

UNIVERSITY OF THE  
WITWATERSRAND,  
JOHANNESBURG



2020

# HUMANITIES - EDUCATION

Rules and Syllabuses



# University Rules and Syllabuses

for

Degrees, Diplomas and Certificates

offered in the

Faculty of Humanities - Education

for the 2026 Academic Year

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



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## Syllabuses for the Faculty of Humanities - Education

## POPI Disclaimer

The University collects and processes certain personal information about students which enables the University to meet its contractual obligations with its students. The University is committed to protecting the student's privacy and recognises that it needs to comply with statutory requirements in collecting, processing and distributing of personal information and in performing its obligations, the University will comply with the provisions of the relevant data protection legislation.

## List of acronyms

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



UNIVERSITY OF THE  
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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.

## 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 Faculty Board to Senate for approval.

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

HIGHER EDUCATION ACT, ACT 101 OF 1997

AMENDED STATUTE OF THE UNIVERSITY OF THE WITWATERSRAND, JOHANNESBURG (2018)

POLICIES OF THE UNIVERSITY

GENERAL RULES OF THE UNIVERSITY

PROCEDURES

SENATE STANDING ORDERS OF THE UNIVERSITY

FACULTY STANDING ORDERS

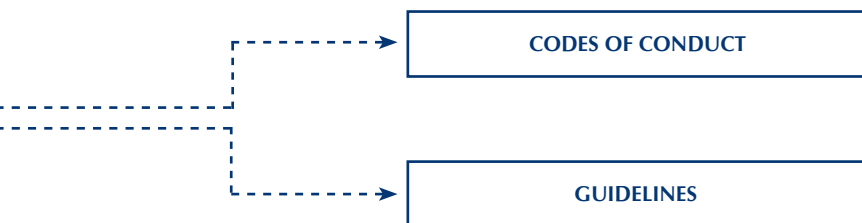
SCHOOL STANDING ORDERS

Standing orders expand on rules and/or policies and govern the manner in which all business shall be conducted. Standing orders are a set of instructions on how to carry out a task.





‘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.



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. Information presented in the shaded boxes, is intended for explanatory purposes 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 *Blended mode of provision*: A mode of provision which uses a combination of structured synchronous and asynchronous learning opportunities, purposefully designed to provide students with online and/or on-site opportunities towards their achievement of the intended learning outcomes of the learning programme.
- 1.8 *Candidate/Postgraduate student* (see Rule G1.27) means a *student* registered for a *higher qualification* (see Rule G 1.18).
- 1.9 *Corequisite course* is a *course* which must be taken with another *course* and is a requirement for *credit* in the other *course*.
- 1.10 *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*.

- 1.11 *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.**

- 1.12 *Credit Accumulation and Transfer (CAT)* is the practice of accumulating credits from one or more cognate learning programmes in an institution, and the transfer of credits to be recognised towards a qualification/part-qualification in the same or a different institution to the satisfaction of *Senate*. This practice is subject to the rules published by the Council for Higher Education (CHE) and in conformance with the Higher Education Qualifications Sub-Framework (HEQSF) requirements.
- 1.13 *Curriculum* means a *course* or combination of courses leading to a *qualification*.
- 1.14 *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.
- 1.15 *\*Distance Mode of Delivery* involves the interaction between the lecturer or supervisor and the *student*, not on the premises of the institution.
- 1.16 *Examination and re-examination* mean a formal, compulsory, summative, scheduled assessment.
- 1.17 *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*.
- 1.18 *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 Honours.
- 1.19 *Joint degrees* mean an undergraduate (Bachelors) or a *postgraduate* degree (Masters and PhD), jointly offered by the *University* and an external non-South African partner institution, recognised by the *Senate*. The *student/candidate* shall normally receive a single co-branded degree certificate representing work completed at the *University* and a partner institution.
- 1.20 *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).**

- 1.21 *\*Mode of Delivery* means the manner in which education and training is delivered and indicates whether a *course* is delivered in person, online, or through a mixture of both in person and online teaching.
- 1.22 *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*.

**\* Definition is sourced from the DHET - Dictionary of Terms and Concepts for Post-School Education**

**\*\* Prior to January 2022, all honours programme titles were stated as Bachelor with Honours.**

- 1.23 *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.
- 1.24 *Notional Hours of Learning* means the agreed estimate of the average learning time that it would take a student to meet the defined outcomes. It includes but is not limited to the consideration of contact time, research, completion of assignments, time spent in structured learning in the workplace, and individual learning.
- 1.25 *NQF credits* are credits recognised by the 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.
- 1.26 *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 G 1.36 for all other purposes.
- 1.27 *Postgraduate student/Candidate* means a student who is registered for a higher qualification (see Rule G1.18).
- 1.28 *Prerequisite course* is a course for which credit must be obtained before being able to register for the subsequent course.
- 1.29 *Programme* is a course or set of courses or postgraduate research which may lead to a qualification.
- 1.30 *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.
- 1.31 *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.
- 1.32 *Research Report* is the term reserved for the written document which forms the research component of a degree of master by coursework and research report and which may include creative work or publications integral to the argument.
- 1.33 *Semester* is half an academic year.
- 1.34 *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.**

- 1.35 *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 G1.36 but is still subject to the University rules, policies and procedures.
- 1.36 *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.
- 1.37 *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.

- 1.38 *Teaching block* is a quarter of an *academic year*.
- 1.39 *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*.
- 1.40 *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 section 77(3) 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 2026 and to all students who were registered before 2026 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.

**\* This publication contains information pertaining to the General and Faculty Rules of the University applicable at the time of printing. Amendments to and or updating of information of this publication may be affected from time to time without prior notification. The most updated information is available on the University website <https://www.wits.ac.za/students/academic-matters/rules-and-syllabuses/>**

## 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 (6.5) 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 550 (79 TOEFL iBT/213 TOEFL CBT) for *admission*. Faculties may require a higher test score or points for specific programmes. Please refer to your faculty.

**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 G1.35 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. See Rule G1.11.**

### 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/programme; 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 an *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 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*, 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 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 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 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.

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

- a) 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, or a franchised or associated technical or community college, registered on SAQA and accredited by the CHE, 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).
- b) 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 General Nursing Diploma from a nursing college, registered on SAQA and accredited by the CHE, 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 a Mature Age exemption certificate.

#### 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 *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 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 bachelor of honours degree

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 bachelor of honours degree. 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 award of the bachelor of honours degree 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 senior 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 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. *Students* are required to sign a student contract annually.

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 and Retrospective registrations

Late registration and retrospective registration may be permitted by the *Senate* in exceptional circumstances. A fee may be charged in both circumstances for such registrations.

### 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 and Innovation who may consult with the Dean. The decision of the DVC: Research and Innovation 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.

**\*For readmission procedures, please refer to the "Procedures Relating to the Renewal or Refusal of Registration of Students " booklet.**

## 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 Minimum Attendance

The minimum attendance for any *programme* shall be determined by the Faculty Rules in compliance with the HEQSF.

### 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, pre or corequisite and/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*.

A *student* may not be granted a *credit* more than once in the same *course* within the same *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.

A *student* may not be granted a *credit* more than once in the same *course* within the same *qualification*.

## 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 final mark of at least 50 percent for that *course*; and
- 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 advanced study and research normally under the guidance of a supervisor/s appointed by the *Senate*.

### 9.3 Programme of master by research report and coursework

Where appropriate a faculty may offer a *programme* leading to the degree of master by *research report* and coursework by attendance, completion of a *curriculum* approved by the *Senate* and submission of *coursework* and *research report* on an approved topic by the *Senate*.

### 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 G1.14, 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 G1.14 and G1.32. 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 for examination an electronic copy of her/his *dissertation or research report* via email or any other electronic platform designated by the faculty office. In exceptional circumstances the examiner may request a hard copy of the *dissertation or research report*. In such a case, the candidate will be required to provide a bound hard copy or copies, together with the electronic version. Copies must be in a format that, in the opinion of the Senate, is suitable for submission to the examiners.

Prior to graduation, a candidate must submit a final, corrected electronic copy of her/his *dissertation or research report* via the University's electronic platform.

## 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, including the use of any Artificial Intelligence assistance as per the *University* rules or Faculty practices.
- 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 G1.39 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) present her/himself for an oral defense (Viva Voce) as stipulated in the Faculty Standing Orders or Faculty Procedure document.
- c) furnish an abstract with each copy of the *thesis*;
- d) 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 for *examination* an electronic copy of her/his *thesis* via email or any other electronic platform designated by the faculty office. In exceptional circumstances, the examiner may request a hard copy of the *thesis*. In such a case, the *candidate* will be required to provide a bound copy of her/his *thesis*, together with the electronic version. The bound copies must be in a format that, in the opinion of the *Senate*, is suitable for submission to the examiners.

Prior to graduation, a *candidate* must submit a final, corrected electronic copy of her/his *thesis* via the University's electronic platform.

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; 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.

- 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 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** Each *course* that is not at the exit level of a programme that accounts for at least 30% of the final mark must be subject to either internal or external examination.
- 13.2.3** Each *course* that is at the exit level of a programme, that accounts for at least 30% of the final mark must be subject to external examination.
- 13.2.4** 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.
- 13.2.5** 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.
- 13.2.6** 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 G13.2.5 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 must apply to write a deferred assessment on the university system within three (3) working days of the date of the assessment. Students applying for a deferred assessment/s on medical grounds must seek medical attention from their doctor on the day of their assessment. Only a valid doctor's certificate is accepted.

**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 to 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* may not be published and a *qualification* will not be conferred on a *student* unless and until –

- s/he has paid all outstanding fees, levies, disbursements, fines and any other monies lawfully owing to the *University*;
- any disciplinary proceedings, pending or incomplete, have been completed; and
- 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, Diplomas and Certificates are granted at a *University* Graduation ceremony. A degree, diploma or 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 a 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 percent 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 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.
- 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. In cases where ethical clearance is not required students must apply and obtain an ethics waiver from the relevant University Ethics Committee/s.

# 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 2025 but may be amended prior to the commencement of the 2026 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 is a requirement for *credit* in the 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 <i>courses</i> subject to the following conditions:			
a) For <i>students</i> who are unable to demonstrate existing competence in ICT			
EDUC1260A	ICT Literacy	12	5
b) For <i>students</i> 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 <i>course</i> 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 <i>courses</i> , taking note of the <i>prerequisite</i> requirements:			
EDUC1267A	isiZulu I	24	6
EDUC1268A	Sesotho I	24	6

Course Code	Description	NQF Credits	NQF Level
EDUC1313A	IsiZulu Additional Language I*	24	6
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.			
iiv) Select this course 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 course:			
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



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/ EDUC4237A Education IV	EDUC1248A Education IA, EDUC1249A Education IB and EDUC2230A Education II
EDUC1250A Mathematics for Primary School Teachers I	50% in Mathematics or 65% in Mathematics Literacy at NSC level

Course	B. Prerequisites
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 <i>Senate</i>
EDUC1313A isiZulu Additional Language I	EDUC1265A isiZulu (Conversational Competence) or by permission of the <i>Senate</i>
EDUC1314A Sesotho Additional Language I	EDUC1266A Sesotho (Conversational Competence) or by permission of the <i>Senate</i>

#### 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

Course Code	Description	NQF Credits	NQF Level
iv) Select this <i>course</i> only by School instruction:			
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 <i>courses</i> 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
EDUC3132A	Mathematics for Primary School Teachers III	24	7

Course Code	Description	NQF Credits	NQF Level
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
EDUC1258A	School-Based support	12	5
EDUC1259A	Financial Planning and Entrepreneurship	12	5
EDUC1316A	Learning in and Through Art	12	5

Course Code	Description	NQF Credits	NQF Level
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

A. Course	B. Prerequisites
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 Mathematics 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 1A and EDUC1249A Education 1B, 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**

<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>
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
EDUC1339A	Coding and Robotics in Education I	24	6
(iii) Select one of the following <i>courses</i> subject to the following conditions:			
a) A <i>student</i> 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

Course Code	Description	NQF Credits	NQF Level
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
ii) BEd in <b>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: School-Based Support (EDUC1258A); or Financial Planning and Entrepreneurship (EDUC1259A) are recommended.			
iii) 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
EDUC2307A	Coding and Robotics in Education II	24	6
iv) Select a <i>course</i> in Senior Phase pedagogy A and B corresponding to one <i>course</i> 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
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

Course Code	Description	NQF Credits	NQF Level
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
EDUC2308A	Teaching Coding and Robotics (FET) 1A	6	6
EDUC2309A	Teaching Coding and Robotics (FET) 1B	6	7
v) 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
vi) 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
ii) Subject to the <i>prerequisite</i> 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

Course Code	Description	NQF Credits	NQF Level
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
EDUC3171A	Coding and Robotics in Education III	24	7
iii) Select a course in Further Education and Training pedagogy corresponding to a course 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
EDUC4293A	Teaching Coding and Robotics II (FET)	12	7
iv) Select another course in a Senior Phase pedagogy corresponding to the other course taken in Year of Study (ii) above:			
EDUC2302A	Teaching Natural Sciences (Senior Phase) A	6	6
EDUC2303A	Teaching Natural Sciences (Senior Phase) B	6	7
EDUC2248A	Teaching Social Sciences (Senior Phase) A	6	6
EDUC2249A	Teaching Social Sciences (Senior Phase) A	6	7
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	7
EDUC2256A	Teaching isiZulu (Senior Phase) A	6	6
EDUC2257A	Teaching isiZulu (Senior Phase) A	6	7
EDUC2267A	Teaching Sesotho (Senior Phase) A	6	6
EDUC2268A	Teaching Sesotho (Senior Phase) B	6	7

Course Code	Description	NQF Credits	NQF Level
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) 1A	6	6
EDUC2241A	Teaching Information Technology (FET) 1B	6	7
EDUC2270A	Teaching Life Orientation (Senior Phase)	12	6
EDUC2308A	Teaching Coding and Robotics (FET) IA	6	6
EDUC2309A	Teaching Coding and Robotics (FET) IB	6	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
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
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

Course Code	Description	NQF Credits	NQF Level
EDUC4292A	Coding and Robotics in Education 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 <i>prerequisite</i> 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
EDUC4293A	Teaching Coding and Robotics II (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
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

A. Course	B. Prerequisites
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
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

A. Course	B. Prerequisites
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
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



A. Course	B. Prerequisites
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
EDUC1339A Coding and Robotics in Education I	Pass of 50% for Mathematics or Technical Mathematics at NSC level or Higher Grade Mathematics at Matric level or Pass of 65% for Mathematical Literacy
EDUC2308A Teaching Coding and Robotics (FET) IA	EDUC1339A Coding and Robotics in Education I
EDUC2309A Teaching Coding and Robotics (FET) IB	
EDUC2307A Coding and Robotics in Education II	EDUC1339A Coding and Robotics in Education I
EDUC3171A Coding and Robotics in Education III	EDUC2307A Coding and Robotics in Education II
EDUC4292A Coding and Robotics in Education IV	EDUC3171A Coding and Robotics in Education III
EDUC4293A Teaching Coding and Robotics II (FET)	EDUC2307A Coding and Robotics in Education II

#### 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
Advanced Diploma in School Leadership and Management	HUA52	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

Course code	Description	NQF Credits	NQF Level
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

## 2.10.2 Advanced Diploma in School Leadership and Management

### 2.10.2.1 Admission Rules

*Admission as a student for the Advanced Diploma in School Leadership and Management is at the discretion of the Senate. An applicant must at least have:*

- a) Three years' experience in a school leadership position and have been appointed at a post at level 2 or higher; and
- b) One of the following:
  - i) A four-year Bachelor of Education degree or a former four-year Higher Diploma in Education.
  - ii) A general 360 credit degree or diploma with either a Postgraduate Certificate in Education or a one-year Higher Diploma in Education (Postgraduate).
  - iii) An Advanced Certificate in Education with a three-year diploma or a three-year certificate in education.

### 2.10.2.2 Curriculum

<b>Programme Code: HUA52</b>	<b>NQF Exit Level: 7</b>
<b>Plan Code: HFAADSL31</b>	<b>NQF Credits: 120</b>

Course code	Description	NQF Credits	NQF Level
I)			
EDUC1341A	Professional Portfolio and Workplace Project A	30	7
EDUC1345A	Leading and Managing Teaching and Learning	18	7

Course code	Description	NQF Credits	NQF Level
EDUC1340A	Leading and Managing Extra and Co-Curricular Activities	9	7
EDUC1344A	Leading and Managing People and Change	18	7
EDUC1343A	Working within and for the School System	18	7
EDUC1342A	Working with and for the Wider Community	9	7
EDUC1346A	Leading and Managing the School as an Organisation	18	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/ EDUC5244A Accounting	Accounting III; Financial Accounting III; Management Accounting and Auditing III
EDUC5179A/ EDUC5245A Business Studies	Business Management III or Business management I plus one of Human Resources III/ Marketing Management III
EDUC5180A/ EDUC5246A Dramatic Arts	Speech Training and Dramatic Art III (Speech and Drama, Drama and Dramatic Art)



FET teaching subject	Approved and corresponding university courses
Course Code	Course name
EDUC5181A/ EDUC5247A Economics	Economics III
EDUC5211A/EDUC5248A English	English Language and Literature or English I and one of Applied English Language Studies III, African Literature III, Linguistics III, Literary Theory III and Communication and Media Studies III
EDUC5182A/ EDUC5249A Geography	Geography III
EDUC5183A/ EDUC5250A History	History III
EDUC5184A/EDUC5251A Life Sciences	Biological Sciences III or two of the following, one to level III and the other to level 1, Biochemistry, Microbiology, Physiology, Biology, Zoology, Ecology, Environmental Sciences General Biology (or equivalent) Botany.
EDUC5124A/EDUC5252A Life Orientation	Psychology III, or Psychology I and at least one of the following majors: Sociology III, Philosophy III, Political Science III, Human Movement Studies III, Anthropology III; Social Work III; Law and human Rights III
EDUC5137A/EDUC5253A Mathematics	Mathematics II or Applied Mathematics II and Statistics; Computational and Applied Mathematics II
MUSC5062A/EDUC5254A Music	Harmony III; Musical Form III; Music in History and Society III; Music Practical III
EDUC5187A/EDUC5255A Physical Sciences	A combination of Physics I and Chemistry II or Physics II and Chemistry or Biochemistry 3, Chemistry 1 and Physics 1.
FINA5021A/ EDUC5256A Visual Arts	Fine Arts III Art Practical III or Design or Graphic 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 (at least 24 credits at NQF Level 6)
Course Code	Course name
EDUC5188A/EDUC5219A Arts and Culture	Speech Training and Dramatic Art and Drama related <i>course</i> listed in table 1 Music and Music related <i>courses</i> listed in table 1 Art and Art related <i>courses</i> listed in table 1
EDUC5189A/EDUC5220A Economics and Management Sciences	Two <i>courses</i> in any of the following: Accounting; Business Economics; Business Management; Commercial Law; Economics; Mercantile Law; Industrial Sociology; Industrial Psychology

GET teaching subject	Approved University courses (at least 24 credits at NQF Level 6)
Course Code	Course name
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 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 Social Sciences	History I and Geography I
EDUC5193A/EDUC5228A Mathematics	Mathematics I or Computational and Applied Mathematics I; as well as one second year semester course in Mathematics (eg. Abstract Mathematics II, Basic Analysis II, Linear Algebra II, Multivariable Calculus II, Differential Equations II)
EDUC5192A/EDUC5227A 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)

<b>Programme Code: HXA00</b>		<b>NQF Exit Level: 7</b>	
<b>Plan Code: HPAPGC50</b>		<b>NQF Credits: 120</b>	
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

Course Code	Description	NQF Credits	NQF Level
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 <i>courses</i> 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:			
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

Course Code	Description	NQF Credits	NQF Level
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 <i>exemption</i> and provide documentary proof of existing competence in computer literacy for <i>exemption</i> to be granted from the <i>course</i> or parts thereof.			
EDUC5161A	ICT Literacy	12	5
vii) Select one <i>course</i> from the list below, unless the <i>candidate</i> applies for <i>exemption</i> and provides documentary proof of existing competence in an indigenous African language (excluding Afrikaans) or South African Sign Language and is granted <i>exemption</i> 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 <i>credits</i> required for the PGCE <i>qualification</i> .			

## 3.1.4.3 Curriculum (Part-time)

<b>Programme Code: HXA02</b>		<b>NQF Exit Level: 7</b>	
<b>Plan Code: HPAPGC51</b>		<b>NQF Credits: 120</b>	
<b>Course Code</b>	<b>Description</b>	<b>NQF Credits</b>	<b>NQF Level</b>
Year of Study I			
i)			
EDUC5218A	Theory of Education A	20	7
ii) Select one <i>course</i> in subject methodology <i>courses</i> 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
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 <i>course</i> 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 <i>course</i> or parts thereof.			
EDUC5239A	ICT literacy	12	5

Course Code	Description	NQF Credits	NQF Level
v) If the <i>candidate</i> obtains exemption in iv) ICT literacy, the <i>candidate</i> may opt to select one <i>course</i> 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 <i>course</i> 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
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

Course Code	Description	NQF Credits	NQF Level
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 <i>exemption</i> and provides documentary proof of existing competence in an indigenous African language (excluding Afrikaans) or South African Sign Language and is granted <i>exemption</i> 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

- 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.
- 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 Higher Education (Subject to CHE approval)	HXA07	120	8
Postgraduate Diploma in Higher Education (Distance Mode)(Subject to CHE approval)	HXO00	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;



- d) An *applicant* other than a graduate who has in any other manner satisfied the *Senate* that s/he
- e) 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.
- f) 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

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

Course code	Description	NQF Credits	NQF Level
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
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 <i>courses</i> may not be offered every year.			

<b>Programme Code: HXA01</b>	<b>NQF Exit Level: 8</b>
<b>Plan Code: HFADEAF50</b>	<b>NQF Credits: 120</b>

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 the field of Higher Education (subject to CHE approval)

### 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*.

<b>Programme Code: HXA07</b>		<b>NQF Exit Level: 8</b>	
<b>Plan Code: HPAPHE52</b>		<b>NQF Credits: 120</b>	
Course code	Description	NQF Credits	NQF Level
i)			
EDUC5294A	Curriculum Development and Course Design in Higher Education	30	8
EDUC5295A	Assessment in Higher Education	30	8
EDUC5296A	Learning and Teaching in Higher Education	30	8
EDUC5297A	New Directions in Higher Education	30	8

### 3.2.2.3 Postgraduate Diploma in Higher Education (Distance Mode)

<b>Programme Code: HXO00</b>		<b>NQF Exit Level: 8</b>	
<b>Plan Code: HPAPHEO51</b>		<b>NQF Credits: 120</b>	
Course code	Description	NQF Credits	NQF Level
i)			
EDUC5598O	A Reflective Approach to University Teaching	10	8
EDUC5299O	Student Learning in Higher Education	10	8
EDUC5300O	Applying Reflective and Scholarly Teaching Practic	10	8
EDUC5301O	Assessment Practices in Higher Education	10	8
EDUC5302O	Assessment Innovation in Higher Education	10	8
EDUC5303O	Fundamentals of Assessment in Higher Education	10	8
EDUC5304O	Curriculum Development in Higher Education	10	8
EDUC5305O	Macro and Micro Alignment in Curriculum	10	8
EDUC5306O	Course Design in Higher Education	10	8
ii)			
EDUC5307O	Global Trends in Higher Education	10	8

Course code	Description	NQF Credits	NQF Level
EDUC5308O	Introduction to Post Graduate Supervision	10	8
EDUC5309O	Advanced Post Graduate Supervision	10	8
EDUC5310O	Research in Higher Education Practice (part 1)	10	8
EDUC5311O	Research in Higher Education Practice (part 2)	10	8

### 3.2.2.4 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

\* Prior to January 2023, all honours programme titles were stated as Bachelor with Honours.

### 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)**

<b>Programme Code: HHA00</b>		<b>NQF Exit Level: 8</b>	
<b>Plan Code: HPAEHO40</b>		<b>NQF Credits: 120</b>	
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
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

Course Code	Description	NQF Credits	NQF Level
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
EDUC4280A	Learning Through the Arts Across the Curriculum I	20	8
EDUC4281A	Learning Through the Arts Across the Curriculum II	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
EDUC4108A	Issues in Primary Education I	20	8
EDUC4109A	Issues in Primary Education II	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

Course Code	Description	NQF Credits	NQF Level
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
EDUC4290A	Geometric Reasoning for Teaching	20	8
EDUC4291A	Algebraic Thinking for Teaching	20	8
EDUC4294A	Trends and Issues in Sustainability	20	8
EDUC4295A	Sustainability Education	20	8

### 3.3.2.3 Part-time curriculum

#### Curriculum for Bachelor of Education Honours (BEdHons)

<b>Programme Code: HHA00</b>	<b>NQF Exit Level: 8</b>
<b>Plan Code: HPAEHO40</b>	<b>NQF Credits: 120</b>

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 study:			
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 study:			
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

Course Code	Description	NQF Credits	NQF Level
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
EDUC4280A	Learning Through the Arts Across the Curriculum I	20	8
EDUC4281A	Learning Through the Arts Across the Curriculum II	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
EDUC4108A	Issues in Primary Education I	20	8
EDUC4109A	Issues in Primary Education II	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	25	8
EDUC4207A	Chemistry and Physics for Educators II	20	8



Course Code	Description	NQF Credits	NQF Level
EDUC4208A	Life Sciences for Educators I	20	8
EDUC4209A	Life Sciences for Educators II	20	8
EDUC4290A	Geometric Reasoning for Teaching	20	8
EDUC4291A	Algebraic Thinking for Teaching	20	8
iv) Select this <i>course</i> in the second year of study:			
EDUC4193A	Research Project	30	8

### 3.3.2.4 Block Release curriculum

#### Curriculum for Bachelor of Education Honours (BEdHons)

<b>Programme Code: HHA00</b>	<b>NQF Exit Level: 8</b>
<b>Plan Code: HPAEHO40</b>	<b>NQF Credits: 120</b>

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 study:			
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 study:			
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 II	20	8
PSYC4065A	Psycho-Educational Assessment	20	8
PSYC4045A	Research Methods in Psychology	20	8
EDUC4165A	Deaf Education I	20	8
EDUC4280A	Learning Through the Arts Across the Curriculum 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

Course Code	Description	NQF Credits	NQF Level
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
EDUC4281A	Learning Through the Arts Across the Curriculum 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	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
v) Select this <i>course</i> in the second year of study:			
EDUC4193A	Research Project	30	8

### 3.3.2.5 Bachelor of Education Honours in the field of Science Education

#### Curriculum for Bachelor of Education Honours in the field of Science Education

<b>Programme Code: HHA18</b>	<b>NQF Exit Level: 8</b>
<b>Plan Code: HPAEHSE40</b>	<b>NQF Credits: 120</b>

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
EDUC4205A	Key Issues in Science Education Research	25	8
ii) Select one <i>major</i> from the list below:			
EDUC4206A	Chemistry and Physics for Educators I	25	8
EDUC4207A	Chemistry and Physics for Educators II	25	8
Or			
EDUC4208A	Life Sciences for Educators I	25	8
EDUC4209A	Life Sciences for Educators II	25	8
Or			
EDUC4296A	Science for Primary School Educators I	25	8
EDUC4297A	Science for Primary School Educators II	25	8

### 3.3.2.6 Completion Rules

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

### 3.3.2.7 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 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.

- c) An *applicant* who has been accepted by virtue of having completed at any other university or institution such examinations 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*.
- 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 *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*.

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

#### 3.4.2.1 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* is to constitute as 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:
- shall attend and complete to the satisfaction of the *Senate* either Research Design (EDUC7030A);
  - 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
EDUC7101A	Scholarship of Teaching and Learning in Higher Education	30	9
EDUC7068A	Inclusive Education, Conceptions, Issues and strategies	30	9

Course Code	Description	NQF Credits	NQF Level
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
EDUC7124A	Language, Learning and Academic 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
EDUC7094A	Teaching and Learning Mathematics	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
EDUC7141A	Transformative Practices in Teaching and Education Research	30	9
EDUC7143A	Current Issues in Science Education	30	9
EDUC7145A	Theories of Teaching and Learning In Foundation Phase Mathematics	30	9
EDUC7144A	Language and Literacy in Foundation Phase	30	9
EDUC7142A	Contemporary Childhoods	30	9
EDUC7146A	Education, Skills, and Development I – Global Perspectives	30	9
EDUC7147A	Education, Skills, and Development II – African Perspectives and Future	30	9
Or by permission of the <i>Senate</i> , 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.			

### 3.4.3 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.

### 3.4.4 Master of Education in the field of Education and Work

#### Curriculum for Master of Education in the field of Education and Work (MEd)

Programme Code: HCA13		NQF Exit Level: 9	
Plan Code: HPAMEEW60		NQF Credits: 180	
Course Code	Description	NQF Credits	NQF Level
i)			
EDUC7030A	Research Design	0	9
ii) Select a research report:			
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) And			
EDUC7133A	Knowledge and Work	30	9
EDUC7146A	Education, Skills, and Development I - Global Perspectives	30	9
EDUC7147A	Education, Skills, and Development II – African Perspectives and Future Perspective	30	9

## 3.4.5 Master of Education by Research

### 3.4.4.1 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.

#### 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 <i>dissertation</i> :			
EDUC8003A	MEd Dissertation	180	9
EDUC8001A	MEd Dissertation: 2nd term	180	9
SCED8001A	MSc Dissertation: 2nd Term	180	9
SCED8003A	MSc Dissertation	180	9

## 3.4.5 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:

- An equivalent *course* offered for *another qualification* in the *University*; or
- 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*.

## 3.4.6 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.

## 3.4.7 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.

## 3.4.8 Conversion Rules

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

- 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.

### 3.4.9 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.

### 3.4.10 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).

### 3.4.11 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

### 3.5.1 Admission Rules

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) A Master of Education of the *University*.
- b) By special permission of the *Senate*, a Bachelor of Education with Honours with distinction of the *University*.
- c) By special permission of the *Senate*, a Bachelor of Education who also holds a Bachelor's degree with Honours by distinction of the *University*.
- d) A Bachelor of Education with Honours who holds a Masters degree in Arts or Commerce or Science of the *University*.
- e) An *applicant* who holds the degree of Master in any faculty of the *University* and has had at least four years' experience in education.
- f) 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.
- g) 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*.
- 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:

- 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*.
- 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.**

- 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.
- 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.
- A *candidate* planning to do research with human subjects must submit her/his research design to the Ethics Committee for approval.

## 3.5.3 Curricula

### 3.5.3.1 Length of curriculum

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

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: 2 <sup>nd</sup> Term	360	10
SCED9001A	PhD Thesis: 2 <sup>nd</sup> Term	360	10
SCED9002A	PhD Thesis	360	10
SPED9001A	PhD Thesis	360	10
SPED9002A	PhD Thesis: 2 <sup>nd</sup> Term	360	10

## 3.5.4 Completion Rules

Where all the examiners recommend that the degree is awarded

- 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: EDUC1339A****Course Description: Coding and Robotics in Education I****NQF Credits: 24****NQF Level: 6**

The course covers coding and robotics in education with a firm foundation in computational thinking, algorithm design, logic flow and problem-solving strategies. Topics include assembling and programming robots, the fundamentals of computer systems, the internet, e-communication, problem solving, block-based programming, control flow, user interfaces, and the theoretical foundations of programming languages. Students are introduced to the different types of robots, robotic components including control systems, circuits, processors, sensors, actuators, motors, interfaces with microcontrollers, and simple robot construction. The course also focuses on the fundamental theoretical topics relating to coding and robotics concerning the implications of the internet, robots on society and individuals, data privacy, AI implications and responsible coding practices.

**Course Code: EDUC2308A****Course Description: Teaching Coding and Robotics (FET) IA****NQF Credits: 6****NQF Level: 6**

This course covers teaching and learning within the field of coding and robotics with an emphasis on coding and robotics concepts, pedagogical best practices, and the mastering of impactful teaching strategies. Students will be involved in creating engaging lessons, designing positive and inclusive learning environments.



**Course Code: EDUC2309A****Course Description: Teaching Coding and Robotics (FET) IB****NQF Credits: 6****NQF Level: 7**

This course covers teaching and learning within the field of coding and robotics with an emphasis on coding and robotics concepts, pedagogical best practices, and the mastering of impactful teaching strategies. Students will be involved in creating engaging lessons, designing positive and inclusive learning environments.

**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: EDUC2307A****Course Description: Coding and Robotics in Education II****NQF Credits: 24****NQF Level: 6**

This course covers subject content knowledge and skills in computational thinking, block-based programming, basic electronics, and the assembling and programming of robots. Students are instructed in the use of high-level programming languages such as Python within an object orientated programming paradigm, and the manipulation of robotics using programming principles. Topics covered include syntax, data structures, functions, modules, object-oriented programming, basic algorithms and application development, with an introduction to machine learning and artificial intelligence.

**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: 6****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:** 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:** EDUC3171A

**Course Description:** Coding and Robotics in Education III

**NQF Credits:** 24

**NQF Level:** 7

This course covers subject knowledge and skills in coding and robotics, object-oriented programming, machine learning and artificial intelligence with intermediate high-level programming languages such as Python. Topics include the design and build of complex robots, programming and controlling of robots, integrating sensors and actuators and AI.

**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: 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 20<sup>th</sup> and 21<sup>st</sup> 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.

**Course Code: EDUC4292A****Course Description: Coding and Robotics in Education IV****NQF Credits: 24****NQF Level: 7**

This course covers subject knowledge and skills in coding and robotics, high level object-oriented programming and the use of digital platforms. Topics include a capstone project allowing students to showcase their skills and address a real-world challenge, alongside researching a relevant topic to ensure student teachers foster innovation in their own learners.

**Course Code: EDUC4293A****Course Description: Teaching Coding and Robotics II (FET)****NQF Credits: 12****NQF Level: 7**

This course covers teaching and learning within the field of coding and robotics with an emphasis on coding and robotics, pedagogical best practices, and the mastering of impactful teaching strategies. Students will be involved in creating engaging lessons, designing positive and inclusive learning environments.

## 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.

## 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:** EDUC5296A

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

**NQF Credits:** 30

**NQF Level:** 8

The course addresses the theories of learning and teaching relevant to higher education; disciplinary learning and teaching concerns; teaching large and small classes; embedding academic literacies and blended learning approaches. The reflective practitioner model will provide a philosophical and pedagogical base for the course. The course invites and challenges lecturers to reflect on the nature of their own and others' learning and teaching; to recognise and reflect critically on the models of teaching and learning that they and their colleagues may use implicitly in lecturing/ teaching in their discipline; and to expand their repertoire of teaching strategies so that their students learn better and faster, and with greater enjoyment and success.

**Course Code: EDUC5294A****Course Description: Curriculum and Course Design in Higher Education****NQF Credits: 30****NQF Level: 8**

This course focusses on the conceptualisation of curriculum, curriculum orientations and curriculum responsiveness. It also explores the aims of higher education in relation to the changing nature of knowledge. The course examines the macro and micro alignment within the curriculum as well as the call for a decolonised and transformed curriculum.

**Course Code: EDUC5295A****Course Description: Assessment in Higher Education****NQF Credits: 30****NQF Level: 8**

This course covers the context and purpose of assessment; theories, concepts and principles of assessment design (assessment for and of learning); assessment methods; alignment of course aims/outcomes with content, teaching methods and assessment (constructive alignment); designing assessment tasks, criteria and rubrics; issues of validity and reliability; giving feedback to students; the responsibilities of an internal and external examiner; moderators' reports and emotions and assessment.

**Course Code: EDUC5297A****Course Description: New Directions in Higher Education****NQF Credits: 30****NQF Level: 8**

This course covers topics that have been expressed as areas of interest by students and lecturers and are dependent on the capacity of the course presenters to address the topics. Visiting academics may also propose and teach topics. Topics may include: the changing role of higher education in society; decolonising Higher Education; diversity and inclusivity; access and selection of students; student assessment; curriculum innovation and transformation; mentoring in higher education; Communities of Practice; the First Year Experience, amongst others.

## **Postgraduate Diploma in Education in the field of Higher Education (Distance mode)**

**Course Code: EDUC5598O****Course Description: A Reflective Approach to University Teaching****NQF Credits: 10****NQF Level: 8**

This course provides the space to explore and reflect on teaching practices in relation to alignment with how students learn, specific disciplinary learning and diverse students' needs. The reflective practitioner model provides a philosophical and pedagogical base for the course. The course invites and challenges lecturers to reflect on the nature of their own and others' learning and teaching; to recognise and reflect critically on the models of teaching and learning that they and their colleagues may use implicitly in lecturing/ teaching in their discipline

**Course Code: EDUC5299O****Course Description: Student Learning in Higher Education****NQF Credits: 10****NQF Level: 8**

This course examines theories of learning relevant to higher education and the factors that influence student learning, such as academic literacies and epistemological access. Using a reflective practitioner model, the course invites and challenges students to reflect on the nature of their own and others' learning, and the theories of learning that they may use implicitly in lecturing/ teaching in their discipline. Students are encouraged to draw on their understanding of the different theories to develop their own models of learning in line with the respective contexts and outcomes to be achieved.

**Course Code: EDUC5300O****Course Description: Applying Reflective and Scholarly Teaching Practice****NQF Credits: 10****NQF Level: 8**

This course provides a space to apply teaching practices in relation to alignment with how students learn, specific disciplinary learning and diverse students' needs. The course enables students to develop a teaching philosophy that forms part of a teaching portfolio as a work in progress. Students are invited to examine and critique their assumptions about teaching and learning in higher education. Students reflect critically on the models of teaching and learning that they and their colleagues may use implicitly in lecturing/ teaching their discipline; and expand their repertoire of teaching strategies so that their students succeed.

**Course Code: EDUC5301O****Course Description: Assessment Practice in Higher Education****NQF Credits: 10****NQF Level: 8**

This course introduces students to the concept of constructive alignment, assessment taxonomies, designing authentic assessments, designing assessment rubrics, alternative forms of assessment, practical implementation of formative assessment, digital and online assessments, and different online feedback tools.

**Course Code: EDUC5303O****Course Description: Fundamentals of assessment in Higher education****NQF Credits: 10****NQF Level: 8**

This course covers the context and purpose of assessment; theories, concepts and principles of assessment design (assessment for and of learning); assessment methods; alignment of course aims/outcomes with content, teaching methods and assessment (constructive alignment); designing assessment tasks, criteria and rubrics; issues of validity and reliability; giving feedback to students; the responsibilities of an internal and external examiner; moderators' reports and emotions and assessment.

**Course Code: EDUC5302O****Course Description: Assessment Innovation in Higher Education****NQF Credits: 10****NQF Level: 8**

This course provides the opportunity and the appropriate scaffolding to integrate and apply various assessment theories, principles and methods; and offers a principled and sustainable approach to assessment.

**Course Code: EDUC5304O****Course Description: Curriculum Development in Higher Education****NQF Credits: 10****NQF Level: 8**

This course introduces students to the concept of curriculum and its complexities, orientations and curriculum responsiveness in relation to the contexts of curriculum development. The purposes of curriculum together with the global, national, institutional and personal forces that shape curriculum are explored. Students engage with curriculum theory and epistemically diverse curricula for relevant contexts.

**Course Code: EDUC5305O****Course Description: Macro and Micro Alignment in Curriculum****NQF Credits: 10****NQF Level: 8**



This course introduces students to the alignment aspects within curriculum in relation to the national transformation imperatives, the changing nature of knowledge, the consideration of knower dispositions, skills and values as well as the micro alignment aspects of curriculum in relation to constructive alignment and the process of scaffolding teaching and learning activities.

**Course Code: EDUC5306O**

**Course Description: Course Design in Higher Education**

**NQF Credits: 10**

**NQF Level: 8**

The course introduces participants to various approaches to course design in Higher Education and enables participants to evaluate and select the most appropriate approach for their context and course. Participants will further engage in a curriculum mapping exercise to create a comprehensive curriculum, assessment plan, course outline and relevant guides for their course.

**Course Code: EDUC5307O**

**Course Description: Global Trends in Higher Education**

**NQF Credits: 10**

**NQF Level: 8**

In this course, students engage with some of the significant changes that higher education is undergoing. Among these changes are: the massification and associated diversification of the student body, epistemic inequalities and approaches to addressing them, contestations about the purpose of higher education and the relationship between institutions and their students, quality assurance regimes, globalisation and decolonisation, traversing and dismantling traditional disciplinary boundaries in knowledge creation, unbundling of higher education into small, stackable, portable credentials by an increasing number and diversity of providers, competency-based education and creating flexible learning opportunities to cater for students with varied life circumstances.

**Course Code: EDUC5308O**

**Course Description: Introduction to Postgraduate Supervision**

**NQF Credits: 10**

**NQF Level: 8**

In this course, students are supported in becoming more effective and confident postgraduate supervisors by being afforded opportunities to engage in debates around the practice of postgraduate supervision, while at the same time acknowledging and applying the respective university policies around university teaching. Students are made aware of the obligations of supervisors and students in the supervisory relationship. The importance of scholarship in relation to academic identity is also emphasised.

**Course Code: EDUC5309O**

**Course Description: Advanced Post Graduate Supervision**

**NQF Credits: 10**

**NQF Level: 8**

In this course, students deepen their exploration of supervision by reviewing key influences affecting postgraduate supervision in contemporary contexts. Each area is analysed for strengths and challenges from which contributions to knowledge production are made. Students engage with power relations in supervision focusing on social exclusion and its impact on each student's creative potential and knowledge production. The importance of scholarship in relation to academic identity and supervisory practices and processes are reconnoitered.

**Course Code: EDUC5310O**

**Course Description: Research in Higher Education Practice (Part I)**

**NQF Credits: 10**

**NQF Level: 8**

This course has two main purposes. Firstly, it introduces students to research methods used in Higher Educational practice. Secondly, it provides students with an authentic experience in carrying out their own exploration of an issue they have identified. Through a combination of readings, interactive webinars/seminars, discussions and assignments, students are introduced to the issues and challenges associated with Higher Education practice research.

**Course Code:** EDUC5311O

**Course Description:** Research in Higher Education Practice (Part 2)

**NQF Credits:** 10

**NQF Level:** 8

This course has two main purposes. Firstly, it introduces students to research methods used in Higher Educational practice. Secondly, it provides participants with authentic experience in carrying out their own exploration of an issue they have identified. Through a combination of readings, interactive webinars/seminars, discussions and assignments, students are introduced to the issues and challenges associated with Higher Education practice research.

## 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 economies 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.

## Advanced Diploma in School Leadership and Management

**Course Code: EDUC1341A**

**Course Description: Professional Portfolio and Workplace Project A**

**NQF Credits: 30**

**NQF Level: 7**

This course offers an introduction and contextualises current issues in the South African education landscape. The course is split into three parts, namely The Professional Portfolio (PP), The Workplace Project (WPP) and Personal, Professional and Organisation Development (PPOD). The PP part requires students to systematically compile a professional portfolio, whilst the WPP part needs students to develop an understanding of how to plan and implement a school-based project that addresses an identified need or problem area in their school context, and the PPOD part involves students working on strengthening their professional role by developing their ability to engage critically and to self-reflect on their leadership and management practices in the workplace. The focus of PPOD partly is on students' learning to do things differently; students will be challenged both personally and professionally to think about how they, as school leaders, can help to bring about organisational change in areas in their schools where change is needed. Students will be guided to evaluate current practices in their schools to make appropriate decisions on areas in which further development or adjustment is necessary.

**Course Code: EDUC1345A**

**Course Description: Leading and Managing Teaching and Learning**

**NQF Credits: 18**

**NQF Level: 7**

This course introduces students to key concepts and issues in educational leadership and management in multiple contexts such as diversity, transformation and power. It equips students to manage teaching and learning for school improvement and to plan, implement and monitor a curriculum.

**Course Code: EDUC1340A**

**Course Description: Leading and Managing Extra and Co-Curricular Activities**

**NQF Credits: 9**

**NQF Level: 7**

The content of this course consists of the following:

Introduction to key concepts and issues in educational leadership and management; Educational leadership and management in the multiple contexts: diversity, transformation and power; Instructional leadership in a learning organization; Planning, implementing and monitoring a curriculum; Managing teaching and learning for school improvement; Effective leadership and management qualities for extra- and co-curricular activities; Planning and implementing extra- and co-curricular activities; Monitoring and evaluating the extra- and co-curricular intervention.

**Course Code: EDUC1344A**

**Course Description: Leading and Managing People and Change**

**NQF Credits: 18**

**NQF Level: 7**

This course includes the following:

Leadership theories and models; leadership and management qualities; theories in the context of change; staff appointment, induction, mentoring; skills for improved performance; managing relationships to create a conducive teaching and learning environment; circles of connectedness - schools as communities.

**Course Code:** EDUC1343A

**Course Description:** Working within and for the School System

**NQF Credits:** 18

**NQF Level:** 7

The content of the course includes the following:

The South African schooling policy context; Effective management of policy, planning, school development and governance; Developing and communicating school values, vision, mission, policies and plans; Cooperative governance: Building positive working relationships with all stakeholders, Leading and managing policy, planning, school development and governance.

**Course Code:** EDUC1342A

**Course Description:** Working with and for the Wider Community

**NQF Credits:** 9

**NQF Level:** 7

This course introduces students to ethical leadership in schools and its alignment to the Manifesto of Values (DoE) and the SACE Code of Professional Ethics for Educator. The course explores leadership theories, leadership styles and traits and the personal qualities of effective leaders. It also explores strategies for conflict management, explores crisis management theory and the understanding of labour relations. It will equip the student to plan staffing requirements with consideration for equity and diversity as well as exploring strategies to manage school and community diversity.

**Course Code:** EDUC1346A

**Course Description:** Leading and Managing the School as an Organisation

**NQF Credits:** 18

**NQF Level:** 7

This course will equip the student with the required skills to manage systems as well as to manage physical and financial resources. It will teach the student how to create and manage a safe and disciplined learning environment and to promote and manage diversity and inclusion practices in the school context.

## 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: EDUC4280A****Course Description: Learning Through the Arts Across the Curriculum I****NQF Credits: 20****NQF Level: 8**

This course is an interdisciplinary course, aimed at teachers of all subjects, that extends students' knowledge of pedagogy towards developing expertise in arts based methods of teaching. Among the arts based pedagogies explored are approaches to learning through making, experience based learning and alternative forms of knowledge creation across the curriculum. Through engaging with theories, analysing case studies and participating in field work, students will begin to understand the ways in which learning through the arts can contribute to developing their learners' creative and critical thinking, which are essential skills to enable learners to enter the new knowledge economy.

**Course Code: EDUC4281A****Course Description: Learning Through the Arts Across the Curriculum II****NQF Credits: 20****NQF Level: 8**

This course is an interdisciplinary course, aimed at teachers of all subjects, that deepens students' critical knowledge of arts based methods of teaching. It builds on concepts of learning through making, experience based learning and alternative forms of knowledge creation across the curriculum that were introduced in the first semester 'Learning through the arts across the curriculum I' course. This second semester course exposes students to critical debates in the field, and guides students through the creation of their own teaching and learning materials for use in diverse teaching contexts.

**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: EDUC4290A****Course Description: Geometric Reasoning for Teaching****NQF Credits: 20****NQF Level: 8**

This course offers an interdisciplinary focus on Geometric Reasoning in the field of Mathematics Education. The course introduces the candidates to key concepts that learners in the Intermediate and Senior Phase have to learn. The course consists of an in-depth analysis of the principles that inform the new mathematics, particularly where the geometries are concerned. The course explores the centrality of transformations geometry to the new mathematics, particularly where this relates to the dichotomy between rigid and non-rigid transformations and the importance of foregrounding this dichotomy in the teaching of the properties, relationships, orientations, positions and transformations of 2D Shapes and 3D objects. The course course is designed to develop candidates' awareness of the potential of models/diagrams/graphics for supporting learners discernment of mathematical relationships and to introduce elements of a curriculum developed on the strength of a view of mathematical concepts as relations (Coles, 2017).

**Course Code: EDUC4291A****Course Description: Algebraic Thinking for Teaching****NQF Credits: 20****NQF Level: 8**

This course introduces the students to key concepts that learners in the Intermediate Phase (IP) have to be taught. The course consists of an in-depth analysis of the principles that inform the new mathematics, particularly where the algebras are concerned. The course explores the centrality of transformations geometry to the new mathematics, particularly where this relates to the dichotomy between rigid and non-rigid transformations and the importance of foregrounding this dichotomy in learners' early encounters with the algebras.

**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.

**Course Code: EDUC4294A**

**Course Description: Trends and Issues in Sustainability**

**NQF Credits: 20**

**NQF Level: 8**

This course introduce students to the concept of Sustainable Development and Education for Sustainable Development where different perspectives of sustainable development are outlined. The impact of development on nature and the ecosystem, environmental justice, social justice (equity and inclusivity), and morality (caring communities) are discussed. The role of education on climate change, livelihoods and vulnerability, biodiversity loss, water management, food security, energy resources, mining, among others are discussed. The emphasis is on understanding conservation, nature-based experiences, addressing equity and inclusion, ecological integrity and green jobs. The course will explore these concepts from the global and local context so that students understand the trends in this discipline. Understanding the relations between sustainable development, education and learning is crucial for developing the knowledge, skills and values necessary for creating sustainable lifestyles.

**Course Code: EDUC4295A**

**Course Description: Sustainability Education**

**NQF Credits: 20**

**NQF Level: 8**

This course introduce students to the implementation of ESD in school subjects and Sustainability Education theoretical frameworks in learning. Understanding sustainable education theories is crucial for implementing sustainability education at different levels of learning.

**Course Code: EDUC4296A**

**Course Description: Science for Primary School Educators I**

**NQF Credits: 20**

**NQF Level: 8**

This course integrates content and pedagogy to support the development of both specialists and generalists in the teaching of science in the Foundation Phase (FP), the Intermediate (IP) and the Senior Phase (SP), with the aim of extending, consolidating and applying the participants' content knowledge base in the Chemistry and Life Science topics of the schooling curriculum. The course puts a special focus on socio-scientific reasoning and how this competence can be developed, using inquiry and issue based transformative pedagogies in the learning and teaching of Natural Science. Using climate change as a crosscutting interdisciplinary socio-scientific issue, which brings the moral, social, political and economic dimensions of learners' local, national and international lives into a sharp focus, the course leverage on opportunities for integration of both data and digital skills development. The chemistry component draws on concepts such as properties and uses of materials, the structure of materials; the physical changes and chemical reactions materials undergo, as well as South Africa's development and energy needs. The Life Science component of the course deals with life processes and healthy living, interactions within environments, and the importance of biodiversity, change and continuity.



**Course Code: EDUC4297A****Course Description: Science for Primary School Educators II****NQF Credits: 20****NQF Level: 8**

This course integrates content and pedagogy to support the development of both specialists and generalists in the teaching of science at Foundation Phase (FP), the Intermediate (IP) and the Senior Phase (SP) levels, with the aim of extending, consolidating and applying participants' content knowledge base in selected Natural Science topics of the schooling curriculum. The course covers two Physics topics which are: first, Energy and Change, which introduces students to the concepts of energy transfer in physical and chemical systems, as well as the consequences of development in South Africa and its energy needs. The second topic Planet Earth & Beyond deals with the Earth's place and movement in the solar system, the Earth's structure and how it changes over time, its exploitations through mining, mineral processing and the environmental impacts. Drawing on relevant learning theories in science, the course also focusses on use of appropriate research based pedagogic strategies such as use of misconceptions and conceptual change to deal with difficulties associated with the learning and teaching of these two topics and socio-cultural, situated cognition (science discourse, linguistic) and connectivity theories (data and digital literacy) to address issues of optimal learning environments.

## 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: EDUC7101A****Course Description: Scholarship of Teaching and Learning in Higher Education****NQF Credits: 30****NQF Level: 9**

The course deals with critical conceptual and theoretical analyses of issues pertinent to the scholarship of teaching and learning from disciplinary and interdisciplinary perspectives, including issues relating to student learning.

**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: EDUC7143A****Course Description: Current Issues in Science Education****NQF Credits: 30****NQF Level: 9**

This course explores contemporary issues in science education in South Africa and the world. The course focuses on techno-scientific issues including remote/online teaching and learning, STEM, ICT, education for sustainable development, decolonisation, socio-cultural and socio-scientific issues. The course also investigates how education can be better structured and implemented in order to respond to prevailing issues and how it prepares educators for future dynamic changes.

**Course Code:** EDUC7143A

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**Course Code:** EDUC7145A

**Course Description:** Theories of Teaching and Learning In Foundation Phase Mathematics

**NQF Credits:** 30

**NQF Level:** 9

This course explores foundation phase mathematics based pedagogies, theories, frameworks, and policies for foundation phase teachers. This course aims to develop a knowledge of mathematics frameworks, policies, structural approaches to mathematics learning and teaching and pedagogies in the foundation phase.

**Course Code:** EDUC7144A

**Course Description:** Language and Literacy in Foundation Phase

**NQF Credits:** 30

**NQF Level:** 9

This course explores how literacy, language and culture interacts. Language and literacy is studied from a socio-political, cultural, psychological, historical, linguistic and literary perspective. The course is inquiry-based and considers the relationships between theory, research, policy and practice while encouraging students to build their own theories of research and practice. The course examines global research by focusing on the diversity of literacy settings. Global research in the context of different schools, communities, families, and cultures will also be studied

**Course Code:** EDUC7146A

**Course Description:** Education, Skills, and Development I - Global Perspectives

**NQF Credits:** 30

**NQF Level:** 9

Students are introduced to the key theories that explain educational returns in labour markets, and the relationship between education and labour markets, focusing on human capital theory and its various critiques. The course explores the role of education and skills in economic and social development from a global perspective. The relationship between education, state formation, and patterns of economic growth and social development is explored in key regions of the world— focusing on northern Europe, Anglophone OECD countries, Latin America, and ‘Developmental states’ of Southeast Asia. The emphasis is on understanding skill formation from a systems perspective, and the concept of skills eco-systems is also introduced. Students are introduced to concepts from the social, economic, and political sciences, focusing on literature that assists the understanding of the relationship between education, learning, and international development in low and middle-income countries, as well as a critical interrogation of the role of education in the development of currently rich countries. Critical debates cover the role of education, expertise, and credentials in labour markets.

**Course Code: EDUC7147A****Course Description: Education, Skills, and Development II – African Perspectives and Future Perspectives****NQF Credits: 30****NQF Level: 9**

This course introduces learners to the role of education and skills in economic and social development from the perspective of the African region, with a focus on the systems and history of South Africa. Students learn about critical debates about the history of economic development, focusing on why Africa is so much poorer and less industrialized than many other regions, and the role of education and training in this. The relationships between education, state formation, and patterns of economic growth and social development in Africa and South Africa in particular are explored. The course explores the specifics of South Africa's economic development in relation to the development of its skill formation system, with a focus on the skills architecture and its vocational education and training systems. The course then explores debates about the changing world of work, the imperative for a just transition, and the relationship of both with education and skills, from the perspective of education and training systems and labour markets in African countries.

**Course Code: EDUC7142A****Course Description: Contemporary Childhoods****NQF Credits: 30****NQF Level: 9**

This course offers an interdisciplinary focus on pedagogies and research in the field of childhood studies. The course examines theoretical and ethical frameworks for working with young children in education and research. Students, through the use of multimodal 'pedagogies-as-research', collaborate in issues of place-based, decolonising and environmentally aware knowledge-making. The course also examines current global research and a range of contemporary research approaches in the early childhood field.

**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. This course consist of two parts. The first part involves academic study. The second part requires that a student successfully demonstrate professional competence as a student educational psychologist. In order to proceed to the internship both the academic part (Part 1) and the professional Competence part (Part II) must be passed.





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