competence)****NQF Credits: 12****NQF Level: 5**

This course provides the study of Sesotho for professional purposes in teacher education. It includes basic aural comprehension, conversational competence, reading, writing, an analysis of written texts, and the use of language in multilingual context for the purposes of teaching and learning.

**Course Code: EDUC1306Aa****Course Description: South African Sign Language (conversational competence)****NQF Credits: 12****NQF Level: 5**

This course provides an introduction to theoretical and practical aspects of South African Sign Language (SASL) in particular linguistics and literature. The course is focuses on the development of proficiency in the use of SASL. The course promotes the development of skills in visual observing, signing, fingerspelling, thinking and reasoning in alignment with the skills in SASL CAPS.

**Course Code: EDUC2263A**

**Course Description: Natural Sciences II**

**NQF Credits: 24**

**NQF Level: 6**

This course involves the study classification of a variety of life forms including plants, fungi and bacteria. It includes adaptation to habitat and environment, environmental science including a study of biomes, ecosystems, energy transfer systems and current environmental issues. It also includes investigative skills, the nature of science and the interaction of science, society and the environment, atomic structure and the structure of matter, stoichiometry, chemical periodicity, as well as an introduction to astronomy, geometric optics, circular and rotational motion.

**Course Code: EDUC2244A and EDUC2245A**

**Course Description: Teaching Natural Sciences (Intermediate Phase) A and Teaching Natural Sciences (Intermediate Phase) B**

**NQF Credits: 6/6**

**NQF Level: 6/7**

This course explores the nature and scope of natural science, the significance of teaching natural science in primary school and provides a critical study of the present natural science schooling curriculum. It also consists of a coherent framework for pedagogical analysis of primary school science content, through the identification of key concepts and skills underpinning natural science topics as well as development of effective learning experience and tasks.

**Course Code: EDUC2302A and EDUC2303A**

**Course Description: Teaching Natural Sciences (Senior Phase) A and Teaching Natural Sciences (Senior Phase) B**

**NQF Credits: 6/6**

**NQF Level: 6/7**

This course introduces the student to key concepts about teacher professional knowledge for teaching Natural Science. Students are introduced to pedagogical content knowledge as the unique knowledge that teachers use in their teaching. The course explores methodological skills for pedagogically transforming content knowledge of core topics in Natural Science into Big Ideas, which are statements assisting teachers to explain the most important understanding to be established in a topic. The course further introduces students to important aspects of teaching Natural Science such as the infusion of inquiry into classroom practices and management of laboratory practice.

**Course Code: EDUC2264A**

**Course Description: Social Sciences II**

**NQF Credits: 24**

**NQF Level: 6**

This course develops competency in the knowledge base and skills underpinning Geography and History through the study of relevant and applicable topics. This includes Geography (introduction to population and settlement studies, population: density and distribution, structure, growth, movements, health, settlement studies: rural and urban settlements, settlement issues, urban hierarchies, urban structure and growth, urban settlement issues and sustainable cities) and History (early societies, colonial settlement and slavery in the Americas and southern Africa).

**Course Code: EDUC2242A and EDUC2243A**

**Course Description: Teaching Social Sciences (Intermediate Phase) A and Teaching Social Sciences (Intermediate Phase) B**

**NQF Credits: 6/6**

**NQF Level: 6/7**

This course introduces the relationship between the discipline of history and how it is taught, and geography and how it is taught; identification of central processes in history and geography; their application in designing learning materials, activities, and eventually full lessons for the Intermediate Phase (Grades 4 to 6) learners. Engagement with historical thinking; exploration of the relevance of history and geography learners; the introduction to the Social Science (Intermediate Phase) curriculum; classroom management demands relating to fieldwork and classroom teaching; and an introduction to assessment in Social Science.

**Course Code: EDUC2248A and EDUC2249A**

**Course Description: Teaching Social Sciences (Senior Phase) A and Teaching Social Sciences (Senior Phase) B**

**NQF Credits: 6/6**

**NQF Level: 6/7**

This course introduces the relationship between the discipline of history and geography and how it is taught; identification of central processes in history and geography, their application in designing learning materials, activities, and eventually full lessons for the Senior Phase (Grades 7 to 9) learners. Engagement with historical thinking, exploration of the relevance of history and geography learners, the introduction to the Social Sciences (SP) Curriculum, classroom management demands relating to fieldwork and classroom teaching and an introduction to assessment in Social Science are covered in this course.

**Course Code: EDUC2259A**

**Course Description: English II**

**NQF Credits: 24**

**NQF Level: 6**

This course involves the continuing study of language and at a tertiary level, the relationship between language, society and education, with particular reference to a multilingual South Africa. The course draws from a range of genres including poetry, drama, prose fiction, media and film in a variety of contexts and engages social, cultural, and educational issues arising out of these texts and their context.

**Course Code: EDUC2252A and EDUC2253A**

**Course Description: Teaching English (Senior Phase) A and Teaching English (Senior Phase) B**

**NQF Credits: 6/6**

**NQF Level: 6/7**

This course prepares students for general language and literacy education and core skills for teaching English at South African schools. It also ensures students have the basic analytical skills and a sound knowledge of method and theory on which to base their teaching. The course includes topics such as reading literacy, language acquisition and learning, literature and methodologies. There is a strong emphasis on teaching languages within multicultural classroom context as well as both home and first additional language proficiency levels.

**Course Code: EDUC2260A**

**Course Description: isiZulu II**

**NQF Credits: 24**

**NQF Level: 6**

This course provides an in-depth critical knowledge needed by teachers of isiZulu language. The course consists of language, linguistics and literature drawn from a range of genre such as poetry, drama and prose fiction.

**Course Code: EDUC2256A and EDUC2257A**

**Course Description: Teaching isiZulu (Senior Phase) A and Teaching isiZulu (Senior Phase) B**

**NQF Credits: 6/6**

**NQF Level: 6/7**

This course equips students with the ability to relate to theories of language acquisition and language teaching approaches. The course consists of critical language awareness and the understanding of the Language in Education Policy (LiEP) implementation. It promotes designing of text based lessons suitable for senior primary schools.

**Course Code: EDUC2261A**

**Course Description: Sesotho II**

**NQF Credits: 24**

**NQF Level: 6**

This course provides an in-depth critical knowledge needed by teachers of Sesotho language. The course consists of language, linguistics and literature drawn from a range of genre such as poetry, drama and prose fiction.

**Course Code: EDUC2267A and EDUC2268A**

**Course Description: Teaching Sesotho (Senior Phase) A and Teaching Sesotho (Senior Phase) B**

**NQF Credits: 6/6**

**NQF Level: 6/7**

This course enables the student to relate to theories of language acquisition and language teaching approaches. The course consists of critical language awareness and the understanding of the Language in Education Policy (LiEP) implementation. It promotes the designing of text-based lessons suitable for senior primary schools.

**Course Code: EDUC2258A**

**Course Description: Mathematics II**

**NQF Credits: 24**

**NQF Level: 6**

The course takes on the form of applied mathematics studies. Statistical Reasoning is studied from an advanced perspective to develop a broader understanding of statistical methods and how they apply across contexts in mathematics.

**Course Code: EDUC2254A and EDUC2255A**

**Course Description: Teaching Mathematics (Senior Phase) A and Teaching Mathematics (Senior Phase) B**

**NQF Credits: 6/6**

**NQF Level: 6/7**

This course is an introduction to teaching mathematics at secondary level. Through working with subject content, students are taught to analyse pure mathematics content for the purpose of conveying concepts in classrooms. There is an emphasis on English as the language of teaching mathematics. Lectures are used as demonstration lessons for the purpose of enhancing the understanding of content from a teaching and learning perspective whilst providing pedagogical content knowledge (methodology) for introducing concepts to learners.

**Course Code: EDUC2265A**

**Course Description: Information Technology II**

**NQF Credits: 24**

**NQF Level: 6**

Student-teachers wanting to teach information technology at school are required to take this course. This course enables student proficiency in the use of high level programming languages such as Java within an object oriented programming paradigm and for design and manipulation of databases using programming principles.

**Course Code: EDUC2240A and EDUC2241A**

**Course Description: Teaching Information Technology I (FET) A and Teaching Information Technology I (FET) B**

**NQF Credits: 6/6**

**NQF Level: 6/7**

This course provides an introduction to teaching and learning within the field of Information Technology with emphasis on computer programming concepts, problem solving, algorithm design, computational thinking, abstraction, data representation and object-oriented design.

**Course Code: EDUC2300A and EDUC2301A**

**Course Description: Teaching Life Orientation (Senior Phase)**

**NQF Credits: 12**

**NQF Level: 6**

This course focuses on the application of content, skills and values acquired in the academic study of Life Orientation to classroom practice in the Senior Phase in Secondary teaching. The course enables students to develop strategies for teaching and learning Physical Education and Personal and Social Development.

**Course Code: EDUC2235A**

**Course Description: Sesotho Additional Language II**

**NQF Credits: 24**

**NQF Level: 6**

This course involves the continued study of Sesotho after an advanced conversational competence course that develops competence in Sesotho for professional purposes; develops aural comprehension, reading and writing skills in Sesotho in a multilingual classroom context and increases student teachers' capacity to communicate with learners.

**Course Code: EDUC4271A/EDUC4250A**

**Course Description: Teaching Information Technology II (FET)**

**NQF Credits: 12**

**NQF Level: 7**

This course introduces teaching and learning within the field of Information Technology with emphasis on computer programming concepts, problem solving, algorithm design, computational thinking, abstraction, data representation and object-oriented design.

**Course Code: EDUC3117A/EDUC3167A**

**Course Description: Education III**

**NQF Credits: 24**

**NQF Level: 7**

This course through exploration of contemporary issues, cultivates an ability to think critically about education, with regard to pedagogy, assessment and curriculum. The course addresses key questions of knowledge selection and sequencing in the field of curriculum, explores and interrogates different approaches to pedagogy and their implications for professional practice. It provides a conceptual framework for understanding assessment practice as an integrated activity within the process of learning and teaching.

**Course Code: EDUC3167A**

**Course Description: Education III: Curriculum and Pedagogy (part-time)**

**NQF Credits: 16**

**NQF Level: 6**

This course explores contemporary issues in education and cultivates the ability to think critically about pedagogy and the curriculum. The course addresses key questions of knowledge selection and sequencing in the field of curriculum, explores and interrogates different approaches to pedagogy and their implications for professional practice, and provides a conceptual framework for understanding knowledge selection, sequencing and mediation as an integrated activity within the process of learning and teaching.

**Course Code: EDUC3164A**

**Course Description: Information Technology III**

**NQF Credits: 24**

**NQF Level: 7**

This course deepens students' understanding of systems and application software and the software development process. It also provides an introduction to windows programming, web-based applications and working with databases.

**Course Code: EDUC4222A****Course Description: Life skills: Arts for Teachers****NQF Credits: 12****NQF Level: 5**

In this course students explore the role and potential of the arts in the lives of primary school children in the Intermediate Phase. Studio-based learning and making in music and visual art provide opportunities for students to express and develop their individual and collaborative abilities and literacies.

**Course Code: EDUC3115A****Course Description: Additional Teaching Experience III****NQF Credits: 0****NQF Level: 6**

This course comprises school-based practicum sessions in which students have the opportunity to participate in different contexts of school life, including extra-mural programmes; observe and analyse teaching and learning processes; organise and manage a preparation file; work with supervising teachers in designing coherent lessons; select and use appropriate teaching resource materials, and practice teaching strategies that are appropriate to the content and promote learner participation.

**Course Code: EDUC3142A/EDUC3151A****Course Description: Teaching Experience IIIA**

This course comprises school-based practicum sessions in which students have the opportunity to participate in different contexts of school life, including extra-mural programmes; observe and analyse teaching and learning processes; organise and manage a preparation file; work with supervising teachers in designing coherent lessons; select and use appropriate teaching resource materials, and practice teaching strategies that are appropriate to the content and promote learner participation. Students are expected to organise and manage the learning environment during the lessons they deliver; explain concepts clearly, question learners at a variety of levels of thinking; monitor and assess learners' answers and written work during class time and deepen their reflective practice through journal writing.

**Course Code: EDUC3168A****Course Description: Teaching Experience IIIB****NQF Credits: 6****NQF Level: 7**

This course comprises school-based practicum sessions in which students have the opportunity to participate in different contexts of school life, including extra-mural programmes; observe and analyse teaching and learning processes; organise and manage a preparation file; work with supervising teachers in designing coherent lessons; select and use appropriate teaching resource materials, and practice teaching strategies that are appropriate to the content and promote learner participation. Students are expected to organise and manage the learning environment during the lessons they deliver; explain concepts clearly, question learners at a variety of levels of thinking; monitor and assess learners' answers and written work during class time and deepen their reflective practice through journal writing.

**Course Code: EDUC3165A****Course Description: Life Orientation III****NQF Credits: 24****NQF Level: 7**

This course advances the study of Life Orientation. Physical Education focuses on life-long physical activity engagement; Personal and Social Development focuses on career guidance and sexuality education while Democracy and Human Rights focuses on the diversity of religion or belief and religion in education and policy.

**Course Code: EDUC3116A****Course Description: Childhood Studies III****NQF Credits: 24****NQF Level: 7**

This course focuses on contemporary issues of childhood in South Africa. It is underpinned by an inclusive approach to education and a strong social justice framework. The course responds to contextual issues like abuse, poverty, race, gender and sexuality and introduces students to appropriate social justice pedagogies.

**Course Code: EDUC3162A**

**Course Description: Engineering Graphics and Design III**

**NQF Credits: 24**

**NQF Level: 7**

This course introduces instrument drawing and entails a further study of geometrical constructions and reproduction drawing as well as perspective drawing, loci, cams, helices, screw threads and civil drawing.

**Course Code: EDUC3158A**

**Course Description: English III**

**NQF Credits: 24**

**NQF Level: 7**

This course involves the advanced study of: multiple texts drawn from literary genres, including major writers from Africa and beyond; different forms of media, including narrative film; the English language and the shifting relationship between form, style and context; and engages social, cultural, and educational issues arising out of these.

**Course Code: EDUC3169A**

**Course Description: isiZulu Additional Language II**

**NQF Credits: 24**

**NQF Level: 6**

This course continues the study of isiZulu to further develop competence in isiZulu for professional purposes, develop aural comprehension, reading and writing skills in isiZulu in a multilingual classroom context and increase student teachers' capacity to communicate with learners.

**Course Code: EDUC3121A**

**Course Description: Sesotho First Additional Language III**

**NQF Credits: 24**

**NQF Level: 6**

This course is a continuation of the development and understanding of the Sesotho language. Introductions are made to relevant Sesotho literature (all genres) and emphasis is placed on resource development for First Additional Language (FAL) teaching in the classroom. There is also a continued development of the methodological understanding of teaching FAL.

**Course Code: EDUC3122A/EDUC3156A**

**Course Description: Geography III**

**NQF Credits: 24**

**NQF Level: 7**

This course further develops content knowledge and skills required for geographical studies. Topics include the ability to observe, identify, classify, measure, compute, record and process data; analyse and interpret (data, opinions, maps, photos, graphs, points of view, amongst others); illustrate; seek interrelationships; synthesise; work in a team; solve problems and develop thinking skills. Emphasis is placed on developing spatial awareness and competency. This course also develops an understanding of major contemporary topics in geography, building on topics covered in the second year Social Science course. The course comprises an in-depth study in applied climatology, population & political geography, development and economic geography, hazards and disaster management.

**Course Code: EDUC3157A**

**Course Description: History III**

**NQF Credits: 24**

**NQF Level: 7**



This course provides substantive and procedural historical knowledge. It also focuses aspects of South African history – from early Cape history to the mineral revolution and South Africa after 1910 including the Segregation Era 1910 – 1948, the Apartheid Era 1948 – 1994, and the Post-Apartheid Era, which includes the Truth Reconciliation Commission (TRC), public history and heritage.

**Course Code: EDUC3164A**

**Course Description: Information Technology**

**NQF Credits: 24**

**NQF Level: 7**

This course deepens the understanding of systems and application software; and the software development process. It provides an introduction to windows programming, web-based applications and working with databases. It also enables student teachers to develop web-based systems and windows applications that can be used for educational purposes.

**Course Code: EDUC3159A**

**Course Description: isiZulu III**

**NQF Credits: 24**

**NQF Level: 7**

This course studies literary texts in isiZulu drawn from a variety of contexts. It concentrates on literary theories, study of language structures, conventions and usage in the South African classroom. Furthermore, it considers major debates about teaching in multilingual and cultural classrooms.

**Course Code: EDUC3152A**

**Course Description: Life Sciences IIIA**

**NQF Credits: 24**

**NQF Level: 7**

This course studies the life processes related to homeostasis and some environmental issues. Topics include homeostasis, temperature regulation, endocrine system, excretion, nervous system, sense organs and population ecology.

**Course Code: EDUC3153A**

**Course Description: Life Sciences IIIB**

**NQF Credits: 24**

**NQF Level: 7**

This course studies the life processes in both plants and animals that sustain life. Topics include biological compounds and their uses, cell biology and mitosis, tissues, gaseous exchange, nutrition, transport in plants and animals, photosynthesis and respiration.

**Course Code: EDUC4262A/EDUC4240A**

**Course Description: Teaching Life Sciences (FET)**

**NQF Credits: 12**

**NQF Level: 7**

This course explores the nature and scope of Life Sciences, with reference to the teaching of topics covered in Life Sciences. It extends the student's knowledge of the significance of teaching Life Sciences in high schools and critical study of the present Life Sciences school curriculum.

**Course Code: EDUC3129A**

**Course Description: Literacy for Foundation Phase Teachers III**

**NQF Credits: 12**

**NQF Level: 7**

This course expands on the role of the reader as a text user and analyst. It includes an exploration of children's literature and texts for learning to read, with a focus on various pedagogies and approaches (for example multimodality/ arts-based approaches and critical literacy) for teaching these texts.

**Course Code: EDUC3161A**

**Course Description: Mathematics III**

**NQF Credits: 24**

**NQF Level: 7**

This course comprises two components: Linear Algebra and Calculus. The Linear Algebra component introduces key concepts and procedures related to working with vectors and matrices. Vectors are studied in 2D and 3D and matrices are explored using a variety of methods related to matrix algebra. The Calculus component introduces key concepts and procedures in differential calculus and integration.

**Course Code: EDUC3131A**

**Course Description: Mathematics for Foundation Phase Teachers III**

**NQF Credits: 12**

**NQF Level: 7**

This course deepens the knowledge of numeracy, content and pedagogy. It focuses on concepts for example accounting, place value, number values, fractions and extending work on early number through the understanding of additive and multiplicative relations relating to the Foundation Phase.

**Course Code: EDUC3132A**

**Course Description: Mathematics for Primary School Teachers III**

**NQF Credits: 24**

**NQF Level: 7**

This course covers theories on child development of teaching and multiplicative reasoning, and rational number. Early algebra is revisited in order to understand algebraic structures, looking at different learning and teaching theories, and research on algebraic reasoning.

**Course Code: EDUC4269A/EDUC4247A**

**Course Description: Teaching Mathematics (FET)**

**NQF Credits: 12**

**NQF Level: 7**

This course examines the mathematics content of Statistics, Probability and Financial Mathematics in the FET phase. It also examines the methodologies needed for teachers and learners to be able to communicate mathematically in English in these topics. It focuses on both conceptual knowledge and procedural efficiency in these topics through exact mathematical language.

**Course Code: EDUC3134A/EDUC3163A**

**Course Description: Mechanical Technology III**

**NQF Credits: 24**

**NQF Level: 7**

This course equips students with the requisite content knowledge and pedagogical skills to teach Mechanical Technology at the FET (Grades 10-12) level in South Africa. Mechanical Technology focuses on the design process from conceptual design to practical problem solving and the application of scientific principles. The subject provides scope for learning about systems and services used in the motor industry. The emphasis is in the fields of auto-motive engineering and manufacturing.

**Course Code: EDUC3135A/EDUC3154A**

**Course Description: Physical Sciences IIIA**

**NQF Credits: 24**

**NQF Level: 7**

This course has two components: Chemistry and Physics. In Chemistry topic include: Atomic and Molecular structure; Advanced Treatment of Chemical Kinetics; Chemical equilibrium; Solubility equilibrium; and Acid- Base Equilibrium. In Physics topics include: Oscillations and Material Waves; Electric and Magnetic Field Oscillations; Electromagnetic Radiation and Light Waves; Physical Optics; and Introduction to Quantum Mechanics.

**Course Code: EDUC3136A/EDUC3155A**

**Course Description: Physical Sciences IIIB**

**NQF Credits: 24**

**NQF Level: 7**

This course has two components: Chemistry and Physics. In Chemistry topics include: Organic Chemistry, Chemical Bonding, Oxidation and Chemical Equilibrium. In Physics topics include: Classical Physics, Thermodynamics, Statistics and Dynamics, Mechanical Properties, Radioactivity and Nuclear Physics.

**Course Code: EDUC4263A/EDUC4241A****Course Description: Teaching Physical Sciences (FET)****NQF Credits: 12****NQF Level: 7**

This course covers pedagogical content knowledge (PCK) of the teaching and learning at FET level. Topics include the use of teaching strategy, technology assessment, quantifying experiments and managing of laboratories.

**Course Code: EDUC3138A/EDUC3160A****Course Description: Sesotho III****NQF Credits: 24****NQF Level: 7**

This course is a further study of literary texts in Sesotho drawn from a variety of contexts. It concentrates on literary theories for professional purposes and offers a further study of language usage paying attention to some of the major debates in multilingual and cultural classrooms.

**Course Code: EDUC3139A****Course Description: Teaching Home Language in the Intermediate Phase III****NQF Credits: 24****NQF Level: 7**

This course further develops the ability to relate theories of language acquisition to practice and language teaching approaches. It promotes an understanding of language policy, multilingualism and codeswitching in South African classrooms where English, isiZulu or Sesotho are home languages. The course explains how students use and analyse different genre texts and develops critical thinking, strategies and principles for teaching the macro skills associated with listening, speaking, reading, viewing, writing, designing and language structures and conventions in primary schools.

**Course Code: EDUC4270A/EDUC4248A****Course Description: Teaching Engineering Graphics and Design (FET)****NQF Credits: 12****NQF Level: 7**

This course extends pedagogical content knowledge to include technological dimensions as Technological Pedagogical Knowledge. It develops methods and theories of teaching technology subjects.

**Course Code: EDUC4266A/EDUC4244A****Course Description: Teaching English (FET)****NQF Credits: 12****NQF Level: 7**

This course develops pedagogical tools in teaching English to Grades 10 through Grades 12 in a range of secondary school South African classroom contexts. Approaches to language and literature teaching across multiple genres, modes and media are taught. The principles of unit planning, materials design and assessment are dealt with, drawing on both Home Language and First Additional Language curriculum documents.

**Course Code: EDUC4264A/EDUC4242A****Course Description: Teaching Geography (FET)****NQF Credits: 12****NQF Level: 7**

This course introduces the essence of teaching geography in high school and draws on experience, and professional development as a FET student teacher. It also develops a student's understanding of a student teacher's role as a high school teacher. Student teachers are exposed to methods in geography that enables them to teach young people confidently to study the world around them in a holistic manner.

**Course Code: EDUC4265A/EDUC4243A****Course Description: Teaching History (FET)****NQF Credits: 12****NQF Level: 7**

This course provides the pedagogy for the learning, teaching and assessing in the Further Education and Training (FET) phase.

**Course Code: EDUC4267A/EDUC4245A**

**Course Description: Teaching isiZulu (FET)**

**NQF Credits: 12**

**NQF Level: 7**

This course provides the pedagogy for the learning, teaching and assessing for teaching isiZulu from Grades 10 through Grades 12 in South African classrooms. Approaches to language and literature teaching across multiple genres, modes and media are taught. The principles of unit planning, materials design and assessment will be dealt with, drawing on both Home Language and First Additional Language curriculum documents.

**Course Code: EDUC3147A**

**Course Description: Teaching Social Sciences (Intermediate Phase) A**

**NQF Credits: 6**

**NQF Level: 6**

This course provides the pedagogy for the learning, teaching and assessing Social Sciences in the Intermediate Phase, Grades 4-7. It focuses on pedagogy and teaching subject knowledge for teaching in History and Geography through the study of relevant and applicable topics.

**Course Code: EDUC3148A**

**Course Description: Teaching Social Sciences (Intermediate Phase) B**

**NQF Credits: 6**

**NQF Level: 7**

This course extends the teaching of Geography in the context of the Subject: Social Sciences through the study of relevant and applicable topics. The focus is on teaching pedagogical and subject knowledge for teaching geography in Grades 4 to 7. The course also focuses on the practical knowledge required for History and Geography learning and teaching.

**Course Code: EDUC4268A/EDUC4246A**

**Course Description: Teaching Sesotho (FET)**

**NQF Credits: 12**

**NQF Level: 7**

This course provides the pedagogy for the learning, teaching and assessing Sesotho from Grades 10 to 12 in the South African classroom. Approaches to language and literature teaching across multiple genres, modes and media will be taught. The principles of unit planning, materials design and assessment will also be dealt with, drawing on both Home Language and First Additional Language curriculum documents.

**Course Code: EDUC4219A**

**Course Description: Information Technology IV**

**NQF Credits: 24**

**NQF Level: 7**

This course deepens students' understanding of networking fundamentals, communication technologies, data and information management. Students are acquainted with the basic terminologies of networking fundamentals, internet applications, and data and information management. Student teachers develop future-oriented, innovative IT teaching strategies.

**Course Code: EDUC4212A**

**Course Description: Education IV**

**NQF Credits: 24**

**NQF Level: 7**

This course covers history, inclusive education, teacher related policies and the legal framework of teaching. The historical component covers pre-apartheid colonial and missionary education, the history of and resistance against apartheid education, and the need for a democratic approach to education. The inclusive education component presents the legal framework of inclusion for SA schools, as well

psychological theories that explain and enable approaches to inclusive education and how to deal with diversity in schools and classrooms. The course also considers what it means to be a practicing teacher within the context of contemporary South African education policy and law.

**Course Code: EDUC4211A**

**Course Description: Childhood Studies IV**

**NQF Credits: 24**

**NQF Level: 7**

This course focusses on current debates about childhood and early learning in the literature in what is now a contested field. Students are expected to critically engage with these ideas to inform their developing practice. They are required to integrate what they have learned about children's rich imagination, creativity and resourcefulness with a range of innovative pedagogies. This enables students to develop and implement life skills programmes for children in meaningful and sensitive ways.

**Course Code: EDUC4236A**

**Course Description: Teaching Life Orientation (FET)**

**NQF Credits: 12**

**NQF Level: 7**

This course advances pedagogical knowledge and skills for teaching Life Orientation in the FET phase. The course focuses on teaching and learning diversity and inclusion in Physical Education, Personal and Social Development and democratic citizenship and human rights' education.

**Course Code: EDUC4210A/EDUC4239A**

**Course Description: Being a Teacher**

**NQF Credits: 12**

**NQF Level: 7**

This course prepares students for the transition to novice teachers. It explores professional identity construction and what it means to be a teacher with a mission in the context of South African schooling. It introduces students to practice-based research both as reflective practitioners and as classroom researchers with an emphasis on their professional agency in the school context. The course consolidates professional learning of the initial teacher education programme and explores teaching as knowledge-based practice.

**Course Code: EDUC4213A/EDUC4259A**

**Course Description: Engineering Graphics and Design IV**

**NQF Credits: 24**

**NQF Level: 7**

This course focuses on a study of geometrical solids (both orthographic and sectional views), isometric drawings, Isometric sectional drawing, perspective drawings of complex figures like pools, house hold furniture, screw threads and a spring. The course also deals with sectional drawing, civil drawing and assembly drawing.

**Course Code: EDUC4214A/EDUC4255A**

**Course Description: English IV**

**NQF Credits: 24**

**NQF Level: 7**

This course continues with the advanced study of literary texts from the 20th and 21st centuries (novels, poetry and drama); and an advanced study of film. Advanced language theories are also studied with particular reference to a multilingual South Africa.

**Course Code: EDUC4215A**

**Course Description: isiZulu First Additional Language III**

**NQF Credits: 24**

**NQF Level: 6**

This course further develops competence in isiZulu for professional purposes, develops aural comprehension, reading and writing skills in isiZulu in a multilingual classroom context and increases student teachers' capacity to communicate with learners.

**Course Code: EDUC4217A/EDUC4253A****Course Description: Geography IV****NQF Credits: 24****NQF Level: 7**

This course further develops content knowledge and skills required for geographical studies. Topics include the ability to observe, identify, classify, measure, compute, record and process data; analyse and interpret (data, opinions, maps, photos, graphs, points of view, amongst others); illustrate; seek interrelationships; synthesise; work in a team; solve problems and develop thinking skills. Emphasis is placed on developing spatial awareness and competency. This course further develops an understanding of major contemporary topics in geography, building on topics covered in the third year Geography course. The course also comprises an in-depth study of research and applied geographic techniques; applied regional studies, regional geomorphology; applied geomorphology.

**Course Code: EDUC4218A/EDUC4254A****Course Description: History IV****NQF Credits: 24****NQF Level: 7**

This course provides both substantive and procedural historical knowledge. The course focuses on aspects of the Cold War, including the Cuban Missile Crisis, Propaganda, the Arab-Israeli Conflict, and the end of the Cold War; History of Africa, including pre-colonial, colonial and postcolonial history; Representations of genocide in Australia, Nazi Germany, and Rwanda.

**Course Code: EDUC4219A****Course Description: Information Technology IV****NQF Credits: 24****NQF Level: 7**

This course introduces students to networking fundamentals, communication technologies, data and information management. Students are acquainted with the basic terminologies of Networking Fundamentals, internet applications, and data and information management. Student teachers develop an understanding of networking, how to troubleshoot, maintain, and run internet applications.

**Course Code: EDUC4220A/EDUC4256A****Course Description: isiZulu IV****NQF Credits: 24****NQF Level: 7**

The course deals with the advanced study of literary texts and language from a representative selection of renowned new authors. The course also explores language theories that are relevant and practically applicable in South African classrooms.

**Course Code: EDUC4251A****Course Description: Life Sciences IV****NQF Credits: 24****NQF Level: 7**

The course explores the study of life processes associated with the continuity of life including reproduction, meiosis and embryology, genetics and evolution and its applications e.g. biotechnology.

**Course Code: EDUC4223A****Course Description: Life Skills II: Personal, Social and Physical Well-being****NQF Credits: 12****NQF Level: 6**

The course focuses on developing the well-being of the Intermediate Phase child from a values-based perspective: the personal, social and physical. It explores how emotional literacy, knowledge of rights and responsible citizenship and healthy living provide the foundations upon which healthy societies are based.

**Course Code: EDUC4224A****Course Description: Literacy for Foundation Phase Teachers IV****NQF Credits: 12****NQF Level: 7**

This course synthesises students' understanding of the theories and practices of literacy education. It also extends understandings of assessment and remediation for young readers and writers. Students are required to develop and teach integrated units for multilingual classrooms that apply theory and practice.

**Course Code: EDUC4225A/EDUC4258A****Course Description: Mathematics IV****NQF Credits: 24****NQF Level: 7**

This course comprises two components. One component is Connecting Mathematics; the other component is Mathematical Modelling. The Connecting Mathematics component focuses on a variety of topics which include more advanced mathematics. This component introduces students to key concepts in sequences and series, the binomial theorem and complex numbers. Conic sections are also studied in order to deepen knowledge of geometry and its intersection with algebra and trigonometry. This component also introduces students to Mathematical Induction as a method of proof. The Mathematical modelling component integrates mathematical concepts that have been explored across Mathematics I, II and III. The component applies techniques from science and mathematics to deal with and solve real life problems. This component introduces students to well-known mathematical models, such as the fitting of different curves to data.

**Course Code: EDUC4226A****Course Description: Mathematics for Foundation Phase Teachers IV****NQF Credits: 12****NQF Level: 7**

Deepening of mathematics concepts that include measurement, space and shapes, money and data handling will be addressed that are aligned with creative pedagogies. The course also focuses on different philosophies of the nature of mathematics, in particular the Platonic view of a mathematics that is 'put into' representations and the view that mathematics is constructed through representations.

**Course Code: EDUC4227A****Course Description: Mathematics for Primary School Teachers IV****NQF Credits: 24****NQF Level: 7**

This course covers the following content areas: Algebra and Functions, Probability, Logic and Proof, Triangles and Similarity that would lead into Trigonometry; Understanding the van Hiele levels in Geometry, Proof and Geometry, Computer skills like Microsoft Excel and Geogebra.

**Course Code: EDUC4228A****Course Description: Mechanical Technology IV****NQF Credits: 24****NQF Level: 7**

This course enables the student to develop the skills and the underlying process technology required for the routine maintenance, to motor vehicles and includes fitting and turning.

**Course Code: EDUC4229A/EDUC4252A****Course Description: Physical Sciences IV****NQF Credits: 24****NQF Level: 7**

This course has two components: chemistry and physics. In Chemistry the following topics are covered: Polymers; Organic Chemistry; Electrochemistry; Acids and Bases; Rates of Reactions; and Phase Solubility. In Physics the following topics are covered: Electrical Properties of Matter; Electronic Properties; Relativity and Modern Physics; and Applications of Physics.

**Course Code: EDUC4230A/EDUC4257A****Course Description: Sesotho IV****NQF Credits: 24****NQF Level: 7**

This course considers the advancement of the study of literary texts and language including of a representative selection of renowned new authors. This course also involves the study of language theories that are relevant and practically applicable in South African classrooms.

**Course Code: EDUC4272A****Course Description: Teaching Additional Languages for Primary School Teachers IV****NQF Credits: 12****NQF Level: 7**

This course promotes an advanced understanding of the main ideas around language teaching methodologies and approaches for learning additional languages. It focuses on analysing language curricula, identifying the main teaching approaches and principles for additional language teaching and translating these into classroom practice.

**Course Code: EDUC4232A/EDUC4261A****Course Description: Teaching Experience IVA****NQF Credits: 12****NQF Level: 7**

During school-based practicum sessions, students have the opportunity to participate in different contexts of school life, including extra-mural programmes; observe and analyse teaching and learning processes; organise and manage a preparation file; work with supervising teachers in designing coherent lessons; select and use appropriate teaching resource materials, and practice teaching strategies that are appropriate to the content and promote learner participation.

**Course Code: EDUC4233A/EDUC4238A****Course Description: Teaching Experience IVB****NQF Credits: 12****NQF Level: 7**

During school-based practicum sessions, students have the opportunity to participate in different contexts of school life, including extra-mural programmes; observe and analyse teaching and learning processes; organise and manage a preparation file; work with supervising teachers in designing coherent lessons; select and use appropriate teaching resource materials, and practice teaching strategies that are appropriate to the content and promote learner participation.

**Course Code: EDUC4249A****Course Description: Teaching Mechanical Technology (FET)****NQF Credits: 12****NQF Level: 7**

This course introduces teaching and learning within the field of Mechanical Technology with emphasis on Technical Vocational Education and Training (TVET). The course also examines various innovative teaching strategies and learning activities appropriate for teaching core concepts and the forms of knowledge that are important in Vocational Education.

**Course Code: EDUC4279A****Course Description: Additional Teaching Experience IV****NQF Credits: 0****NQF Level: 7**

This course comprises school-based practicum sessions in which students have the opportunity to participate in different contexts of school life, including extra-mural programmes. Students ; observe and analyse teaching and learning processes; organise and manage a preparation file; work with supervising teachers in designing coherent lessons; select and use appropriate teaching resource materials;, and practise teaching strategies that are appropriate to the content and promote learner participation.



## Postgraduate Diploma in Education in the field of Deaf Education

**Course Code:** EDUC5214A

**Course Description:** Theories and Policies within the Deaf Education Context

**NQF Credits:** 30

**NQF Level:** 8

This course explores and critiques the international and national legal and theoretical contexts within which the field of Deaf Education has developed over the years. Complex issues of philosophical views and heuristics are explored in order to gain an understanding of the current schools of thought within both the local and international contexts.

**Course Code:** EDUC5217A

**Course Description:** Psychology, Identity and Socio-Emotional Development of the Deaf and Hard of Hearing Learner

**NQF Credits:** 30

**NQF Level:** 8

This course explores the continuum of understanding of Deaf Identity, Community and Culture and how these can impact on the socio-emotional development and educational outcomes of deaf and hard of hearing learners.

**Course Code:** EDUC5215A

**Course Description:** Pedagogy, Praxis and Research within the Context of Educating Deaf and Hard of Hearing Learners

**NQF Credits:** 30

**NQF Level:** 8

This course explores the unique pedagogy within the various contexts of educating deaf and hard of hearing learners along with the core role that research can play in informing best practice. Social research principles and skills are investigated as we explore the value of evidence-based practice for educators, practitioners and leadership within a multitude of Deaf Education contexts.

**Course Code:** EDUC5216A

**Course Description:** Curriculum and Assessment in the Education of Deaf and Hard of Hearing Learners

**NQF Credits:** 30

**NQF Level:** 8

This course explores and critiques the complexity of 'The Curriculum' relating to the Education of Deaf and hard of hearing learners within the current South African and international context. This is followed by discussions on outcomes and assessment within Deaf Education as they relate to both the intended and hidden curriculum within the wide range of educational contexts, levels of hearing loss as well as communication methodologies.

## Postgraduate Diploma in Education in the field of Higher Education

**Course Code:** EDUC5154A

**Course Description:** Learning and Teaching in Higher Education

**NQF Credits:** 30

**NQF Level:** 8

This course addresses in some depth theories of learning and teaching relevant in higher education; disciplinary learning and teaching concerns; teaching large and small classes; academic literacies, research communities and apprenticeship learning. The reflective practitioner model will provide a philosophical and pedagogical base for the course.

**Course Code:** EDUC5150A

**Course Description:** Curriculum Design and Development in Higher Education

**NQF Credits:** 30

**NQF Level:** 8

This course presents theories of the overt and hidden curriculum, curriculum design and development, strategies and methods of curriculum and course evaluation, selecting and evaluating content and methods, materials development and evaluation, e-learning infrastructure for contact teaching.

**Course Code: EDUC5153A**

**Course Description: Assessment in Higher Education**

**NQF Credits: 30**

**NQF Level: 8**

This course presents theories and principles of assessment design, assessment methods, alignment of course aims and outcomes with content, teaching methods and assessment, marking schemes, issues of validity and reliability, giving feedback to candidates, the responsibilities of an internal and external examiner, moderators' and supervisors' reports.

**Course Code: EDUC5155A**

**Course Description: New Directions in Higher Education**

**NQF Credits: 30**

**NQF Level: 8**

The issues selected for study in this course depends on the expressed interests of candidates and lecturers and the capacity of course presenters to address the issues. Visiting academics may propose some topics and teach in the course. Possible topics include the changing role of higher education in society, managing diversity and inclusivity, leadership development, access and selection of candidates, monitoring and evaluation of institutional performance, research communities, and networked knowledge communities.

## **Postgraduate Diploma in Education in the field of Digital Education and Online Teaching**

**Course Code: EDUC5279A**

**Course Description: Teaching with Technology**

**NQF Credits: 30**

**NQF Level: 8**

This course focuses on using ICTs within different teaching and learning environments, highlighting the importance of the effective use and application of various digital tools to enhance teaching-and-learning practices. Topics include pedagogy and the technology-enhanced classroom; effective instructional strategies; adopting a blended learning approach; selecting an appropriate learner management system (LMS); implementing technology-enhanced teaching; using collaborative and interactive learning tools; gamification and eLearning simulations; feedback and assessment tools; integrating technology into curriculum planning, and evaluating the effectiveness of technology-enhanced teaching.

**Course Code: EDUC5278A**

**Course Description: Instructional Design**

**NQF Credits: 30**

**NQF Level: 8**

This course focuses on outcomes-driven sequencing and pacing of learning environments (Gagné), the "chunking" of integrated learning modules within the limits of working memory (information processing theory), and the embodiment of a virtual teacher or mediator in the design of structured learning pathways (constructivist learning theory), in a complex model of curriculum design for online learning. The course provides students with the knowledge and skills to create situation-specific online learning modules and live web-based training sessions, teacher/trainer-led learning guides and support materials.

**Course Code: EDUC5281A**

**Course Description: New Directions in Digital Learning**

**NQF Credits: 30**

**NQF Level: 8**

This course focus on the use of technologies for improved teaching and learning. It covers emerging digital learning environments connecting them with teaching and learning. The course explains the latest trends in educational technology are analysed and technological affordances are explored to determine

their potential to improve teaching and learning in specific contexts. Participants have an opportunity to analyse their current contexts in relation to pedagogic problems, students' learning needs and current available technologies. Students apply relevant research to solve problems suitable for their contexts.

**Course Code: EDUC5280A**

**Course Description: e-Assessment in Education**

**NQF Credits: 30**

**NQF Level: 8**

This course introduces a variety of techniques for assessing classroom based learners using online digital platforms. It covers theory and practice of e-assessment and includes theoretical frameworks like behaviourism, cognitivism and constructivism and the way they shape e-assessment. The principles that govern e-assessment and how e-assessment can be aligned with learning objectives, curricula and pedagogy are examined.

## Advanced Diploma in Technical and Vocational Teaching

**Course Code: EDUC1318A**

**Course Description: Education Studies**

**NQF Credits: 24**

**NQF Level: 7**

This course focuses on the study of education and its foundations. It covers different theories of education and knowledge: Philosophy, Psychology, and Sociology of Education as they impact on Technical and Vocational Education and Training (TVET).

**Course Code: EDUC1319A**

**Course Description: Management with Technical and Vocational Education and Training**

**NQF Credits: 16**

**NQF Level: 7**

The course covers the following topics:

The historical development of post-school education in South Africa and globally, with special reference to the TVET sector, politics of vocational education, educational policies and their impact on the TVET sector. This course also covers the role of different stakeholders in the TVET sector and relevant policies and how roles of different stake holders impact development in South Africa. Students will be exposed to the theoretical positions in respect of the history, politics and economics as it relates to TVET. The curriculum covers local and international trends that relate to the TVET sector.

**Course Code: EDUC1322A**

**Course Description: Technical and Vocational Education Studies**

**NQF Credits: 34**

**NQF Level: 7**

The course covers the following topics: The TVET educator; as a professional and a reflective practitioner; approaches to teaching and learning which include theories about learning and how learning happens; in the vocational context. The course introduces students to lesson planning and effective ways of lesson presentation, how to develop and modify teaching and learning materials, how to interact productively with TVET students who come from diverse socio-economic backgrounds.

**Course Code: EDUC1321A**

**Course Description: Teaching, Learning and Researching in Technical and Vocational Education and Training**

**NQF Credits: 7**

**NQF Level: 7**

This course analyse various acts and policies will be critically analysed to understand their impact on the TVET sector. It exposes students to methods of designing and conducting research. The course will also introduce students to how to develop and modify teaching and learning to suit the needs of students who come from diverse socio-economic backgrounds.

**Course Code: EDUC1320A****Course Description: Teaching Practice****NQF Credits: 24****NQF Level: 7**

This course applies the theoretical learning and teaching covered in disciplinary, pedagogical and situational knowledge frameworks. Students will also engage with principles of action research. They are exposed to teaching principles across a variety of contexts, including classrooms, workshops and laboratories.

**Course Code: EDUC1323A****Course Description: Lecturer Industry Experience****NQF Credits: 8****NQF Level: 7**

This course update industry-based learning in line with developments in their field in order to improve the relevance of what they are teaching and its links to actual industry practice, technology and systems. The course prepare the students for the demands of the workplaces within which they will find themselves. It exposes students to work/workplaces through structured learning in workplace/industry settings (e.g. factories, worksites, offices, etc.)

**Course Code: EDUC1325A****Course Description: Curriculum Studies: Civil Engineering and Building Construction****NQF Credits: 7****NQF Level: 7**

This course covers the concepts of building drawing, building and construction. It entails the practical application of building skills as well as how a dwelling is erected. The concept “construction” entails the skill of producing a complete drawing of a house and electrical fittings.

**Course Code: EDUC1324A****Course Description: Curriculum Studies: Electrical Infrastructure Construction****NQF Credits: 7****NQF Level: 7**

This course examines the subject content for competent teaching of electrical infrastructure beyond school level. It covers the electrical engineering and how best to represent them for the classroom.

**Course Code: EDUC1326A****Course Description: Curriculum Studies: Engineering and Related Design****NQF Credits: 7****NQF Level: 7**

This course focuses on the study of spatial skills, imagery, and perception. It covers concepts of perception and visualization as they emerge in spatial skills.

**Course Code: EDUC1327A****Course Description: Curriculum Studies: Information Technology and Communication Science****NQF Credits: 7****NQF Level: 7**

This course introduces students to computational thinking, data representation, computational methods to solve educational problems, and programming principles and concepts. In addition, the course introduces students to problem solving, object-oriented programming language, data manipulation, procedures, functions, arrays and file.

**Course Code: EDUC1328A****Course Description: Curriculum Studies: Mathematics****NQF Credits: 7****NQF Level: 7**

This course develops problem-solving skills using mathematical techniques. Topics to be covered include; Solving Equations and Inequalities, Lines and Circles, Systems of Equations, Functions and their Graphs, Inverse Functions, and Polynomial, Rational, Exponential, and Logarithmic Functions with Applications.

**Course Code: EDUC1329A****Course Description: Curriculum Studies: Physical Science****NQF Credits: 7****NQF Level: 7**

This course focuses on the study of Physics, Engineering and Chemistry. It covers the concept of "Physics or dynamic motions.

## Bachelor of Education with Honours

**Course Code: EDUC4110A****Course Description: Curriculum Issues I****NQF Credits: 20****NQF Level: 8**

This course focuses on key questions relating to curriculum, pedagogy and assessment in South African schools. It draws on a range of theoretical perspectives to understand these questions, to research them and to develop strategies for improving teaching and learning in school.

**Course Code: EDUC4037A****Course Description: Schooling Identities and Human Rights Education****NQF Credits: 20****NQF Level: 8**

This course explores the historical development of the discourse of human rights internationally and its implications within local and national contexts. It particularly focuses on the implications of human rights for processes of schooling and the use of a 'whole school approach' at various levels of schooling. The course also examines notions of 'human identity' and deals specifically with race, gender and class identities in relation to human rights and the ways in which schools construct, reproduce and/or oppose such identity constructions.

**Course Code: EDUC4011A****Course Description: Educational Policies and Change****NQF Credits: 20****NQF Level: 8**

This course focuses on the challenges of the new educational policies. It provides candidates with an understanding of new policies as well as policy analysis tools to examine the tensions and limitations of these policy reforms in their attempt at greater equity, quality and efficiency, understanding of how agents of policy implementation and delivery react and respond to these policy changes. Candidates are exposed to the new education legislation and explore the role and limitations of policies. This course also examines the role and strategies of schools and relevant government departments in promoting change and educational improvement. Concepts and constructs from the field of school effectiveness and school improvement and change are used to analyse current school and departmental improvement strategies in southern Africa.

**Course Code: EDUC4030A****Course Description: Mathematics Education I****NQF Credits: 20****NQF Level: 8**

The first part of this course has two foci which are mathematical in nature, introducing candidates to the mathematical entailments of contextualised problem-solving and mathematical modelling in the school curriculum, and focuses on the specificity of mathematical language. Candidates reflect on some of the issues that arise in South Africa where mathematics is taught and learnt in multilingual settings. The second part of the course embeds the mathematics above in the candidates' professional practice by inducting candidates into scholarly work on connecting and expressing mathematics, and exploring the implications of related curriculum issues in their professional practice.

**Course Code: EDUC4038A****Course Description: Science Education I****NQF Credits: 20****NQF Level: 8**

This course discusses the key ideas and concepts relating to learning theories in science (from behaviorist and humanistic-perceptual positions, Piaget's developmental model, to social and radical constructivism). It further examines issues around language and communication in science education for first and second language learners. The course also examines ways of promoting scientific and technological literacy amongst learners through science and technology in society approaches to teaching and learning science.

**Course Code: EDUC4016A****Course Description: Inclusive Education: Learning Support I****NQF Credits: 20****NQF Level: 8**

This first part of this course examines Learning and Development by discussing the provision of education for learners with individual differences and barriers to learning in the context of inclusive education and the Eco-systemic framework used to underpin the exploration of the implementation of inclusive education. The second part of the course examines Accommodating Diversity which includes exemplary methods for the teaching and learning of literacy are examined which includes an emphasis on continuous assessment, methods for designing the teaching and learning of maths and reading and writing to suit individual needs in inclusive classrooms and designing and teaching learning support for individuals and small groups.

**Course Code: EDUC4111A****Course Description: Curriculum Issues II****NQF Credits: 20****NQF Level: 8**

The course focuses on key issues in curriculum, teaching and learning, including emotions, identity and the relationship between schooling and the moral order in South Africa. It draws on a range of theoretical perspectives to understand these issues, to research them and to develop strategies for improving teaching and learning in schools.

**Course Code: EDUC4003A****Course Description: Democracy in Education****NQF Credits: 20****NQF Level: 8**

This course focuses on the question of how a conception of justice, describing fair terms of co-operation between people with different and conflicting interests, might be justifiable. Special attention is given to questions of just distribution of educational goods and to questions of moral development, in particular to the question of how a sense of justice is acquired, how this process might be facilitated by educational structures, and how a sense of justice might be required for democratic participation. The course examines the meaning of democracy as a form of government and a way of life in which justice, equality and freedom are pursued.

**Course Code: EDUC4032A****Course Description: On-line Teaching and Learning****NQF Credits: 20****NQF Level: 8**

The course deals with information literacy, or the ability to participate in the information society with ability to access, evaluate and create knowledge. It provides candidates with opportunities to understand some issues related to learning in the information society and gain competence in facilitating learning through information and communication technologies. The course also covers the following topics: Education in the language society, the Internet and education, from information to knowledge, the search for, and critical evaluation of electronic resources and the mediation of learning on the Internet.

**Course Code: EDUC4104A****Course Description: Leadership, Management and Organisational Development in Education****NQF Credits: 20****NQF Level: 8**

The course focuses on two main themes: leadership and organisational development in education. Educational institutions survival depends on greater awareness of what is outside their boundaries, how they define themselves and their ability to think strategically. The course explores the concept of effective leadership, with particular reference to local context and the educational contribution to the process of national reconstruction. It exposes candidates to different perspectives on educational leadership and provides a broader understanding of why attempts by educational institutions to 'learn to learn' sometimes seem paradoxical and confused. As leadership is considered crucial to the process, different conceptions of leadership come under the spotlight and the barriers to learning, change and agency are explored

**Course Code: EDUC4031A****Course Description: Mathematics Education II****NQF Credits: 20****NQF Level: 8**

This course has four distinct interrelated components. The first component focuses on "learner-centred" mathematics teaching. The component explores what is meant by learner-centred teaching and raises the debates around this issue. The second component, related to the first, mathematical reasoning. This component addresses some of the "big ideas" that pervade mathematics, particularly in relation to justification and proof, and looks at how these fundamentals of mathematics permeate the curriculum and can be brought out in a learner-centred pedagogy. The third component focuses on an assessment and evaluation in general and in particular school mathematics. The fourth component focuses on building the practical, professional and academic skills of the candidates.

**Course Code: EDUC4039A****Course Description: Science Education II****NQF Credits: 20****NQF Level: 8**

The first part of this course offers either practical work in science or assessment, and the second part offers environmental education or issues in science curriculum development. The practical work in the science section examines the aims and philosophy of practical work. It discusses the implementation of certain practical as well as issues related to practical work. The assessment section discusses assessment trends and issues in science education and evaluates a variety of assessment practices. The environmental education section examines the literature on environmental education and leads candidates to engage in an analysis of contemporary policies and practices in the teaching of environmental education. The issues in science curriculum development section builds on concepts of OBE, learner-centredness and learning styles to explore examples of curriculum design. This includes aspects of policy, design, research and relevant science.

**Course Code: EDUC4015A****Course Description: Inclusive Education: Learning Support II****NQF Credits: 20****NQF Level: 8**

This course comprises learning support practice and examines practical, individually tailored interventions in classrooms and initial assessments of learners, completed by candidates, under the supervision of a tutor. The course includes candidates conducting the interventions planned on site at the University, with continuous assessment of learners with supervision from tutors.

**Course Code: EDUC4129A****Course Description: Educational Theory; Research and Enquiry I****NQF Credits: 25****NQF Level: 8**

This course offers a challenging introduction to educational issues and debates arising from the theory of knowledge, and from considerations of teaching and learning. It will examine the knowledge around which educational research and practice is organised.

**Course Code: EDUC4130A**

**Course Description: Educational Theory, Research and Enquiry II**

**NQF Credits: 25**

**NQF Level: 8**

This course introduces critical educational issues and debates related to schooling and curriculum delivery. Themes revolve around areas of knowledge systems, school knowledge, curriculum learner and education development and the teacher as a professional. Using theoretical typologies provided by sociology of academic knowledge the course also analyses experiences of implementing the school curriculum in the South African, African and other education and training systems.

**Course Code: EDUC4112A**

**Course Description: Issues in Curriculum**

**NQF Credits: 20**

**NQF Level: 8**

The course focuses on key questions relating to curriculum, pedagogy and assessment in South African schools. It draws on a range of theoretical perspectives to understand these questions, to research them and to develop strategies for improving teaching and learning in school.

**Course Code: EDUC4018A**

**Course Description: Issues in Management and Leadership**

**NQF Credits: 20**

**NQF Level: 8**

This course engages with definitions of leadership within the context of educational institutions and examines critically the main theories of school leadership. Issues that are addressed include new approaches to leadership in education, differences between management and leadership, the development of leadership and management skills, and different styles of management. The course further engages with the concept of school leadership and management in school change and how this helps to manage a school as a learning organisation.

**Course Code: EDUC4107A**

**Course Description: Language, Literacy and Communication**

**NQF Credits: 20**

**NQF Level: 8**

This course focuses on key concepts such as oracy, literacies, critical literacy, visual literacy, multiliteracies; the complex processes involved in becoming a reader/viewer, writer, designer and performer of a range of text types; the social, cultural and linguistic factors that impact on learners' development as readers/viewers, writers, designers and performers of texts and teaching approaches and strategies which support language and literacy learning, styles, and ways of dealing with stress, teaching in ways that enhance emotional and social intelligence of learners, as well as responses to colleagues, learners and parents affected by HIV/AIDS. The course further focuses on mentoring for beginner teachers.

**Course Code: EDUC4029A**

**Course Description: Life Orientation**

**NQF Credits: 20**

**NQF Level: 8**

This course introduces candidates to the central principles, debates and underpinnings of the approach to the learning area: Life Orientation. Topics include the place of Life Orientation in the South African educational curriculum, Life Orientation and curriculum integration, assessment of the affective domains and the development and analysis of learner support materials.



**Course Code: EDUC4019A****Course Description: Issues in Mathematics Education (Block Release)****NQF Credits: 20****NQF Level: 8**

There are three interrelated components in this course. The first component focuses on selections from school mathematics and how these are taught and learnt. The remaining two components consolidate the mathematics above in candidates' professional practice by introducing candidates into scholarly work on teaching and learning mathematics, and exploring the implications of related curriculum issues on their professional practise.

**Course Code: EDUC4114A****Course Description: Arts Education I****NQF Credits: 20****NQF Level: 8**

The course covers the theory and practice of Arts Education. Students explore issues related to the teaching of the arts, as well as ways in which arts teaching methodologies can be used across the curriculum.

**Course Code: EDUC4115A****Course Description: Arts Education II****NQF Credits: 20****NQF Level: 8**

This course covers studio practice of Arts Education. Students develop and present an independent body of work and an accompanying research paper in one or more of the Arts disciplines in relation to critical classroom practice. The role of the art teacher as artist-teacher-researcher is explored.

**Course Code: EDUC4125A****Course Description: Contemporary Issues in Early Childhood Education****NQF Credits: 20****NQF Level: 8**

This course deepens conceptualisations of childhood from a critical perspective and reads these against teacher identity and practice. It locates itself within the African context where candidates will analyse the impact of multiple factors that affect the quality of provisioning in early childhood education. The course draws together theories and research in early childhood in order to consider the implications for practice.

**Course Code: EDUC4126A****Course Description: Mathematics and the Young Child****NQF Credits: 20****NQF Level: 8**

This course deepens candidates' conceptual and procedural understanding of mathematics and mathematical teaching and learning in the early years. This includes current research in mathematics education. Candidates will be required to apply this knowledge to practice.

**Course Code: EDUC4127A****Course Description: Development of online materials****NQF Credits: 20****NQF Level: 8**

This course provides an overview of the main models and theories of instructional and learning design in the field of e-Learning; and development and evaluation of a range of online teaching and learning materials. Candidates are expected to engage in key debates in learning theory and in materials design and to produce and justify (theoretically and in terms of research on learning efficacy) a set of online learning materials suitable for a particular teaching and learning context.

**Course Code: EDUC4128A****Course Description: Issues in History Education****NQF Credits: 20****NQF Level: 8**

This course covers historical thinking and identity and how this relates to History Education; The History educator and the historiography of Africa; and Teaching controversial and hurtful pasts.

**Course Code: EDUC4168A**

**Course Description: Sociological Issues in Education**

**NQF Credits: 20**

**NQF Level: 8**

This course includes selected topics in sociological theory, the sociology of curriculum, the sociology of schooling, and the sociology of development and underdevelopment, as they have been engaged and debated in sociology in education. The course includes an examination of the history of ideas in sociology, and systematic engagement with contemporary debates and disputes.

**Course Code: EDUC4274A**

**Course Description: Contemporary Debates in Philosophy of Education**

**NQF Credits: 20**

**NQF Level: 8**

This course draws widely from multiple philosophical traditions in its theorising of contemporary educational questions and challenges. It investigates current issues and analyses, the texts of historical and contemporary thinkers, by framing them around philosophical concerns about the nature and purpose of education.

**Course Code: EDUC4165A**

**Course Description: Deaf Education I**

**NQF Credits: 20**

**NQF Level: 8**

This course introduces candidates to sign language, Deaf culture and the Deaf communities within South Africa. The primary aim is to enhance the candidates' understanding of the Deaf learner, with sign language being the focus within the educational context. It introduces candidates to contemporary issues and debates both nationally and internationally. In addition the course deals with language and reading instruction and the role of the teacher of the Deaf. The focus is on the application of the theory of Deaf education in practical classroom situations and explicitly links to South African Sign Language (SASL) and the Deaf community.

**Course Code: EDUC4166A**

**Course Description: Deaf Education II**

**NQF Credits: 20**

**NQF Level: 8**

This course builds on the knowledge and skills acquired in Deaf Education I and focuses on more advanced linguistic and practical aspects of South African Sign Language (SASL). In line with the Bilingual Education paradigm, Sign Language is viewed as the first language of the Deaf learner, and literacy learning discussed from a second language learning perspective. The course also discusses Sign Language and the cognitive development of the Deaf learner. Issues such as language development, social development, creativity and memory are discussed from both a theoretical and practical perspective. In order to effectively link theory and practice, the course includes a practical intervention component.

**Course Code: EDUC4090A**

**Course Description: Child Development and School Learning**

**NQF Credits: 20**

**NQF Level: 8**

This course examines the current debates and theories about child development and learning. Drawing from developmental psychology and pedagogy, the course thoroughly examines the theories of learning, teaching and development, with specific emphasis on the development and learning at primary level of schooling. The course will further explore classroom practices of teaching and learning, against the background of the specific curriculum and the institutional context in which these take place. The practices of schooling in South Africa, and the specific curriculum practices that inform and shape classroom practices will be examined with a view of understanding their possible consequences on pupils learning and development.

**Course Code: EDUC4091A****Course Description: Personal Growth for Teachers and Mentoring****NQF Credits: 20****NQF Level: 8**

The course emphasises professional development. The first component focuses on the personal development of teachers. Using the frame of the Emotional Geography of Teaching (Hargreaves), it explores case studies of teachers' life histories reflecting in their teaching styles, ways of dealing with stress, teaching in ways that enhance emotional and social intelligence of learners, as well as responses to colleagues, learners and parents affected by HIV/AIDS. The second component focuses on mentoring for beginner teachers. Using a framework of mentoring as socialisation into the practice of teaching, it presents findings of research studies into mentoring, provides practical skills and processes for mentoring, strengthens the mentors' abilities to reflect on their craft knowledge and deals with the assessment of student teachers.

**Course Code: EDUC4196A****Course Description: Research Design****NQF Credits: 0****NQF Level: 8**

The course assists students to develop the concepts, skills and processes needed to develop a small scale, usually qualitative, research project. The course enables students to design a viable research proposal and complete an application for ethics clearance in close collaboration with their supervisor. The course further supports students to organize and analyse their data, again in close collaboration with their supervisor. Students are then required to present their proposals and reports to their peers and lecturers and to receive formative feedback.

**Course Code: EDUC4199A****Course Description: Technical Vocational Education and Training (TVET)****NQF Credits: 20****NQF Level: 8**

The first part of this course examines Engineering Graphics and Design Education; it discusses the pedagogical content knowledge in teaching and learning Engineering Graphics and design and allows candidates to deal with issues of teaching and learning in Engineering Graphics and Design and to address the challenges experienced by both the in-service teachers and the learners. The second part of the course examines Engineering Technology Education; it discusses the technological pedagogical content knowledge in teaching and learning technology subjects and allows candidates to integrate technology in their teaching to prepare a community that is globally competitive in issues of technology application in the learning of technology subjects like Electrical, Civil and Mechanical technologies.

**Course Code: EDUC4200A****Course Description: Issues in English Education****NQF Credits: 20****NQF Level: 8**

This course provides a theoretical framework for English education by bringing the principles and practices of teaching to bear upon the discipline of English in its many forms. An emphasis is placed on pedagogies and curricula for the 21st century with a particular view to their application within a South African context.

**Course Code: EDUC4201A****Course Description: Language and Literacy Theories and Practices****NQF Credits: 25****NQF Level: 8**

This course exposes students to key theories, debates and practices in the field of language and literacy education. Language and literacy are conceived of as social practices that are embedded in the power relations of schooling systems and their broader social contexts.

**Course Code: EDUC4202A****Course Description: Issues in Mathematics Education Research****NQF Credits: 25****NQF Level: 8**

The course introduces students to key issues in mathematics education research with specific attention to learning, teaching and assessing mathematics. The course includes issues such as learner thinking, errors and misconceptions; concepts related to teacher knowledge including subject matter knowledge, pedagogical content knowledge and mathematical knowledge for teaching; language and communication in mathematics; and aspects of assessment. In all aspects of the course attention is given to international and local literature, with particular focus on the South African context.

**Course Code: EDUC4203A****Course Description: Mathematics and Mathematical Thinking I****NQF Credits: 20****NQF Level: 8**

This course deepens candidates' mathematical knowledge and providing a more advanced perspective on key aspects of the secondary school curriculum with particular focus on Function and Calculus. It also deals with research related to the teaching and learning of the mathematical content in focus, with additional attention to the essential underlying concepts and how these are best taught and learned. Candidates make use of technology in their study of mathematics in this course.

**Course Code: EDUC4204A****Course Description: Mathematics and Mathematical Thinking II****NQF Credits: 20****NQF Level: 8**

This course focuses on deepening candidates' mathematical knowledge and providing a more advanced perspective on key aspects of the secondary school curriculum with particular focus on Euclidean geometry and Statistics. It also deals with research related to the teaching and learning of the mathematical content in focus, with additional attention to the essential underlying concepts and how these are best taught and learned. Candidates make use of technology in their study of mathematics in this course.

**Course Code: EDUC4205A****Course Description: Key Issues in Science Education Research****NQF Credits: 25****NQF Level: 8**

The course investigates key issues in Sciences Education research and comprises four components: The first component introduces students to the fundamental aspects of the history and philosophy of science; scientific literacy; and the nature of science. The second examines the role of language in science as well as associated socio-cultural issues and ways in which language can be mobilized as a resource in the teaching and learning of science. The third is an introduction to the aims and philosophy of practical work, focussing on both theoretical and practical issues of implementation in schools. The fourth section deals with socio-scientific issues and engages students in the examination of ways of improving the scientific literacy of learners through more relevant school science.

**Course Code: EDUC4206A****Course Description: Chemistry and Physics for Educators I****NQF Credits: 25****NQF Level: 8**

This course covers selected topics in Classical Physics and the Chemistry of acids and bases. The physics topics are motion, fluids, heat, sound, light, electricity, and magnetism. Issues of pedagogy relevant to the teaching of these topics, and current and possible future school science curricula in South Africa, are also incorporated. The chemistry part of the course aims to introduce students to the evolution of understanding of acid base concepts through an historical approach. In the process of exploring acids and bases, students are introduced to a number of important related topics which are all relevant to the teaching of the school curriculum.

**Course Code: EDUC4207A****Course Description: Chemistry and Physics for Educators II****NQF Credits: 20****NQF Level: 8**

This course covers chemistry and physics. Topics for chemistry include the history of acids and the historical evolution of understanding of acid base concepts; chemical kinetics, electrochemistry and chemical systems. Topics for physics include modern physics and the study of relativity; atomic structure, condensed matter, nuclear physics, elementary particles, and cosmology and astrophysics.

**Course Code: EDUC4208A****Course Description: Life Sciences for Educators I****NQF Credits: 20****NQF Level: 8**

This course deepens candidates' subject matter knowledge and providing a more advanced perspective on key aspects of the secondary school curriculum such as: Cell biology, Genetics and Physiology. The course is undergirded by theories and research related to the teaching and learning of Life Sciences such as pedagogical content knowledge focusing on aspects such as misconceptions, difficulties associated with the teaching and learning of these topics and socio-cultural and linguistic issues.

**Course Code: EDUC4209A****Course Description: Life Sciences for Educators II****NQF Credits: 20****NQF Level: 8**

This course deepens candidates' life sciences knowledge and providing a more advanced perspective on key aspects of the secondary school curriculum such as: Evolution, Biodiversity and the Environment. It deals with subject matter knowledge for teaching evolution, biodiversity and environmental issues. It also deals with research related to the teaching and learning of these topics including controversial aspects of evolution, culture and religion and environmental issues. Candidates make use of technology in their study of the biological content in this course

**Course Code: EDUC4273A****Course Description: isiZulu in Education****NQF Credits: 20****NQF Level: 8**

This course equips students' creativity and innovative ideas for transforming the teaching of isiZulu within the context of decolonisation. Topics includes indigenous language in a multilingual, 21st-century South African classroom. The course pay attention to key debates in language education underlying historical and ideological factors in the construction of language curricula. The course covers transformative and multilingual pedagogies; curriculum construction and materials design; and research methodologies in language education.

**Course Code: EDUC4288A****Course Description: African Philosophy of Education****NQF Credits: 20****NQF Level: 8**

This course explores selected issues in Philosophy of Education that have particular relevance for education in the African context. It engages cutting-edge ideas in this developing field, exploring the work of a range of philosophers and theorists, writing from within and outside the African continent, on themes that concern the philosophical possibilities and challenges of education in the contemporary African landscape.

## Master of Education

**Course Code:** EDUC7013A

**Course Description:** Issues in Curriculum

**NQF Credits:** 30

**NQF Level:** 9

This course introduces and grounds students in multiple theories of the relationship between curriculum and society from modern and post-modern perspectives. Both dominant and less dominant perspectives will be analysed bearing in mind South Africa's context in Africa and in the world. The course focuses on theory, general principles, and concepts that may be used to understand any curriculum including South African curriculum statements. This enables theoretically informed research of any aspect of curriculum, such as curriculum change, curriculum policy, and curriculum practice, among others.

**Course Code:** EDUC7015A

**Course Description:** Issues in Educational Policy

**NQF Credits:** 30

**NQF Level:** 9

This course provides candidates with the basic knowledge, concepts, tools and constructs necessary to understand the education sector, educational policies and the policy development process. It examines the various international and national forces, policy agendas and strategies in order to analyse topical educational policies, their assumptions and conceptual underpinnings. It further identifies the policy implementation challenges and ways in which tensions and dilemmas of policy actors at the national, provincial, district and school level of governance could be resolved. The special attention will also be given to policy research and development issues in the southern African context.

**Course Code:** EDUC7029A

**Course Description:** Psychology and Pedagogy

**NQF Credits:** 30

**NQF Level:** 9

This course develops students' understanding of learning, by means of a history of ideas and focused study of key contemporary debates and research perspectives in the field. It provides a background for further study in relation to issues such as school and academic learning, pedagogy, assessment and the integration of ICTs in education. The contemporary terrain of the study of learning produces various, often highly contentious, accounts of the generative relationships between mind, brain, and cultural artefacts and practices. These theories and research traditions all have implications for the way we understand issues in curriculum and pedagogy.

**Course Code:** EDUC7030A

**Course Description:** Research Design

**NQF Credits:** 0

**NQF Level:** 9

This course covers types of research, identifying and conceptualising a research area, guidelines for preparing a research proposal, writing techniques, argument, evidence, evaluation of social scientific literature, claims to truth and significance, reliability and validity, details of writing, and publication.

**Course Code:** EDUC7033A

**Course Description:** Teaching and Learning of Science

**NQF Credits:** 0

**NQF Level:** 9

This course introduces the field of science education and research in teaching and learning of science. It provides students with the tools for accessing literature providing insight into central debates in science education. Students are exposed to key theories, conceptual and methodological tools, which should enable them, reflect on classroom practice, and undertake research into teaching and learning science. The course further covers cognitive, socio-cultural and situative perspectives on the nature of science and the teaching and learning of science in school. Students will also be exposed to key areas of research in the field such as collaborative learning, identity and teacher knowledge.

**Course Code: EDUC7137A**

**Course Description: Subject Matter Knowledge for Teaching Science**

**NQF Credits: 30**

**NQF Level: 9**

This course offers a critical examination of science content for teaching. The course examines how teachers transform their content knowledge for teaching into representations, analogies, models and explanations. The course further examines their own and learners' ideas on a number of topics in physics and chemistry or biology and how they arise. Attention is also be paid to the context of learners and how this is taken into account in the shaping of the content knowledge for teaching. Finally the nature of teachers' subject matter knowledge in science is studied.

**Course Code: EDUC7040A**

**Course Description: Studies in Pedagogy**

**NQF Credits: 30**

**NQF Level: 9**

This course develops a conceptual framework for theorising and researching pedagogy and is premised on sociological theories of curriculum and pedagogy. The course offers a range of conceptual resources for describing, investigating and analysing pedagogical relations. These should enable course participants to critique aspects of their own and others' pedagogy and, through this process, to open new possibilities for practice.

**Course Code: EDUC7056A**

**Course Description: Curriculum Development**

**NQF Credits: 30**

**NQF Level: 9**

The location of the concept of curriculum development within a social as well as an educational context, and exploration of the current challenges of curriculum development, particularly in South Africa is taught in this course. This includes topics such as teacher education, and policy and administration at both macro and micro levels, both in South Africa and elsewhere.

**Course Code: EDUC7062A**

**Course Description: Education and the Social Order**

**NQF Credits: 30**

**NQF Level: 9**

This course examines the theoretical focus on understanding the development and features of the postmodern condition. It includes coverage of the global political economy, and understanding how and why the "politics of difference" and "identity" seem to predominate in current times. It further problematises diversity using the lens of feminist theory. Contemporary cases of social injustice, oppression, marginalisation and exclusion, drawing on various feminist theorists, will receive attention. The course also focuses on issues related to democratic participation and citizenship in current contexts.

**Course Code: EDUC7068A**

**Course Description: Inclusive Education: Conceptions, Issues and Strategies**

**NQF Credits: 30**

**NQF Level: 9**

This course examines the provenance of inclusion as an educational ideal, the range of principled arguments offered in its support, and the complex relationships between inclusive principles, social policy and the conditions and possibilities for inclusive practice. Human rights and issues of enablement, social justice and equity lie at the heart of the educational ideal. The course proceeds from a critical overview of the changing discourse of inclusion and exclusion, with special reference to conceptions of enablement (and the related notions of ability, disability and disabling barriers), to an in-depth comparative examination of selected local and international policy and research in order to develop an understanding of the conditions required for inclusive education. Particular consideration is given to district, school and classroom conditions, as well as the relationship between poverty, disease and patterns of educational exclusion in South Africa.

**Course Code: EDUC7091A****Course Description: Assessment in Schooling and Higher Education****NQF Credits: 30****NQF Level: 9**

This course covers the complex issues around assessment and the way it is used in learning and teaching in education. It considers the different tensions that exist in the different forms of assessment and how these can be used to enable better student learning.

**Course Code: EDUC7094A****Course Description: Teaching and Learning Mathematics****NQF Credits: 30****NQF Level: 9**

This course deals with understanding and researching mathematics classrooms. It covers major theories of learning, including cognitive, constructivist, socio-cultural and situative theories. The course explores the implications of these theories for what counts as mathematical knowledge in the classroom and for pedagogy. The course examines ways of researching teaching and learning in South African mathematics classrooms, looking particularly at teacher-learner interaction, including teacher questioning and learner participation.

**Course Code: EDUC7095A****Course Description: Leadership and Management of Teaching and Learning****NQF Credits: 30****NQF Level: 9**

This course focuses on the roles of management and leadership in learning organisations. This includes: curriculum planning, development, implementation and evaluation; the implications for leadership and management structures and systems; the role of the principal, managing the learning environment and quality assurance.

**Course Code: EDUC7096A****Course Description: Issues in Educational Leadership and Management****NQF Credits: 30****NQF Level: 9**

The course introduces candidates to issues in the field of school leadership and management. It concentrates on contemporary issues around the impact of school effectiveness and school improvement research, leadership of organisations, schools as organisations, the culture of organisations, management of school change, management and governance, school resource management and quality and accountability. It draws on the large body of literature and research in the fields of school leadership.

**Course Code: EDUC7099A****Course Description: Managing Educational Change****NQF Credits: 30****NQF Level: 9**

This course focuses on the external factors that impact on leading and managing schools. The focus will be on change issues such as globalisation and information technology, teacher recruitment and retention, fiscal and accountability policies and youth culture. How these wider factors influence and shape institutional decisions will be analysed in both the wider educational and South African context.

**Course Code: EDUC7131A****Course Description: Education Skills and Development****NQF Credits: 30****NQF Level: 9**

This course introduces candidates to the main debates about the role of education and skills in economic and social development. It explores the relationship between education, state formation, and patterns of economic growth and social development, as well as relationships between education systems and labour markets, and education and work.



**Course Code: EDUC7132A****Course Description: Higher Education, Regional Development and the Knowledge Society****NQF Credits: 30****NQF Level: 9**

This course investigates the processes of 'learning' taking place at the level of the firm, and the contribution of higher education to this learning process through partnerships with higher education and industry.

**Course Code: EDUC7133A****Course Description: Knowledge and Work****NQF Credits: 30****NQF Level: 9**

This course develops a critical understanding of the ways in which forms of work organisation impact on understandings of what constitutes socially useful knowledge; why learning should be valued and where and how knowledge production and learning take place. The course comprises components dealing with how knowledge is developed and taught in learning programmes; how knowledge is used in workplaces, and the relationships between the two. The course includes arguments about the 'knowledge society', and the idea that society has entered a new era where knowledge and learning are at the heart of the production process and of global competitiveness, and how new technologies are used for generating and disseminating knowledge and information.

**Course Code: EDUC7097A****Course Description: Studies in the Field of Educational Technology****NQF Credits: 30****NQF Level: 9**

This course covers a range of topics in educational technology, especially e-Learning and the pedagogic integration of information technology in education. It includes the philosophical, social and technological study of contemporary issues. The politics, policies and practices of educational technology will also be examined.

**Course Code: EDUC7098A****Course Description: The Design and Development of Online Learning****NQF Credits: 30****NQF Level: 9**

This course aims to develop critical, grounded knowledge and skills in the development of online pedagogies and learning materials. It includes: perspectives on learning management systems; publication of digital education resources; and development of expertise in instructional design, learning design and online materials.

**Course Code: EDUC7108A****Course Description: Studies in Inclusive Education****NQF Credits: 30****NQF Level: 9**

This course addresses the need for leadership and support for the inclusive endeavour both in schools and in the wider education system. It focuses on knowledge for and of inclusive practice and will equip teachers to make pedagogical choices that are responsive not only to the content demands of the curriculum, but also the diverse learning needs of their learners.

**Course Code: EDUC7138A****Course Description: Educational Responses and Learning in a Transitioning Society****NQF Credits: 30****NQF Level: 9**

This course enables students to identify roles of Environmental Education among other responses to human and development concerns. While highlighting biophysical, political, social, economic and spiritual responses at the global, regional and local levels, the module focusses on the role of education in building capacity through increased knowledge, methods and practices for unlocking of the human

potential to respond to the human and development crisis. Human potential that is developed and enhanced through transformative learning processes is perceived to have potential to create conditions of possibility for learning and reflexive agents.

**Course Code: EDUC7139A**

**Course Description: Science, Society and Sustainability – Living in a Risk Society**

**NQF Credits: 30**

**NQF Level: 9**

This course unpacks the notion of risk, living in a risk society, how risks emerge and manifest and a consideration of a systemic approach to sustainability.

**Course Code: EDUC7141A**

**Course Description: Transformative Practices in Teaching and Education Research**

**NQF Credits: 30**

**NQF Level: 9**

This course explores interventionist and arts-based methods for transforming educational practice and research. It engages critical debates about educational practices by exploring a range of transformative and experimental pedagogies as applied to the cultural complexities that characterise post-conflict society. Students analyse case studies and participate in pedagogical field work, encounters that foreground their becoming-with, thinking-making-doing practices. Such encounters also enable the development of a critical framework for research-creation that addresses the in (tensions) of doing work in a decolonial context.

**Course Code: PSYC7140A**

**Course Description: Economic Concepts for Research in Education, Skill Formation and Work**

**NQF Credits: 30**

**NQF Level: 9**

This course focuses on the development and labour market economics in labour markets – the economic returns to education is explored. Topics includes an introduction to economics of education; industrialisation and development; industrial policy; theorisation of work; the South African labour market and economy, and contemporary issues in labour markets.

## In the field of Educational Psychology

**Course Code: PSYC7046A**

**Course Description: Adjustment and Maladjustment**

**NQF Credits: 20**

**NQF Level: 9**

This course demonstrates theories of adjustment and maladjustment, including conventional diagnostic classifications and alternative approaches in psychopathology.

**Course Code: PSYC7048A**

**Course Description: Counselling Theory and Practice**

**NQF Credits: 30**

**NQF Level: 9**

This course is a study of important theories of counselling and personality, and their applications to counselling techniques; training in a variety of counselling techniques, and their application in the clinic, school and community.

**Course Code: PSYC7047A**

**Course Description: Clinical Procedures and Psycho- educational Assessment**

**NQF Credits: 30**

**NQF Level: 9**

This course is a study of theoretical issues in psycho-educational assessment, training in models of psycho-educational assessment, case management and co-ordination, vocational assessment and counselling and consultation.

**Course Code: PSYC7049A****Course Description: Educational Psychology in the Community****NQF Credits: 30****NQF Level: 9**

This course involves the application of psychology in the field of education, with particular reference to community-based intervention. It is an integrated theoretical and practical course based on community psychology and mental health.

## Postgraduate Certificate in Education (PGCE)

**Course Code: EDUC5218A****Course Description: Theory of Education A (part time)****NQF Credits: 20****NQF Level: 7**

This course draws on the disciplinary foundations of psychology and philosophy to explore what it means to teach and learn. The course covers issues in curriculum, pedagogy; the theory of knowledge; teaching as a profession; and theories of human development. The course introduces central concepts that enable students to think about their teaching in ways that enhances their capacity to mediate knowledge, and leads to human flourishing of themselves as prospective teachers and of those they teach.

**Course Code: EDUC5243A****Course Description: Theory of Education B (part time)****NQF Credits: 20****NQF Level: 7**

This course explores what it means to consider aims, challenges and conditions of possibility for educating and assessing learners in the context of South African society. The course draws on disciplinary foundations of sociology to familiarise students with important issues in understanding human rights; diversity and the implication of these for approaches to inclusive education. The course also considers what it means to be a practicing teacher within the context of contemporary South African education policy and law.

**Course Code: EDUC5178A/EDUC5244A****Course Description: Accounting****NQF Credits: 24****NQF Level: 7**

This course focuses on the methodology of effectively teaching accounting in the FET band of Basic Education at schools across South Africa. It equips candidates with the curriculum and pedagogical knowledge needed to become a subject specialist in accounting education, which is essential in preparing secondary learners in the various fields of accounting. This methodology course builds on the content knowledge that candidates who major in accounting acquire during their academic studies. It is designed to prepare candidates for practical classroom teaching, and engage them in thinking about and understanding issues related to the teaching and learning of Accounting. It introduces Curriculum and Assessment Policy Statement (CAPS) for Accounting at Grades 10 to 12, to gain insight into the complex nature and subject discipline theory, outcomes in teaching accounting, different approaches to teaching accounting and preparation for teaching experience

**Course Code: EDUC5194A/EDUC5259A****Course Description: Accounting Teaching Experience****NQF Credits: 16****NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach accounting to Grades 10 and/or 11 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe. With their teacher's support, they are required to prepare, deliver and assess learning in a range of lessons during their placement. They are observed by both their supervising teacher and university tutor and participate in post-lesson reflective discussions where they

receive feedback and further guidance. Candidates are required to maintain a preparation file, a reflective journal and complete their activities which link theoretical issues from their courses to the practice and theory underpinning classroom teaching.

**Course Code: FINA5021A/EDUC5256A**

**Course Description: Visual Arts**

**NQF Credits: 24**

**NQF Level: 7**

This course enables a professional Fine Arts graduate to be able to approach a teaching and learning situation in the Visual Arts with confidence. Candidates interrogate the Curriculum and Assessment Policy Statements (CAPS) document for visual arts and develop a thorough knowledge of the requirements for the syllabus in the Further Education and Training (FET) Phase of schooling. The candidates encounter and experiment with a variety of teaching methodologies and practise the effective, critical and creative teaching of visual arts.

**Course Code: FINA5022A/EDUC5273A**

**Course Description: Visual Arts Teaching Experience**

**NQF Credits: 16**

**NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach Visual Arts to Grades 10 and/or 11 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe. With their teacher's support, they are required to prepare, deliver and assess learning in a range of lessons during their placement.

**Course Code: EDUC5090A/EDUC5222A**

**Course Description: Life Orientation Senior Phase**

**NQF Credits: 24**

**NQF Level: 7**

This course prepares candidates to teach life orientation in Grades 7-9 (Senior Phase). It develops an understanding of the aims, principles and scope of life orientation as a senior phase learning area. The course therefore develops knowledge and skills pertaining to learning and teaching the main focus areas of life orientation in the senior phase. This consists of the development of the self in society; health, social and environmental responsibility; constitutional rights and responsibilities; the world of work, and the benefits of physical fitness. Candidates will be helped to develop creative and age-appropriate learning experiences for diverse classrooms in the South African context.

**Course Code: EDUC5125A/EDUC5269A**

**Course Description: Life Orientation FET Teaching Experience**

**NQF Credits: 16**

**NQF Level: 7**

This course provides the practical experience or service learning required to enable candidates to acquire the pedagogical skills to effectively teach life orientation in the Further Education and Training (FET) Phase in schools in South Africa. Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach life orientation to Grades 10-12 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe. With their teacher's support, they are required to prepare, deliver and assess learning in a range of lessons during their placement.

**Course Code: EDUC5207A/EDUC5232A**

**Course Description: Life Orientation (Senior Phase) Teaching Experience**

**NQF Credits: 24**

**NQF Level: 7**

This course provides the practical experience or service learning required to enable candidates to acquire the pedagogical skills to effectively teach life orientation in the Senior Phase in schools in South Africa.

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach life orientation to Grades 7-9 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe.

**Course Code: EDUC5184A/EDUC5251A**

**Course Description: Life Sciences**

**NQF Credits: 24**

**NQF Level: 7**

This course prepares prospective Further Education and Training (FET) life sciences teachers for effective teaching of the subject through a consideration of their content knowledge and the development of their pedagogical knowledge. This is done through an introduction to the curriculum; its goals and the knowledge, skills, values and attitudes that should be promoted at FET level. This is done through engagement with the literature on the teaching of concepts in the life sciences; through practice of learnt pedagogies, and through reflection by candidates on their developing pedagogical and content knowledge.

**Course Code: EDUC5144A/EDUC5268A**

**Course Description: Life Sciences Teaching Experience**

**NQF Credits: 16**

**NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach life sciences to Grades 10 and/or 11 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe.

**Course Code: EDUC5179A/EDUC5245A**

**Course Description: Business Studies**

**NQF Credits: 24**

**NQF Level: 7**

This course explores research with respect to pedagogical approaches of teaching and learning within business studies specifically for the Further Education and Training (FET) Phase of Basic Education at schools across South Africa. The course includes a number of topics, including the use of unique features in business studies to design coherent lessons and learning activities, critical lesson planning analysis; appropriate course planning, an introduction to the Curriculum and Assessment Policy Statement (CAPS) with respect to business studies, teaching resource issues, classroom management, forms of assessment, challenges for the business studies teacher including problem areas and how best to resolve these, creating a successful learning environment and preparation for teaching experience.

**Course Code: EDUC5140A/EDUC5260A**

**Course Description: Business Studies – Teaching Experience**

**NQF Credits: 16**

**NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. Candidates are required to teach business studies Grades 10 and/or 11 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe. With their teacher's support, they are required to prepare, deliver and assess learning in a range of lessons during their placement.

**Course Code: EDUC5180A/EDUC5246A**

**Course Description: Dramatic Arts**

**NQF Credits: 24**

**NQF Level: 7**

This course enables a professional drama graduate to approach a learning situation in the dramatic arts. Candidates interrogate the Curriculum and Assessment Policy Statements (CAPS) document on dramatic

arts and develop a thorough knowledge of the requirements for the syllabus in the Further Education and Training (FET) Phase of schooling. Candidates encounter and experiment with a variety of teaching methodologies and practice the effective teaching of drama.

**Course Code:** EDUC5141A/EDUC5261A

**Course Description:** Dramatic Art – Teaching Experience

**NQF Credits:** 16

**NQF Level:** 7

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach dramatic arts to Grades 10 and/or 11 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe. With their teacher's support, candidates are required to prepare, deliver and assess learning in a range of lessons during their placement.

**Course Code:** EDUC5142A/EDUC5262A

**Course Description:** Economics – Teaching Experience

**NQF Credits:** 16

**NQF Level:** 7

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach economics to Grades 10 and/or 11 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe. With their teacher's support, candidates are required to prepare, deliver and assess learning in a range of lessons during their placement.

**Course Code:** EDUC5181A/EDUC5247A

**Course Description:** Economics

**NQF Credits:** 24

**NQF Level:** 7

The course prepares candidates to teach economics in Grades 10 to 12 the Further Education and Training (FET) Phase. It exposes them to FET subject methodology in economics which focuses on the knowledge of economics they have acquired through their previous degree and approaches to teaching economics in the FET phase. This economics' subject methodology together with its associated teaching experience makes candidates eligible to teach up to grade 12 in economics.

**Course Code:** EDUC5161A/EDUC5239A

**Course Description:** (ICT) Information and Communications Technology Literacy

**NQF Credits:** 12

**NQF Level:** 7

This course entails assessing and developing basic Information and Communications Technology (ICT) skills for educational purposes. It covers skills in word processing; multimedia presentations; the use of spreadsheet software; the use of interactive smartboards and handheld tablets.

**Course Code:** EDUC5177A

**Course Description:** Theory of Education

**NQF Credits:** 40

**NQF Level:** 7

This course explores what it means to educate, and considers the aims, challenges and conditions of possibility for educating in contemporary South African society. The course has a disciplinary foundation (Philosophy, Psychology and Sociology) to familiarise candidates with the disciplinary foundations as applicable to Education. The course is therefore inter-disciplinary. It covers issues in curriculum, pedagogy and assessment; theory of knowledge; teaching as a profession, human rights; sociological, psychological and philosophical theories of childhood and child development; diversity and inclusion, religions and world views; and contemporary South African education policy and law.

**Course Code: EDUC5191A/EDUC5226A**

**Course Description: Social Sciences**

**NQF Credits: 24**

**NQF Level: 7**

This course introduces the relationship between the discipline of teaching history and geography. This course focuses on the identification of central processes of history and geography; their application in designing learning materials: activities, and eventually full lessons for Intermediate and Grades 7 to 9 learners. It also covers engagement with historical thinking; exploration of the relevance of history and geography to learners; an introduction to the social sciences curriculum; classroom management demands relating to fieldwork and classroom teaching; an introduction to assessment in social sciences and preparation for teaching experience.

**Course Code: EDUC5193A/EDUC5228A**

**Course Description: Mathematics (Senior Phase)**

**NQF Credits: 24**

**NQF Level: 7**

This course familiarises candidates with the content that is covered in the senior phase level. Candidates are expected to be knowledgeable with the content at this phase in order to teach it. The demonstration of understanding content at this phase will be shown through competency in finding answers to questions posed; understanding mathematical content and presenting it in multiple representations; organisation of the content in forms comprehensible to learners; organisation of activities that enable learners to explore and deduce viable mathematical knowledge; and the use of learner cognition and prior knowledge to build new mathematical understanding.

**Course Code: EDUC5192A/EDUC5227A**

**Course Description: Natural Sciences**

**NQF Credits: 24**

**NQF Level: 7**

This course prepares prospective intermediate phase natural sciences teachers for effective teaching of the subject through the development of their content knowledge and pedagogy. This is done through an introduction to the curriculum; its goals and the knowledge, skills, values and attitudes that should be promoted at intermediate phase. This is done through engagement with the literature on the teaching of concepts in the natural sciences, through practice of learnt pedagogies, and through reflection by candidates on their developing pedagogical content knowledge.

**Course Code: EDUC5189A/EDUC5220A**

**Course Description: Economics and Management Sciences**

**NQF Credits: 24**

**NQF Level: 7**

This course equips teachers with the methodology necessary for the effective teaching of economic and management sciences (a learning area introducing learners to Accounting, Business Studies and Economics) in the senior phase of Basic Education at schools across South Africa. The teaching and learning within the economic and management sciences learning area is explored and emphasis is placed on the unique but interrelated nature of accounting, business, studies and economics which together make up the economic and management sciences course.

**Course Code: EDUC5100A/EDUC5230A**

**Course Description: Economics and Management Sciences Teaching Experience**

**NQF Credits: 16**

**NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach economic and management sciences to Grades 8 and 9 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe. With their teacher's support, they are required to prepare, deliver and assess learning in a range of lessons during their placement.

**Course Code: EDUC5205A/EDUC5229A****Course Description: Arts and Culture Teaching Experience****NQF Credits: 16****NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach arts and culture (creative arts) to Grades 8 and/or 9 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe.

**Course Code: EDUC5164A/EDUC5224A****Course Description: Languages (Sesotho)****NQF Credits: 24****NQF Level: 7**

This course prepares candidates for general language and literacy education and core skills for teaching Sesotho at South African high schools. It also ensures that they have the basic analytical skills and a sound knowledge of method and theory on which to base their teaching. The course includes topics such as reading literacy, language acquisition, literature and methodologies. There is a strong emphasis on teaching languages within multicultural classroom contexts and on teaching at both home and first additional language levels.

**Course Code: EDUC5167A/EDUC5258A****Course Description: Sesotho****NQF Credits: 24****NQF Level: 7**

This course prepares candidates in a practical way for teaching SeSotho at South African high schools and to ensure that they have the basic analytical skills and a sound knowledge of method and theory on which to base their teaching. The course includes topics such as materials and resources development, methods of teaching Sesotho language and literature, language skills, media and film studies, drama in the classroom and creative writing. There is a strong emphasis on teaching Sesotho within multicultural classroom context and on teaching Sesotho as both home and first additional language. The course also focuses on issues and debates raised by the transformation of curricula in South African schools.

**Course Code: EDUC5171A/EDUC5236A****Course Description: Sesotho Teaching Experience****NQF Credits: 16****NQF Level: 7**

This course involves teaching experience at schools where candidates prepare lessons, teach and carry out classroom observations. Teaching Experience prepares candidates for general language and literacy education and core skills for teaching Sesotho at South African high schools. The course includes the following topics, micro-teaching practical, lesson plans, teaching portfolios, lesson observations and reflections.

**Course Code: EDUC5176A/EDUC5241A****Course Description: Sesotho (Conversational Competence)****NQF Credits: 12****NQF Level: 5**

This course provides an introduction to the study of Sesotho for professional purposes in teacher education. It includes basic aural comprehension, conversational competence, the reading and writing of print and digital texts and emphasises Sesotho as a language in multilingual contexts for teaching and learning.

**Course Code: EDUC5165A/EDUC5225A****Course Description: Languages (isiZulu)****NQF Credits: 24****NQF Level: 7**



This course prepares candidates for general language and literacy education and core skills for teaching isiZulu at South African high schools. It also ensures that they have the basic analytical skills and a sound knowledge of method and theory on which to base their teaching. The course includes topics such as reading literacy, language acquisition, literature and methodologies. There is a strong emphasis on teaching languages within a multicultural classroom context and on teaching as both home and first additional language levels.

**Course Code: EDUC5166A/EDUC5257A**

**Course Description: isiZulu**

**NQF Credits: 24**

**NQF Level: 7**

This course prepares candidates in a practical way for teaching isiZulu at South African high schools and ensures that they have the basic analytical skills and a sound knowledge of method and theory on which to base their teaching. The course includes topics such as materials and resources development, methods of teaching isiZulu language and literature, language skills, media and film studies, drama in the classroom and creative writing. There is a strong emphasis on teaching isiZulu within a multicultural classroom context and on teaching isiZulu as both home and first additional language.

**Course Code: EDUC5174A/EDUC5240A**

**Course Description: isiZulu Conversational Competence**

**NQF Credits: 12**

**NQF Level: 5**

This course introduces the study of isiZulu for professional purposes in teacher education: basic aural comprehension, conversational competence, reading, and writing: written texts; isiZulu as language in multilingual contexts for teaching and learning.

**Course Code: EDUC5172A/EDUC5237A**

**Course Description: Languages (isiZulu) Teaching Experience**

**NQF Credits: 16**

**NQF Level: 7**

This course includes teaching experience at schools where candidates prepare lessons, teach and carry out classroom observations. The Teaching Experience prepares candidates for FET language and literacy education and core skills for teaching isiZulu at South African high schools. The course includes micro-teaching practical, lesson plans, teaching portfolios, lesson observation and reflections.

**Course Code: EDUC5163A/EDUC5223A**

**Course Description: Languages (South African Sign Language)**

**NQF Credits: 12**

**NQF Level: 7**

This course equips candidates theoretically and practically to teach South African Sign Language as an additional language to Deaf learners in schools for the Deaf and/or in multilingual, multicultural, inclusive South African classrooms. The course integrates educational theories and the knowledge of Deaf culture and South African Sign Language in order to establish pedagogical content knowledge within the Deaf education context.

**Course Code: EDUC5173A/EDUC5238A**

**Course Description: Languages (South African Sign Language) Teaching Experience**

**NQF Credits: 16**

**NQF Level: 7**

This course equips candidates with the practical skills of teaching South African Sign Language as a language in a school for the Deaf. Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach to Grades 8 and 9 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe. With their teacher's support, they are required to prepare, deliver and assess learning in a range of lessons during their placement.

**Course Code: EDUC5175A/EDUC5242A****Course Description: South African Sign Language (Conversational Competence)****NQF Credits: 12****NQF Level: 5**

This course introduces candidates to South African Sign Language at a conversational level for the professional and personal development of new student teachers; this course entails the naturalistic development of both expressive and receptive South African Sign Language skills; finger-spelling and a basic understanding of Deaf culture within the South African context.

**Course Code: EDUC5209A/EDUC5234A****Course Description: Mathematics Teaching Experience (Senior Phase)****NQF Credits: 16****NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach mathematics to Grades 8 and/or 9 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe. With their teacher's support, they are required to prepare, deliver and assess learning in a range of lessons during their placement.

**Course Code: EDUC5203A/EDUC5270A****Course Description: Mathematics (FET) Teaching Experience****NQF Credits: 16****NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach Further Education and Training (FET) mathematics to Grades 10 and/or 11 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe.

**Course Code: EDUC5210A/EDUC5235A****Course Description: Natural Sciences Teaching Experience****NQF Credits: 16****NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach natural sciences to Grades 8 and/or 9 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe.

**Course Code: EDUC5208A/EDUC5233A****Course Description: Social Sciences Teaching Experience****NQF Credits: 16****NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach social sciences to Grades 8 and/or 9 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe.

**Course Code: EDUC5162A/EDUC5221A****Course Description: Languages (English)****NQF Credits: 24****NQF Level: 7**

This course prepares candidates for general language and literacy education and core skills for teaching English at South African high schools. It also ensures that they have the basic analytical skills and a sound knowledge of method and theory on which to base their teaching. This course includes topics such as reading literacy, language acquisition, literature and methodologies. There is a strong emphasis on teaching languages within a multicultural classroom context and on teaching at both home and first additional language levels.

**Course Code: EDUC5211A/EDUC5248A****Course Description: English****NQF Credits: 24****NQF Level: 7**

This course prepares candidates in a practical way for teaching English at South African high schools and to ensure that they have the basic analytical skills and a sound knowledge of method and theory on which to base their teaching. The course includes topics such as materials and resources development, methods of teaching English language and literature, language skills, media and film studies, drama in the classroom and creative writing. There is a strong emphasis on teaching English within a multicultural classroom context and on teaching English as both home and first additional language.

**Course Code: EDUC5149A/EDUC5263A****Course Description: English (FET) Teaching Experience****NQF Credits: 16****NQF Level: 7**

This course includes teaching experience at schools where candidates prepare lessons, teach and carry out classroom observations. Teaching experience prepares candidates for Further Education and Training (FET) language and literacy education and core skills for teaching English at South African high schools. This includes micro-teaching practical, lesson plans, teaching portfolios, lesson observations and reflections.

**Course Code: EDUC5170A/EDUC5231A****Course Description: Languages (English) Teaching Experience****NQF Credits: 16****NQF Level: 7**

This course includes teaching experience at schools where candidates prepare lessons, teach and carry out classroom observations. Teaching experience prepares candidates for general language and literacy education and core skills for teaching English at South African high schools. The course includes micro-teaching practical, lesson plans, teaching portfolios, lesson observations and reflections.

**Course Code: EDUC5182A/EDUC5249A****Course Description: Geography****NQF Credits: 24****NQF Level: 7**

This course introduces candidates to teaching and learning within geography at the Further Education and Training (FET) Phase. It foregrounds the central concepts of geography in the design of coherent lessons and learning activities, examines options of productive teaching strategies and learning activities appropriate for teaching key geographical knowledge and concepts. It also covers the location, adaptation and use of geographical teaching and learning resource materials, classroom management demands relating to fieldwork and classroom teaching, monitoring learning and assessment in geography classes, common misconceptions around key geographical topics, development of the professional identity of a geography teacher and preparation for teaching experience

**Course Code: EDUC5199A/EDUC5266A****Course Description: Geography Teaching Experience****NQF Credits: 16****NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach geography to Grades 10 and/or 11 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe. With their teacher's support, they are required to prepare, deliver and assess learning in a range of lessons during their placement.

**Course Code: EDUC5183A/EDUC5250A****Course Description: History****NQF Credits: 24****NQF Level: 7**

This course prepares candidates with an academic major in history to become effective secondary school history teachers. The focus of this course is on Grades 10 to 12, the Further Education and Training (FET phase). This requires candidates to develop an ability to reflect on their views of what history is and why it should be taught; knowledge about the debates about the place of history in the FET school curriculum of a country with the diversity and needs of South Africa; the ability to engage critically with the history curriculum; engagement with historical thinking and provides extensive opportunity to engage practically with appropriate teaching methodology.

**Course Code: EDUC5200A/EDUC5267A****Course Description: History Teaching Experience****NQF Credits: 16****NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach history to Grades 10 and/or 11 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe. With their teacher's support, they are required to prepare, deliver and assess learning in a range of lessons during their placement.

**Course Code: EDUC5186A/EDUC5253A****Course Description: Mathematics (FET)****NQF Credits: 24****NQF Level: 7**

The primary purpose of this course is to develop in candidates a powerful and confident identity as a competent and professional mathematics teacher, with the disposition to take their own development forward within their career. This course aims to foster and develop candidates' development as mathematics teachers, with emphasis on the Further Education and Training (FET) phase.

**Course Code: MUSC5062A/EDUC5254A****Course Description: Music****NQF Credits: 24****NQF Level: 7**

This course is aimed at candidates who have a Bachelor of Music (B Mus) or a Bachelor of Arts (Music) or other equivalent music qualification and who aspire to work as music educators in a secondary school (private or public). Candidates engage with teaching private and public school music curricula through a range of current music education pedagogies.

**Course Code: MUSC5063A/EDUC5271A****Course Description: Music Teaching Experience (First instrument)****NQF Credits: 16****NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach life sciences to Grades 10 and/or 11 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe.

**Course Code: EDUC5187A/EDUC5255A****Course Description: Physical Sciences****NQF Credits: 24****NQF Level: 7**

This course prepares prospective Further Education and Training (FET) physical science teachers for effective teaching of the subject through a consideration of learners' content and pedagogical content knowledge and different methods of teaching. This is done through introduction of the curriculum, its goals, planning and different methods for teaching science lessons and a comprehensive unpacking of a selected topic to illustrate the application of transformation of content for teaching. This is done in the context of trying to create a reflective and reasoning teacher.

**Course Code: EDUC5204A/EDUC5272A**

**Course Description: Physical Sciences Teaching Experience**

**NQF Credits: 16**

**NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach physical sciences to Grades 10 and/or 11 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe.

**Course Code: EDUC5274A**

**Course Description: Information Technology**

**NQF Credits: 24**

**NQF Level: 7**

This course provides an introduction to teaching and learning in the field of Information Technology. Topics includes concepts of computer programming, problem solving, algorithm design, computational thinking, abstraction, data representation and object-oriented design. The course examines various innovative teaching and learning activities appropriate for teaching core concepts and the forms of knowledge that are important in computer science education.

**Course Code: EDUC5275A**

**Course Description: Information Technology Teaching Experience**

**NQF Credits: 16**

**NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach Information Technology to Grades 10 and/or Grade 11 and/or Grade 12 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe.

**Course Code: EDUC5276A**

**Course Description: Computer Application Technology**

**NQF Credits: 24**

**NQF Level: 7**

This methodology course focuses on the teaching and learning requirements of Computer Application Technology. Topics include; the foundations of teaching; learning and assessment of Computer Application Technology; theories of teaching and learning computational thinking; and computer programmes. In addition, students also analyse Computer Application Technology and critically engage with the national school Computer Application Technology syllabus and national curriculum.

**Course Code: EDUC5277A**

**Course Description: Computer Application Technology Teaching Experience**

**NQF Credits: 16**

**NQF Level: 7**

Student teachers spend 10 weeks annually in a school-based placement, under the supervision of a professional teacher and a university tutor. They are required to teach Computer Application Technology to Grades 10 and/or Grade 11 and/or Grade 12 classes during this period. Student teachers are required to analyse the pedagogical thinking, planning and delivery of the lessons they observe.





