Degrees and Diplomas in Education

Rules and Syllabuses

EDUCATION

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Faculty of Humanities

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**SIMS definitions**

The terms listed below are used throughout the Rules & Syllabuses book with the following meanings:

**Calendar** is an academic session/time period for applications.

**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.

**Milestone** is a point of assessment set for a research program and enables an academic assessment about a student’s progress to be made.

**Programme** is a course or set of courses or postgraduate research which may lead to a qualification.

**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.

**Term** is an academic year.
HIERARCHY OF ACADEMIC GOVERNANCE

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

**REGULATIONS** are subordinate to Acts and they define orders and authoritative direction.

**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 the guiding principles on a particular issue, e.g. admissions.

**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. These Rules are reviewed and published in the University Calendar each year.

- **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.

- Standing orders expand on rules and/or policies and govern the manner in which all business shall be conducted.

- **Faculty standing orders**

- **School standing orders**

**HIGHER EDUCATION ACT, ACT 101 OF 1997, AS AMENDED**


**POLICIES OF THE UNIVERSITY**

**GENERAL RULES OF THE UNIVERSITY**

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

**SENATE STANDING ORDERS OF THE UNIVERSITY**

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

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

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

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

G1 Definitions

1.1 Academic year means the period determined by the Senate from time to time for any particular year of study for any particular qualification.

1.2 Admission means entry to a course or qualification unless it is indicated otherwise.

1.3 Any university or any other university means any university recognised by the Senate for the purpose under consideration.

1.4 Applicant means a person who has submitted an application in hard-copy or electronic format to become a student of the University.

1.5 Assessment means the process of judging learning and may have both a formative and/or summative nature.

1.6 Auxiliary pass (also referred to as ancillary pass or condoned pass, unless the contrary appears in the faculty rules) means a special type of condonation of a failing mark to a pass when no supplementary assessment is offered, so that the course will be included as a credit towards the qualification but the student may not proceed to a higher level course in that subject.

1.7 Candidate/Postgraduate student (see G1.18) means a student registered for a higher qualification (see G1.14).

1.8 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.

1.9 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.

1.10 Curriculum means a course or combination of courses leading to a qualification.
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.

Examination and re-examination mean a formal, compulsory, summative, scheduled assessment.

Exemption from a course means that the Senate has deemed a student to have a sufficient understanding of the subject matter of that course 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.

Higher qualification means a qualification which requires at least the attainment of a first degree, or equivalent recognised by the Senate, at entry level and includes a degree of Bachelor with Honours.

Joint and/or Dual degrees mean a postgraduate degree (Masters and PhD), jointly offered by the University and an external non-South African partner institution, recognised by the Senate. Joint degree: a candidate shall receive a single co-branded degree certificate representing work completed at the University and a partner institution. Dual degree: a candidate shall receive a degree certificate from each of the partner institutions, representing work completed at the University and a partner institution respectively.

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).

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.

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.

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 G1.26 for all other purposes.

Postgraduate student/Candidate means a student who is registered for a higher qualification (see G1.7).

Programme is a course or set of courses or postgraduate research which may lead to a qualification.

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.

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.

Research Report is the term reserved for the written document which forms the research component of a degree of master by coursework and research and which may include creative work or publications integral to the argument.
1.23 **Semester** is half an academic year.

1.24 **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.

G1.24

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.

1.25 **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 G1.26 but is still subject to the University rules, policies and procedures.

1.26 **Student** means a person registered full time or part time at the University for a qualification.

1.27 **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.

1.28 **Teaching block** is a quarter of an academic year.

1.29 **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.

1.30 **University** means the University of the Witwatersrand, Johannesburg, unless the context indicates otherwise.

**G2 Powers of the University**

2.1 The University has the power in terms of its Statute to confer, in any faculty, the degrees of bachelor, master and doctor, as well as to grant a diploma, certificate, licentiate or other qualification to any person who has satisfied such requirements as may be prescribed.

2.2 No qualification, other than an honorary degree, may be conferred by the University upon any person who has not attended the University as a student for such period, and satisfied such other requirements, as may be prescribed.

2.3 The University may confer, without attendance or examination, an honorary degree of master or doctor, in any faculty, upon any person who has rendered distinguished services in the advancement of arts, science, jurisprudence or other branches of learning, or who has otherwise rendered himself or herself worthy of such a qualification.

2.4 The University has the power in terms of section 39(4) of its Statute to withdraw the conferment of any qualification.

2.5 The University provides higher education at or above level 5 of the National Qualification Framework as contemplated in the National Qualifications Framework Act, 2008 (Act No 67 of 2008).
2.6 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.

2.7 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 2016, and to all students who were registered before 2016 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 G7.

3.2 Where a right of appeal or review exists any student who is the subject of an adverse decision must be informed by the member of the academic or administrative staff who conveys the decision of that right and of the procedure to be followed.

G4 Admission

4.1 Application for admission

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

4.2 Medical fitness

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

4.3 Discretion of the Senate to admit

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

4.4 Proficiency in English

4.4.1 All applicants for admission (with the exception of those referred to in 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 G4.4.1 and G4.4.2, the Senate recognises the International English Language Testing System (IELTS) with a minimum test score of seven (7) for admission. In exceptional cases, the Test of English as a Foreign Language (TOEFL) may be recognised by the University with a minimum test score of 600 for admission.

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 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 G4.8 and G7.9 are observed. Such credits are acknowledged as part fulfilment of the requirements for a qualification.

With special permission of the Senate, short courses may carry credit towards a qualification (see G1.25) but such short courses shall not constitute more than 50 percent of the credits towards a qualification.
4.7.2 Exemptions

On admission and subject to 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 courses prescribed for the qualification including the final year course/courses in her/his major subject; or

ii) in the case of a first qualification for which the period of attendance is more than four years, attended for at least half the required period of attendance and completed at least half of the total number of courses prescribed for the qualification; or

iii) in the case of any other degree of bachelor offered after a first degree, attended for at least two academic years, except for the postgraduate 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 courses 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.

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 G4.8.1 (a) and (b) i – iii 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 National Senior Certificate (NSC) with the formal recognition by Umalusi in terms of any law, of the capacity of a student to enter a university for the degree of bachelor.

or

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 student to enter a university for the degree of bachelor.

or

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 Higher Education South Africa (HESA).

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

An applicant must be issued a certificate of conditional exemption by Matriculation Board of HESA if that applicant, in the opinion of the Senate has demonstrated, in a selection process approved by the Senate, that s/he is suitable for admission to the University. Where the Senate certifies that the holder of a certificate of conditional exemption issued in terms of this paragraph has completed the normal requirements of the curriculum for the first year of study of any qualification, the Matriculation Board of HESA must issue a certificate of complete exemption to her/him, dated from the first day in January of the year in which the first degree credit was obtained. An applicant may be registered for a course under this rule only if places are available for that course.

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

4.10.3 Certificate of ordinary conditional exemption

An applicant who has been issued a conditional exemption from the matriculation examination and who has one outstanding requirement for complete exemption may be admitted to a programme leading to the degree of bachelor provided that s/he fulfils that outstanding requirement in the first year of study as prescribed by the Matriculation Board of HESA.

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.

**G4.10.4**

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

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

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

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

**4.10.6 Immigrant conditional exemption**

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

**4.10.7 Foreign conditional exemption**

An applicant from a foreign country who has been issued a conditional exemption from the matriculation examination by the Matriculation Board of HESA may be admitted to a programme leading to the degree of bachelor on condition that s/he fulfils the requirements of the undergraduate qualification within the period stipulated by the faculty concerned. Such fulfilment entitles the applicant to complete exemption from the matriculation examination.

In the case of a foreign applicant who has not qualified with an NSC or NC(V) for entry to a university, rule G4.3 will apply.
4.11 Admission to a programme leading to a higher qualification

4.11.1 General requirement for admission to a programme leading to a higher qualification

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

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

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

4.11.3 Admission to a postgraduate diploma or certificate

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

4.11.7 Admission to candidature for a senior doctorate

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

G4.11.7
The following qualifications are senior doctorates:


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.

G4.13
Where an exchange agreement with such an institution exists fees may be waived on the basis of reciprocity.
G5 Registration

G5.1 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.

5.2 Registration and renewal of registration
Except with the permission of the Senate no person may attend any course or proceed as a candidate for any qualification unless s/he is registered as a student of the University at the material time. Registration is renewable annually or on such shorter period as the Senate may determine.
 Normally, an annual period of registration is from the date of registration in a particular year until the last day of registration in the first quarter of the subsequent year in the relevant faculty.

5.3 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.

5.4 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.

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

5.6 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.

5.7 Cancellation of registration due to ill health
5.7.1 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.

5.7.2 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.
5.7.3 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.

5.8 Cancellation of registration as a result of unsatisfactory performance/progress

5.8.1 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 or 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.

5.8.2 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 Deputy Vice-Chancellor (DVC): Academic, who may consult with the Dean. The decision of the DVC: Academic, acting on behalf of the Council, shall be final. Fee implications associated with the cancellation of registrations are outlined in the Schedule of Fees books.

5.8.3 The process set out in 5.8.2 will also apply to a postgraduate student registered for a programme which includes coursework.

5.9 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 G5.8, the student may be permitted or required to alter her/his registration to a special curriculum for the same qualification.
5.10 Cancellation of registration by student

5.10.1 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.

5.10.2 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.

5.11 Refusal of permission to register

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

G6 Attendance

6.1 Statutory minimum attendance

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

(i) for any degree of bachelor is three academic years.

(ii) for the degree of bachelor with honours is:

1) one academic year provided the student has completed a degree of bachelor recognised by the Senate; or

2) where the programme leading to the degree of bachelor with honours is taken simultaneously with the programme leading to the degree of bachelor, at least one academic year in addition to the minimum period prescribed for the degree of bachelor concerned, provided that the Senate may in a case considered by it to be exceptional, reduce the minimum period of attendance in respect of a degree of honours in Bachelor of Arts, Bachelor of Science, or of Bachelor of Commerce to a total of three academic years.

6.2 Failure to attend

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

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

The requirements for any qualification or course may include such work or attendance whether within or outside the University and during term 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 G6.6.2 above and afford her/him a reasonable opportunity to be heard.

6.6.4 Any limitation imposed on a student under 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 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 G2.7 wherever the rules for a *qualification* provide for the selection of *courses* by a *student*, such selection may be limited by the timetable of classes, a restriction on the number of *students* to be registered for a particular *course* or insufficient resources.

### 7.4 Special curricula

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

a) where it considers it necessary for that *student* to proceed on a *curriculum* which extends beyond the minimum period of full-time study. The maximum period of extension is stipulated in the faculty rules; or

b) where it considers it necessary for that *student* to proceed on foundation and/or additional *courses* which do not contribute credits towards a *qualification*; or

c) who has been granted credits or exemptions in terms of G4.7; or

d) who has interrupted her/his studies at the *University* prior to a change in the rules governing the *curriculum* or *qualification* for which s/he was registered or to whom no *curriculum* is currently applicable; or

e) who has been permitted to proceed to a subsequent year of study without having obtained *credit* for all the *courses* prescribed for the previous year of study; or

f) who has, in circumstances considered by the Senate to be exceptional, been able to give satisfactory evidence of her/his *qualifications* to proceed to a second or third level *course* in a subject; or

g) who, in the opinion of the Senate, suffers or has suffered a disadvantage because of illness or physical disability or because of some other good and sufficient cause; or

h) who has, in circumstances considered by the Senate to be exceptional, been able to give satisfactory evidence of her/his ability to complete the first *course* in a subject by part-time study; or

i) in any other circumstances which it considers academically desirable or necessary.

The granting of a special curriculum has been delegated by the Senate to the Dean of each faculty, or to the nominee/s of the Dean, in instances where the Dean reports such nomination/s and the period for which each such person will exercise this responsibility, to the Faculty Board.
7.5 **Change of rules during a student’s registration**

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

7.6 **Study-abroad component/ foreign electives**

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

7.7 **Credits**

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

7.8 **Minimum requirements of study**

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.

G7.8: The minimum requirements of study prescribed for students are set out in the faculty rules.

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.

G7.9: Unless otherwise stipulated by the Dean of the Faculty, the shelf life of a course is four years.

7.10 **Sub-minimum rule**

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

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

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

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

G8 Requirements for Award of Qualification

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

G9 Degree of Master

9.1 General

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

9.2 The programme of master proceeding by: a) research; b) research and coursework; or c) coursework

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

a) advanced study and research normally under the guidance of a supervisor/s appointed by the Senate; or

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

9.3 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 his or her 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 G1, a dissertation will be an extended piece of written work which may incorporate creative work or publications.

G9.3

The terms Dissertation and Research Report are defined in G1. Further conditions for the conferment of the degree of master are set out in the faculty rules and the Senate Standing Orders for higher degrees.
9.4 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.

9.5 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.

9.6 Copies of Dissertation or Research Report

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

G9.6, G10.3: A candidate for a higher degree is not entitled to the return of such copies.

9.7 Formal declaration

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

a) it is her/his own unaided work or, if s/he has been assisted, what assistance s/he has received;

b) the substance or any part of it has been submitted in the past or is being or is to be submitted for a qualification at any other university;

c) the information used in the dissertation or Research Report has been obtained by her/him while employed by, or working under the aegis of, any person or organisation other than the University.

9.8 Acknowledgement of conferment of degree if material is published subsequently

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.
9.9 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;

b) furnish an abstract with each copy of the thesis;

c) if required by the Senate, present herself/himself for such assessment, or such other requirements as the Senate may determine in respect of the subject of her/his thesis.

10.2 Supervision of full-time members of staff

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

10.3 Copies of thesis

Unless the faculty rules for the qualification require otherwise, a candidate for the degree of Doctor of Philosophy must submit three bound copies, two further unbound copies and an electronic version of her/his thesis. The bound copies must be in a form that, in the opinion of the Senate, is suitable for submission to the examiners. Prior to graduation, two final, corrected copies of the thesis and any other work must be submitted in a printed format as well as a final, corrected copy in electronic format as required by the University archivist. The candidate must attest that the electronic copy is identical to the printed copy.

The rules relating to formal declaration (G9.7), acknowledgement of conferment of the qualification, (G9.8) and completion of all requirements for the degree of master (G9.9), apply with the appropriate changes.
**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 Framework.

**12.2 Conversion from a programme leading to the degree of master by research and dissertation 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 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 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 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 candidacy for the degree of Doctor of Philosophy at the date of her/his admission to candidacy 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 and Dissertation

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 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 G5.7; or

iii) failing to satisfy the requirements for the degree of master by research.

c) A person who is permitted to change her/his candidature in terms of (a) or (b) above will be deemed to have been admitted to candidature for the degree of master by research at the date of her/his admission to candidature for the degree of master by coursework and Research Report, or at such later date as the Senate may determine in her/his case, but will be subject, in all other respects, to the rules for the degree of master by research and such other conditions as the Senate may determine in her/his case.

**G13 Assessment**

**13.1 General**

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

**13.2 Examiners**

13.2.1 At least one examiner for each course must be a member of the academic staff of the University who has taught the students in the course under assessment unless it is impracticable in any instance because of the death, dismissal, resignation, absence, illness or other incapacity of the member of staff concerned, or for some reason deemed by the Senate to be sufficient.

13.2.2 At least 50 percent of the assessments that contribute to the final marks for every course will be internally moderated and/or externally examined, provided that at least 30 percent of every course is externally examined.

13.2.3 An internal moderator is normally a member of the academic staff who may be from the same department or school or from another department or school but who has not been involved at all in teaching the course during the relevant academic year. Unless otherwise impracticable or with the approval of the dean, an internal moderator should not be appointed to examine the same course for more than three consecutive years.

13.2.4 An external examiner is normally appointed from outside the University, preferably from another university, or in the case of professional disciplines, from among experienced members of the professions. In exceptional cases where these options are impracticable, a member of the academic staff may, with the permission of the dean, be appointed as an external examiner but only if s/he has not been involved at all in teaching the course during the relevant academic year. Unless otherwise impracticable or with the approval of the dean an external examiner should not be appointed to examine the same course for more than three consecutive years. There should be no reciprocity between external examiners from this and other institutions save in circumstances which the Senate deems exceptional.

13.2.5 An additional requirement with regard to examiners for the degree of Doctor of Philosophy is that the Senate must appoint three examiners of whom two must be external examiners as defined in G13.2.4 above.
13.3 Eligibility for assessment
A student may be disqualified from presenting herself/himself for any assessment if s/he has not satisfied such requirements, including satisfactory participation in the work of the class, as may be prescribed by the Senate.

G13.3
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.

G13.5
A supplementary assessment fee may be charged.

13.6 Deferred assessments
13.6.1 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 may 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.

13.6.2 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.

13.6.3 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 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/his failure to attend such course or to perform such other requirement may result in her/his 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.

G 15 Results

15.1 Publication of results

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

15.2 Non-publication of results

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

a) s/he has paid all outstanding fees, levies, disbursements, fines and any other monies lawfully owing to the University;

b) any disciplinary proceedings, pending or incomplete, have been completed; and

c) there has been compliance with any order made against the student as a consequence of any disciplinary proceedings.

G 16 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 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.

16.3 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.
16.4 Permission to complete qualification by obtaining credits elsewhere

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

G16.4: 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 Vice-Chancellor.

18.3 The proposal must be accompanied by a statement setting out the reasons for making it.

18.4 A resolution to confer an honorary degree must be passed in the Council and in the Senate by an absolute majority of the members of each structure voting by secret postal ballot.

18.5 A person who sits on both structures is entitled to vote in each election.

G19 Intellectual Property

G19: Students are advised to refer to the University Policy on Intellectual Property.

19.1 Any owner’s right to intellectual property in any thesis, dissertation, Research Report or any other work is normally subject to the right of the University to make a reproduction of it or parts of it in any medium for a person or institution requiring it for study or research, provided that not more than one copy is supplied to that person or institution.

19.2 Where research includes a patentable invention the University may keep the research confidential for a reasonable period if specifically requested to do so.

19.3 Where confidentiality has been agreed in advance the University must keep the research confidential for the period agreed.

19.4 Subject to 19.2 and 19.3 the University may distribute abstracts or summaries of any thesis, dissertation, Research Report or any other work for publication in indexing and bibliographic periodicals considered by the University to be appropriate.
Joint Statutes of the Universities in the Republic of South Africa

Section 74(6) of the Higher Education Act 101 of 1997 states that the joint statutes and joint regulations and rules made in terms of the Universities Act, 1995 (Act 61 of 1955), continue to exist until the date contemplated in that Act. The only provisions of the Joint Statutes remaining in force are:

Subject to the provisions of an Act or of this statute, no university may, notwithstanding anything to the contrary in its statute, admit a candidate to the degree of bachelor unless he has –

a) registered as a matriculated student [or an NSC or NC(V) student]¹;

b) passed such examinations² or tests and complied with such conditions as the University may impose for the completion of each course in each academic year of study in the subjects offered for the degree: Provided that no recognition for the purposes of a degree shall be given to any course completed in any subject in any academic year of study unless the date of validity of his matriculation certificate or certificate of exemption from the matriculation examination [or NSC or NC(V)] precedes 2 April of the academic year in which such course was completed;

c) completed subsequent to the date of validity of the matriculation certificate [or the NSC or NC(V)] or of the certificate of full exemption from the matriculation examination issued by the Matriculation Board [of Higher Education South Africa (HESA)] the following minimum period of attendance recognised for such degree: Provided that in the case of a student of the University of South Africa the term ‘attendance’ shall mean ‘registration’ –

i) for the degree of Bachelor of Education (BEd) or Bachelor of Physical Education (BEdPh) –

1) two academic years where s/he has obtained prior to this period of attendance a degree of Bachelor of Arts or Science or another degree accepted by the Senate of the University as equivalent thereto; or

2) one academic year where s/he has obtained prior to this period of attendance either an approved four-year bachelor’s degree or an approved three-year bachelor’s degree and also an approved diploma or certificate in education;

ii) for the honours degree of bachelor –

1) one academic year provided he has completed a bachelor’s degree recognised by the Senate of the University; or

2) where the honours degree of bachelor is taken simultaneously with the bachelor’s degree, at least one academic year in addition to the minimum period prescribed for the bachelor’s degree concerned: Provided that a university may, in a case considered by it to be exceptional, reduce the minimum period of attendance in respect of an honours degree of Bachelor of Arts, Bachelor of Science, or

¹ Information in square brackets is inserted for explanatory purposes.
² This word is used in accordance with the definition in G1.12.
of Bachelor of Commerce to a total of three academic years.

iii) for the degree of Bachelor of Philosophy (BPhil) two academic years after the date of completion of a bachelor’s degree for which the minimum period of attendance is three academic years; or one academic year after the completion of a bachelor’s degree for which the minimum period of attendance is four academic years;

iv) for any other bachelor’s degree: three academic years.

17

A student who was registered at a university, must, upon application for admission to another university, submit a certificate of conduct at the first mentioned university which, subject to section 11 of the Universities Act, is acceptable to the Senate of the university to which admission is sought.

18

1) Subject to the provisions of subparagraph (2), the Senate of a university may accept as part of the attendance of a student for admission to a degree of bachelor, other than a one year honours degree of bachelor, of that university, periods of attendance as a registered matriculated student at any other university or institution, and may accept, as far as practicable, certificates of proficiency in any subject issued by such other university or such other institution: Provided that the foregoing shall also apply in the case of periods of attendance and subjects passed for diplomas with a minimum duration of three years which have successfully been completed at a university or another institution and on account of which the Board has granted full or conditional exemption from the matriculation examination [or the NSC or NC(V) examination], backdated to the commencement of the year in which credit for such diploma was first earned; and provided further that the provisions of subparagraph (2) shall also apply to such diplomas completed at the same university as that at which the student concerned is to be admitted to a degree of bachelor.

2) A candidate shall not be admitted to an ordinary degree of bachelor in terms of sub-paragraph (1) unless –
   a) his periods of attendance are together not less than the completed period prescribed for admission to such degree;
   b) he attended at the university that confers the degree courses prescribed by that university –
      i) for a degree for which the period of attendance is three academic years, for at least two academic years: Provided that he has attended as a registered student for that degree at least half of the total number of courses prescribed for the degree, or
      ii) for any other degree of bachelor, at least two academic years, except for the degree of Bachelor of Education (BEd), or Bachelor of Physical Education (BEdPh), or Bachelor of Philosophy (BPhil), for which the period of attendance may be one academic year.

3) The Senate of a university may recognise for admission to a one-year honours degree of bachelor at the university, courses completed for a one-year honours degree of bachelor at any other university: Provided that at least half of the courses required for the degree shall be attended and passed at the university granting the degree and that the total period of attendance is not less than one year.
SECTION A: Rules

These rules are subordinate to and should be read in conjunction with the General Rules.

The rules for programmes published here are subject to change. They reflect the rules and regulations of the University as at 30 July 2016 but may be amended prior to the commencement of the 2017 academic year.

Programmes Offered

Bachelor of Education (HF000; HF001; HF002) : BEd
Bachelor of Education with Honours (HH000; HH001; HHA00; HHA01) : BEdHons
Master of Education (HC000; HC001; HCA00; HCA01) : MEd
Doctor of Philosophy (HD001/HDA01) : PhD
Doctor of Education (HD000/HDA00) : DEd
Postgraduate Diploma in Education (field of Higher Education) (HX005/HXA05) : PDE
Postgraduate Diploma in Education (HX001/HXA01) : PDE
Postgraduate Certificate in Education (HX000) : PGCE

H1 Application of rules

H1
All previous rules are available at the Faculty Office.

See G3.

Bachelor of Education

H2 Admission

a) Matriculation requirements

The normal requirement for admission is matriculation with exemption. However, with permission of the Senate and in terms of G4.10.2, a candidate may be considered for admission provided that s/he has passed the Senior Certificate examination with a

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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 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.
Note: The Faculty of Humanities will not be considering NC (V) applicants.

H3 Curriculum

3.1 Length of curriculum
The curriculum extends over not less than four academic years of full-time study.

H3.1
The curriculum offered by the University must satisfy the minimum requirements laid down in Norms & Standards for Educators 2000, as determined by the Minister of Higher Education and Training in terms of section 3(4)(f) & (l) of the National Education Policy Act, no. 27 of 1996, and the minimum requirements laid down in Qualifications from the Educators in Schooling SGB and registered by the SAQA Board on 10 October 2001, or any further requirements that may in the future be determined by the national Department of Education.
The degree comprises a minimum of 480 credits as defined by the South African Qualifications Authority (SAQA).

3.2 Specialisation (H7.1 refers)
1. A student may elect to proceed on one of the three BEd curricula to qualify with an endorsement reflecting a specialisation in one of the following school phases:
   HF000 Bachelor of Education (Foundation Phase Teaching)
   HF001 Bachelor of Education (Senior Primary Teaching)
   HF002 Bachelor of Education (Secondary Teaching)

Bachelor of Education

3.3 Curriculum
Full-year courses taken from the BEd programme have a value of 20 points, half courses have a value of 10 points and each Teaching Experience course has a value of 30 points.

3.3.1 Students registering for a BEd degree must select one of the following curricula:

HF000 Bachelor of Education (Foundation Phase Teaching)

1. In the first year of study
   (i) EDUC1208 Education I (20 points)
   EDUC1209 Teaching Experience I (30 points)
   EDUC1211 New Literacies for Teachers (20 points)
   EDUC1221 Introduction to Foundation Phase Teaching (10 points)

Note: 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. A programme is a course or set of courses or postgraduate research which may lead to a qualification. 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.
EDUC1222  Teaching Grade R  (10 points)

(ii)  EDUC1210  Mathematical Routes  (20 points)

or select one of the following languages if not taken for the National Senior Certificate or an equivalent Matriculation qualification:

EDUC 2185  Afrikaans (Second Additional Language)  (20 points)
EDUC2188  IsiZulu (Second Additional Language)  (20 points)
EDUC2194  SeSotho (Second Additional Language)  (20 points)
EDUC2192  SePedi (Second Additional Language)  (20 points)
EDUC2181  South African Sign Language  (Second Additional Language)  (20 points)

(iii) Select one of the following courses:

EDUC1229  Economic & Management Sciences I  (20 points)
EDUC1245  Natural Sciences I  (20 points)
EDUC1244  Social Sciences I  (20 points)
EDUC1228  English I  (20 points)
EDUC1216  Afrikaans I  (20 points)
EDUC1212  IsiZulu I  (20 points)
EDUC1218  SeSotho I  (20 points)
EDUC1219  SePedi I  (20 points)
EDUC1217  Mathematics I (subject to Rule 3.5)  (20 points)
EDUC1220  Technology I  (20 points)

2. In the second year of study

(i)  EDUC2182  Education II  (20 points)
EDUC2210  Teaching Experience II  (30 points)
EDUC2183  Foundation Phase Literacy I  (10 points)
EDUC2184  Foundation Phase Numeracy I  (10 points)

(ii)  EDUC1210  Mathematical Routes (if not selected before)  (20 points)

or select one of the following languages if not taken for the National Senior Certificate or an equivalent Matriculation qualification:

EDUC2185  Afrikaans (Second Additional Language)  (20 points)
EDUC2188  IsiZulu (Second Additional Language)  (20 points)
EDUC2194  SeSotho (Second Additional Language)  (20 points)
EDUC2192  SePedi (Second Additional Language)  (20 points)
EDUC2181  South African Sign Language (Second Additional Language)  (20 points)

(iii) Select the level II course of the course selected in 1 (ii) above:

EDUC2208  Economic & Management Sciences II  (20 points)
EDUC2227  Natural Sciences II  (20 points)
EDUC2226  Social Sciences II  (20 points)
EDUC2187  English II  (20 points)
EDUC2186  Afrikaans II  (20 points)
EDUC2189  IsiZulu II  (20 points)
EDUC2196  SeSotho II  (20 points)
EDUC2193  SePedi II  (20 points)
EDUC2197  Mathematics II  (20 points)

Note: 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. A programme is a course or set of courses or postgraduate research which may lead to a qualification. 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.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>EDUC2203</td>
<td>Technology II</td>
<td>20</td>
</tr>
</tbody>
</table>

(iv) Select one of the following courses:
- EDUC1240  Arts and Culture I               (20 points)
- EDUC1242  Life Orientation I               (20 points)
- EDUC1233  Early Childhood Development I    (20 points)
- EDUC2195  Concepts and Literacy in Mathematics I (20 points)

can only be taken if EDUC2197 Mathematics II was not selected under 2(iii) above.

3. In the third year of study

(i) EDUC3077  Education III                    (20 points)
- EDUC3072  Teaching Experience III           (30 points)
- EDUC3054  Foundation Phase Literacy II      (10 points)
- EDUC2225  Foundation Phase Numeracy II      (10 points)

(ii) Subject to Rule 3.5.1 select one of the following courses as a major:
- EDUC3074  Business Studies III              (20 points)
- EDUC3071  Accounting III                    (20 points)
- EDUC3086  Economics III                     (20 points)
- EDUC3108  Life Sciences IIIA                (20 points)
- EDUC3109  Life Sciences IIIB                (20 points)
- EDUC3104  Physical Sciences IIIA            (20 points)
- EDUC3105  Physical Sciences IIIB            (20 points)
- EDUC3079  Geography III                     (20 points)
- EDUC3078  History III                       (20 points)
- EDUC3080  English III                       (20 points)
- EDUC3069  Afrikaans III                     (20 points)
- EDUC3083  IsiZulu III                       (20 points)
- EDUC3073  SeSotho III                       (20 points)
- EDUC3075  SePedi III                        (20 points)
- EDUC3085  Mathematics III                   (20 points)
- EDUC3076  Engineering Graphics and Design III (20 points)
- EDUC3082  Information Technology III        (20 points)

(iii) Select either the level II course of the course selected in 2 (iv) above
- EDUC2224  Arts and Culture II               (20 points)
- EDUC2211  Life Orientation II               (20 points)
- EDUC3103  Concepts and Literacy in Mathematics II (20 points)
- EDUC2212  Early Childhood Development II    (20 points)

Or if the course selected in 3 (ii) above is not another language, select the next course in the language selected in 2 (ii) above:
- EDUC2186  Afrikaans II                      (20 points)
- EDUC2189  IsiZulu II                        (20 points)
- EDUC2196  SeSotho II                        (20 points)
- EDUC2193  SePedi II                         (20 points)
- EDUC2222  South African Sign Language II    (20 points)

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4. In the fourth year of study

(i) EDUC4132  Education IV  (20 points)
EDUC3089  Foundation Phase Literacy III  (10 points)
EDUC4136  Foundation Phase Life Skills  (10 points)
EDUC4147  Teaching Experience IVA  (15 points)
EDUC4148  Teaching Experience I VB  (15 points)

(ii) Select the level IV course of the academic major chosen in 3 (ii) above:
EDUC4149  Business Studies IV  (20 points)
EDUC4152  Accounting IV  (20 points)
EDUC4131  Economics IV  (20 points)
EDUC4187  Life Sciences IV  (20 points)
EDUC4144  Physical Sciences IV  (20 points)
EDUC4137  Geography IV  (20 points)
EDUC4138  History IV  (20 points)
EDUC4135  English IV  (20 points)
EDUC4150  Afrikaans IV  (20 points)
EDUC4140  IsiZulu IV  (20 points)
EDUC4146  SeSotho IV  (20 points)
EDUC4145  SePedi IV  (20 points)
EDUC4142  Mathematics IV  (20 points)
EDUC4134  Engineering Graphics and Design IV  (20 points)
EDUC4139  Information Technology IV  (20 points)

(iii) Subject to Rule 3.5.1 select one of the following courses as an academic sub-major:
EDUC3080  English III  (20 points)
EDUC3069  Afrikaans III  (20 points)
EDUC3083  IsiZulu III  (20 points)
EDUC3073  SeSotho III  (20 points)
EDUC3075  SePedi III  (20 points)
EDUC3093  South African Sign Language III  (20 points)
EDUC3095  Concepts and Literacy in Mathematics III  (20 points)
EDUC3090  Music III  (20 points)
EDUC3087  Drama III  (20 points)
EDUC3094  Visual Arts III  (20 points)
EDUC3092  Religion, Human Rights and Citizenship Studies III  (20 points)
EDUC3091  Physical Education III  (20 points)
EDUC3053  Early Childhood Development III  (20 points)

Note: Not all courses may be offered within a given calendar year.

HF001 Bachelor of Education (Senior Primary Teaching)

1. In the first year of study

(i) EDUC1208  Education I  (20 points)
EDUC1209  Teaching Experience I  (30 points)

Note: 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. A programme is a course or set of courses or postgraduate research which may lead to a qualification. 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.
EDUC1211  New Literacies for Teachers  (20 points)
EDUC1213  Becoming a Teacher  (10 points)
EDUC1227  Senior Primary Methodology: Arts and Culture I  (10 points)
(ii) EDUC1210  Mathematical Routes  (20 points)

or select one of the following languages if not taken for the National Senior Certificate or an equivalent Matriculation qualification:

EDUC 2185  Afrikaans (Second Additional Language)  (20 points)
EDUC2188  IsiZulu (Second Additional Language)  (20 points)
EDUC2194  SeSotho (Second Additional Language)  (20 points)
EDUC2192  SePedi (Second Additional Language)  (20 points)
EDUC2181  South African Sign Language (Second Additional Language)  (20 points)

(iii) Select one of the following courses:

EDUC1229 Economic & Management Sciences I  (20 points)
EDUC1245  Natural Sciences I  (20 points)
EDUC1244  Social Sciences I  (20 points)
EDUC1228  English I  (20 points)
EDUC1216  Afrikaans I  (20 points)
EDUC1212  IsiZulu I  (20 points)
EDUC1218  SeSotho I  (20 points)
EDUC1219  SePedi I  (20 points)
EDUC1217  Mathematics I (subject to Rule 3.5)  (20 points)
EDUC1220  Technology I  (20 points)

2. In the second year of study

(i)  EDUC2182  Education II  (20 points)
EDUC2210  Teaching Experience II  (30 points)
EDUC2191  Senior Primary Methodology: Language I  (10 points)
EDUC2200  Senior Primary Methodology: Mathematics I  (10 points)
(ii) EDUC1210  Mathematical Routes (if not selected before)  (20 points)

or select one of the following languages not taken for the National Senior Certificate or an equivalent Matriculation qualification:

EDUC2185 Afrikaans (Second Additional Language)  (20 points)
EDUC2188 IsiZulu (Second Additional Language)  (20 points)
EDUC2194 SeSotho (Second Additional Language)  (20 points)
EDUC2193 SePedi (Second Additional Language)  (20 points)
EDUC2181 South African Sign Language (Second Additional Language)  (20 points)

(iii) Select the level II course of the course selected in 1 (ii) above:

EDUC2208 Economic & Management Sciences II  (20 points)
EDUC2227  Natural Sciences II  (20 points)
EDUC2226  Social Sciences II  (20 points)
EDUC2187  English II  (20 points)
EDUC2186  Afrikaans II  (20 points)
EDUC2189  IsiZulu II  (20 points)

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EDUC2196  SeSotho II  (20 points)
EDUC2193  SePedi II  (20 points)
EDUC2197  Mathematics II  (20 points)
EDUC2203  Technology II  (20 points)

(iv) Select one of the following courses if not selected in 1(ii) above:
EDUC1229  Economic & Management Sciences I  (20 points)
EDUC1245  Natural Sciences I  (20 points)
EDUC1244  Social Sciences I  (20 points)
EDUC1220  Technology I  (20 points)
EDUC1240  Arts and Culture I  (20 points)
EDUC1242  Life Orientation I  (20 points)
EDUC2195  Concepts and Literacy in Mathematics I  (20 points) can only be taken if EDUC2197 Mathematics II was not selected under 2(iii) above.

or one of the following languages provided the courses in 2 (iii) above is not a language:
EDUC1228  English I  (20 points)
EDUC1216  Afrikaans I  (20 points)
EDUC1212  IsiZulu I  (20 points)
EDUC1218  SeSotho I  (20 points)
EDUC1219  SePedi I  (20 points)

3. In the third year of study
(i)  EDUC3077  Education III  (20 points)
    EDUC3072  Teaching Experience III  (30 points)
(ii) Subject to Rule 3.5.1 select one of the following courses as an academic major:
    EDUC3074  Business Studies III  (20 points)
    EDUC3071  Accounting III  (20 points)
    EDUC3086  Economics III  (20 points)
    EDUC3108  Life Sciences IIIA  (20 points)
    EDUC3109  Life Sciences IIIB  (20 points)
    EDUC3104  Physical Sciences IIIA  (20 points)
    EDUC3105  Physical Sciences IIIB  (20 points)
    EDUC3079  Geography III  (20 points)
    EDUC3078  History III  (20 points)
    EDUC3080  English III  (20 points)
    EDUC3069  Afrikaans III  (20 points)
    EDUC3083  IsiZulu III  (20 points)
    EDUC3073  SeSotho III  (20 points)
    EDUC3075  SePedi III  (20 points)
    EDUC3085  Mathematics III  (20 points)
    EDUC3076  Engineering Graphics and Design III  (20 points)
    EDUC3082  Information Technology III  (20 points)
(iii) Select the level II course of the course selected in 2(iv) above
    EDUC2208  Economic and Management Sciences II  (20 points)
Rules for Education

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EDUC2227  Natural Sciences II (20 points)
EDUC2187  English II (20 points)
EDUC2186  Afrikaans II (20 points)
EDUC2189  IsiZulu II (20 points)
EDUC2196  SeSotho II (20 points)
EDUC2193  SePedi II (20 points)
EDUC2197  Mathematics II (20 points)
EDUC2203  Technology II (20 points)
EDUC2224  Arts and Culture II (20 points)
EDUC2211  Life Orientation II (20 points)
EDUC2226  Social Sciences II (20 points)
EDUC3103  Concepts and Literacy in Mathematics II (20 points)

or the level II course in the language selected in 2 (ii) above:
EDUC2186  Afrikaans II (Second Additional Language) (20 points)
EDUC2189  IsiZulu II (Second Additional Language) (20 points)
EDUC2196  SeSotho II (Second Additional Language) (20 points)
EDUC2193  SePedi II (Second Additional Language) (20 points)
EDUC2181  South African Sign Language II (Second Additional Language) (20 points)

(iv) Select one of the following courses of Senior Primary Methodology course corresponding to the course selected in 2 (iii) above:
EDUC2213  Senior Primary Methodology: Economic and Management Sciences II (10 points)
EDUC2214  Senior Primary Methodology: Natural Sciences II (10 points)
EDUC2216  Senior Primary Methodology: Social Sciences II (10 points)
EDUC2218  Senior Primary Methodology: Language II (10 points)
EDUC2219  Senior Primary Methodology: Mathematics II (10 points)
EDUC2217  Senior Primary Methodology: Technology II (10 points)
EDUC2215  Senior Primary Methodology: Arts and Culture II (10 points)

(v) Select one of the following Senior Primary Methodology Course in a field not previously taken in 2 (iii) or 2 (iv) subject to the following:

a) If neither Natural Sciences nor Technology has been taken then select
EDUC1238  Senior Primary Methodology: Natural Sciences I (10 points)

or

b) If Economic and Management Sciences or Social Sciences or Life Orientation has not been taken then select from:
EDUC1235  Senior Primary Methodology: Social Sciences I (10 points)
EDUC1236  Senior Primary Methodology: Life Orientation I (10 points)

or

c) If neither 3 (v)(a) nor 3 (v)(b) applies, select any course listed in 3 (v) (a) or 3 (v) (b) above in a field not previously taken (10 points).
4. In the fourth year of study

(i)  
EDUC4132  Education IV  (20 points)  
EDUC4147  Teaching Experience IVA  (15 points)  
EDUC4148  Teaching Experience IVB  (15 points)  

(ii)  
Select the level IV course of the academic major chosen in 3 (ii) above:  
EDUC4149  Business Studies IV  (20 points)  
EDUC4152  Accounting IV  (20 points)  
EDUC4131  Economics IV  (20 points)  
EDUC4187  Life Sciences IV  (20 points)  
EDUC4144  Physical Sciences IV  (20 points)  
EDUC4137  Geography IV  (20 points)  
EDUC4138  History IV  (20 points)  
EDUC4135  English IV  (20 points)  
EDUC4150  Afrikaans IV  (20 points)  
EDUC4140  IsiZulu IV  (20 points)  
EDUC4146  SeSotho IV  (20 points)  
EDUC4145  SePedi IV  (20 points)  
EDUC4142  Mathematics IV  (20 points)  
EDUC4134  Engineering Graphics and Design IV  (20 points)  
EDUC4139  Information Technology IV  (20 points)  

(iii) Subject to Rule 3.5.1 select one of the following courses as an academic sub-major:  
EDUC3056  Business Studies III  (20 points)  
EDUC3071  Accounting III  (20 points)  
EDUC3086  Economics III  (20 points)  
EDUC3108  Life Sciences IIIA  (20 points)  
EDUC3109  Life Sciences IIIB  (20 points)  
EDUC3104  Physical Sciences IIIA  (20 points)  
EDUC3105  Physical Sciences IIIB  (20 points)  
EDUC3079  Geography III  (20 points)  
EDUC3078  History III  (20 points)  
EDUC3080  English III  (20 points)  
EDUC3069  Afrikaans III  (20 points)  
EDUC3083  IsiZulu III  (20 points)  
EDUC3073  SeSotho III  (20 points)  
EDUC3075  SePedi III  (20 points)  
EDUC3093  South African Sign Language III  (20 points)  
EDUC3085  Mathematics III  (20 points)  
EDUC3095  Concepts and Literacy in Mathematics III  (20 points)  
EDUC3076  Engineering Graphics and Design III  (20 points)  
EDUC3082  Information Technology III  (20 points)  
EDUC3090  Music III  (20 points)  
EDUC3087  Drama III  (20 points)  
EDUC3094  Visual Arts III  (20 points)  

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Rules for Education

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EDUC3092 Religion, Human Rights and Citizenship Studies III (20 points)
EDUC3091 Physical Education III (20 points)

(iv) Select one course of Senior Primary Methodology corresponding to the course selected in 3 (iii) above:
- EDUC2213 Senior Primary Methodology: Economic and Management Sciences II (10 points)
- EDUC2214 Senior Primary Methodology: Natural Sciences II (10 points)
- EDUC2216 Senior Primary Methodology: Social Sciences II (10 points)
- EDUC2218 Senior Primary Methodology: Language II (10 points)
- EDUC2219 Senior Primary Methodology: Mathematics II (10 points)
- EDUC2217 Senior Primary Methodology: Technology II (10 points)
- EDUC2215 Senior Primary Methodology: Arts and Culture II (10 points)
- EDUC3102 Senior Primary Methodology: Life Orientation II (10 points)

(v) Select one course of Senior Primary Methodology subject to the following:
   a) Select one of the following if neither has been taken in 3 (iv) or 4 (iv) above:
      - EDUC2218 Senior Primary Methodology: Language II (10 points)
      - EDUC2219 Senior Primary Methodology: Mathematics II (10 points)
   or
   b) If 4 (v) (a) does not apply, select one level I course of Senior Primary Methodology in a field not previously taken, from the following:
      - EDUC1238 Senior Primary Methodology: Natural Sciences I (10 points)
      - EDUC1235 Senior Primary Methodology: Social Sciences I (10 points)
      - EDUC1236 Senior Primary Methodology: Life Orientation I (10 points)

Note: Not all courses may be offered within a given calendar year.

HF002 Bachelor of Education (Secondary Teaching)

1. In the first year of study
   (i) EDUC1208 Education I (20 points)
   EDUC1209 Teaching Experience I (30 points)
   EDUC1211 New Literacies for Teachers (20 points)
   EDUC1213 Becoming a Teacher (10 points)
   (ii) EDUC1210 Mathematical Routes (20 points)
   or select one of the following languages if not taken for the National Senior Certificate or an equivalent Matriculation qualification:
   - EDUC 2185 Afrikaans (Second Additional Language) (20 points)
   - EDUC2188 IsiZulu (Second Additional Language) (20 points)
   - EDUC2194 SeSotho (Second Additional Language) (20 points)
   - EDUC2192 SePedi (Second Additional Language) (20 points)

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EDUC2181  South African Sign Language (Second Additional Language)  (20 points)

(iii) Select one of the following courses:
EDUC1229  Economic & Management Sciences I  (20 points)
EDUC1245  Natural Sciences I  (20 points)
EDUC1244  Social Sciences I  (20 points)
EDUC1228  English I  (20 points)
EDUC1216  Afrikaans I  (20 points)
EDUC1212  IsiZulu I  (20 points)
EDUC1218  SeSotho I  (20 points)
EDUC1219  SePedi I  (20 points)
EDUC1217  Mathematics I (subject to Rule 3.5)  (20 points)
EDUC1220  Technology I  (20 points)
EDUC1246  Information Technology I  (20 points)

(iv) Select the Secondary Methodology course corresponding to the course selected in 1 (ii) above:
EDUC1231  Secondary Methodology: Economic and Management Sciences I  (10 points)
EDUC1223  Secondary Methodology: Natural Sciences I  (10 points)
EDUC1224  Secondary Methodology: Social Sciences I  (10 points)
EDUC1226  Secondary Methodology: Languages I  (10 points)
EDUC1225  Secondary Methodology: Mathematics I  (10 points)
EDUC1230  Secondary Methodology: Technology I  (10 points)
EDUC1247  Secondary Methodology: Information Technology I  (10 points)

2. In the second year of study

(i)  EDUC2182  Education II  (20 points)
EDUC2210  Teaching Experience II  (30 points)

(ii) EDUC1210  Mathematical Routes (if not selected before)  (20 points)
or select one of the following languages not taken for the National Senior Certificate or an equivalent Matriculation qualification:
EDUC2185  Afrikaans (Second Additional Language)  (20 points)
EDUC2188  IsiZulu (Second Additional Language)  (20 points)
EDUC2194  SeSotho (Second Additional Language)  (20 points)
EDUC2192  SePedi (Second Additional Language)  (20 points)
EDUC2181  South African Sign Language (Second Additional Language)  (20 points)

(iii) Select the level II course of the course selected in 1 (ii) above
EDUC2208  Economic & Management Sciences II  (20 points)
EDUC2227  Natural Sciences II  (20 points)
EDUC2226  Social Sciences II  (20 points)
EDUC2187  English II  (20 points)
EDUC2186  Afrikaans II  (20 points)
EDUC2189  IsiZulu II  (20 points)
EDUC2196  SeSotho II  (20 points)

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EDUC2193  SePedi II (20 points)
EDUC2197  Mathematics II (20 points)
EDUC2203  Technology II (20 points)

(iv) Select one of the following courses not selected in 1 (ii) above
EDUC1229  Economic & Management Sciences I (20 points)
EDUC1245  Natural Sciences I (20 points)
EDUC1244  Social Sciences I (20 points)
EDUC1220  Technology (20 points)
EDUC1240  Arts and Culture I (20 points)
EDUC1242  Life Orientation I (20 points)
EDUC1217  Mathematics I (subject to Rule 3.5) (20 points)
EDUC2195  Concepts and Literacy in Mathematics I (20 points)
can only be taken if EDUC2197 Mathematics II was not selected under 2(iii) above.
EDUC2228  Information Technology II (20 points)
or one of the following languages provided the course in 2 (iii) above is not a language:
EDUC1228  English I (20 points)
EDUC1216  Afrikaans I (20 points)
EDUC1212  IsiZulu I (20 points)
EDUC1218  SeSotho I (20 points)
EDUC1219  SePedi I (20 points)

(v) Select the level II course of Secondary Methodology selected in 1 (iii) above (10 points)
EDUC2209  Secondary Methodology: Economic and Management Sciences II (10 points)
EDUC2201  Secondary Methodology: Natural Sciences II (10 points)
EDUC2206  Secondary Methodology: Social Sciences II (10 points)
EDUC2190  Secondary Methodology: Languages II (10 points)
EDUC2198  Secondary Methodology: Mathematics II (10 points)
EDUC2202  Secondary Methodology: Technology II (10 points)

(vi) Select the level I course of Secondary Methodology corresponding to the selected in 2(iv) above:
EDUC1231  Secondary Methodology: Economic and Management Sciences I (10 points)
EDUC1223  Secondary Methodology: Natural Sciences I (10 points)
EDUC1224  Secondary Methodology: Social Sciences I (10 points)
EDUC1226  Secondary Methodology: Languages I (10 points)
EDUC1225  Secondary Methodology: Mathematics I (10 points)
EDUC1230  Secondary Methodology: Technology I (10 points)
EDUC2180  Secondary Methodology: Arts and Culture I (10 points)
EDUC1243  Secondary Methodology: Life Orientation I (10 points)
EDUC2229  Secondary Methodology: Information Technology II (10 points)

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3. In the third year of study

(i) EDUC3077 Education III (20 points)
EDUC3072 Teaching Experience III (30 points)

(ii) Subject to Rule 3.5.1 select one of the following courses as an academic major:
EDUC3056 Business Studies III (20 points)
EDUC3071 Accounting III (20 points)
EDUC3086 Economics III (20 points)
EDUC3108 Life Sciences IIIA (20 points)
EDUC3109 Life Sciences IIIB (20 points)
EDUC3104 Physical Sciences IIIA (20 points)
EDUC3105 Physical Sciences IIIB (20 points)
EDUC3079 Geography III (20 points)
EDUC3078 History III (20 points)
EDUC3080 English III (20 points)
EDUC3069 Afrikaans III (20 points)
EDUC3083 IsiZulu III (20 points)
EDUC3073 SeSotho III (20 points)
EDUC3075 SePedi III (20 points)
EDUC3085 Mathematics III (20 points)
EDUC3076 Engineering Graphics and Design III (20 points)
EDUC3082 Information Technology III (20 points)
EDUC3088 Electrical Technology III (20 points)
EDUC3081 Mechanical Technology III (20 points)

(iii) The level II course of the course selected in 2 (iv) above
EDUC2208 Economic & Management Sciences II (20 points)
EDUC2227 Natural Sciences II (20 points)
EDUC2207 Social Sciences II (20 points)
EDUC2187 English II (20 points)
EDUC2186 Afrikaans II (20 points)
EDUC2189 IsiZulu II (20 points)
EDUC2197 Mathematics II (20 points)
EDUC2203 Technology II (20 points)
EDUC2224 Arts and Culture II (20 points)
EDUC2211 Life Orientation II (20 points)
EDUC3103 Concepts and Literacy in Mathematics II (20 points)

(iv) Select the level III course of Secondary Methodology corresponding to the academic major selected in 3 (ii) above:
EDUC3056 Secondary Methodology: Business Studies III (10 points)
EDUC3058 Secondary Methodology: Accounting III (10 points)
EDUC3067 Secondary Methodology: Economics III (10 points)
EDUC3062 Secondary Methodology: Life Sciences III (10 points)
EDUC3107 Additional (10 points)
EDUC3059 Secondary Methodology: Physical Sciences III (10 points)

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EDUC3106  Secondary Methodology: Physical Sciences Additional  (10 points)
EDUC3061  Secondary Methodology: Geography III  (10 points)
EDUC3065  Secondary Methodology: History III  (10 points)
EDUC3110  Secondary Methodology: Afrikaans III  (10 points)
EDUC3111  Secondary Methodology: English III  (10 points)
EDUC3112  Secondary Methodology: IsiZulu III  (10 points)
EDUC3064  Secondary Methodology: Mathematics III  (10 points)
EDUC3060  Secondary Methodology: Engineering Graphics and Design III  (10 points)
EDUC3066  Secondary Methodology: Electrical Technology III  (10 points)
EDUC3063  Secondary Methodology: Mechanical Technology III  (10 points)
EDUC3068  Secondary Methodology: Information Technology III  (10 points)

(v) Select the level II course of Secondary Methodology corresponding to the course selected in 2(vi) above
EDUC2209  Secondary Methodology: Economic and Management Sciences II  (10 points)
EDUC2201  Secondary Methodology: Natural Sciences II  (10 points)
EDUC2206  Secondary Methodology: Social Sciences II  (10 points)
EDUC2221  Secondary Methodology: Life Orientation II  (10 points)
EDUC2220  Secondary Methodology: Arts and Culture II  (10 points)
EDUC2190  Secondary Methodology: Languages II  (10 points)
EDUC2198  Secondary Methodology: Mathematics II  (10 points)
EDUC2203  Secondary Methodology: Technology II  (10 points)

4. In the fourth year of study
(i) EDUC4132  Education IV  (20 points)
EDUC4147  Teaching Experience IVA  (15 points)
EDUC4148  Teaching Experience IVB  (15 points)
(ii) Select the level IV course of the academic major chosen in 3 (ii) above:
EDUC4149  Business Studies IV  (20 points)
EDUC4152  Accounting IV  (20 points)
EDUC4131  Economics IV  (20 points)
EDUC4187  Life Sciences IV  (20 points)
EDUC4144  Physical Sciences IV  (20 points)
EDUC4137  Geography IV  (20 points)
EDUC4138  History IV  (20 points)
EDUC4135  English IV  (20 points)
EDUC4150  Afrikaans IV  (20 points)
EDUC4140  IsiZulu IV  (20 points)
EDUC4146  SeSotho IV  (20 points)
EDUC4145  SePedi IV  (20 points)
EDUC4142  Mathematics IV  (20 points)
(iii) Subject to Rule 3.5.1, select one of the following courses as an academic sub-major:

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<th>Course Code</th>
<th>Course Name</th>
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(iv) Select the level IV course of Secondary Methodology selected in 3 (iv) above:

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</tbody>
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<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC4163</td>
<td>Secondary Methodology: Mathematics IV</td>
<td>10</td>
</tr>
<tr>
<td>EDUC4157</td>
<td>Secondary Methodology: Engineering Graphics and Design IV</td>
<td>10</td>
</tr>
<tr>
<td>EDUC4156</td>
<td>Secondary Methodology: Electrical Technology IV</td>
<td>10</td>
</tr>
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<td>EDUC4151</td>
<td>Secondary Methodology: Mechanical Technology IV</td>
<td>10</td>
</tr>
<tr>
<td>EDUC4160</td>
<td>Secondary Methodology: Information Technology IV</td>
<td>10</td>
</tr>
</tbody>
</table>

(v) Select the level III course of Secondary Methodology corresponding to the academic sub-major selected in 4 (iii) above:

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>EDUC3056</td>
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<td>EDUC3058</td>
<td>Secondary Methodology: Accounting III</td>
<td>10</td>
</tr>
<tr>
<td>EDUC3067</td>
<td>Secondary Methodology: Economics III</td>
<td>10</td>
</tr>
<tr>
<td>EDUC3062</td>
<td>Secondary Methodology: Life Sciences III</td>
<td>10</td>
</tr>
<tr>
<td>EDUC3059</td>
<td>Secondary Methodology: Physical Sciences III</td>
<td>10</td>
</tr>
<tr>
<td>EDUC3061</td>
<td>Secondary Methodology: Geography III</td>
<td>10</td>
</tr>
<tr>
<td>EDUC3065</td>
<td>Secondary Methodology: History III</td>
<td>10</td>
</tr>
<tr>
<td>EDUC3110</td>
<td>Secondary Methodology: Afrikaans III</td>
<td>10</td>
</tr>
<tr>
<td>EDUC3111</td>
<td>Secondary Methodology: English III</td>
<td>10</td>
</tr>
<tr>
<td>EDUC3112</td>
<td>Secondary Methodology: IsiZulu III</td>
<td>10</td>
</tr>
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<td>EDUC3064</td>
<td>Secondary Methodology: Mathematics III</td>
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<td>EDUC3060</td>
<td>Secondary Methodology: Engineering Graphics and Design III</td>
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</tr>
<tr>
<td>EDUC3066</td>
<td>Secondary Methodology: Electrical Technology III</td>
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<tr>
<td>EDUC3063</td>
<td>Secondary Methodology: Mechanical Technology III</td>
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</tr>
<tr>
<td>EDUC3068</td>
<td>Secondary Methodology: Information Technology III</td>
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<td>EDUC3098</td>
<td>Secondary Methodology: Music III</td>
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<td>Secondary Methodology: Drama III</td>
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<td>EDUC3101</td>
<td>Secondary Methodology: Visual Arts III</td>
<td>10</td>
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<td>EDUC3100</td>
<td>Secondary Methodology: Religion, Human Rights and Citizenship Studies III</td>
<td>10</td>
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<td>EDUC3099</td>
<td>Secondary Methodology: Physical Education III</td>
<td>10</td>
</tr>
<tr>
<td>EDUC3096</td>
<td>Secondary Methodology: Concepts and Literacy in Mathematics III</td>
<td>10</td>
</tr>
<tr>
<td>EDUC3106</td>
<td>Secondary Methodology: Physical Sciences Additional</td>
<td>10</td>
</tr>
<tr>
<td>EDUC3107</td>
<td>Secondary Methodology: Life Sciences III Additional</td>
<td>10</td>
</tr>
</tbody>
</table>

Note: Not all courses may be offered within a given calendar year.

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3.4 Prerequisite Courses

Prerequisite rules for the BEd curricula
(refer to Rule 3.3.1)

Except when permitted by the Senate, a student may not register for the course in list A unless s/he has credit or exemption in the course in list B:

<table>
<thead>
<tr>
<th>A. Course</th>
<th>B. Minimum requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-NSC requirements or equivalent</td>
</tr>
<tr>
<td>EDUC1217 Mathematics I</td>
<td>E in Mathematics Higher Grade or C in Mathematics Standard Grade.</td>
</tr>
<tr>
<td></td>
<td>A pass in Mathematics with at least 4 on the NSC level or equivalent, or a pass in Mathematical Literacy with at least 6 on the NSC level or equivalent</td>
</tr>
</tbody>
</table>

3.4.1 Prerequisite Courses (refer to rule 3.3)

Except when permitted by the Senate, a student may not register for the course in list A unless s/he has credit or exemption in the course in list B:

<table>
<thead>
<tr>
<th>A. Course</th>
<th>B. Prerequisite Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC3071 Accounting III</td>
<td>EDUC2208 Economic and Management Sciences II</td>
</tr>
<tr>
<td>EDUC2186 Afrikaans II</td>
<td>EDUC1216 Afrikaans I</td>
</tr>
<tr>
<td>EDUC3069 Afrikaans III</td>
<td>EDUC2186 Afrikaans II</td>
</tr>
<tr>
<td>EDUC2195 Concepts and Literacy in Mathematics I</td>
<td>EDUC1210 Mathematical Routes with a pass of at least 65%.</td>
</tr>
<tr>
<td>EDUC3103 Concepts and Literacy in Mathematics II</td>
<td>EDUC2195 Concepts and Literacy in Mathematics I</td>
</tr>
<tr>
<td>EDUC1233 Early Childhood Development I</td>
<td>EDUC1222 Teaching Grade R</td>
</tr>
<tr>
<td>EDUC2212 Early Childhood Development II</td>
<td>EDUC1233 Early Childhood Development I</td>
</tr>
<tr>
<td>EDUC3053 Early Childhood Development III</td>
<td>EDUC2212 Early Childhood Development II</td>
</tr>
<tr>
<td>EDUC2208 Economic and Management Sciences II</td>
<td>EDUC1229 Economic and Management Sciences I</td>
</tr>
<tr>
<td>EDUC2182 Education II</td>
<td>EDUC1208 Education I</td>
</tr>
<tr>
<td>EDUC2187 English II</td>
<td>EDUC1228 English I</td>
</tr>
<tr>
<td>EDUC3080 English III</td>
<td>EDUC2187 English II</td>
</tr>
<tr>
<td>EDUC2183 Foundation Phase Literacy I</td>
<td>EDUC1221 Introduction to Foundation Phase Teaching</td>
</tr>
<tr>
<td>EDUC2184 Foundation Phase Numeracy I</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC3082 Information Technology III</td>
<td>EDUC2203 Technology II</td>
</tr>
<tr>
<td>EDUC2189 IsiZulu II</td>
<td>EDUC1212 IsiZulu I</td>
</tr>
<tr>
<td>EDUC3083 IsiZulu III</td>
<td>EDUC2189 IsiZulu II</td>
</tr>
<tr>
<td>EDUC2197 Mathematics II</td>
<td>EDUC1217 Mathematics I</td>
</tr>
<tr>
<td>EDUC3085 Mathematics III</td>
<td>EDUC2197 Mathematics II</td>
</tr>
<tr>
<td>EDUC2227 Natural Sciences II</td>
<td>EDUC1245 Natural Sciences I</td>
</tr>
<tr>
<td>EDUC3054 Foundation Phase Literacy II</td>
<td>EDUC2183 Foundation Phase Literacy I</td>
</tr>
<tr>
<td>EDUC2225 Foundation Phase Numeracy II</td>
<td>EDUC2184 Foundation Phase Numeracy I</td>
</tr>
<tr>
<td>EDUC2209 Secondary Methodology: Economic and Management Sciences II</td>
<td>EDUC1229 Economic and Management Sciences I</td>
</tr>
<tr>
<td>EDUC2190 Secondary Methodology: Languages II</td>
<td>EDUC1228 English I or EDUC1216 Afrikaans I or EDUC1212 IsiZulu I or EDUC1218 SeSotho I or EDUC1219 SePedi I or</td>
</tr>
<tr>
<td>EDUC2198 Secondary Methodology: Mathematics II</td>
<td>EDUC1217 Mathematics I</td>
</tr>
<tr>
<td>EDUC2201 Secondary Methodology: Natural Sciences II</td>
<td>EDUC1245 Natural Sciences I</td>
</tr>
<tr>
<td>EDUC2207 Secondary Methodology: Social Sciences II</td>
<td>EDUC1215 Social Sciences I</td>
</tr>
<tr>
<td>EDUC2221 Secondary Methodology: Life Orientation II</td>
<td>EDUC2204 Life Orientation I</td>
</tr>
<tr>
<td>EDUC3059 Secondary Methodology: Physical Sciences III or EDUC3106 Secondary Methodology: Physical Sciences Additional</td>
<td>EDUC2227 Natural Sciences II</td>
</tr>
<tr>
<td>EDUC2202 Secondary Methodology: Technology II</td>
<td>EDUC1220 Technology I</td>
</tr>
<tr>
<td>EDUC2213 Senior Primary Methodology: Economic and Management Sciences II</td>
<td>EDUC1229 Economic and Management Sciences I</td>
</tr>
<tr>
<td>EDUC2219 Senior Primary Methodology: Mathematics II</td>
<td>Minimum of 65% for EDUC1210 Mathematical Routes or a pass in EDUC1217 Mathematics I or a pass in EDUC2195 Concepts and Literacy in Mathematics I</td>
</tr>
<tr>
<td>EDUC2214 Senior Primary Methodology: Natural Sciences II</td>
<td>EDUC1245 Natural Sciences I</td>
</tr>
<tr>
<td>EDUC2216 Senior Primary Methodology: Social Sciences II</td>
<td>EDUC1213 Social Sciences I</td>
</tr>
</tbody>
</table>

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| EDUC2217 Senior Primary Methodology: Technology II | EDUC1220 Technology I |
| EDUC2193 SePedi II | EDUC1219 SePedi I |
| EDUC3075 SePedi III | EDUC2193 SePedi II |
| EDUC2196 SeSotho II | EDUC1218 SeSotho I |
| EDUC3073 SeSotho III | EDUC2196 SeSotho II |
| EDUC2226 Social Sciences II | EDUC1244 Social Sciences I |
| EDUC2203 Technology II | EDUC1220 Technology I |
| EDUC3072 Teaching Experience III | EDUC2210 Teaching Experience II |
| EDUC3074 Business Studies III | EDUC2208 Economic and Management Sciences II |
| EDUC3071 Accounting III | EDUC3067 Economics III |
| EDUC3108 Life Sciences IIIA | EDUC2227 Natural Sciences II |
| EDUC3109 Life Sciences IIIB or | |
| EDUC3104 Physical Sciences IIIA and | |
| EDUC3105 Physical Sciences IIIB | |
| EDUC3079 Geography III | EDUC2226 Social Sciences II |
| EDUC3078 History III | |
| EDUC3090 Music III | EDUC2179 Arts and Culture II |
| EDUC3087 Drama III | |
| EDUC3094 Visual Arts II | |
| EDUC3091 Physical Education III | EDUC2204 Life Orientation II |
| EDUC3092 Religion, Human Rights and Citizenship Studies III | |
| EDUC3076 Engineering Graphics and Design III | EDUC2203 Technology II |
| EDUC3081 Mechanical Technology III | |
| EDUC3088 Electrical Technology III | |
| EDUC3082 Information Technology III | EDUC2203 Technology II or |
| EDUC2197 Mathematics II | |
| EDUC3102 Senior Primary Methodology: Life Orientation II | EDUC2204 Life Orientation I |
| EDUC2215 Senior Primary: Arts and Culture II | EDUC2197 Arts and Culture I |
| EDUC3094 Visual Arts III | EDUC2224 Arts and Culture II |
| EDUC3090 Music III | EDUC2224 Arts and Culture II |
| EDUC4142 Mathematics IV | EDUC3085 Mathematics III |
| EDUC3091 Physical Education III | EDUC2211 Life Orientation II |
| EDUC3092 Religion, Human Rights and Citizenship Studies III | EDUC2211 Life Orientation II |

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<table>
<thead>
<tr>
<th>EDUC4144 Physical Sciences IV</th>
<th>EDUC3104 Physical Sciences IIIA and EDUC3105 Physical Sciences IIIB</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC3096 Secondary Methodology: Concepts and Literacy in Mathematics III</td>
<td>EDUC3103 Concepts and Literacy Mathematics II</td>
</tr>
<tr>
<td>EDUC3097 Secondary Methodology: Drama III</td>
<td>EDUC2224 Arts and Culture II</td>
</tr>
<tr>
<td>EDUC4154 Secondary Methodology: Business Studies IV</td>
<td>EDUC3074 Business Studies III</td>
</tr>
<tr>
<td>EDUC4153 Secondary Methodology: Accounting IV</td>
<td>EDUC3071 Accounting III</td>
</tr>
<tr>
<td>EDUC4155 Secondary Methodology: Economics IV</td>
<td>EDUC3086 Economics III</td>
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<tr>
<td>EDUC4156 Secondary Methodology: Electrical Technology IV</td>
<td>EDUC3088 Electrical Technology III</td>
</tr>
<tr>
<td>EDUC4151 Secondary Methodology: Mechanical Technology IV</td>
<td>EDUC3081 Mechanical Technology III</td>
</tr>
<tr>
<td>EDUC3099 Secondary Methodology: Physical Education III</td>
<td>EDUC2211 Life Orientation II</td>
</tr>
<tr>
<td>EDUC3098 Secondary Methodology: Music III</td>
<td>EDUC2224 Arts and Culture II</td>
</tr>
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<td>EDUC3101 Secondary Methodology: Visual Arts III</td>
<td>EDUC2224 Arts and Culture II</td>
</tr>
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<td>EDUC4164 Secondary Methodology: Physical Sciences IV</td>
<td>EDUC3104 Physical Sciences IIIA and EDUC3105 Physical Sciences IIIB</td>
</tr>
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<td>EDUC4158 Secondary Methodology: Geography IV</td>
<td>EDUC3079 Geography III</td>
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<td>EDUC4160 Secondary Methodology: Information Technology IV</td>
<td>EDUC3082 Information Technology III</td>
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<td>EDUC4159 Secondary Methodology: History IV</td>
<td>EDUC3078 History III</td>
</tr>
<tr>
<td>EDUC4161 Secondary Methodology: Languages IV</td>
<td>EDUC3080 English III or EDUC3069 Afrikaans III or EDUC3075 SePedi III or EDUC3073 SeSotho III EDUC3083 IziZulu III EDUC3093 SA Sign Language III</td>
</tr>
<tr>
<td>EDUC4163 Secondary Methodology: Mathematics IV</td>
<td>EDUC3085 Mathematics III</td>
</tr>
</tbody>
</table>

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<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<td>Secondary Methodology: Life Sciences IV</td>
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<tr>
<td>EDUC3108</td>
<td>Life Sciences IIIA</td>
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<tr>
<td>EDUC3109</td>
<td>Life Sciences IIIB</td>
</tr>
<tr>
<td>EDUC3102</td>
<td>Senior Primary Methodology: Life Orientation I</td>
</tr>
<tr>
<td>EDUC2204</td>
<td>Life Orientation I</td>
</tr>
<tr>
<td>EDUC4146</td>
<td>SeSotho IV</td>
</tr>
<tr>
<td>EDUC3073</td>
<td>SeSotho III</td>
</tr>
<tr>
<td>EDUC4145</td>
<td>SePedi IV</td>
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<td>EDUC3075</td>
<td>SePedi III</td>
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<td>EDUC3093</td>
<td>South African Sign Language III</td>
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<td>Teaching Experience IVA</td>
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<td>Teaching Experience IVB</td>
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<td>Teaching Experience III</td>
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<td>Accounting III</td>
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<td>Afrikaans IV</td>
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<td>EDUC3069</td>
<td>Afrikaans III</td>
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<td>Concepts and Literacy in Mathematics III</td>
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<td>Concepts and Literacy in Mathematics II</td>
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<td>Economics IV</td>
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<td>EDUC3086</td>
<td>Economics III</td>
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<td>Drama III</td>
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<td>Arts and Culture II</td>
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<td>Foundation Phase Literacy III</td>
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<td>Information Technology III</td>
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<td>EDUC4187</td>
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<td>EDUC3108</td>
<td>Life Sciences IIIA</td>
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<tr>
<td>EDUC3109</td>
<td>Life Sciences IIIB</td>
</tr>
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<td>EDUC4140</td>
<td>IsiZulu IV</td>
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<td>EDUC3083</td>
<td>IsiZulu III</td>
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<td>EDUC4143</td>
<td>Mechanical Technology IV</td>
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<td>EDUC3081</td>
<td>Mechanical Technology III</td>
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<td>EDUC4132</td>
<td>Education IV</td>
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<tr>
<td>EDUC3077</td>
<td>Education III</td>
</tr>
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<td>EDUC4133</td>
<td>Electrical Technology IV</td>
</tr>
<tr>
<td>EDUC3088</td>
<td>Electrical Technology III</td>
</tr>
<tr>
<td>EDUC4134</td>
<td>Engineering Graphics and Design IV</td>
</tr>
<tr>
<td>EDUC3076</td>
<td>Engineering Graphics and Design III</td>
</tr>
</tbody>
</table>

**H4 Supplementary examination**

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.

**H5 Academic progression**

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

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i) 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;

ii) 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;

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

**H6 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 his/her registration. If however, a student is permitted to renew his/her 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 his/her case.

**Bachelor of Education**

Students who have registered for a BEd specialisation must complete:

<table>
<thead>
<tr>
<th>Year</th>
<th>Credits</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100 credits</td>
<td>30 points</td>
</tr>
<tr>
<td>1 repeat</td>
<td>130 credits</td>
<td>30 points</td>
</tr>
<tr>
<td>2</td>
<td>200 credits</td>
<td>60 points (I and II)</td>
</tr>
<tr>
<td>2 repeat</td>
<td>210 credits</td>
<td>60 points (I and II)</td>
</tr>
<tr>
<td>3</td>
<td>330 credits</td>
<td>90 points (I, II, III)</td>
</tr>
<tr>
<td>3 repeat</td>
<td>330 credits</td>
<td>90 points (I, II, III)</td>
</tr>
<tr>
<td>4</td>
<td>380 credits</td>
<td>90 points (I, II, III)</td>
</tr>
</tbody>
</table>

**H7 Additional requirements for the Degree**

**7.1 Teaching experience**

7.1.1 For endorsement in a school phase or phases in terms of H3.2, 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.

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.

**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.

**7.3 IT Competence**

A student’s competence in Information Technology for Education Purposes shall be reflected as an endorsement on the degree certificate.

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H8 Endorsement on certificate

8.1 Curriculum
In terms of General Rule 16.2, the certificate will be endorsed to the effect that the student has qualified – curriculum: as a Foundation phase teacher, as a Senior Primary teacher or a Secondary teacher.

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

H9 Declaration rules

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.

9.2 Declaration by graduand
Prior to being admitted to the degree a student will be required to subscribe to the following declaration:

‘As a graduand 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 community;
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.

H10 Postgraduate Qualifications

10.1 Bachelor of Education with Honours

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>Programme code</th>
<th>NQF level</th>
<th>NQF credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Education with Honours (BEdHons)</td>
<td>HHA00; HHA01</td>
<td>8</td>
<td>120</td>
</tr>
</tbody>
</table>

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) a person 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) a person 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 his/her level of knowledge and experience in the field of education, which is acceptable to the Senate.

**In the field of Applied Language Literacy Education and in the field of English Education**

A curriculum is stipulated in the Faculty of Humanities rules and syllabus book for Applied Language Literacy Education and English Education.

**Curricula**

**Length of curriculum**

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

**Full time curriculum:**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC4129A</td>
<td>Educational theory Research and enquiry 1</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4130A</td>
<td>Educational theory Research and enquiry 2</td>
<td>25</td>
<td>8</td>
</tr>
</tbody>
</table>

Note: 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. A programme is a course or set of courses or postgraduate research which may lead to a qualification. 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.
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Rules for Education

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<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC4128A</td>
<td>Issues in History education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4169A</td>
<td>Epistemological issues in education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4167A</td>
<td>Ethical issues in education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4109A</td>
<td>Issues in primary education 1</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4108A</td>
<td>Issues in primary education 2</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4168A</td>
<td>Sociological issues in education</td>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>

**Part-time curriculum:**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC4129A</td>
<td>Educational theory Research and enquiry 1</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4130A</td>
<td>Educational theory Research and enquiry 2</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4196A</td>
<td>Research Design</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

i) Select the following courses in the first year of study:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC4110A</td>
<td>Curriculum issues 1</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4111A</td>
<td>Curriculum issues 2</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4037A</td>
<td>Schooling identities and human rights education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4003A</td>
<td>Democracy in education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4029A</td>
<td>Life Orientation</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4177A</td>
<td>Early literacy</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4126A</td>
<td>Mathematics and the young child</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4011A</td>
<td>Educational policies and change</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4104A</td>
<td>Leadership, management and organizational development in education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4032A</td>
<td>Online teaching and learning</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4127A</td>
<td>Development of online materials</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4015A</td>
<td>Inclusive education learning support 1</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4016A</td>
<td>Inclusive education learning support 2</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4182A</td>
<td>Paradigms and methods in applied language studies</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4185A</td>
<td>Teaching Materials: Principles, Practices and Design</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4176A</td>
<td>Critical literacy, new literacy studies and multi-literacies</td>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC4030A</td>
<td>Mathematics education 1</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4031A</td>
<td>Mathematics education 2</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4038A</td>
<td>Science education 1</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4039A</td>
<td>Science education 2</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4090A</td>
<td>Child development and school learning</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4170A</td>
<td>Psychological issues in education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4114A</td>
<td>Arts education 1</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4115A</td>
<td>Arts education 2</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4165A</td>
<td>Deaf education 1</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4166A</td>
<td>Deaf education 2</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4125A</td>
<td>Contemporary issues in childhood education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4128A</td>
<td>Issues in History education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4169A</td>
<td>Epistemological issues in education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4167A</td>
<td>Ethical issues in education</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4109A</td>
<td>Issues in primary education 1</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4108A</td>
<td>Issues in primary education 2</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4168A</td>
<td>Sociological issues in education</td>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>

ii) Select this course in the second year of study:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC4193A</td>
<td>Research Project</td>
<td>30</td>
<td>8</td>
</tr>
</tbody>
</table>

**Block Release curriculum:**

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
</table>
| i) Select the following courses in the first year of study:

| EDUC4129A     | Educational theory Research and enquiry 1         | 25          | 8         |
| EDUC4130A     | Educational theory Research and enquiry 2         | 25          | 8         |
| EDUC4196A     | Research Design                                  | 0           | 8         |

ii) Select one course from the list below in the second year of study:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC4016A</td>
<td>Inclusive Education: Learning Support 1</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4112A</td>
<td>Issues in Curriculum</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4018A</td>
<td>Issues in Management and Leadership</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4094A</td>
<td>Sport Studies</td>
<td>20</td>
<td>8</td>
</tr>
<tr>
<td>EDUC4109A</td>
<td>Issues in Primary Education 1</td>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>

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### Rules for Education

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC4065A</td>
<td>Psycho-Educational Assessment</td>
<td>20</td>
</tr>
<tr>
<td>PSYC4045A</td>
<td>Research Methods in Psychology</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4165A</td>
<td>Deaf Education I</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4114A</td>
<td>Arts Education I</td>
<td>20</td>
</tr>
</tbody>
</table>

**iii) Select one course from the list below in the second year of study:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC4015A</td>
<td>Inclusive Education: Learning Support II</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4017A</td>
<td>Language, Literacy and Communication</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4020A</td>
<td>Issues in Science Education</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4029A</td>
<td>Life Orientation</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4090A</td>
<td>Child Development and School Learning</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4091A</td>
<td>Personal Growth for Teachers and Mentoring</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4019A</td>
<td>Issues in Mathematics Education</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4166A</td>
<td>Deaf Education II</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4115A</td>
<td>Arts Education II</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4125A</td>
<td>Contemporary Issues in Early Childhood Education</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4126A</td>
<td>Mathematics and the Young Child</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4127A</td>
<td>Development of Online Materials</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4128A</td>
<td>Issues in History Education</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4167A</td>
<td>Ethical Issues in Education</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4168A</td>
<td>Sociological Issues in Education</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4169A</td>
<td>Epistemological Issues in Education</td>
<td>20</td>
</tr>
<tr>
<td>EDUC4170A</td>
<td>Psychological Issues in Education</td>
<td>20</td>
</tr>
</tbody>
</table>

**ii) Select the course in the second year of study:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC4193A</td>
<td>Research Project</td>
<td>30</td>
</tr>
<tr>
<td>SPED4010A</td>
<td>Project in Inclusive Education (Part II)</td>
<td>30</td>
</tr>
</tbody>
</table>

### Completion Rules

Specialised education endorsement

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

---

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

10.3 Degree of Master of Education

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>Programme code</th>
<th>NQF level</th>
<th>NQF credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Education (MEd)</td>
<td>HCA00; HCA01</td>
<td>9</td>
<td>180</td>
</tr>
<tr>
<td>Master of Education (MEd) by Research</td>
<td>HRA00</td>
<td>9</td>
<td>180</td>
</tr>
</tbody>
</table>

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

a) a Bachelor of Education with Honours in terms of the rules of the University or a BEd Degree under rules pertaining before 2002;

b) a graduate of this or another university who, in the opinion of the Senate, holds a qualification equivalent to the Bachelor of Education with Honours;

c) a person who has been accepted by virtue of having completed at any other university or institution such examinations as are, in the opinion of the Senate, equivalent to, or higher than, the examinations prescribed for a the Bachelor of Education in terms of the rules of the University;

d) a person 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, a person 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) a person 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) a person 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 HPCSA shall be ineligible for admission.

10.3.2 Curriculum rules

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.

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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, a person admitted as a candidate may elect to proceed on one of the following curricula: provided that a person admitted as a candidate under H20 (e) or (f) may elect to proceed on curriculum (1) (c) hereof 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 of (5) 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 his/her case and the submission of a report on a project approved by the Senate.
   c) the completion to the satisfaction of the Senate of eight course 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 his/her supervisor, a dissertation on a subject approved by the Senate, such dissertation to constitute both an application of the methods of research and a contribution to the advancement of knowledge in the subject chosen.

3) A candidate who elects to proceed in terms of (1)(b) hereof:
   a) shall attend and complete to the satisfaction of the Senate either Research Design (EDUC7030A) or Research Design (ADED7014A); and
   b) shall complete a combination of three courses approved by the Senate from the following list:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC7030A</td>
<td>Research Design</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>EDUC7031A</td>
<td>Research Report (full time) or</td>
<td>90</td>
<td>9</td>
</tr>
<tr>
<td>EDUC7111A</td>
<td>Research Report (part time I)</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td>EDUC7112A</td>
<td>Research Report (part time II)</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td>EDUC7133A</td>
<td>Knowledge and Work</td>
<td>30</td>
<td>9</td>
</tr>
<tr>
<td>EDUC7013A</td>
<td>Issues in Curriculum</td>
<td>30</td>
<td>9</td>
</tr>
</tbody>
</table>

Note: 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. A programme is a course or set of courses or postgraduate research which may lead to a qualification. 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.
Note: 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. A programme is a course or set of courses or postgraduate research which may lead to a qualification. 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC7029A</td>
<td>Psychology and Pedagogy</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7091A</td>
<td>Assessment in schooling and in higher Education</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7056A</td>
<td>Curriculum Development</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7040A</td>
<td>Studies in Pedagogy</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7015A</td>
<td>Issues in Educational Policy</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7095A</td>
<td>Leadership and management of teaching and learning</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7096A</td>
<td>Issues in Educational leadership and management</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7099A</td>
<td>Managing Educational Change</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7062A</td>
<td>Education and Social Order</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7929A</td>
<td>Psychology and Pedagogy</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7108A</td>
<td>Studies in Inclusive Education</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7068A</td>
<td>Inclusive Education, Conceptions, Issues and strategies</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7097A</td>
<td>Studies in the field of Educational Technology</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7098A</td>
<td>The Design and Development of Online Learning</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7115A</td>
<td>Paradigms and Methods in Applied English</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7119A</td>
<td>Critical Literacy, New Literacy studies and multiliteracies</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7120A</td>
<td>Early Literacy</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7118A</td>
<td>Teaching Materials: Principles, practices and Design</td>
<td>30</td>
</tr>
<tr>
<td>SCED7011A</td>
<td>Language and communication in Science Education</td>
<td>30</td>
</tr>
<tr>
<td>SCED7018A</td>
<td>Language and communication in Mathematics Education</td>
<td>30</td>
</tr>
<tr>
<td>SCED7021A</td>
<td>Curriculum issues in mathematics Education</td>
<td>30</td>
</tr>
<tr>
<td>SCED7029A</td>
<td>Subject matter Knowledge for teaching Science</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7033A</td>
<td>The Learning and Teaching of Science</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7094A</td>
<td>Teaching and Learning Mathematics</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7131A</td>
<td>Education, skills, and Development</td>
<td>30</td>
</tr>
<tr>
<td>EDUC7132A</td>
<td>Higher Education, regional development, and the knowledge society</td>
<td>30</td>
</tr>
</tbody>
</table>

and such course in addition to the courses listed as may be approved by the Senate from time to time;
and

d) shall conduct, under the guidance of a supervisor appointed by the Senate, such advanced study and research as may be determined by the Senate in his/her case 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;

Note: Not all courses may be offered within a given calendar year.

e) at the close of the period of advanced study and research shall submit for the approval of the Senate after consultation with his/her supervisor, if there be one, a research report on a topic (EDUC7031A Research Report) approved by the Senate.

4) A candidate who elects to proceed in terms of (1)(c) hereof shall attend and complete to the satisfaction of the Senate eight courses approved by the Senate.

5) A candidate who wishes to specialise in the field of Educational Psychology MEd (Ed Psych) (HC001/HCA01) shall:

a) attend and complete to the satisfaction of the Senate the following four courses:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC7046A</td>
<td>Adjustment and Maladjustment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC7048A</td>
<td>Counselling Theory and Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC7047A</td>
<td>Clinical Procedures and Psycho-educational Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSYC7049A</td>
<td>Educational Psychology in the Community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

and

b) conduct, under the guidance of a supervisor appointed by the Senate, such advanced study and research as may be determined by the Senate in his/her case; 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

c) at the close of the period of advanced study and research submit for the approval of the Senate after consultation with his/her supervisor, if there be one, a research report on a topic (PSYC7051A) approved by the Senate and

d) following the completion of the four courses listed in 6(a), 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 Health Professions Council of South Africa.

6) Master of Education by Research

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC8003A</td>
<td>MEd Dissertation</td>
<td>180</td>
<td>9</td>
</tr>
<tr>
<td>EDUC8001A</td>
<td>MEd Dissertation: 2nd term</td>
<td>180</td>
<td>9</td>
</tr>
</tbody>
</table>

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10.3.3 Credit rules

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

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

10.3.4 Re-examination

A candidate for the degree who fails to satisfy the Senate with respect to a dissertation, a 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.

10.3.5 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.

10.3.6 Conversion rules

10.3.6.1 Conversion of candidature from the Degree of Doctor to Degree of Master

a) A person who has been admitted to candidature for the of Doctor of Philosophy may, at his/her request and on the recommendation of the supervisor and of the head of the school concerned, be permitted to proceed instead as a candidate for the Master of Education.

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

10.3.6.2 Special provision for conversion of candidature from Degree of Doctor to Degree of Master

Notwithstanding anything contained in H20 or H21.2, a candidate whose thesis for the Doctor of Philosophy has not met with the approval of the Senate may, by special permission and on such conditions as the Senate may determine, be deemed to have proceeded instead as a candidate for the Master of Education, and be permitted to

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present as his/her dissertation for the Master's Qualification the whole or part of the substance of the thesis which was presented for the Doctor of Philosophy, subject to such modifications as the Senate may require.

10.4 Degree of Doctor

<table>
<thead>
<tr>
<th>Qualification name</th>
<th>Programme code</th>
<th>NQF level</th>
<th>NQF credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctor of Philosophy</td>
<td>HDA01</td>
<td>10</td>
<td>360</td>
</tr>
<tr>
<td>Doctor of Education</td>
<td>HDA00</td>
<td>10</td>
<td>360</td>
</tr>
</tbody>
</table>

Admission

10.4.1 Doctor of Philosophy (HD001/HDA01)

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

a) 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) a person 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) a person 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) a person other than a graduate who has in any other manner satisfied the Senate that s/he is so qualified.

10.4.2 Doctor of Education (HD000/HDA00)

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

a) a person who has held for at least five years a degree of Bachelor of the University for which the prescribed period of full-time study is not less than four years;
b) a person who has held for at least five years a degree of Bachelor with Honours of the University;
c) a person who has held for at least five years the qualification of Bachelor of Education with Honours of this University;
d) a person who holds the qualification of Master of the University and who has held one of the degree mentioned in paragraphs (a), (b), and (c) hereof for at least four years;
e) a Doctor of Philosophy of the University of at least two years’ standing;
f) a graduate of another university who holds a degree of Master and who has held the qualification by virtue of which such admission has been granted for at least four years;

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g) a graduate of another university who holds the degree of Doctor of Philosophy and who has held the degree by virtue of which such admission has been granted for a period of at least two years;

h) a person other than a graduate who has in any other manner satisfied the Senate that s/he is so qualified.

10.4.3 Length of curriculum for Doctor of Philosophy
A candidate must conduct full-time research in the University for a period of not less than two years under the guidance of a supervisor appointed by the Senate. However, in a case considered by it to be appropriate, the Senate may permit a student 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 his/her admission has been engaged in research work cognate to the subject of the thesis.

Conditions for the Degree of:

10.4.4 Doctor of Philosophy
a) The Senate may dispense with the requirement as to supervision in the case of a candidate who holds an appointment as a member of the full-time academic staff of the University;

b) the Senate may permit a candidate to conduct his/her research outside the University for such portion of the prescribed period and in such manner as the Senate may determine;

c) a person shall be deemed to have commenced his/her candidature for the Doctor of Philosophy at the date of his/her admission to candidature for the Master of Education, or at such later date as the Senate may determine in his/her case;

d) The Senate may require any candidate to attend any course of instruction that it considers to be cognate to the subject of his/her research;

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

10.4.5 Doctor of Education
a) a candidate for the Doctor of Education shall present for approval of the Senate original published work; or original work accepted for publication, in a field approved by the Senate which shall constitute a distinguished contribution to the advancement of knowledge in that field.

b) a candidate shall give at least six months’ notice in writing to the Registrar of his/her intention to present himself/herself as a candidate, submitting at the same time the title and scope of the proposed work.

Curricula

10.4.6 Length of curriculum for Doctor of Philosophy
A candidate must conduct full-time research in the University for a period of not less than two years under the guidance of a supervisor appointed by the Senate. However, in a case considered by it to be appropriate, the Senate may permit a student to conduct the whole

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(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 his/her admission has been engaged in research work cognate to the subject of the thesis.

**Curriculum**

Select the appropriate course in the field of Education or in the field of Science Education or Specialised Education:

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC9001A</td>
<td>PhD Thesis</td>
<td>360</td>
<td>10</td>
</tr>
<tr>
<td>EDUC9002A</td>
<td>PhD Thesis: 2nd Term</td>
<td>360</td>
<td>10</td>
</tr>
<tr>
<td>EDUC9003A</td>
<td>PhD Thesis: Awaiting Examiners</td>
<td>360</td>
<td>10</td>
</tr>
<tr>
<td>SCED9001A</td>
<td>PhD Thesis - 2nd Term</td>
<td>360</td>
<td>10</td>
</tr>
<tr>
<td>SCED9002A</td>
<td>PhD Thesis</td>
<td>360</td>
<td>10</td>
</tr>
<tr>
<td>SCED9003A</td>
<td>PhD Thesis - Awaiting Examiners</td>
<td>360</td>
<td>10</td>
</tr>
<tr>
<td>SPED9001A</td>
<td>PhD Thesis</td>
<td>360</td>
<td>10</td>
</tr>
<tr>
<td>SPED9002A</td>
<td>PhD Thesis: 2nd Term</td>
<td>360</td>
<td>10</td>
</tr>
<tr>
<td>SPED9003A</td>
<td>PhD Thesis: Awaiting Examiners</td>
<td>360</td>
<td>10</td>
</tr>
</tbody>
</table>

**10.4.7 Conversion of candidature from the Qualification of Master to Doctor of Philosophy**

A person who has been admitted as a candidate for the Master of Education, and at his/her request and on the recommendation of the supervisor and of the head of the school concerned, be allowed, by special permission of the Senate, to proceed instead to the Doctor of Philosophy in that school, provided that, unless s/he has been specially exempted by the Senate, s/he qualifies for admission.

**10.5 Diplomas**

**Postgraduate Diploma in Education in the field of Higher Education (HX005/HXA05)**

**10.5.1 Admission**

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

**10.5.2 Curriculum Rules**

**Length of curriculum**

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

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Curriculum
The curriculum shall comprise the following:

a) Four compulsory courses:
   - EDUC5150A Curriculum Design and Development in Higher Education
   - EDUC5153A Assessment in Higher Education
   - EDUC5154A Learning and Teaching in Higher Education
   - EDUC5155A New Directions in Higher Education

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

10.5.3 Postgraduate Diploma in Education (HX001/HXA01)

10.5.3.1 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 his/her 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.

H40
In exercising its discretion the Senate will take into account the standard achieved by the applicant in any course or the nature and standard of any postgraduate work, or both, done by him/her.

a) a person holding a Bachelor of Education with Honours or a Bachelor of Education Degree under rules pertaining before 2001, of the University;
b) 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;
c) a person 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) a person other than a graduate who has in any other manner satisfied the Senate that s/he is so qualified;
e) a person 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.

10.5.3.2 Curriculum rules

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

Curriculum
A candidate will be required to complete four courses from the following list:

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Note: 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. A programme is a course or set of courses or postgraduate research which may lead to a qualification. 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.
<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC5082A</td>
<td>Society State and Schooling</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5080A</td>
<td>Psychology and Pedagogy</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5059A</td>
<td>Developmental Psychology</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5057A</td>
<td>Curriculum Development</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5055A</td>
<td>Curriculum Evaluation and Research</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5075A</td>
<td>Issues in Educational Policy</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5076A</td>
<td>Issues in History of Education</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5073A</td>
<td>Issues in Curriculum</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5081A</td>
<td>Research Design</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5065A</td>
<td>Education in Developing Countries</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5079A</td>
<td>Primary Sources</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5051A</td>
<td>Aims and Conceptions of Education</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5061A</td>
<td>Education and Epistemology</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5063A</td>
<td>Education and the Social Order Mathematics Education</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5112A</td>
<td>Issues in Educational Leadership and Management</td>
<td>24</td>
<td>8</td>
</tr>
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<td>EDUC5086A</td>
<td>Studies in Educational Policy</td>
<td>24</td>
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<td>EDUC5089A</td>
<td>Managing Educational Change</td>
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<tr>
<td>EDUC5067A</td>
<td>Heritage Education in Practice</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5069A</td>
<td>Issues in Applied Education Economics and Planning Part 1</td>
<td>24</td>
<td>8</td>
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<tr>
<td>EDUC5012A</td>
<td>Issues in Applied Education Economics and Planning Part II</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5084A</td>
<td>Studies in Educational Finance</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5088A</td>
<td>Studies in Educational Information Management</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5113A</td>
<td>Studies in the Field of Educational Technology</td>
<td>24</td>
<td>8</td>
</tr>
</tbody>
</table>

Note: 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. A programme is a course or set of courses or postgraduate research which may lead to a qualification. 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.
Note: 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. A programme is a course or set of courses or postgraduate research which may lead to a qualification. 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.

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC5114A</td>
<td>The Design and Development of Online Learning</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5118A</td>
<td>Scholarships of Teaching and Learning in Higher</td>
<td>24</td>
<td>8</td>
</tr>
</tbody>
</table>

Education

<table>
<thead>
<tr>
<th>Course code</th>
<th>Description</th>
<th>NQF credits</th>
<th>NQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC5121A</td>
<td>School Ethics</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5120A</td>
<td>Teaching Critical Thinking and Ethical Decision-making</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5119A</td>
<td>Introduction to Philosophical Topics</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5117A</td>
<td>Thinking Schools and Community</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5112A</td>
<td>Thinking through Text</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5123A</td>
<td>Quantitative Data Analysis for Education Specialists</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5081A</td>
<td>Research Design</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5126A</td>
<td>Studies in Pedagogy</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5127A</td>
<td>Leadership and Management of Teaching and Learning</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5128A</td>
<td>Learning and Teaching of Mathematics</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5129A</td>
<td>Assessment in Schooling and in Higher Education</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>EDUC5130A</td>
<td>In and Out of School Literacies</td>
<td>24</td>
<td>8</td>
</tr>
</tbody>
</table>

and such course in addition to the courses listed above as may be approved by the Senate from time to time.

**10.5.3.3 Exemption from Courses**

The Senate may in exceptional circumstances exempt a candidate from one of the courses listed under H41.2 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 those courses.

**10.5.3.4 Repeating Courses**

A candidate shall be required to obtain credit in three of these four courses on the first occasion upon which s/he presents him/herself for examination. With permission of the Senate, a candidate who fails a course may be permitted to repeat a failed course provided that if s/he again fails, his/her registration will be cancelled.

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


10.6 Certificates

Postgraduate Certificate in Education (PGCE) (HX000)

10.6.1 Admission

Admission shall be restricted to persons 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/or Further Education and Training Phase (Grades 10 – 12) level (FET).

The PGCE may not be taken by B Ed graduates.

10.6.2 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 his/her 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 or Chemistry – at levels 1000 and 2000, at NQF level 7.
   ii) a level 1000 course extending over one year in an approved GET 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, a candidate who has been admitted as a student 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 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.

10.6.3 Curriculum rules

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.

Curriculum

The curriculum for the certificate shall include the following:

a) EDUC5098 Theory of Education.

b) Subject Methodology in an approved FET teaching subject (refer to 52.3, Table1).
c) Teaching Experience in the FET subject selected in (b) (refer to 52.3, Table 3)
d) Subject Methodology in an approved Senior Phase GET teaching subject (refer to 52.3, Table 2).
e) Teaching Experience in the GET subject selected in (d) (refer to 52.3, Table 3)

Optional courses: A second Senior Phase GET Subject Methodology and Teaching Experience in an approved teaching subject, but does not contribute towards the credits required for the PGCE qualification.

<table>
<thead>
<tr>
<th>H52.2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>* An approved teaching subject refers to a subject recognised by the Department of Education for school teaching purposes.</td>
</tr>
<tr>
<td>* In the table below a methodology course may not be offered in any one year if, in the opinion of the Senate, the enrolment of candidates is too low.</td>
</tr>
</tbody>
</table>

In addition, a candidate shall be required to:

Obtain a credit in the course EDUC1052 Computer Literacy unless the candidate applies for exemption and provides documentary proof of existing competence in computer literacy and is granted exemption from the course or parts thereof and;

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.

Approved university subjects, FET and Senior Phase GET subject methodologies and learning areas

The University offers PGCE studies in particular FET and Senior Phase GET teaching subjects. Applicants wishing to take FET and Senior Phase GET teaching subjects not listed in the tables below will need to apply to any other institutions, as approved by the Senate.

Applicants will be allowed certain combinations of FET and Senior Phase GET subjects.

a) Certain Senior Phase GET and FET courses are complementary and must be taken together. These include the following:
   i. Economic and Management Sciences (GET) together with Accounting (FET) or Business Studies (FET) or Economics (FET)
   ii. Arts and Culture (GET) together with Dramatic Arts (FET) or Visual Arts (FET) or Music (FET)
   iii. Languages (GET) and English (FET)
   iv. Mathematics (GET) and Mathematics (FET)
   v. Natural Sciences (GET) and Physical Sciences (FET)

b) Certain Senior Phase GET and FET courses are complementary and may be taken together but this is not compulsory. These include the following:
   i. Life Orientation (GET and FET)
   ii. Natural Sciences (GET) and Life Sciences (FET)
   iii. Social Sciences (GET) and History (FET)
   iv. Social Sciences (GET) or Natural Sciences (GET) and Geography (FET)

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The reason for not taking one of the interdisciplinary GET courses may be a qualification in only one of the disciplines instead of in two disciplines.

c) Life Orientation FET and GET courses are complementary but applicants are advised to take a second optional GET subject, in order to increase employability.

In TABLE 1 Courses marked with * will be offered subject to sufficient number of candidates and the availability of staff. The decision to offer the course rests with the Head of the School of Education.

The candidate will select an FET subject methodology and a Senior Phase GET subject methodology in subject/s that best correspond with the courses taken in his/her initial degree or diploma. Table 1 presents the University courses that the candidate may have taken to level 3000 and the associated FET teaching subjects or to a level 2000 for Mathematics, Physics and Chemistry.

Table 1 Approved University courses for teaching FET subjects

<table>
<thead>
<tr>
<th>FET teaching subject</th>
<th>Approved and corresponding university courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC5131 Accounting*</td>
<td>Accounting</td>
</tr>
<tr>
<td>EDUC5132 Business Studies*</td>
<td>Business Economics</td>
</tr>
<tr>
<td>EDUC5133 Dramatic Arts*</td>
<td>Speech Training and Dramatic Art (Speech and Drama, Drama and Dramatic Art, Drama)</td>
</tr>
<tr>
<td>EDUC5134 Economics*</td>
<td>Economics</td>
</tr>
<tr>
<td>EDUC5151 English</td>
<td>English; African Literature; Applied English Language Studies</td>
</tr>
<tr>
<td>EDUC5147 Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>EDUC5135 History</td>
<td>History</td>
</tr>
<tr>
<td>EDUC5136 Life Sciences</td>
<td>Any appropriate Life Science courses e.g. Cell Biology; Biological Sciences; Botany; Ecology; Environment and Conservation; Genetics; Microbiology; Zoology</td>
</tr>
<tr>
<td>EDUC5124 Life Orientation</td>
<td>Psychology; Religion Studies; Human Movement Studies/ Physical Education; Philosophy; Sociology; Anthropology; Politics</td>
</tr>
<tr>
<td>EDUC5137 Mathematics</td>
<td>Mathematics; Applied Mathematics</td>
</tr>
</tbody>
</table>

*With the permission of the Senate, candidates may qualify to teach Mathematics with less than a major in Mathematics or Applied Mathematics.

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<table>
<thead>
<tr>
<th>GET teaching subject</th>
<th>Approved University courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC5093 Arts and Culture</td>
<td>Speech Training and Dramatic Art &amp; Drama related course listed in table 1</td>
</tr>
<tr>
<td></td>
<td>Music &amp; Music related courses listed in table 1</td>
</tr>
<tr>
<td></td>
<td>Art &amp; Art related courses listed in table 1</td>
</tr>
<tr>
<td>EDUC5094 Economics and Management Sciences</td>
<td>Accounting; Business Economics; Business Management; Commercial Law; Economics; Mercantile Law; Industrial Sociology; Industrial Psychology</td>
</tr>
<tr>
<td>EDUC5109 Languages</td>
<td>African Languages: Southern Sotho; Northern Sotho; Setswana; IsiXhosa and IsiZulu</td>
</tr>
<tr>
<td></td>
<td>Afrikaans and Nederlands; French; German; or any other language approved by the Senate</td>
</tr>
<tr>
<td></td>
<td>English; Applied English Language Studies; Drama; African Literature; Journalism; Media Studies; Translation; Linguistics</td>
</tr>
<tr>
<td>EDUC5090 Life Orientation</td>
<td>Psychology; Anthropology; Human Movement Studies; Sociology; Physical Education; Philosophy; Politics; Religion Studies; Therapeutic professions e.g. Nursing</td>
</tr>
</tbody>
</table>

Table 2 presents the University courses that the candidate may have taken to the first year level and the associated GET teaching subjects.

**Table 2: Approved University courses for Senior Phase GET teaching subjects as per 52.2.1(d)**
Note: 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. A programme is a course or set of courses or postgraduate research which may lead to a qualification. 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course name</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC5087</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>EDUC5108</td>
<td>Mathematics &amp; Mathematical Literacy</td>
</tr>
<tr>
<td>EDUC5092</td>
<td>Natural Sciences</td>
</tr>
<tr>
<td>EDUC5151</td>
<td>Accounting – Teaching Experience</td>
</tr>
<tr>
<td>EDUC5140</td>
<td>Business Studies – Teaching Experience</td>
</tr>
<tr>
<td>EDUC5141</td>
<td>Dramatic Arts – Teaching Experience</td>
</tr>
<tr>
<td>EDUC5142</td>
<td>Economics – Teaching Experience</td>
</tr>
<tr>
<td>EDUC5149</td>
<td>English – Teaching Experience</td>
</tr>
<tr>
<td>EDUC5148</td>
<td>Geography – Teaching Experience</td>
</tr>
<tr>
<td>EDUC5143</td>
<td>History – Teaching Experience</td>
</tr>
<tr>
<td>EDUC5144</td>
<td>Life Sciences – Teaching Experience</td>
</tr>
<tr>
<td>EDUC5125</td>
<td>Life Orientation – Teaching Experience</td>
</tr>
<tr>
<td>EDUC5145</td>
<td>Mathematics – Teaching Experience</td>
</tr>
<tr>
<td>MUSC5059</td>
<td>Music – Teaching Experience (First Instrument)</td>
</tr>
<tr>
<td>EDUC5146</td>
<td>Physical Sciences – Teaching Experience</td>
</tr>
<tr>
<td>FINA5020</td>
<td>Visual Arts – Teaching Experience</td>
</tr>
<tr>
<td>EDUC5101</td>
<td>Learning Area Teaching Experience – Arts and Culture</td>
</tr>
</tbody>
</table>

Table 3: Approved University Teaching Experience courses for FET and GET
10.6.4 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.

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

10.6.6 Examinations
10.6.6.1 Except by special permission of the Senate, a full-time candidate shall submit himself/herself for examination in the course prescribed under H52.2.1 (a) to (e) at the conclusion of the period of study for the qualification.
10.6.6.2 A part-time candidate shall submit himself/herself for examination in the course prescribed under H52.2.1 (a) to (e) in two parts as specified in his/her approved curriculum.

10.6.7 Conditions for Award of certificate
A student 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.

10.6.8 Additional requirements for the Award

Language requirement
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.

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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.

## OUTCOMES

### 1. Degrees of Bachelor

#### 1.1 Bachelor of Education

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Bachelor of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Abbreviation</td>
<td>BEd</td>
</tr>
<tr>
<td>Minimum Period of Study</td>
<td>4 years full time</td>
</tr>
<tr>
<td>NQF Exit Level</td>
<td>Level 6</td>
</tr>
<tr>
<td>SAQA Credits</td>
<td>Total minimum 480</td>
</tr>
</tbody>
</table>

### Exit Level Outcomes

A qualifying learner will be able to fulfil the contextual roles and applied competence required of a qualified practitioner, as:

a. mediator of learning;
b. interpreter and designer of learning programmes and materials;
c. leader, administrator and manager;
d. scholar, researcher and life-long learner;
e. advisor in community, citizenship and pastoral roles;
f. assessor of learning and learners;
g. phase or/and learning area/subject specialist.

As phase, learning area or/and subject specialist, a qualifying learner will be able to demonstrate:

a. advanced competence in the disciplinary knowledge, skills, values, principles, methods and procedures relevant to the phase, learning area or/and subject;
b. competence in developing an environment for teaching and learning that is sensitive to the diverse social contexts of South Africans schools and learners;
c. capacity for leadership in policy formulation and practice relevant to the phase, learning area or/and subject;
d. critical evaluation and imaginative application of curricular principles, learning and teaching materials, and procedures for assessment;
e. ability to read, understand, synthesise and critically engage with relevant educational and phase, learning area- or/and subject-specific research.

---

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2. Degrees of Bachelor with Honours

2.1 Bachelor of Education with Honours

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Bachelor of Education with Honours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Abbreviation</td>
<td>BEdHons</td>
</tr>
<tr>
<td>Minimum Period of Study</td>
<td>1 year full time</td>
</tr>
<tr>
<td>NQF Exit Level</td>
<td>Level 7</td>
</tr>
<tr>
<td>SAQA Credits</td>
<td>Total minimum 120</td>
</tr>
</tbody>
</table>

Exit Level Outcomes

The qualified learner 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 learners;
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 boarder 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.

3. Degrees of Master

3.1 Master of Education

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Master of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Abbreviation</td>
<td>MEd</td>
</tr>
<tr>
<td>Minimum Period of Study</td>
<td>1 year full time or 2 years part time</td>
</tr>
<tr>
<td>NQF Exit Level</td>
<td>Level 8</td>
</tr>
<tr>
<td>SAQA Credits</td>
<td>Total minimum 240</td>
</tr>
</tbody>
</table>

Exit Level Outcomes

The qualifying learner 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. Doctoral Degrees

4.1 Doctor of Philosophy

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Doctor of Philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Abbreviation</td>
<td>PhD</td>
</tr>
<tr>
<td>Minimum Period of Study</td>
<td>2 years full time or 4 years part time</td>
</tr>
<tr>
<td>NQF Exit Level</td>
<td>Level 8</td>
</tr>
<tr>
<td>SAQA Credits</td>
<td>Total minimum 360</td>
</tr>
</tbody>
</table>

Exit Level Outcomes

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

5. Senior Doctoral Degrees

5.1 Doctor of Education

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Doctor of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Abbreviation</td>
<td>DEd</td>
</tr>
<tr>
<td>Minimum Period of Study</td>
<td>n/a (published work)</td>
</tr>
<tr>
<td>NQF Exit Level</td>
<td>Level 8</td>
</tr>
</tbody>
</table>

Exit Level Outcomes

1. The qualifying learner demonstrates, through the cumulative impact of original work of publishable standard, a distinguished contribution to knowledge;

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2. The qualifying learner 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.

6. Certificates and Diplomas

6.1 Advanced Certificate in Education
Qualification Title: Advanced Certificate in Education
Qualification Abbreviation: ACE
Minimum Period of Study: 2 years part time
NQF Exit Level: Level 6
SAQA Credits: 120

Exit Level Outcomes
Qualified practitioners at this level will:
1. apply competently the knowledge, skills, values, principles, methods and procedures relevant to their subject, learning area or specialism;
2. continue to broaden and deepen their knowledge of content, skills, values and ways of thinking in their subject, learning area or specialism, in ways which promote their teaching and their learners’ learning;
3. continue to develop their pedagogical content knowledge and skills to provide a foundation for their teaching;
4. understand principles underlying curriculum and curriculum change and how knowledge is selected into the curriculum;
5. see links between theory and practice and use theory as a tool to understand, think about and solve problems in their school/workplace and within broader educational and community contexts;
6. engage in classroom and school/workplace-based research;
7. reflect on cultural, social, political and economic issues in relation to subject content and barriers to learning;
8. communicate effectively in visual, written or alternative modes in the classroom, community and in their academic studies;
9. be able to extend their academic literacy in further study through understanding and using effective study methods, including accessing libraries and using a range of appropriate technological;
10. understand career paths in education and take a leadership role in enabling and fostering collegial and co-operative ways of working among educators;
11. take initiative in and responsibility for themselves, their work, communities and the broader natural and social environment.

6.2 Postgraduate Certificate in Education
Qualification Title: Postgraduate Certificate in Education
Qualification Abbreviation: PGCE
Minimum Period of Study: 1 year full time or 2 years part time
NQF Exit Level: Level 6
SAQA Credits: Total minimum 120

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Exit Level Outcomes

A qualifying learner will be able to fulfil the contextual roles and applied competence required of a qualified practitioner, as:

a. mediator of learning;
b. interpreter and designer of learning programmes and materials;
c. leader, administrator and manager;
d. scholar, researcher and life-long learner;
e. advisor in community, citizenship and pastoral roles;
f. assessor of learning and learners;
g. phase or/and learning area/subject specialist.

As phase, learning area or/and subject specialist, a qualifying learner will be able to demonstrate:

a. competence in the knowledge, skills, values, principles, methods and procedures relevant to the phase(s) and learning area or/and subject;
b. competence in developing an environment for teaching and learning that is sensitive to the diverse social contexts of schools and learners;
c. capacity for developing leadership in policy formulation and practice relevant to the phase, learning area or/and subject;
d. critical evaluation and imaginative application of curricular principles, learning and teaching materials, and procedures for assessment;
e. ability to read, understand, synthesise and critically engage with relevant educational and phase-, learning area- or/and subject-specific research.

6.3 Postgraduate Diploma in Education

<table>
<thead>
<tr>
<th>Qualification Title</th>
<th>Postgraduate Diploma in Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualification Abbreviation</td>
<td>PDE</td>
</tr>
<tr>
<td>Minimum Period of Study</td>
<td>1 year full time or 2 years part time</td>
</tr>
<tr>
<td>NQF Exit Level</td>
<td>Level 8</td>
</tr>
<tr>
<td>SAQA Credits</td>
<td>Total minimum 120</td>
</tr>
</tbody>
</table>

Exit Level Outcomes

Qualified learners 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;

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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.

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SECTION B: SYLLABUSES

Bachelor of Education curriculum

EDUC1216 Afrikaans I
A basic introduction to the study of Afrikaans grammar and literature. The development of proficiency in Afrikaans through the development of reading, speaking, listening, writing and thinking skills. Introduction to the grammatical structure of Afrikaans with specific reference to sounds (Phonetics & Phonology) and words (Morphology). The development of textual and contextual literacy by introducing students to different types of Afrikaans texts including literary texts from a range of genres including poetry, drama, prose fiction and children’s literature.

EDUC1240 Arts and Culture I
This course introduces students to arts education focusing on developing disciplinary knowledge of music, drama and movement and visual art through engaging with literature and completing practical assignments in two of the arts disciplines. Students will be required to create, interpret and present work in each of these arts forms. The course will provide opportunities for students to reflect critically on artistic and cultural processes, products and styles in past and present contexts.

EDUC1213 Becoming a Teacher
An introductory course in which student teachers explore and analyse their conceptions of teaching and learning; A teacher’s role in organising and extending content knowledge; Working with outcomes and the official school curriculum; Analysing textbook and teaching resources; Managing a classroom professionally; Coherent lesson planning; Preparation for and reflection on Teaching Experience.

EDUC1233 Early Childhood Development I
This course examines childhood in the 21st century from historical, sociological, and psychological paradigms from a critical perspective. It focuses on the child in a changing society, developmental and socio-cultural theory, current curricula and methodological approaches and the role of play in teaching and learning.

EDUC1208 Education I
An introduction to the academic study of education which underpin the teacher roles of citizen, learning mediator, curriculum developer and scholar; an overview of central contributions that disciplines such as philosophy, psychology, sociology and curriculum make towards an understanding of contemporary issues in education.

EDUC1229 Economic & Management Sciences I
Introduction to Business Management as a science, the environment in which it operates, its mission and elements of general management; Introduction to the fundamental concepts and principles of accounting, collecting and processing of accounting data, accounting treatment and disclosure of non-current and current assets and liabilities, sole enterprises, non-profit organisations and the recording of incomplete records; Introductory module to basic Economics, core issues include understanding the

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economic problem, demand and supply and the relationship between micro and macro-economics.

**EDUC 1228 English I**
Introduction to the study of language (specifically English) at tertiary level; the relationship between language, society and education, with particular reference to a multilingual South Africa. Introduction to the study at tertiary level of literary and other texts in English, drawn from a range of genres (such as poetry, drama, prose fiction, children’s literature, film) in a variety of contexts, including South Africa; social, cultural, and educational issues arising out of these texts and their contexts.

**EDUC 1221 Introduction to Foundation Phase Teaching**
Introduction to principles and practices of teaching for outcomes-based and related approaches to education; study and critical reflection of the teaching situation in relation to issues in curriculum, and teaching and learning; development of skills involving selection, production and use of media in the Foundation Phase.

**EDUC 1212 IsiZulu I**
Introduction to the study of isiZulu for academic and professional purposes in teacher education: basic aural comprehension, conversational competence, reading and writing; linguistics; written texts; isiZulu as language in multilingual contexts for teaching and learning.

**EDUC 1242 Life Orientation I**
Introduction to the principles, scope and purpose of Life Orientation. Develops knowledge and skills related to the key areas comprising Life Orientation. The Physical Education and health promotion components focus on the scientific and theoretical underpinnings of the various knowledge fields within Physical Education; implications for Physical Education and recreational practice; the potential for health improvement through engagement in physical activity within a South African context. Religion and Moral education components focus on the diversity of religions, beliefs and world views; the implications of diversity for moral education in a pluralist democracy; the relationship between religion, human rights, values and democracy in the South African context. The personal development component focuses on the personal and emotional development of the child and how this impacts on learning and covers a selection of theories of child development examined through an eco-systemic lense. Emphasis is placed on life skills development, emotional development, self-concept formation and self-empowerment.

**EDUC 1217 Mathematics I**
Deeper study of functions that are central to school mathematics curriculum and central to introductory calculus; associated algebraic concepts; transformations of functions; algebra of functions. Study of spatial, algebraic and functional aspects of trigonometry through radian measure. Study of fundamental elements of Euclidean and transformation geometry.

**EDUC 1210 Mathematical Routes**
The course will focus on developing students’ abilities to make sense of and apply mathematics. The mathematical content will include the notions of quantity, change and relationships, space and shape, and data handling. A problem-based approach will

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be used to encourage interaction and to promote the integration of mathematical ideas with real world contexts.

**EDUC 1245  Natural Sciences I**
Introductory topics in Life Sciences including conservation, variety and classification of common life forms focussing on animals, unity in diversity, adaptation to habitat and environment. Development of a working understanding of basic chemistry concepts and skills, including measurements and units, the particle nature of matter and simple inorganic reactions. Energy transfer, resources and use; nuclear power. The use of laboratory equipment; performing investigations and reporting results.

**EDUC 1211  New Literacies for Teachers**
This course is about different forms of literacy. Developing personal literacies and a culture of reading and writing for pleasure and for learning; developing the academic literacies that students need for their own studies; working critically with and evaluating a wide range of texts in order to develop the literacies needed for the different learning areas and subjects in the school curriculum; reading, analysing and producing a wide range of multimodal texts using different media.

**EDUC 1241  Secondary Methodology: Arts & Culture I**
This course aims to develop pedagogic knowledge and skills to support coherent learning programmes and the planning of lesson units within the Arts & Culture learning area; knowledge and skills in the areas of materials design and professional identity as an Arts and Culture teacher. Exploring current educational approaches and methodologies in the arts through theory and practice. Preparation for Teaching Experience.

**EDUC 1231  Secondary Methodology: Economic and Management Sciences I**
Introduction to teaching and learning within the Economic Management Science (EMS) learning area; use of unique features in EMS to design coherent lessons and learning activities; Introduction to the 4 learning outcomes of EMS; Teaching resource issues; Classroom management; Forms of assessment and preparation for Teaching Experience.

**EDUC 1226  Secondary Methodology: Languages I**
Introduction to language learning and acquisition theories and research findings, with a focus on the implications of theory and research for teaching languages in multilingual, multicultural South African classrooms. Introduction to principles and practices of teaching the macro skills associated with listening, speaking, reading, viewing and writing. Introduction to language policy and other curriculum documents which inform language learning and teaching in South African classrooms. Formation of professional identity as a language teacher; Preparation for Teaching Experience.

**EDUC 1243  Secondary Methodology: Life Orientation I**
This course focuses on the application of content and skills acquired in the academic study of Life Orientation to classroom practice in the secondary school. The course enables students to develop appropriate teaching strategies and creative learning experiences that reflect the scope and principles of Life Orientation, including

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methodologies for Physical Education, Religion and Moral Education and Personal Development.

**EDUC 1225 Secondary Methodology: Mathematics I**  
Introduction to teaching and learning within the Mathematics Learning Area; use of central concepts / big ideas of mathematics to design coherent lessons / learning activities; introduction to the school curriculum of the Mathematics Learning Area (GET); examining a variety of productive teaching strategies and learning activities appropriate for teaching key concepts; location, adaptation and use of teaching and learning resource materials; classroom management demands related to mathematics; monitoring learning of mathematics; common misconceptions around key topics; development of professional identity of a mathematics teacher; preparation for Teaching Experience.

**EDUC 1223 Secondary Methodology: Natural Sciences I**  
Introduction to teaching and learning within Natural Sciences; Identification of central concepts in Natural Sciences and their application in designing coherent lessons and learning activities; Introduction to the Natural Sciences curriculum; Location, adaptation and use of teaching and learning resource materials; Classroom management demands of teaching natural science, including safety during laboratory work; Monitoring learning within the Natural Sciences learning area; Common misconceptions around key topics such as energy transfer; Formation of professional identity as a Natural Sciences teacher; Preparation for Teaching Experience.

**EDUC 1224 Secondary Methodology: Social Science I**  
Initial exploration of the relationship between the discipline of history and how it is taught, and geography and how it is taught; Identification of central processes of history and geography; their application in designing learning materials, activities, and eventually full lessons. Exploration of relevance of history and geography to learners; Introduction to the social science curriculum; Classroom management demands relating to fieldwork and classroom teaching; Introduction to assessment in social science; Formation of professional identity of a social science teacher; Preparation for Teaching Experience.

**EDUC 1230 Secondary Methodology: Technology I**  
The purpose of learning Technology; Knowledge, understanding and application of the Design Process and its relation to the official school curriculum. Alignment of teaching strategies, learning activities and assessment methods used. Safety procedures and measures for teaching Technology; Improvisation of resources. Formation of professional identity as a teacher of Geography; Preparation for Teaching Experience.

**EDUC 1227 Senior Primary Methodology: Arts and Culture**  
An introduction to the teaching of performing and visual arts, its value and relevance to learners; Principles, concepts and teaching methodologies relating to the teaching and learning of the Arts and Culture Learning Area. Through the course students will learn how to develop appropriate learning resources, and explore approaches to assessment.

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EDUC 1234 Senior Primary Methodology: Economic and Management Sciences I
Introduction to teaching and learning within Economic and Management Sciences; use of unique features in EMS to design coherent lessons and learning activities; Introduction to the EMS Curriculum and Assessment Policy Statement; Teaching resource issues; Forms of assessment and Classroom management.

EDUC 1238 Senior Primary Methodology: Natural Sciences I
An introductory course in the related knowledge and skills to Natural sciences. Practical experience in Natural Science education, including attention to living organisms, materials, energy and planet earth. Integrated methodology, science process skills, issues relating to science in society.

EDUC 1235 Senior Primary Methodology: Social Science I
Introduction to teaching and learning within the Social Science Learning Area/subject; Foregrounding central concepts/big ideas of history and geography in the design of coherent lessons/learning activities; Introduction to the Social Science Learning Area’s school curriculum; Examining options of productive teaching strategies and learning activities appropriate for teaching key geographical and historical concepts; Location, adaptation and use of geographical and historical teaching and learning resource materials; Classroom management demands relating to fieldwork and classroom teaching; Monitoring learning and assessment in Social Science classes; Common misconceptions around key geographical and historical topics; Development of professional identity of a Social Science teacher; Preparation for Teaching Experience.

EDUC 1218 SeSotho I
Introduction to the study of Sesotho for academic and professional purposes in teacher education; basic aural comprehension, conversational competence, reading and writing; linguistics; written texts; Sesotho as a language in multilingual contexts for teaching and learning.

EDUC 1219 SePedi I
Introduction to the study of SePedi for academic and professional purposes in teacher education: basic aural comprehension, conversational competence, reading and writing; linguistics; written texts; SePedi as a language in multilingual contexts for teaching and learning.

EDUC 1244 Social Sciences I
Developing competence in the knowledge base and skills underpinning Geography and History (in the context of the Social Science) through the study of relevant and applicable topics:

- **Geography**: Geographical Techniques (including Map work; analysis and interpretation of maps, aerial photographs and satellite images, and statistics); Introduction to Earth Sciences;
- **History**: Revolutions - agricultural, industrial and cultural: development of historical knowledge and understanding in topics from ancient and modern world history which illustrate key periods of change.

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EDUC1209  Teaching Experience I
Introduction to the principles and practice of teaching for outcomes-based and related approaches to education; basic skills of classroom and learning group management; design and presentation of lessons; appropriate use of the language of learning and teaching; application of teaching skills to specialised school phase and/or learning area and subject requirements; skills of guided assessment of individual learners’ progress; awareness of learners’ special needs; participation in school-based extra-curricular activities; understanding of professionalism and school-based codes of performance.

EDUC1222  Teaching Grade R
This course provides student teachers with a framework for the understanding of how young children develop and learn. As well as a range of methodologies for teaching young children and for planning, assessing and reflecting on appropriate and effective learning programs for the Grade R year.

EDUC1220  Technology I
Knowledge and application of the basic concepts of graphical communication and developments; structures; selected mechanical and electrical systems; and the processing of selected materials including food to the Design Process. Application of the above concepts in technological problem solving scenarios to facilitate critical and creative thinking. Safety procedures to be considered when teaching Technology in workshops and laboratories. An introductory study on the impact of Technology on society and the environment.

EDUC1246  Information Technology I
In this introduction to information technology, students learn and practice key computer programming concepts and develop problem solving techniques using computer programs with applications in mathematics, physical sciences, social sciences and education.

EDUC1247  Secondary Methodology: Information Technology I
Introduction to teaching and learning in the field of information technology with an emphasis on computer programming concepts, problem solving, algorithm design, computational thinking, abstraction, data representation and object-oriented design.

EDUC2186  Afrikaans II
Development of textual and contextual literacy in Afrikaans; development of proficiency in Afrikaans through reading, speaking, listening, writing and thinking skills. Introduction to the study of Afrikaans literature and other texts.

EDUC2185  Afrikaans (Second Additional Language)
Principles of acquisition of an additional language; language interference and the implications for teaching and learning; the development of textual and contextual literacy; development of proficiency in Afrikaans through reading, speaking, listening, writing and thinking skills. Introduction to the study of literary and other texts; application of basic concepts of language use: the teacher as mediator of learning; interpreter and designer of learning materials.

EDUC2224  Arts and Culture II
Students will choose to focus on one of the three arts disciplines offered (Drama, Music or Visual Arts). Continuous development of their knowledge, understanding, experience

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and practical skills will enable students to create, interpret and represent work in their chosen discipline. Coursework will be enriched by engaging with contemporary and historical examples of the art form in relation to their meanings. Reflection on their roles as performers/makers, audiences and teachers is an essential part of the course.

EDUC 2195 Concepts and Literacy in Mathematics I
The course will provide students with a perspective that unpacks the mathematics of the GET phase. It will focus on developing a deep conceptual understanding of key mathematical concepts at this level and fostering an ability to apply these concepts to real world problems. Similarly, the course will make use of carefully selected contextual problems to give students insights into key mathematical concepts and structures.

EDUC 3103 Concepts and Literacy in Mathematics II
The course will provide students with a perspective that develop a deep conceptual understanding of key mathematical concepts across these levels and fostering an ability to apply concepts to real world problems. Similarly, the course will make use of carefully selected contextual problems to give students insights into key mathematical concepts and structures.

EDUC 2212 Early Childhood Development II
This course explores contemporary theoretical Early Childhood Development (ECD) underpinnings, incorporating a cross-curricular holistic view that is aligned with current national curriculum demands. It builds on knowledge taught in the ECD I course and further interrogates specific aspects of early childhood pedagogy. It critically examines the role of play in learning and teaching in the early years and explores how teachers can co-construct learning with young children and promote sustained shared thinking through a pedagogy of play within a safe and healthy early learning environment.

EDUC 2208 Economic & Management Sciences II
Introduction to the theory and practice of entrepreneurship and to facilitate the acquisition of skills relevant to enterprise initiation; Introduction to accounting reporting through the introduction of the underlying accounting transactions, accounting treatment & disclosure of partnerships, close corporations and companies; An in depth focus on both microeconomics and macroeconomics which serves as a functional understanding of the South African economy and how economies work.

EDUC 2182 Education II
This course explores contemporary issues around philosophy and education, and endeavours to cultivate in students an ability to think critically about education. The course explores the aims and conceptions of education as well as deals with issues of critical thinking and practical reasoning. The course further explores how one understands and develops curricula. The course uses a broad view of curriculum and addresses the key questions in the field of study and relates these to historical developments and contextual influences.

EDUC 2187 English II
Continuing study of language (specifically English) at tertiary level; the relationship between language, society and education, with particular reference to a multilingual

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South Africa. Continuing study at tertiary level of literary and other texts in English, drawn from a range of genres (such as poetry, drama, prose fiction, children’s literature, film) in a variety of contexts, including South Africa; social, cultural, and educational issues arising out of these texts and their contexts.

**EDUC2183 Foundation Phase Literacy I**
This course is an introduction to the theoretical principles underpinning the teaching of literacy and language in Foundation Phase classrooms and how these principles can be applied in the context of South African classrooms.

**EDUC2184 Foundation Phase Numeracy I**
This course is an introduction to the theoretical principles underpinning the teaching of Numeracy in Foundation Phase classrooms and how these principles can be applied within the context of South African classrooms.

**EDUC2225 Foundation Phase Numeracy II**
Planning and implementation of the Numeracy Learning Programme, including the management of a variety of teaching and learning strategies in the Foundation phase classroom and the capacity to teach Numeracy in variable and unfamiliar learning contexts.

**EDUC2189 IsiZulu II**
Continuation of the study of isiZulu for academic and professional purposes in teacher education: further development of aural comprehension, conversational competence, reading, writing: linguistics; written texts; isiZulu as language in multilingual contexts for teaching and learning.

**EDUC2188 IsiZulu (Second Additional Language)**
Introduction to the study of isiZulu for academic and professional purposes in teacher education: basic aural comprehension, conversational competence, reading, writing: linguistics; written texts; isiZulu as language in multilingual contexts for teaching and learning.

**EDUC2211 Life Orientation II**
A further study of the emotional and personal development of the learner, including a range of topics such as stress and trauma management, conflict resolution, bullying, substance abuse, suicide and other psycho-social challenges likely to be experienced in the classroom. Provides an introduction to career guidance and basic counselling skills.

**EDUC2197 Mathematics II**
Course consists of two components: Elementary financial mathematics and introduction to statistical reasoning. Financial mathematics includes introductory concepts in mathematics of finance, compound growth, depreciation, nominal and effective interest rates and annuities. Statistical reasoning includes introductory concepts in descriptive statistics and inferential statistics, including representation and analysis of categorical and measurement data, measures of central tendency and measures of spread of distributions, correlation, regression and sampling. Application of financial maths and statistical reasoning to real world problems and a study of related aspects in the Mathematics learning area.

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EDUC 2227  Natural Sciences II  
A study of the variety and classification of life forms including plants, fungi and bacteria, adaptation to habitat and environment, environmental science including a study of biomes, ecosystems, energy transfer systems and current environmental issues. 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. Introductory astronomy; geometric optics; circular and rotational motion.

EDUC 2228  Information Technology II  
This is an intermediate Information Technology course, students learn and practice key computer programming concepts and develop problem solving techniques using computer programs with applications in mathematics, physical sciences, social sciences, and education. Topics covered include computational thinking, problem solving, program design, abstraction, definition, implementation, resources management, web development, and the theoretical foundations of programming languages. In addition, fundamental mathematical concepts underlying modern programming languages are covered to deepen student teachers understanding of the mathematical foundations of programming languages and also cover techniques on using productivity software; spreadsheets, formulas, conditional logic; relational databases, relational algebra; and data presentation.

EDUC 2229  Secondary Methodology: Information Technology II  
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. The course also examine various innovative teaching strategies and learning activities appropriate for teaching core concepts and the forms of knowledge that are important in computer science education. In addition, the foundations of the Teaching, Learning, and Assessment of Information Technology are covered to develop a professional identity of a FET Information Technology teacher.

EDUC 2220  Secondary Methodology: Arts and Culture II  
Study of research, teaching and learning within the Arts and Culture Learning Area; development of key concepts and skills over different grades; integration of various domains of mathematics and integration with other learning areas; application of theories of learning to mathematics; conceptualisation of coherent units of lessons, making sound pedagogical choices; appraisal and development of teaching and learning resource materials; creation of a safe environment for learning mathematics; learner misconceptions and design of appropriate interventions; quantitative and qualitative evaluation of learning for formative and summative assessment; development of professional identity as a teacher of Arts and Culture; preparation for Teaching Experience.

EDUC 2209  Secondary Methodology: Economic and Management Sciences II  
Exploration of research with respect to pedagogical approaches to teaching Economic and Management Sciences (EMS) together with appropriate unit planning; Challenges

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for the EMS teacher; Appraisal and creation of teaching and learning resource material; Quantitative and qualitative evaluation of learning for formative and summative assessment; Preparation for Teaching Experience.

**EDUC2190  Secondary Methodology: Languages II**
This course aims to develop: (a) pedagogic knowledge and skills in relation to the macro-planning of coherent learning programmes and the micro-planning of lesson units for the teaching of a specific language in multilingual South African classrooms; (b) knowledge and skills in the areas of materials designing, assessment, teaching a range of genres and using a range of modalities; (c) professional identity as a language teacher.

**EDUC2221  Secondary Methodology: Life Orientation II**
A further study of the application of content and skills acquired in the academic study of Life Orientation to classroom practice in the secondary school is covered in this unit. The unit advances pedagogical knowledge acquired in the first year course, related to either Physical Education or Religion Education and Personal Development.

**EDUC2198  Secondary Methodology: Mathematics II**
Study of research, teaching and learning within the Mathematics Learning Area; development of key concepts and skills over different grades; integration of various domains of mathematics and integration with other learning areas; application of theories of learning to mathematics; conceptualisation of coherent units of lessons, making sound pedagogical choices; appraisal and development of teaching and learning resource materials; creation of a safe environment for learning mathematics; learner misconceptions and design of appropriate interventions; quantitative and qualitative evaluation of learning for formative and summative assessment; development of professional identity as a teacher of mathematics; preparation for Teaching Experience.

**EDUC2201  Secondary Methodology: Natural Sciences II**
Study of research, teaching and learning within the Natural Sciences; Representation of the disciplines within the Natural Sciences school curriculum; development of key concepts and skills over different grades; Application of theories of learning in the Natural Sciences; Conceptualization of coherent units of lessons, making sound pedagogical choices; Appraisal and creation of teaching and learning resource materials; Creation of a safe learning environment in the Natural Sciences; Learner misconceptions and design of appropriate interventions; Quantitative and qualitative evaluation of learning for formative and summative assessment; Development of professional identity as a Natural Sciences teacher; Preparation for Teaching Experience.

**EDUC2206  Secondary Methodology: Social Science II**
Further exploration of the relationship between the discipline of history and how it is taught, and geography and how it is taught; Identification of central processes of history and geography; their application in designing learning materials, activities, and eventually full lessons. Exploration of relevance of history and geography to learners; further understanding and engagement with the social science curriculum; Classroom

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management demands relating to fieldwork and classroom teaching; development of assessment theory and practice in social science; Formation of professional identity of a social science teacher; Preparation for Teaching Experience.

**EDUC2202 Secondary Methodology: Technology II**
Study of research, teaching and learning within the Technology Learning Area. Representation of the disciplines within the GET and FET school curriculum; development of key concepts i.e. the Design Process and skills over different grades; integration of of discrete subjects within the Technology Learning Area. Application of theories of learning in Technology. Conceptualisation of coherent units of lessons, making sound pedagogical choices. Appraisal and creation of teaching and learning resource materials. Creation of a safe learning environment within the Technology Learning Area; Learning misconceptions and design of appropriate interventions; Quantitative and qualitative evaluation of learning for formative and summative assessment. Development of professional identity as a teacher of Technology. Preparation for Teaching Experience.

**EDUC2215 Senior Primary Methodology: Arts and Culture II**
Approaches to teaching and learning in one of the art forms. Developing theoretical and methodological principles; further development of skills introduced in Senior Primary Methodology: Arts and Culture I focusing on specific practical application within the Senior Primary classroom environment. Introduction to issues of integration of at least two disciplines in the teaching of arts and culture at senior primary.

**EDUC2213 Senior Primary Methodology: Economic and Management Sciences II**
Introduction to teaching and learning within Economic and Management Sciences (EMS); use of unique features in EMS to design coherent lessons and learning activities; Introduction to the EMS Curriculum documentation; Teaching resource issues; Forms of assessment and preparation for Teaching Experience.

**EDUC2191 Senior Primary Methodology: Languages I**
Introduction to language learning and acquisition theories and research findings, with a focus on the implications of theory and research for teaching languages in multilingual, multicultural South African classrooms. Introduction to principles and practices of teaching the macro skills associated with listening, speaking, reading, viewing and writing. Introduction to language policy and other curriculum documents which inform language learning and teaching in South African classrooms. Formation of professional identity as a language teacher; Preparation for Teaching Experience.

**EDUC2218 Senior Primary Methodology: Languages II**
Extension of knowledge and skills introduced in Languages Methodology I. Study of pedagogic content knowledge relevant to a specialist language and literacy teacher at Home, First Additional and Second Additional language levels. Development of a professional identity as a language teacher. Preparation for Teaching Experience.

**EDUC2200 Senior Primary Methodology: Mathematics I**
Introduction to teaching and learning within the Mathematics Learning Area with particular focus on Grades 4-7; use of central concepts / big ideas of mathematics to
design coherent lessons / learning activities; introduction to the school curriculum of the Mathematics Learning Area (GET); examining a variety of productive teaching strategies and learning activities appropriate for teaching key concepts with an emphasis on teaching and learning mathematics in literate ways; location, adaptation and use of teaching and learning resource materials; classroom management demands related to mathematics; monitoring learning of mathematics; common misconceptions around key topics; development of professional identity of a primary mathematics teacher; preparation for Teaching Experience.

**EDUC2219 Senior Primary Methodology: Mathematics II**
Study of research, teaching and learning within the Mathematics Learning Area; development of key concepts and skills over different grades; integration of various domains of mathematics and integration with other learning areas; application of theories of learning to mathematics; conceptualisation of coherent units of lessons, making sound pedagogical choices; appraisal and development of teaching and learning resource materials; creation of a safe environment for learning mathematics; learner misconceptions and design of appropriate interventions; quantitative and qualitative evaluation of learning for formative and summative assessment; development of professional identity as a teacher of mathematics; preparation for Teaching Experience.

**EDUC2214 Senior Primary Methodology: Natural Sciences II**
Application and extension of knowledge and skills acquired in science content courses to areas of teaching and learning natural science to senior primary; including principles, concepts, outcomes, methodology and techniques. Application of practical experience in natural science education, including living organisms, materials, energy and planet earth. Process skill development; science in society; construction of learning materials and resources; assessment and evaluation; application of knowledge and skills in diverse educational contexts.

**EDUC2216 Senior Primary Methodology: Social Science II**
Study of research, teaching and learning within the Social Science Learning Area; Representation of history and geography as disciplines within the Social Sciences school curriculum; Development of key geographical and historical concepts and skills over different grades; Appropriate integration of history and geography through use of case studies; Relevance of theories of learning in Social Science; Conceptualisation of coherent units of social science lessons, making sound pedagogical choices; Appraisal and creation of Social Science teaching and learning resource materials; Creation of safe social science learning environments; Learner misconceptions in Social Science and design of appropriate interventions; Quantitative and qualitative evaluation of learning for formative and summative assessment; Development of professional identity as a teacher of Social Science Learning Area; Preparation for Teaching Experience.

**EDUC1237 Senior Primary Methodology: Technology I**
The purpose of learning Technology; basic conceptual technological knowledge; the application of the Design Process incorporating investigating, designing, making and evaluating products and processes in relation to the official school curriculum.

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EDUC2217 Senior Primary Methodology: Technology II
The purpose of learning Technology; advanced conceptual technological knowledge; the application of the Design Process incorporating investigating, designing, making and evaluating products and processes in relation to the official school curriculum. Alignment of teaching strategies, learning activities and assessment methods. Safety procedures and measures for teaching Technology. Improvisation of resources. Formation of professional identity as a teacher of Technology. Preparation for teaching experience.

EDUC2193 SePedi II
Continuation of the study of SePedi for academic and professional purposes in teacher education: further development of aural comprehension, conversational competence, reading, writing: linguistics; written texts; SePedi as language in multilingual contexts for teaching and learning.

EDUC2192 SePedi (Second Additional Language)
Introduction to the study of SePedi for academic and professional purposes in teacher education: basic aural comprehension, conversational competence, reading, writing: linguistics; written texts; SePedi as language in multilingual contexts for teaching and learning.

EDUC2196 SeSotho II
Continuation of the study of SeSotho for academic and professional purposes in teacher education: further development of aural comprehension, conversational competence, reading, writing: linguistics; written texts; SeSotho as language in multilingual contexts for teaching and learning.

EDUC2194 SeSotho (Second Additional Language)
Introduction to the study of SeSotho for academic and professional purposes in teacher education: basic aural comprehension, conversational competence, reading, writing: linguistics; written texts; SeSotho as language in multilingual contexts for teaching and learning.

EDUC2226 Social Sciences II
Developing competence in the knowledge base and skills underpinning Geography and History (in the context of the Social Sciences) through the study of relevant and applicable topics:

- Geography: Resources & Environmental Management; Settlement Geography
- History: Early societies in southern Africa and North America; the impact of colonial settlement on these societies; further topics in ancient and modern history which illustrate key periods of change.

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EDUC2181  South African Sign Language (Second Additional Language)
The course provides an introduction to theoretical and practical aspects of South African Sign Language (SASL) in particular its grammatical structure and literature and the role of South African Sign Language in classroom practice. The course is focused on the development of proficiency in the use of SASL. The course promotes the development of visual observing, signing, finger spelling, thinking and reasoning. The students are introduced to a variety of SASL literature.

EDUC2222  South African Sign Language II
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 finger spelling.

EDUC2203  Technology II
Knowledge and application of advanced concepts and principles of graphical communication including multi-view and pictorial drawings; structures; selected mechanical systems including hydraulics, pneumatics and electronic systems; and the production, properties and processing of selected materials, including food, to the Design process. Analysis and application of the above concepts in technological problem solving scenarios to facilitate critical and creative thinking. Safety. Further study on the impact of technology on society and the environment.

EDUC2210  Teaching Experience II
During school-based practicum sessions, students will have the opportunity to participate in different contexts of school life, including extra-mural programme; 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 will be expected to organise and manage the learning environment during the lessons they deliver; explain concepts clearly, question learners at variety of levels of thinking; monitor and assess learners’ answers and written work during class time and deepen their reflective practice through journal writing.

EDUC3071  Accounting III
Introduction to the financial environment of a business entity, the preparation, presentation and analysis of financial statements pertaining to manufacturing enterprises, close corporations and companies. An examination of managerial accounting in terms of cash, accounts receivable and inventory. The study of the management of resources and how to apply internal control and audit processes in a business environment.

EDUC3069  Afrikaans III
Afrikaans III is a consolidation of the Phonetics, Phonology, Morphology, Syntax and Semantics of Afrikaans. It explores the position of Afrikaans in multilingual and
multicultural South African society and the interaction of Afrikaans with other languages, resulting in code mixing and code switching. It also focuses on an advanced study of literary texts in Afrikaans drawn from various genres such as poetry, prose fiction, drama, radio- and TV-drama and children’s literature as well as a study of literary texts used in the teaching of Afrikaans on different levels in school.

**EDUC3074  Business Studies III**
This course furthers the understanding of business management by developing a more specialist understanding of Human Resource management as a field of study and practice in the South African context including the areas of job analyses, job descriptions and job specifications; HR planning, recruitment & selection, training & development; the context of labour relations in South Africa.

**EDUC3095  Concepts and Literacy in Mathematics III**
The course will provide students with a perspective that unpacks the mathematics of the GET phase and Mathematical Literacy in secondary phase. It will focus on developing a deep conceptual understanding of key mathematical concepts across these levels and fostering an ability to apply concepts to real world problems. Similarly the course will make use of carefully selected contextual problems to give students insights into key mathematical concepts and structures.

**EDUC3087  Drama III**
Advanced study of drama and movement, understanding, experience and practical skills will enable students to plan, implement and meaningfully reflect on work in a drama classroom. Coursework will be enriched by practically engaging with contemporary examples of classroom drama theory and practice, including the staging of school based plays, the development of choreographic and dance presentation skills appropriate to a school context.

**EDUC3053  Early Childhood Development III**
This course interrogates both current and alternative Early Childhood Development (ECD) programmes including the compensatory programmes, Montessori and Reggio Emilia. It offers students the opportunity to analyse and evaluate current historical, social and political issues that challenge ECD in South Africa today. It explores contemporary ECD issues within early years learning and examines current debates and critical issues such as anti-bias education, diversity, children’s rights and multi-modal learning in the early years.

**EDUC3086  Economics III**
The course aims to develop key abilities within the South African context: (i) the ability to deploy key transferable concepts in addressing economic problems. Familiarity with the possibility that many economic problems may admit of more than one approach, and may have more than one solution; (ii) the ability to work autonomously and collaboratively; (iii) the ability to draw on text-based, graphical and statistical sources of information (sourcing and gathering information); and (iv) the ability to communicate the results of economic analysis.
EDUC3077  Education III
This course provides students with an overview of the range of approaches to diversity amongst and inclusion of learners and to deficit- and systems-based responses to managing these in education. It further explores and interrogates, through psychological and sociological lenses, different approaches to pedagogy and their implications for professional practice such as inclusive education.

EDUC3076  Engineering Graphics and Design III
Engineering Graphics and design is the study of communicating through graphical representation according to the SANS code of practice. Concepts are based on descriptive geometrical constructions, drawing techniques and production of multi-view and pictorial drawing, developments and loci. Production of working drawings in the building and structural environment. Basic principles of CAD in the production of drawings.

EDUC3080  English III
Further study of language (specifically English), including attention to some of the major debates in linguistics, with particular reference to the role of English in education in the context of South African society. Further study of literary and other texts in English, representing some of the major periods, movements and trends in literature written in English, including South African literature; the relationship between literature and education, particularly within the context of South African society.

EDUC3088  Electrical Technology III
Electrical Technology III focuses on the fundamental understanding and application of scientific principles in the electronics and digital electronics knowledge fields. Knowledge and understanding of electronic circuits, analysis of DC circuits by applying circuit theorems. Practical skills are acquired in the design process that is an inherent part of the course from conceptual design to the production of the products and systems.

EDUC3054  Foundation Phase Literacy II
Studies in literacy in the Foundation Phase with a focus on the teaching of reading including the design of learning programmes, assessment of learning and management and organization of classroom activities.

EDUC3089  Foundation Phase Literacy III
Planning and implementation of the Literacy Learning Programme, including the application of a variety of theories, teaching and learning strategies, and assessment techniques in the Foundation Phase classroom as well as the capacity to teach literacy in a variety of learning contexts.

EDUC3079  Geography III
Developing comprehensive understanding and competence in methods and techniques of Geography through the study of Hazards and Disaster Management; Development and Economic Geography; Population of Political Geography; Applied Climatology. Critical evaluation of teaching and learning strategies and the creation of learning programmed associated with these topics.

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EDUC 3078   History III
South African history - slavery to the mineral revolution; segregation, apartheid resistance; further development of historical knowledge and understanding in the context of topics from South African history; identifying and accounting for differing historical interpretations; further development of enquiry skills in personal investigation of local history.

EDUC 3082   Information Technology III
Information Technology (IT) for teaching: Computer hardware and software and human-computer interactions; Management of information including word processing, electronic spreadsheets and presentations; E-communication, data structures and types. Algorithm design and programming using appropriate software.

EDUC 3083   isiZulu III
This course forms part of the third year curriculum design for the new Bachelor of Education programme. It is the continuation of what was approved and accepted its first intake of student teachers in 2010. A further development of linguistic knowledge at the appropriate level of isiZulu. It continues the study of language introduced in the first two years of study for academic and professional purposes in teacher education: aural comprehension, conversational competence, reading, writing, linguistics, written texts and use of the language in multilingual contexts of teaching and learning.

EDUC 3108   Life Sciences IIIA
A study of life processes related to homeostasis and particular environmental issues including the general topic of homeostasis, temperature regulation, endocrine system, excretion, nervous system, sense organs, population ecology and environmental issues.

EDUC 3109   Life Sciences IIIB
A study of life processes in both plants and animals that sustain life including biological compounds and their uses, cell biology and mitosis, tissues, gaseous exchange, nutrition, transport in plants and animals, photosynthesis and respiration.

EDUC 3085   Mathematics III
Introductory concepts in calculus including rates of change, limits and continuity, differentiation and integration; Introductory concepts in linear algebra, including matrices, vectors; application in two- and three-dimensional space; Applications of calculus and algebra concepts, both formally and intuitively, to the school curriculum.

EDUC 3081   Mechanical Technology III
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 of the course is in the fields of Auto-motive engineering and manufacturing.

EDUC 3090   Music III
Advanced principles and practice of music as a field within the performing arts; Current music trends in South Africa; Form and style will focus on characteristics of Baroque, Classical and Romantic style periods; more advanced instrumentation theory and practice.

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EDUC3091 Physical Education III
The course entails a further study and application of principles of physical and movement education. The course develops exercise physiology knowledge with the focus on performance enhancement in the context of sport, exercise and active living. It also develops health and fitness components focusing on recreational activities within the school and community contexts. Students are introduced to issues and controversies of sport and physical activity in society; engages students in planning, controlling, marketing, operating and evaluating school sports events. Principles for the development, delivery and assessment of activity programmes for the special exercise needs of at-risk populations are also examined. Students apply both practical and theoretical components in the research project.

EDUC3104 Physical Sciences IIIA
Physics: Vibrations and Oscillations; Simple Harmonic Motion; Material Waves - Properties / Water waves; Particle waves – Properties / Sound waves; Electric and Magnetic Field oscillations; Electromagnetic Radiation; Light Waves; Physical Optics; Wave particle duality; Introductory Quantum Mechanics.
Chemistry: Advanced atomic structure, Orbitals quantum numbers, Chemical Bonding, hybridisation, VSEPR, Molecular orbital theory (homogenous diatomics only), chemical equilibrium, acid-base equilibria, buffers, basic organic chemistry including geometric and optical isomerism.

EDUC3105 Physical Sciences IIIB
Physics: Mechanical properties of materials; Electrical Properties including Conduction / electric circuits /Temperature and resistance / EMF / Potentiometers/ Electrolysis /Electric Cells / Capacitors and Inductors / Capacitive circuits / Inductive circuits /LCR oscillators; Electronic Properties – CRO /Semiconductors / Junction Diodes / Transistors / Transistor circuits / Logic gates / Operational amplifiers /Applications
Chemistry: Rates of reaction (including qualitative and quantitative aspects) Second and third law of thermodynamics, spontaneity of reactions, nuclear chemistry, transition metals and their compounds.

EDUC3106 Secondary Methodology: Physical Sciences Additional
Further study of the teaching and learning within the Physical Sciences; use of central concepts / big ideas of the Physical Sciences to design coherent lessons; Introduction to the Physical Sciences school FET curriculum; Examining options of productive teaching strategies and learning activities appropriate for teaching key concepts; Location, adaptation and use of teaching and learning resource materials; Physical Sciences classroom and laboratory management demands; Monitoring learning within the Physical Sciences; Common misconceptions around key topics; Development of professional identity of a Physical Sciences teacher; Preparation for Teaching Experience.

EDUC3107 Secondary Methodology: Life Sciences III Additional
The course explores the nature and scope of Life Sciences with particular reference to the teaching of the topics covered in students’ second Life Science III module. It extends their knowledge of the significance of teaching Life Sciences in high schools and critical study of the present life sciences school curriculum. It will provide the participants with a coherent framework for pedagogical analysis of FET school life

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science content through identification of key concepts and skills underpinning life science topics as well as development of effective learning experience/tasks. It focuses on the way content knowledge is transformed for teaching through the use of appropriate examples. An important objective of the course is for participants to develop professional identities as Life Science teachers by using teaching experience as an avenue to engage in content driven planning, reflective and experiential learning cycles of adjusting their practices to Science specific curriculum aligned instructional strategies.

EDUC3092 Religion, Human Rights and Citizenship Studies III
A further study of the diversity of religions in South Africa and globally using the tools of anthropology and sociology. The course develops knowledge of new religious movements, alternative spiritualities and secular belief systems in particular. Given the educational context the course develops skills of analysis and interpretation of belief systems in terms of their philosophy, symbols, practices and values for the purposes of promoting democracy in the classroom and responsible citizenship. The course thus emphasizes inter-religious and inter-cultural dialogue in various educational contexts. Students apply the theoretical components in a practical research project.

EDUC3058 Secondary Methodology: Accounting III
Introducing the Curriculum documentation for the teaching of the subject accounting, to gain insight into the complex nature & subject discipline theory, purpose in teaching accounting at an FET level, different approaches to teaching accounting and preparation for Teaching Experience purposes.

EDUC3056 Secondary Methodology: Business Studies III
Introduction to teaching and learning within Business Studies; use of unique features in Business Studies to design coherent lessons and learning activities; Introduction to the Curriculum and Assessment Policy Statement with respect to Business Studies; Teaching resource issues; Classroom management; Forms of assessment and preparation for Teaching Experience.

EDUC3096 Secondary Methodology: Concepts and Literacy in Mathematics III
Introduction to teaching and learning for Mathematics Literacy; use of central concepts / big ideas of mathematics to design coherent lessons / learning activities; introduction to the school curriculum of the Mathematics Learning Area (GET) and Mathematical Literacy; examining a variety of productive teaching strategies and learning activities appropriate for teaching key concepts; location, adaptation and use of teaching and learning resource materials; classroom management demands related to mathematics; monitoring learning of mathematics; common misconceptions around key topics; development of professional identity of Mathematics/Mathematical Literacy teacher; preparation for Teaching Experience; working with in a diverse mathematics classroom.

EDUC3097 Secondary Methodology: Drama III
Approaches to teaching and learning in drama. Developing theoretical and methodological principles; further development of skills focusing on specific practical

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application of drama teaching within the Secondary classroom environment and the coordination of school plays.

**EDUC3067 Secondary Methodology: Economics III**
Introducing the Curriculum and Assessment Policy Statement (CAPS) for Grade 10-12 with specific reference to the subject Economics. To gain insight into the complex nature & subject discipline theory; outcomes in teaching Economics. Different approaches to teaching Economics and preparation for Teaching Experience.

**EDUC3066 Secondary Methodology: Electrical Technology III**
Introduction to teaching and learning within the learning field of Manufacturing, Engineering with the emphasis on Electrical Technology; Use of central conceptual concepts / big ideas of the learning field of technical education to design coherent lessons / learning activities integrating theory and practice; Introduction to the Learning Field curriculums in the secondary (FET) phase; Examining options of productive teaching strategies and learning activities appropriate for teaching key concepts; The understanding of the different forms of knowledge that are important for technical education are conceptual knowledge and practical knowledge including reflexive competence; Location, adaptation and use of teaching and learning resource materials; Classroom management demands within the Learning Field; Monitoring teaching and learning; Development of professional identity of a FET Technology teacher; Preparation for Teaching Experience.

**EDUC3060 Secondary Methodology: Engineering Graphics and Design III**
Introduction to teaching and learning within the learning field of Manufacturing, Engineering with the emphasis on Engineering Graphics and Design; Use of central conceptual concepts / big ideas of the learning field of technical education to design coherent lessons / learning activities integrating theory and practice; Introduction to the Learning Field curriculums in the secondary (FET) phase; Examining options of productive teaching strategies and learning activities appropriate for teaching key concepts; The understanding of the different forms of knowledge that are important for technical education are conceptual knowledge and practical knowledge including reflexive competence; Location, adaptation and use of teaching and learning resource materials; Classroom management demands within the Learning Field; Monitoring teaching and learning; Development of professional identity of a FET Technology teacher; Preparation for Teaching Experience.

**EDUC3061 Secondary Methodology: Geography III**
Introduction to teaching and learning within Geography; Foregrounding central concepts / big ideas of geography in the design of coherent lessons / learning activities; Introduction to the Geography (FET) school curriculum; Examining options of productive teaching strategies and learning activities appropriate for teaching key geographical knowledge and concepts; 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 professional identity of a Geography teacher; Preparation for Teaching Experience.

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EDUC 3065  **Secondary Methodology: History III**
Study of methodological issues relevant to a History FET specialist, including learning programme and material selection, design and development, subject management and assessment techniques.

EDUC 3068  **Secondary Methodology: Information Technology III**
The required teaching methodologies necessary to teach Information Technology at a Secondary level.

EDUC 3110  **Secondary Methodology: Afrikaans III**
This course aims at advancing knowledge and skills pertaining to methodology in the Afrikaans language. It offers pedagogic content knowledge relevant to the General Education and Training (GET) level.

EDUC 3111  **Secondary Methodology: English III**
This course aims at advancing knowledge and skills pertaining to methodology in the English language. It offers pedagogic content knowledge relevant to the General Education and Training (GET) level.

EDUC 3112  **Secondary Methodology: IsiZulu III**
This course advances knowledge and skills pertaining to methodology in the IsiZulu language. It offers pedagogic content knowledge relevant to the General Education and Training (GET) level.

EDUC 3062  **Secondary Methodology: Life Sciences III**
Curriculum innovations, problems and issues relating to the teaching and learning of Life Sciences will be addressed. This includes excursions, live plants and animals controversies and misconceptions. The development of process skills and the examination of science society will continue. Explicit links between what is learned in the major courses and what is taught in schools will be made. Integration of topics within the Life Science discipline and between other disciplines will be addressed. Students will learn to apply theories of learning Life Sciences preparation. They will also learn to conceptualise coherent units if work and meaningful individual lessons with maximum pupil participation. Assessment and creation of teaching and learning resource materials will continue on an on-going basis. Safety issues particular to the Life Sciences will receive maximum attention. Work in this course serves as preparation for Teaching Experience.

EDUC 3064  **Secondary Methodology: Mathematics III**
Study of research, teaching and learning within the Mathematics Learning Area; development of key concepts and skills over different grades; integration of various domains of mathematics and integration with other learning areas; application of theories of learning to mathematics; conceptualisation of coherent units of lessons, making sound pedagogical choices; appraisal and development of teaching and learning resource materials; creation of a safe environment for learning mathematics; learner misconceptions and design of appropriate interventions; quantitative and qualitative evaluation of learning for formative and summative assessment;

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development of professional identity as a teacher of mathematics; preparation for Teaching Experience.

**EDUC3063 Secondary Methodology: Mechanical Technology III**

Introduction to teaching and learning within the learning field of Manufacturing, Engineering with the emphasis on Mechanical Technology; Use of central conceptual concepts / big ideas of the learning field of technical education to design coherent lessons / learning activities integrating theory and practice; Introduction to the Learning Field curriculums in the secondary (FET) phase; Examining options of productive teaching strategies and learning activities appropriate for teaching key concepts; The understanding of the different forms of knowledge that are important for technical education are conceptual knowledge (‘theory’ or foundational competence) and practical knowledge (‘practice’ or practical competence) including reflexive competence; Location, adaptation and use of teaching and learning resource materials; Classroom management demands within the Learning Field; Monitoring teaching and learning; Development of professional identity of a FET Technology teacher; Preparation for Teaching Experience.

**EDUC3098 Secondary Methodology: Music III**

This course will develop students’ knowledge and understanding of principles and methods of teaching of Music at Secondary level. Principles, concepts and teaching methodologies relating to the teaching and learning of the Music will be critically explored. Students will develop appropriate learning resources and assessment instruments to use when teaching Secondary level Music.

EDUC3099 Secondary Methodology: Physical Education III

An advanced study of the application of content and skills acquired in the academic study of Physical Education to classroom practice in the secondary school is covered in this course. The course advances methodological practice and pedagogical knowledge acquired in the second and third year Physical Education specialization courses.

**EDUC3059 Secondary Methodology: Physical Sciences III**

Introduction to teaching and learning within the Physical Sciences; use of central concepts / big ideas of the Physical Sciences to design coherent lessons; Introduction to the Physical Sciences school FET curriculum; Examining options of productive teaching strategies and learning activities appropriate for teaching key concepts; Location, adaptation and use of teaching and learning resource materials; Physical Sciences classroom and laboratory management demands; Monitoring learning within the Physical Sciences; Common misconceptions around key topics; Development of professional identity of a Physical Sciences teacher; Preparation for Teaching Experience.

**EDUC3100 Secondary Methodology: Religion, Human Rights and Citizenship Studies III**

An advanced study of methodological issues relevant to learning and teaching diversity, Religion education, democracy and human rights in Life Orientation and the FET subject specialization, Religion Studies. The course includes learning programme
design, pedagogical content knowledge and skills for advancing inclusivity and applications of democratic citizenship education in the secondary classroom. Assessment strategies and material selection appropriate to diverse social contexts in South Africa are also covered.

**EDUC 3101 Secondary Methodology: Visual Arts III**
This course will develop students’ knowledge and understanding of principles and methods of teaching of visual arts at Secondary level. Principles, concepts and teaching methodologies relating to the teaching and learning of the Visual Arts will be critically explored. Students will develop appropriate learning resources and assessment instruments to use when teaching Secondary level Visual Art.

**EDUC 3102 Senior Primary Methodology: Life Orientation II**
The course focuses on the application of knowledge and skills acquired in the academic study of Life Orientation I and II to the primary school. The course enables the development of creative learner-centered pedagogies that encompass the scope and principles of Life Orientation with particular reference to personal development issues, Physical Education and healthy living; Religion Education, democracy, human rights and values. Includes the development of resources and learner support materials.

**EDUC 3075 SePedi III**
A further development of linguistic knowledge at the appropriate level of SePedi. It continues the development of aural comprehension, conversational competence, reading, writing, linguistics, written texts and use of the language in multilingual contexts of teaching and learning.

**EDUC 3073 SeSotho III**
A further development of linguistic knowledge at the appropriate level of SeSotho. It continues the study of language introduced in the first two years of study for academic and professional purposes in teacher education: aural comprehension, conversational competence, reading, writing, linguistics, written texts and use of the language in multilingual contexts of teaching and learning.

**EDUC 3093 South African Sign Language III**
Students will further develop their proficiency in the use of South African Sign Language in a variety of educational and social communicative settings. The course focuses on fluency in SASL reception and production.

**EDUC 3072 Teaching Experience III**
Development of phase / learning area / subject professional teacher identity; Demonstration of professional work ethic and conduct; Participation in school life, including extra-mural programme; Observation and analysis of teaching and learning processes; Appropriate use of school curricula when planning; Coherent unit and lesson planning which promote the goals of learning area / subject taught Experimental use of innovative teaching strategies; Adapt or design teaching and learning support materials; Organise and manage a preparation file; Organisation and management of the learning environment; Appropriate use of language for teaching and learning across all learning areas; Monitoring of learning through oral and written learner responses;

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Providing meaningful feedback to learners; Exposure to different contexts of schooling; consideration of diverse learner needs; Reflection on lessons taught.

**EDUC3094 Visual Arts III**
This advanced course focuses on developing individual theoretical and practical art making skills. This incorporates visual literacy, drawing, painting, print making and sculpture making. Further engagement with art historical sources and contemporary art.

**EDUC4152 Accounting IV**
This course oversees the management of resources and the application of internal control and audit processes in a business environment. Cost & management accounting and control measures, introducing the use of information for strategic & tactical decision making, planning, control & performance measurement are all explored within this discipline.

**EDUC4150 Afrikaans IV**
This course allows students to consolidate their understanding of Afrikaans Phonetics, Phonology, Morphology, Syntax and Semantics in an integrated manner. They will also consolidate and integrate their acquired knowledge of Afrikaans literary texts from various genres such as poetry, prose fiction, drama, radio- and TV-drama and children’s literature. All of this will serve as a knowledge base to equip students with the knowledge required to teach Afrikaans on different levels in schools.

**EDUC4149 Business Studies IV**
An exploration of the fundamentals of marketing management covering concepts such as market research, the marketing mix, market segmentation, target market analysis and distribution strategies. The course also includes an extensive review of behavioural science applications in marketing strategy development.

**EDUC4131 Economics IV**
The course aims to develop key abilities within the South African context: (i) the ability to deploy key transferable concepts in addressing economic problems. Students will become familiar with the possibility that many economic problems may admit of more than one approach, and may have more than one solution. Students will develop the ability to work autonomously and collaboratively, drawing on text-based, graphical and statistical sources of information (sourcing and gathering information) to inform economic decision making and the ability to communicate the results of economic analysis.

**EDUC4132 Education IV**
This course provides students with an overview of the range of approaches to the nature of moral and legal judgements and to moral and legal decision-making in education, by inquiring into some of the guidelines in reaching a reasoned judgement, for apportioning judgement to the weight of evidence, as well as by evaluating and making a given case. It further aims to give students an introduction to the field of practice of assessment, by providing a conceptual framework for understanding assessment as an integrated activity within the process of learning and teaching, and by introducing students to basic practices in assessment. This course also explores general issues

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around educational policy, and the relevant legal contexts of schools and schooling in South Africa.

**EDUC4133 Electrical Technology IV**
Electrical Technology focuses further on the understanding and application of scientific principles in the electronics and digital electronics knowledge fields. Knowledge and understanding of electronic circuits. Analysis of DC circuits by applying circuit theorems. Practical skills are acquired in the design process that is an inherent part of the course from conceptual design to the production of the products and systems.

**EDUC4134 Engineering Graphics and Design IV**
Engineering Graphics and design is the study of communicating through graphical representation according to the SANS code of practice. Concepts are based on descriptive geometrical constructions, drawing techniques and production of multi-view and pictorial drawing, developments and loci. Production of working drawings in the building and structural environment including the basic principles of CAD in the production of drawings. The course builds on knowledge learnt in the third year course.

**EDUC4135 English IV**
Advanced study of literary and other texts, and the English language; study of a representative selection of major writers and language theories, with particular reference to the relevance and practical applicability of this knowledge to South African education.

**EDUC4136 Foundation Phase Life Skills**
Methodology studies in the Life Skills includes a variety of teaching and learning strategies in the Foundation Phase classroom. The ability to apply theory to practice as well as the application of various and appropriate assessment methods and techniques. The capacity to teach in variable learning contexts.

**EDUC4137 Geography IV**
Developing comprehensive understanding and competence in advanced methods and techniques in Geography. Through the study of applied Physical and Human geography, environmental geography, and geographic information systems (GIS), the foundations of geographic thinking which include knowing where something is, how its location influences its characteristics, and how its location influences its relationships with other phenomena will be expanded. Previously developed research methods requiring exploration, analysis and action upon findings in spatial terms to address social, economic, political, environmental and a range of other scientific issues will be enhanced.

**EDUC4138 History IV**
Final course for the major teaching subject in History. This deals with major themes in African and 20th century world history, including the impact of colonialism on Africa and the Middle East; the Holocaust and the Cold War.

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EDUC4139  Information Technology IV
Solution development, including algorithms and problem solving, application development and software engineering principles. Data and information management. Social implications of IT.

EDUC4140  IsiZulu IV
Advanced studies in language, literature and linguistics. The grammar component develops students' competence needed for the teaching of IsiZulu as a home language. The literature component covers the chronological history of IsiZulu literature. Students will be expected to produce various texts in isiZulu.

EDUC4187  Life Sciences IV
A study of life processes associated with the continuity of life including reproduction, meiosis and embryology, genetics and evolution and its applications e.g. biotechnology.

EDUC4142  Mathematics IV
Investigation of links between different domains of mathematics including algebra, number, function, calculus, geometry and trigonometry. Students will compare and contrast multiple representations of concepts in different mathematical domains. This course will study historical links in mathematics and the applications of various mathematical domains to solve real-life and realistic problems.

EDUC4143  Mechanical Technology IV
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 manufacturing sector. The emphasis of the course is in the fields of Auto-motive engineering and manufacturing sector.

EDUC4144  Physical Sciences IV
Advanced organic chemistry, Acid–base equilibria, Chemical Bonding, Electrochemistry, Biochemistry and Industrial chemistry; Thermal physics; thermodynamics and fluids; Understanding of topics in modern physics, including general relativity and particle physics.

EDUC4153  Secondary Methodology: Accounting IV
This course engages with the teaching and learning of the accounting discipline in its complexity and also entails analysing and interpreting the curriculum documentation for the teaching of this subject. Making links with the accounting world and the leaders in the field as complementary teaching resources as well as preparing student teachers for Teaching Experience is included to ultimately influence effective teaching. Issues and challenges facing Accounting education will also be explored.

EDUC4154  Secondary Methodology: Business Studies IV
An exploration of research with respect to pedagogical approaches to teaching Business Studies together with critical lesson planning analysis and appropriate unit planning; Challenges for the Business Studies teacher including problem areas and how best to resolve these in creating a successful learning environment; Preparation for Teaching Experience.

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**EDUC4155  Secondary Methodology: Economics IV**
This course will develop students understanding of the curriculum for Grades 10-12 with specific reference to the Economics. It will enable them to develop insights into discipline-specific issues (Economics), different methods of teaching and assessments. Students will explore different approaches to teaching Economics, critically assessing and devising differentiated lesson and unit plans in Economics; Preparation for Teaching Experience.

**EDUC4156  Secondary Methodology: Electrical Technology IV**
Introduction to teaching and learning within the learning field of Manufacturing, Engineering with the emphasis on Electrical Technology; Use of central conceptual concepts / big ideas of the learning field of technical education to design coherent lessons / learning activities integrating theory and practice; Introduction to the Learning Field curriculums in the secondary (FET) phase; Examining options of productive teaching strategies and learning activities appropriate for teaching key concepts; The understanding of the different forms of knowledge that are important for technical education are conceptual knowledge (‘theory’ or foundational competence) and practical knowledge (‘practice’ or practical competence) including reflexive competence; Location, adaptation and use of teaching and learning resource materials; Classroom management demands within the learning field; monitoring teaching and learning. The development of a professional identity of a FET Technology teacher; in preparation for Teaching Experience.

**EDUC4157  Secondary Methodology: Engineering Graphics and Design IV**
Introduction to teaching and learning within the learning field of Engineering with the emphasis on Engineering Graphics and Design; Use of central conceptual concepts / big ideas of the learning field of technical education to design coherent lessons / learning activities integrating theory and practice; Introduction to the Learning Field curriculums in the secondary (FET) phase; Examining options of productive teaching strategies and learning activities appropriate for teaching key concepts; The understanding of the different forms of knowledge that are important for technical education are conceptual knowledge (‘theory’ or foundational competence) and practical knowledge (‘practice’ or practical competence) including reflexive competence; Location, adaptation and use of teaching and learning resource materials; Classroom management demands within the learning field; Monitoring teaching and learning; development of professional identity of a FET Technology teacher in preparation for Teaching Experience.

**EDUC4158  Secondary Methodology: Geography IV**
Further development of teaching and learning within Geography; Deepening central concepts / big ideas of geography in the design of coherent lessons / learning activities; Further engagement with the Geography (FET) school curriculum; Examining options of productive teaching strategies and learning activities appropriate for teaching key geographical knowledge and concepts; Location, adaptation and use of geographical teaching and learning resource materials; Classroom management demands relating to

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fieldwork and classroom teaching; Monitoring learning and assessment in Geography classes; Remediation of common misconceptions around key geographical topics; Development of professional identity of a Geography teacher; Preparation for Teaching Experience.

**EDUC4159 Secondary Methodology: History IV**
This course builds on the skills and understanding of methodological issues engaged with in the Secondary Methodology: History course. These relate to material selection, the design and development of lessons and units, to subject management and principles of assessment. The course seeks to engage more deeply with relevant literature and research into practice as a secondary History specialist.

**EDUC4160 Secondary Methodology: Information Technology**
Further development of the teaching methodologies necessary to teach Information Technology at a Secondary level.

**EDUC4188 Secondary Methodology: Afrikaans IV**
This course advances knowledge and skills pertaining to methodology in the Afrikaans language at the Further Education and Training (FET) level. It offers pedagogic content knowledge relevant to the language specialisation.

**EDUC4189 Secondary Methodology: English IV**
This course advances knowledge and skills pertaining to methodology in the English language at the Further Education and Training (FET) level. It offers pedagogic content knowledge relevant to the language specialisation.

**EDUC4190 Secondary Methodology: IsiZulu IV**
This course advances knowledge and skills pertaining to methodology in the IsiZulu language. It offers pedagogic content knowledge relevant to multilingual classroom encounters.

**EDUC4162 Secondary Methodology: Life Sciences IV**
The course will also explore the nature and scope of Life Sciences, the significance of teaching Life Sciences in high schools and critical study of the present Life Sciences school curriculum. It will provide the participants with a coherent framework for pedagogical analysis of FET school life science content through identification of key concepts and skills underpinning life science topics as well as development of effective learning experience/tasks. Further emphasis and appreciation of the way content knowledge is transformed for teaching through the use of appropriate examples. An important objective of the course is for participants to develop professional identities as life science teachers by using teaching experience as an avenue to engage in content driven planning, reflective and experiential learning cycles of adjusting their practices to science specific curriculum aligned instructional strategies.

**EDUC4163 Secondary Methodology: Mathematics IV**
Study of research, teaching and learning of Mathematics in the FET phase; development of key concepts and skills over different grades; integration of various domains of mathematics and integration with other learning areas; application of theories of learning to mathematics; conceptualisation of coherent units of lessons, making sound
pedagogical choices; appraisal and development of teaching and learning resource materials; creation of a safe environment for learning mathematics; learner misconceptions and design of appropriate interventions; quantitative and qualitative evaluation of learning for formative and summative assessment; development of professional identity as a teacher of mathematics; preparation for Teaching Experience.

**EDUC4151 Secondary Methodology: Mechanical Technology IV**

Introduction to teaching and learning within the learning field of Manufacturing, Engineering with the emphasis on Mechanical Technology; Use of central conceptual concepts / big ideas of the learning field of technical education to design coherent lessons / learning activities integrating theory and practice; Introduction to the Learning Field curriculums in the secondary (FET) phase; Examining options of productive teaching strategies and learning activities appropriate for teaching key concepts; The understanding of the different forms of knowledge that are important for technical education are conceptual knowledge (‘theory’ or foundational competence) and practical knowledge (‘practice’ or practical competence) including reflexive competence; Location, adaptation and use of teaching and learning resource materials; Classroom management demands within the learning field; monitoring teaching and learning. The development of professional identity of a FET Technology teacher in preparation for Teaching Experience.

**EDUC4164 Secondary Methodology: Physical Sciences IV**

This course will consider pedagogical and professional issues related to the teaching and learning of chemistry/physics at FET phase through critical engagement with current curriculum innovation trends, as revealed by research in these fields, within the South African and international contexts. The course will also explore the nature and scope of chemistry/physics, the significance of teaching chemistry/physics in high schools and critical study of the present chemistry/physics school curriculum. It will provide the participants with a coherent framework for pedagogical analysis of FET school science content through identification of key concepts and skills underpinning chemistry/physics topics as well as development of effective learning experience/tasks.

**Postgraduate Diploma in Education (Higher Education)**

**EDUC5154A Learning and Teaching in Higher Education**

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

**EDUC5150A Curriculum Design and Development in Higher Education**

The course will present theories of the overt and hidden curriculum; curriculum design and development; strategies and methods of curriculum and course evaluation;

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selecting and evaluating content and methods; materials development and evaluation; e-learning infrastructure for contact teaching.

**EDUC5153A  Assessment in Higher Education**
The course will present theories and principles of assessment design; assessment methods; alignment of course aims/outcomes with content, teaching methods and assessment; marking schemes; issues of validity and reliability; giving feedback to students; the responsibilities of an internal and external examiner; moderators’ and supervisors’ reports.

**EDUC5155A  New Directions in Higher Education**
The issues selected for study in this course will depend on the expressed interests of students/lecturers and the capacity of course presenters to address the issues. Visiting academics may propose some topics and teach in the course. Possible topics include: the changing role of higher education in society; managing diversity and inclusivity; leadership development; access and selection of students; monitoring and evaluation of institutional performance; research communities; networked knowledge communities

**Bachelor of Education with Honours**

**EDUC4110A  Curriculum Issues I**
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.

**EDUC4037A  Schooling Identities and Human Rights Education**
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 using a ‘whole school approach’ various levels of schooling are addressed. The course also problematises notions of ‘human identity’ and deals specifically with race, gender and class identities in relation to human rights and ways in which schools construct, reproduce and/or oppose such identity constructions.

**EDUC4011A  Educational Policies and Change**
This course introduces students to an understanding of the challenges of the new educational policies. It provides students 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 as well as an understanding of how agents of policy implementation and delivery react and respond to these policy changes. The first part of the course exposes students to the new education legislation and explores the role and limitations of policies by examining the policy challenges and tensions at the various stages of the policy process. In the second part, the role and strategies of schools and department of education in promoting change and educational improvement are examined. 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.

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EDUC4030A  Mathematics Education I
There are four foci in this course. The first two foci are mathematical in nature, introducing students to the mathematical entailments of contextualised problem-solving and mathematical modelling in the school curriculum, and focuses on the specificity of mathematical language. Through these two foci, the course explores what it means to use mathematics as a tool for acting on, understanding and making sense of the world we live in, and on how mathematics is expressed, learnt and taught through language. In particular, students reflect on some of the issues that arise in South Africa where mathematics is taught and learnt in multilingual settings, and issues that arise in school mathematics when connections with learners’ everyday realities are the focus of problem-solving. The remaining two foci embed the mathematics above in students’ professional practice by introducing students into scholarly work on connecting and expressing mathematics, and exploring the implications of related curriculum issues in their professional practice.

EDUC4038A  Science Education I
The first part of the course discusses the key ideas and concepts relating to learning theories in science (from behaviourist and humanistic-perceptual positions, Piaget’s developmental model, to social and radical constructivism). It then examines issues around language and communication in science education for first and second language learners.

The second part of the course examines ways of promoting scientific and technological literacy among learners through STS (Science and Technology in Society) approaches to teaching and learning science. Problems and challenges associated with implementing the STS approach and the usefulness of the STS approach in achieving the critical outcomes of Curriculum 2005 are examined.

EDUC4016A  Inclusive Education: Learning Support I
This course has two sections:

Section 1: Learning and Development which examines the following content:
- The provision of education for learners with individual differences and barriers to learning is examined in the context of inclusive education;
- The Eco-systemic framework is used to underpin the exploration of the implementation of inclusive education;
- Learning and development is explored using the Eco-systemic framework;
- Ways teachers in inclusive classrooms can support learners’ development and learning are also explored.

Section 2: Accommodating Diversity which examines the following content:
- Exemplary methods for the teaching and learning of literacy are examined which includes an emphasis on continuous assessment;
- Exemplary methods for teaching and learning of numeracy are examined which includes an emphasis on continuous assessment;
- Methods for designing the teaching and learning of maths and reading/writing to suit individual needs in inclusive classrooms are discussed, including methods of metacognition, as well as the way in which the learning support specialist can help educators do this in an exemplary manner;
- Designing and teaching learning support for individuals and small groups.

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EDUC4111A  Curriculum Issues II  
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.

EDUC4003A  Democracy in Education  
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 looks at the meaning of democracy as a form of government and a way of life in which justice, equality and freedom are pursued. Democratic government is distinguished by transparency, the seeking of consensus, voting in elections, majority rule, participation, checks and balances, and the recall of representatives who are ineffective or corrupt. The course examines the implications of these issues in democratic theory for education, centrally: what do different theories of democracy imply about the education of citizens and about democratic governance in schools? A central aim of the course is to learn to reason in a systematic way, constructing sound arguments, defending positions with clarity, as well as to develop practical reasoning, directed at the problem of how to understand democracy and its implications for the education of citizens.

EDUC4032A  On-line Teaching and Learning  
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 students with opportunities to understand some issues related to learning in the information society and gain competence in facilitating learning through Information and Communication Technologies (ICTs). The course covers the following themes: 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.

EDUC4104A  Leadership, Management and Organisational Development in Education  
The course focuses on two main themes: leadership and organisational development in education. Educational institutions in South Africa, like elsewhere, operate in a constantly changing environment. Part of their survival depends on greater awareness of what is outside their boundaries, how they define themselves and their ability to think strategically. In this regard, 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 students 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.

**EDUC4031A Mathematics Education II**
The course on Teaching, Learning and Evaluation of Mathematical Thinking has four distinct foci that are interrelated. The first is the focus on “learner-centred” mathematics teaching. This strand explores what is meant by learner-centred teaching and raises the debates around this issue. The second strand, related to the first, mathematical reasoning. This strand 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 focus is on assessment and evaluation in general and in school mathematics in particular and aims to give students a comprehensive overview of contemporary thinking about assessment practices.

This involves understanding of the nature and practice of mathematics assessment in the classroom context as well as in nationally and globally designed assessment and to enhance students’ understanding of the inter-relationship between learning and assessment in an educational context. The fourth focus is on building the practical, professional and academic skills of the students.

**EDUC4039A Science Education II**
This course has different possible combinations:

**The first part is**

*Either*

**Practical work in science:** aims and philosophy of practical work; practical and theoretical aspects, e.g. what learners learn in practicals, “hands on” versus “minds on”, procedural understanding, some theoretical models to describe learners’ thought processes in laboratories, pencil and paper substitutes for certain aspects of laboratory work and school practicals and ways of dealing with them.

*or*

**Assessment:** assessment trends and issues in science education, characteristics and merits/demerits of a variety of assessment practices including those used in Curriculum 2005.

**The second part is**

*either*

**Environmental education:** this second part explores important paradigm shifts that have influenced debates on the environment and its multi-faceted nature in order to examine how nature is constructed socially, geographically and culturally. Moving from this critical framework, the course examines whether environmental education is a useful or appropriate panacea for the environmental problems of the day. It then critically assesses environmental education policies and explores contemporary approaches to teaching in, about and for the environment. Students are given an opportunity to explore and apply some of the latest teaching and learning approaches and attend a field excursion to one of the local environmental centres.

*or*

**Issues in Science Curriculum Development:** this second part builds on concepts of OBE, learner-centredness and learning styles to explore examples of curriculum design. Aspects of policy, design, research and relevant science will be discussed and will contribute to the ability to design curriculum.

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EDUC4015A  Inclusive Education: Learning Support II
This course has two sections:
Section 1: Learning Support Practice I: which examines the following content:
• Practical, individually tailored interventions in classrooms and for individual / groups of learners are designed by the students, with group supervision from tutors;
• Initial assessments of learners are done by the students which are supervised and assessed by the tutors.
Section 2: Learning Support Practice II: which examines the following content:
• Students conduct the interventions planned on site at the university, with supervision from tutors;
• Continuous assessment of learners are conducted with supervision.

EDUC4035A  Project in Education Part I
Project in Education Part I

EDUC4129A  Educational Theory; Research and Enquiry I
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 problematize the knowledge around which educational research and practice is organised.

EDUC4130A  Educational Theory, Research and Enquiry II
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 a 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.

EDUC4112A  Issues in Curriculum
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.

EDUC4018A  Issues in Management and Leadership
This unit starts by engaging 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 unit then moves to problematise the concept of school leadership and management in school change and how this helps to manage a school as a learning organisation.

EDUC4107A  Language, Literacy and Communication
• 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;
• social, cultural and linguistic factors that impact on learners’ development as readers/viewers, writers, designers and performers of texts;

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• teaching approaches and strategies which support language and literacy learning.

**EDUC4029A Life Orientation**
This course introduces students to the central principles, debates and underpinnings of the approach to the Learning Area: Life Orientation. Topics to be included are 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.

**EDUC4019A Issues in Mathematics Education** *(Block Release)*
There are three inter-related foci in this unit. The first focuses on selections from school mathematics and how these are taught and learnt. The remaining two foci embed the mathematics above in students’ professional practice by inducting students into scholarly work on teaching and learning mathematics, and exploring the implications of related curriculum issues on their professional practice.

**EDUC4114A Arts Education I**
The course covers Theory and Practice and Arts Education including the study, development and implementation of Art Education programmes.

**EDUC4115A Arts Education II**
The course covers Studio Practice and Arts Education including the presentation of an independent body of work and an accompanying research paper in one or more of the Arts disciplines in relation to classroom practice.

**EDUC4125A Contemporary Issues in Early Childhood Education**
This course presents conceptualisations of childhood from a critical perspective and reads these against teacher identity and practice. It locates itself within the African context where students 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.

**EDUC4126A Mathematics and the Young Child**
This course aims to deepen students’ conceptual and procedural understanding of mathematics and mathematical teaching and learning in the early years. The course is informed by current research in mathematics education. Students will be required to apply this knowledge to practice.

**EDUC4127A Development of online materials**
Overview of the main models and theories of instructional/learning design in the field of e-Learning. Development and evaluation of a range of online teaching and learning materials. Students 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.

**EDUC4128A Issues in History Education**
The course will have three topics:

i) Historical thinking and identity and how this relates to History Education.

ii) The History educator and the historiography of Africa.

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iii) Teaching controversial and hurtful pasts.

**EDUC4168A Sociological Issues in Education**

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 will include examination of the history of ideas in sociology, and systematic engagement with contemporary debates and disputes in the discipline.

Note that this course will provide a broad foundation is the sociology of education, while the course that it is to be 'coupled' with - Schooling Identities and Human Rights Education - will concentrate on a particular specialist area of concern in contemporary South African sociology of education.

**EDUC4167A Ethical Issues in Education**

Selected topics in ethics and the related areas of moral philosophy and the philosophical study of professionalism, as they have been developed and debated in the philosophy of education. The course will include examination of the history of ideas in ethics, and systematic engagement with contemporary debates and disputes in the discipline.

**EDUC4165A Deaf Education I**

The unit starts with an introduction to Sign Language, Deaf Culture and the Deaf Community with specific reference to the South African context. Throughout the unit the primary aim will be to enhance the students’ understanding of the Deaf learner, with Sign Language being the focus within the educational content. It then introduces students to contemporary issues and debates within the field of Deaf Education both nationally and internationally. In addition to these various perspectives on educating the Deaf, the unit will deal with language and reading instruction and the role of the teacher of the Deaf. The focus throughout will be on the application of the theory of Deaf Education in practical classroom situations and explicit links to South African Sign Language (SASL) and the Deaf Community in South Africa will be made.

**EDUC4166A Deaf Education II**

This unit builds on the knowledge and skills acquired in Sign Language part 1, and will focus on more advanced linguistic and practical aspects of South African Sign Language (SASL). In line with the Bilingual Education paradigm, Sign Language will be viewed as the first language of the Deaf learner, and literacy learning discussed from a second language learning perspective.

The unit then discusses Sign Language and the cognitive development of the Deaf learner. Issues such as language development, social development, creativity and memory will be discussed from both a theoretical and practical perspective.

In order to effectively link theory and practice, the unit will include a practical intervention component.

**EDUC4193A Research Project (30 credits)**

This course provides an introduction to research in the general field of education. The project is a small-scale study aimed mainly at introducing the processes of empirical
research. With the guidance of a supervisor, the student conceptualises a research project; formally applies for ethics clearance; collects and analyses data; then writes up the research and findings in the form of a research report of approximately 10,000 words. It is a requirement for the final research report to demonstrate the ability to work with and apply previous research to a given question, even if the findings themselves do not constitute new knowledge. The project is assessed through an oral presentation and through the written research report.

**EDUC4191A Research Design: Applied Language and Literacy Education (0 credits)**
This course provides an introduction to the types of research in the general field of applied language and literacy education. It provides students with important skills in order to undertake research and present it to the scientific community. In collaboration with supervisors, the course supports students to identify an area of research and then to design a viable research proposal for a small-scale research project. Topics covered include: conceptualising the research problem; collecting data; ethical considerations; writing techniques; evidence; organising and evaluating data and presenting research. Students are required to present their proposals and reports to their peers and lecturers and to receive formative feedback throughout the unit.

**EDUC4194A Research Project: Applied Language and Literacy Education (30 credits)**
This research project module introduces students to empirical research in the area of applied language and literacy education. The project is a small-scale study. With the guidance of a supervisor, the student conceptualises a research project; formally applies for ethics clearance; collects and analyses data; then writes up the research and findings in the form of a research report of approximately 10,000 words. It is a requirement for the final research report to demonstrate the ability to work with and apply previous research to a given question, even if the findings themselves do not constitute new knowledge. The project is assessed through an oral presentation and through the written research report.

**EDUC4192A Research Design: English Education (0 credits)**
This course is an introduction to the types of research in the general field of education. It provides students with important skills in order to undertake research and present it to the scientific community. In collaboration with supervisors, the course supports students to identify an area of research and then to design a viable research proposal for a small-scale research project. Topics covered include: conceptualising the research problem; collecting data; ethical considerations; writing techniques; evidence; organising and evaluating data, and presenting research. Students are required to present their proposals and reports to their peers and lecturers and to receive formative feedback throughout the course.

**EDUC4195A Research Project: English Education (30 credits)**
This research project module introduces students to empirical research in the area of English education. The project consists of a small-scale study. With the guidance of a supervisor, the student conceptualises a research project; formally applies for ethics
clearance; collects and analyses data; then writes up the research and findings in the form of a research report of approximately 10,000 words. It is a requirement for the final research report to demonstrate the ability to work with and to apply previous research to a given question, even if the findings themselves do not constitute new knowledge. The project is assessed through an oral presentation and through the written research report.

**Adult Education**

**ADED4005 Learning and Teaching in ETD Practice**
This unit assists students to identify and apply theories of learning and teaching in adulthood, to recognise established principles and practices in adult education, and to reflect critically on them.

**ADED4002 Design and Context of Adult Education**
This unit assists students to design, develop and critique curricula in adult education. It also engages students in critical reflection on the social context of adult education, including processes of socialisation and development.

**ADED4004 Leadership and Management in Adult Education**
This unit introduces theories of leadership and leadership style as they apply in educational and work contexts. It also explores the concept of managing a learning organisation.

**ADED4001 Adult Education and Training in Specific Contexts**
This unit introduces students to educational issues and debates in the fields of 1) adult literacy and adult basic education and training; 2) the workplace.

**ADED4009 Project in Adult Education Part I and Part II**
This unit engages students in the design and implementation of a small scale research project in the field of adult education, training and development. Students plan and conduct a situation/skills/needs audit in their workplace or community. The unit introduces principles of research design, issues which arise in adult education research, and methods used in small scale survey research. Then, students are introduced to the design and implementation of an evaluation project in the field of adult education, training and development. Students plan and conduct a focused evaluation of an educational programme operating in their workplace or community. The students get introduced to concepts, models and principles of evaluation design, issues which arise in educational evaluation, and methods used in evaluation.

**EDUC4090 Child Development and School Learning**
Child Development and School Learning examines the current debates and theories about child development and learning. Drawing from developmental psychology and pedagogy, the unit thoroughly examines the theories of learning, teaching and development, with specific emphasis on the development and learning of pupils 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

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will be examined with a view of understanding their possible consequences on pupils learning and development.

**EDUC 4091  Personal Growth for Teachers and Mentoring**
The module emphasises professional development. The first half 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 half 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.

**Master of Education**

**ADED7001  Adult Education**
Adult, continuing and lifelong education; adult learning; adult education in development; comparative adult education.

**ADED7007  Literacies in Adult Education, Development and the Workplace**
Theories, policies and practices in adult literacy education. Case studies of literacy provision in night school, community and workplace settings.

**ADED7004  Community Service Learning**
National and institutional policies which support community development and service learning; theoretical foundations of service learning in the fields of social change, civic engagement, community development, and organisational development; theories of contextually situated learning, action learning and experiential learning; issues in curriculum design; participatory action research (PAR) and other methods of research and evaluation in service learning; case studies of local and international service learning projects.

**ADED7013  Research and Evaluation in Adult Education**
A broad introduction to positivist and interpretative research, and evaluation methods in adult education.

**ADED7008  Management in Adult Education**
Various aspects of the influences of organisation and planning on adults in learning situations.

The role of the market versus public sector in education; the importance of an economic perspective in education issues and policies; the financing, planning and budgeting of public intervention in education.

**ADED 7013A  Issues in Curriculum**
Conceptions of curriculum with special focus on how such issues in curriculum pertain to the South African context.

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**EDUC7015A  Issues in Educational Policy**
This course will provide students with the basic knowledge, concepts, tools and constructs necessary to understand the education sector, educational policies and the policy development process. It will examine the various international and national forces and policy agendas and strategies in order to analyse topical educational policies, their assumptions and conceptual underpinnings as well as identify 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. Special attention will also be given to policy research and development issues in the southern African context.

**EDUC7016A  Issues in History of Education**
Contemporary historiographical debates which have implications for history of education in South Africa.

**EDUC7028A  Primary Sources**
The course introduces students to the main categories of source material, primary sources in particular, the weaknesses, strengths and applications of these sources, and the best ways of making use of them. It addresses five major themes: (1) the nature of primary sources as distinct from secondary sources; (2) the variety of primary sources and their different types; (3) the problems one encounters in dealing with primary sources and the questions that must be asked of these sources; (4) the distinction between witting and unwitting sources; and (5) what can be learnt from primary sources. These themes are explored with reference to the students’ area of research interest. Particular attention is given to new directions and new perspectives in research in educational history, including the use of quantitative methods in historical research and the research strategies applicable to non-literate rural contexts.

**EDUC7029A  Psychology and Pedagogy**
Crucial contemporary debates in and about educational psychology which have implications for teaching and learning in South Africa.

**EDUC7030A  Research Design**
(Compulsory for all students by coursework and research report).
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/significance; reliability and validity; details of writing; publication.

**EDUC7034A  Society, State and Schooling**
State, government and civil society: knowledge, pluralism, commonality and identity.

**EDUC7036A  Studies in Educational Finance**
This course on Education Financing, Budgeting, Planning and the Management of Service delivery will introduce students to the basic concepts and approaches of education finance, budgeting and planning within different macroeconomic and educational development growth strategies. It will analyse the allocation and expenditure patterns and assess the impact of education issues such as HIV/AIDS and poverty alleviation on financial targets and spending patterns. The course will then review different approaches to public management and service delivery linked to various challenges of more effective policy implementation and the management of
change and service delivery. It will explore the notion of strategic leadership and planning, alternative institutional options as well as issues of management of human resources, operations and delivery chains with a specific focus on quality planning, management and assurance.

**EDUC 7038A  Studies in Educational Policy II**
Theories and practices in educational policy research with a focus on developing countries and South Africa.

**EDUC 7039A  Studies in History of Education**
The focus is the history of South African education. The nature of the history of education in comparative and historical perspectives, the historiography of South African education, the current ‘liberal-revisionist’ debate, and recent research into the history of South African education. The location of South African educational history in its continental African context.

**EDUC 7040A  Studies in Pedagogy**
Different approaches to pedagogy. Cultural studies of pedagogy.

**EDUC 7041A  The Role of Public History and Heritage in Education**
This course will consider the role of aspects of heritage, particularly public history, in the education of children and adults in formal and informal contexts. It will use literature and concepts from studies in the media, material culture and representation, history and historiography, educational psychology and pedagogy. Students will work on a number of public history/heritage arenas, with particular reference to their education programmes. These arenas will not be confined to those located in South Africa, but will include international programmes accessed through use of the World Wide Web and CD-ROM.

**EDUC 7042A  Teaching and Learning Science**
Current issues and trends in the developing field of science education, both worldwide and in South Africa; how these issues can be approached in the South African context.

**EDUC 7052A  Cultural Psychology in Education**
Issues in cultural psychology in the context of teaching and learning with special reference to cognitive competence.

**EDUC 7054A  Curriculum Evaluation and Research**
Shifting emphases in curriculum evaluation from the late nineteen forties to the present, showing how the conception of evaluation changes with changes in the conception of curriculum.

**EDUC 7056A  Curriculum Development**
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. This will include topics such as Teacher Education, and Policy and Administration at both macro and micro levels, both in South Africa and elsewhere.

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EDUC7058A  Developmental Psychology
A general introduction to developmental psychology which attempts to isolate some of
the more contentious issues in the research on the development of human cognition
and effect.

EDUC7064A  Education in Developing Countries
Education in developing countries in a comparative perspective.

EDUC7109A  African Philosophy of Education and Epistemology
Contrast of traditional views of epistemology (theory of knowledge) with contemporary
views; how this contrast implies radically different views about education. A detailed
consideration of one central issue in contemporary epistemology, the issue of
relativism, and an investigation of the implications of this issue for education,
particularly in South Africa.

EDUC7062A  Education and the Social Order
Developments in social and political theory with a view to understanding some of the
implications for education.

EDUC7066A  Heritage Education in Practice
Students will be able to specialise in one of two areas:
i) Heritage, education and tourism. This will enable students to set up quality
heritage related courses and tours for the general public and for schools and
tertiary institutions. It will involve researching and evaluating existing facilities
and to develop new ones, as independent operators or as part of the work of
existing organisations.

ii) The development of quality and superior heritage education material in text,
oral and visual form, including the Web and CD-ROM. This will enable
students to add value to their own organisations (such as museums) or to set
themselves up as independent materials contractors.

EDUC7068A  Inclusive Education: Conceptions, Issues and
Strategies
The 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, barriers to its realisation lie in the empirical, domain of
systems, structures, practices and their key agents. The course thus 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 will be given to:

i) district, school and classroom conditions, and

ii) the relationship between poverty, disease and patterns of educational
exclusion in South Africa.

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EDUC7079A  Studies in Educational Information Management, Monitoring and Evaluation
This course on Information Utilisation and Management and the Monitoring and Evaluation of Policy Implementation and Service Delivery will provide a conceptual understanding of and practical skills in the development of education management information systems and their contribution to the planning, implementation and monitoring of the education system and its policies (through examples of planning, implementing and monitoring programmes addressing poverty and the impact of HIV/AIDS on education). It will then explore the different concepts, purposes and approaches of monitoring and evaluation as well as review quantitative and qualitative techniques for the monitoring and evaluation of educational programmes/policies. Special emphasis will be given to the tensions and challenges in assessing topical educational policies, such as the impact of HIV/AIDS or poverty in education.

EDUC7091A  Assessment in Schooling and Higher Education
The 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.

EDUC7092A  Aims and Conceptions of Education
Philosophical argument about substantive issues in education. What is education? What should be the aims of schooling?

EDUC7093A  Issues in Applied Education Economics and Planning (Part II)
The evaluation of public intervention; quality control and accountability; the role of economic and statistical analysis in measuring effectiveness.

EDUC7094A  Teaching and Learning Mathematics
This course deals with understanding and researching mathematics classrooms. We cover major theories of learning, including cognitive, constructivist, socio-cultural and situative theories. We explore the implications of these theories for what counts as mathematical knowledge in the classroom and for pedagogy. We also look at ways of researching teaching and learning in South African mathematics classrooms, looking particularly at teacher-learner interaction, including teacher questioning and learner participation. All of this is underscored by the need to promote equity and excellence in mathematics learning in South Africa.

EDUC7095A  Leadership and Management of Teaching and Learning
The 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.

EDUC7096A  Issues in Educational Leadership and Management
The course will introduce students to issues in the field of school leadership and management. It will concentrate on contemporary issues around the impact of school

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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 will draw on the large body of literature and research in the fields of school leadership.

**EDUC7097A  Studies in the Field of Educational Technology**
This course is designed to provide a broad, critical, high-level foundation for research and practice in relation to eLearning and pedagogic integration of ICTs. It comprises the philosophical, social, pedagogic and technological study of prominent contemporary issues in the field of educational technology.

**EDUC7098A  The Design and Development of Online Learning**
The course aims to develop critical, grounded knowledge and skills in the development of online pedagogies and learning materials. It spans a range of perspectives on learning management systems and the publication of digital education resources, and seeks to develop expertise in the area known variously as instructional design, learning design, or online materials development.

**EDUC7099A  Managing Educational Change**
The theme of this course is the external factors that impact on leading and managing schools. The focus will be on change issues such as globalization 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.

**EDUC7131A  Education Skills and Development**
This course introduces students to the main debates about the role of education and skills in economic and social development. It explores the relationship between education, state formation, and patterns of economic growth and social development, as well as relationships between education systems and labour markets, and education and work.

**EDUC7132A  Higher Education, Regional Development and the Knowledge Society**
This course investigates the processes of ‘learning’ taking place at the level of the film, and the contribution of higher education of this learning process through partnerships between higher education and industry.

**EDUC7097A  Studies in the Field of Educational Technology**
The course covers a range of topics in Educational Technology, especially eLearning 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 scrutinized.

**EDUC7098A  The Design and Development of Online Learning**
The 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.

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EDUC7101 Scholarships of Teaching and Learning in Higher Education

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.

EDUC7104A School Ethics

Laws and policies do not always provide us with a definitive guide to morally justifiable action. This course will investigate how views of 'knowledge', 'learning' and 'understanding' influence the many moral decisions we make as educators; and explore concepts such as 'thinking for yourself with others', the 'ethical school', the political implications of schools as 'democratic laboratories' as well as how codes of conduct and rules can be developed democratically and dialogically.

EDUC7103A Teaching Critical Thinking and Ethical Decision-making

Teaching Critical Thinking and Ethical Decision-Making: The art of questioning is central to critical thinking and ethical decision-making. Questioning flourishes in the democratic practice of building 'communities of philosophical enquiry' - a pedagogical setting in which learners and teachers are challenged to justify their own points of view, to build on ideas by listening responsively, and to think about their own thinking and actions. The course is carefully balanced between theory and practice to allow for rigorous reflective practice.

EDUC7102A Introduction to Philosophical Topics

Introduction to some core concepts, ideas, and distinctions selected from the history of Western and African philosophy to help identify and develop the philosophical depth and potential of people’s everyday language, ideas and actions (including those of young children) when teaching critical thinking and ethical decision-making in schools, organisations and communities.

EDUC7100A Thinking through Texts

This course focuses on meanings we make from texts, as well as the meanings we bring to texts. Texts in this context include visual images, non-fiction, picture-books, buildings, movies, museums etc. Students will start by exploring what texts are in a South African context, as well as what thinking means and includes topics such as emotions, sentimentality, censorship, political correctness, sanitisation of texts, moral tools, re-imagining texts, childhood innocence & sexuality, and more generally what is said, not said and the unsayable. The course raises critical awareness of the role of texts in society and their possible uses in formal and informal educational settings. Teachers of critical thinking and philosophy will learn about the various texts they can use, the complex issues texts raise and the aesthetic, moral and political implications for their practice. Teachers of literacy and literature will also learn how texts can open up spaces to philosophise with students of all ages, including young children.

EDUC7107A Quantitative Data Analysis for Educational Specialists

Looking at data graphically

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Displaying and summarising categorical data
Analysing the relationship between categorical variables
Displaying and summarising continuous data
Analysing the relationship between continuous variables
Test of significance: Inference about a mean of a population
Residual analysis

**EDUC7108A Studies in Inclusive Education**
Reducing exclusion and marginalisation in schools requires a critical examination of school culture, policy and practice. At school-wide, classroom and individual levels, education managers and teachers need to implement research-based strategies that have been shown to be more inclusive of learner diversity, especially where learners have additional support needs. The 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.

**EDUC7133A Knowledge and Work**
This course is designed to develop 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; 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.

**In the field of Educational Psychology**

**PSYC7046A Adjustment and Maladjustment**
Theories of adjustment and maladjustment, including conventional diagnostic classifications and alternative approaches in psychopathology.

**PSYC7048A Counselling Theory and Practice**
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.

**PSYC7047A Clinical Procedures and Psycho-educational Assessment**
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; consultation.

**PSYC7049A Educational Psychology in the Community**
This unit involves the application of psychology in the field of education, with particular reference to community-based intervention. It is an integrated theoretical/practical course based on community psychology and mental health.

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Educational Psychology – Internship
Qualifying unit - MEd (Educational Psychology)

Postgraduate Certificate in Education (PGCE)

Accounting

EDUC5131 Accounting – Methodology
Qualifying course for PGCE

The course covers the aims, purposes and relationship to rest of curriculum; Syllabus planning; Preparation of lessons; Evaluation of tests and examinations; Methods of obtaining factual information; The use of current information; The evaluation of projects; Visual aids, their value and their use; Seminars and group discussions on controversial theories; and Value of excursions, eg Stock Exchange, Commercial Banks.

EDUC5151 Accounting Teaching Experience
Qualifying course for PGCE

African Languages

AFRL5025 Sesotho – Teaching Experience
AFRL5026 Nguni – Teaching Experience
AFRL5027 Nguni or Sesotho Methodology – Second Language

An historical survey of the approaches to language teaching up to the present. A study of the basic and advanced skills concerned with the acquisition of language. Practical work. Collection, production and evaluation of teaching materials.

The Senate may require the head of a department to assess a student’s overall language-competence by means of an entry test. A student who does not attain a standard in such a test considered by the Senate to be satisfactory may – either be refused admission to the unit or be required to complete an appropriate extra component in the methodology unit.

AFRL5028 Nguni or Sesotho Methodology – First Language
Qualifying course for PGCE

Approaches to first language teaching method for a Nguni language (Zulu, Xhosa, Swazi, Ndebele) or a Sotho language (South Sotho, North Sotho, Tswana). The course covers the history of first language teaching in Black schools, Methods of teaching literature and language and Practical work.

Afrikaans

AFRN5000 Afrikaans – Methodology

Language methodology: Modern education techniques for second language, oral work, pattern sentences, the comprehension test, training in spelling, composition.

Literary methodology: The teaching of poetry, prose and drama through appropriate texts. Directions, approaches and problems in the teaching of literature.

AFRN5001 Afrikaans – Teaching Experience
Qualifying course for PGCE

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Art
FINA5019 Visual Arts - Methodology
The study of child art with a particular emphasis on the adolescent. The nature of art education and the rationales for teaching the subject. The method of teaching the various skills and the history and appreciation of art.

FINA5020 Visual Arts - Teaching Experience
Qualifying course for PGCE

Life Orientation
EDUC5124 Life Orientation FET Methodology
The course develops an understanding of the key principles underlying Life Orientation as well its constituent knowledge fields. Relevant content knowledge applicable to the subject areas is developed as well as pedagogical knowledge and skills for effective learning and teaching of Life Orientation in the FET band.

EDUC5125 Life Orientation FET Teaching Experience
Qualifying course for PGCE

Biology
EDUC5136 Life Sciences - Methodology
Approaches to teaching the Life Sciences, development and practice of appropriate skills, learning and cooperative group work, scientific investigations at school, home and in the field, and applying science in society; designing materials and assessment.

EDUC5144 Life Sciences - Teaching Experience
Qualifying course for PGCE

Business Studies
EDUC5132 Business Studies - Methodology
The course covers: the aims, purposes and relationship to rest of curriculum; Syllabus planning; Preparation of lessons; Evaluation of tests and examinations; Methods of obtaining factual information; The use of current information; The evaluation of projects; Visual aids, their value and their use; Seminars and group discussions on controversial theories; and Value of excursions, eg Stock Exchange, Commercial Banks.

EDUC5140 Business Studies - Teaching Experience

Dramatic Arts
EDUC5133 Dramatic Arts - Methodology
The nature and purpose of drama in education; drama and enactment; the practice of teaching through drama; methods of teaching dramatic literature and theatre studies and the role of drama in general education.

EDUC5141 Dramatic Art - Teaching Experience
Qualifying course for PGCE

Economics
EDUC5142 Economics - Teaching Experience
Qualifying course for PGCE

EDUC5134 Economics - Methodology
The course covers the: Nature of the subject and its relationship to other disciplines; Syllabus planning; Preparation of lessons; Evaluation of tests and examinations –

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especially multiple choice question tests; Methods of revision; Construction and use of models; Factual information – its collection and use; Visual aids, their use and value; and Types of lessons – formal, group discussion, seminars, etc.

**Education**

**EDUC 1052  Computer Literacy**
Computer literacy appropriate to the use of the computer by high school teachers. Familiarisation with a PC with some introductory use of a word processor and a spreadsheet.

**EDUC 5098  Theory of Education**
A treatment of the themes listed below, in the light of the contributions of the philosophy, psychology, sociology and history of education, and of curriculum theory (‘didactics’):

**Micro-level:** (1) The learner. (2) Learning. (3) Teaching. (4) Teacher-pupil relationships.

**Intermediate-level:** (5) The school as an institution.

**Macro-level:** (6) Education in society and economy.

**Universal-level:** (7) The nature of education.

**Learning Area Studies**

**EDUC 5090  Learning Area Studies: Life Orientation**
With reference to recent curriculum developments in South Africa, a critical study of selected topics, including ethics and values; life-skills; and health awareness.

**EDUC 5087  Learning Areas Studies: Social Sciences**
With reference to recent curriculum developments in South Africa, an investigation of selected topics such as: culture, gender and identity; social time and space; issues in ecology; and the nature of evidence.

**EDUC 5108  Learning Area Studies: Mathematics**
A critical study of selected topics, including: Outcomes Based Education in the context of Mathematics; social, historical and economic influences on mathematics; mathematics across the curriculum; financial mathematics and statistics; and transformation geometry.

**EDUC 5092  Learning Area Studies: Natural Sciences**
With reference to recent curriculum developments in South Africa, a critical study of selected topics such as: the nature scientific knowledge and its relation to society; and the planet earth and beyond.

**EDUC 5093  Learning Area Studies: Arts and Culture**
A critical study of selected topics on the Arts and Culture, including: the role of the arts across the curriculum; creative processes in the arts; the nature of culture; and the relationship between music, drama and the visual arts.

**EDUC 5094  Learning Area Studies: Economics and Management Sciences**
With reference to recent curriculum developments in South Africa, a critical study of selected topics, including: entrepreneurship and sustainable economic development.

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EDUC5099  Learning Area Studies: Technology
With reference to recent curriculum developments in South Africa, the course investigates topics such as: the relationship between technology, society, the economy and the environment; technological approaches to problem-solving; and information technology.

EDUC5100  Learning Area Teaching Experience - Economics and Management Sciences
Development of competence in the classroom and schools: co-ordination, design and presentation of Economics and Management Science lessons, use of appropriate resources and teaching approaches in teaching the Economics and Management Sciences Learning Area, sensitivity to all learners in relation to their own economic position and other aspects of learning, management of classroom and other learner behaviour, participation in all aspects of school life and application of professional rights and responsibilities.

EDUC5101  Learning Area Teaching Experience - Arts and Culture
Development of competence in the classroom and schools: co-ordination, design and presentation of Arts and Culture lessons, use of appropriate resources and teaching approaches in teaching the Arts and Culture Learning Area, sensitivity to all learners in relation to arts and culture and other aspects of learning, management of classroom and other learner behaviour, participation in all aspects of school life and application of professional rights and responsibilities.

EDUC5102  Learning Area Teaching Experience - Technology
Development of competence in the classroom and schools: co-ordination, design and presentation of Technology lessons, use of appropriate resources and teaching approaches in teaching the Technology Learning Area, sensitivity to all learners in relation to technology and other aspects of learning, management of classroom and other learner behaviour, participation in all aspects of school life and application of professional rights and responsibilities.

EDUC5110  Learning Area Teaching Experience - Languages
Development of competence in the classroom and schools: co-ordination, design and presentation of Language lessons, use of appropriate resources and teaching approaches in teaching the Languages Learning Area, sensitivity to all learners in relation to technology and other aspects of learning, management of classroom and other learner behaviour, participation in all aspects of school life and application of professional rights and responsibilities.

EDUC5104  Learning Area Teaching Experience - Life Orientation
Development of competence in the classroom and schools: co-ordination, design and presentation of Life Orientation lessons, use of appropriate resources and teaching approaches in teaching the Life Orientation Learning Area, sensitivity to all learners in relation to their own families and communities and other aspects of learning.

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management of classroom and other learner behaviour, participation in all aspects of
school life and application of professional rights and responsibilities.

EDUC 5105 Learning Area Teaching Experience - Mathematics
Development of competence in the classroom and schools: co-ordination, design and
presentation of Mathematics and Mathematical Literacy lessons, use of appropriate
resources and teaching approaches in teaching the Mathematics and Mathematical
Literacy Learning Area, sensitivity to all learners in relation to mathematics and other
aspects of learning, management of classroom and other learner behaviour,
participation in all aspects of school life and application of professional rights and
responsibilities.

EDUC 5106 Learning Area Teaching Experience - Natural
Sciences
Development of competence in the classroom and schools: co-ordination, design and
presentation of Natural Science lessons, use of appropriate resources and teaching
approaches in teaching the Natural Sciences Learning Area, sensitivity to all learners in
relation to natural sciences and other aspects of learning, management of classroom
and other learner behaviour, participation in all aspects of school life and application of
professional rights and responsibilities.

EDUC 5107 Learning Area Teaching Experience - Social
Sciences
Development of competence in the classroom and schools: co-ordination, design and
presentation of Social Science lessons, use of appropriate resources and teaching
approaches in teaching the Social Sciences Learning Area, sensitivity to all learners in
relation to the social sciences and other aspects of learning, management of classroom
and other learner behaviour, participation in all aspects of school life and application of
professional rights and responsible.

EDUC 5109 Learning Area Studies: Languages
A critical study of selected topics on language and literature, with special reference to
South Africa’s new school curriculum.

English
EDUC 5152 English Methodology
Teenage literature and South African literature in the high school. Grammar and style.
Approaches to language teaching. The application of theory to classroom practice.
Methods of teaching the novel, drama and poetry.

EDUC 5149 English – Teaching Experience
Qualifying course for PGCE

Geography
EDUC 5147 Geography – Methodology
The aim, scope and development of geography and environmental studies at secondary
level. Objectives, outcomes and assessment. Biases in geography and geographic
education. Syllabus types, construction and implementation. Strategies in geographic
teaching and other classroom procedures. Fieldwork training excursion.

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EDUC5148  Geography - Teaching Experience  
Qualifying course for PGCE

History  
EDUC5135  History - Methodology  
The nature of history. The place of history in education. Approaches to the study of history – eg the varieties of history; approaches to the content and a critical analysis of history syllabuses. Methods of history teaching inside and outside the classroom. Evaluation in history: tests and examinations. Bias in the teaching of history. History and the school-leaver.

EDUC5143  History - Teaching Experience  
Qualifying course for PGCE

Mathematics  
EDUC5137  Mathematics - Methodology  
A study of the psychology and other educational theory relevant to the teaching of Mathematics. Practical work within the department under the guidance of experienced teachers. A study of the various high school syllabuses.

EDUC5145  Mathematics - Teaching Experience  
Qualifying course for PGCE

Music  
MUSC5004  Music - First Instrument - Methodology  
MUSC5058  Music - Methodology  
Method and organisation of school music: Comparative study of different methods; schemes from Grades 8-12; class singing and voice production; recorder and melodic percussion groups. General musical knowledge: The teaching of history and appreciation of music; score-reading; form and analysis; matriculation set-works. Harmony: Methodology of written and keyboard harmony; aural training.

EDUC5146  Physical Sciences - Teaching Experience  
Qualifying course for PGCE

Science Education  
SCED4007A  Biology for Educators I (25 credits)  
This course covers evolution and physiology. The evolution topic covers the theory of evolution by natural selection, and the evidence of, mechanisms for, and products of, evolution. The course is contextualised within the South African senior Life Sciences

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school curriculum. In addition, the course will emphasise content knowledge that teachers require, and the most suitable approaches that they should use to teach topics in evolution effectively. Whilst the course has a very strong scientific content base, the approach is a pragmatic one, designed to help practicing teachers improve the quality of their teaching of evolution. The physiology topic covers the structure and functioning of organs and systems in living organisms, focusing particularly on the physical and chemical processes in the human body. The application of the content in people’s personal lives is addressed. The best approaches to teaching the content in line with the curriculum, and extending beyond, are included. Emphasis is placed on developing important academic skills in schools.

**SCED4008A  Chemistry and Physics for Educators I (25 credits)**
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, they will be introduced to a number of important related topics which are all relevant to the teaching of the school curriculum.

**SCED4009A  Biology for Educators II (25 credits)**
This course covers two topics: 'biodiversity' and 'cell biology and genetics'. The biodiversity topic outlines principles and practices used in the study of biodiversity from a taxonomic (species to phyla) and compositional (communities to biomes) perspective, using a strong fieldwork component. The principles are illustrated using South African groups, and the skills and literature required to identify them. The course emphasises content knowledge that teachers require, and the most suitable approaches that they should use to teach topics in biodiversity effectively. The cell biology and genetics topic covers an examination of cells as the unit of life, the function of various organelles in healthy and diseased humans and the role of DNA in determining the structure and function of cells and genetics. Current ethical biotechnology issues (e.g. genetic engineering, cloning and stem cells use) are explored. The course includes misconceptions and teaching and learning difficulties experienced with some of these challenging topics.

**SCED4010A  Chemistry for Educators (25 credits)**
The first part of this course covers selected topics in chemistry including basic atomic and molecular concepts. The second 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, they will be introduced to a number of important related topics which are all relevant to the teaching of the school curriculum.

**SCED4011A  Mathematics for Educators II (25 credits)**
This course comprises two main topics: Statistics and Geometry:

SCED4012A  Chemistry and Physics for Educators II (25 credits)
This course covers selected topics in Modern Physics and basic atomic and molecular concepts in chemistry. The chemistry section aims to introduce students to the basic concepts about the nature and structure of matter and issues related to the teaching of these ideas. This will be done through an historical view of the evolution of chemistry concepts and an emphasis on the importance of chemical language in talking about the concepts.

The physics section covers selected aspects of Modern Physics from the following: relativity, atomic structure, condensed matter, nuclear physics, elementary particles, and cosmology and astrophysics. Pedagogy for teaching these topics and trends in the advancement of these areas of physics relevant to current and future school curricula will be included.

SCED4013A  Mathematics Education I (20 credits)
This course consists of Connecting Mathematics and Expressing Mathematics. In Connecting Mathematics, the following content will be covered: Five trends of mathematical proficiency; analysing levels of cognitive demand for math tasks; realistic mathematics education; the implementation of connected mathematics in South Africa; teaching ‘realistic’ mathematics; traditional vs realistic mathematics. In Expressing Mathematics the following content will be covered: Introduction to the course; Why a course on language in mathematics education? What does it involve? Academic reading and writing; the language of mathematics; reading to learn mathematics; speaking to learn mathematics; writing to learn mathematics; text analysis.

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SCED4014A  Mathematics Education II (20 credits)
This course consists of two topics: Reasoning in Mathematics and Assessment in Mathematics. In Reasoning in Mathematics the following content will be covered: Theories of learning; errors and misconception in learning mathematics; the meaning of mathematical reasoning; tasks and mathematical reasoning; classroom conversations; mathematical tasks in a community.
In Assessment in Mathematics the following content will be covered:: Introduction to assessment; assessment from the 20th to the 21st Century; a model for assessment with three components: formative assessment and learning, summative assessment and monitoring, large scale assessment such as TIMSS and PISA; Rasch measurement theory; assessing student attitudes.

SCED4015A  Mathematics for Educators 1 (25 credits)
This course covers two main topics: Functions and Calculus
The Functions topic comprises: 1. Functions and their graphs: Properties of a Function; Graph of a Function; Transformation of Functions; Library of Functions; 2. Polynomial functions: Linear Functions and their Properties; Quadratic Functions and their Properties; Building Models of Linear and Quadratic Functions; Polynomial Functions and their Properties; Polynomial Inequalities; Real Zeros of a Polynomial ; 3. Rational functions: Rational Functions and their Properties; Graph of a Rational Function; Rational Inequalities ; 4. Composite Functions; One-to-one Functions; and Inverse Functions. 5. Exponential and Logarithmic functions: Composite Functions; Inverse Functions; Properties of Logarithmic and Exponential Functions; Logarithmic and Exponential Equations.; 6. Trigonometric functions and their Inverses: Angles and Radian Measure; Properties of Trigonometric Functions; Graphs of the three Trigonometric Functions and their Inverses; Transformations of Trigonometric Functions; Trigonometric Equations.
The Calculus topic comprises: 1. Limits and Continuity: Limit of a Function and Limit Laws; One-Sided Limits; Continuity; Limits involving Infinity; Asymptotes.; 2. Differentiation: Tangents and the Derivative at a Point; Derivative of a Function; Differentiation Rules; Derivative as a Rate of Change; Derivatives of Trigonometric, Exponential and Logarithmic Functions; Implicit Differentiation ; 3. Applications of Differentiation: Extreme Values of Functions; Mean Value Theorem; Increasing and Decreasing Functions and First Derivative Test; Concavity and Curve Sketching; Applied Optimization.; 4. Integration: Antiderivatives; Riemann Sums; The Definite Integral; The Fundamental Theorem of Calculus, Part 1 and 2; Indefinite Integrals; Substitution Method; Areas between Curves.

SCED4016A  Science Education I (20 credits)
This course covers the following: 1. Learning theories: This unit examines key ideas and concepts in recent theories of learning about science. Students also relate the theories to practice in science classrooms. 2. Introduction to the history, philosophy, and nature of science: This unit introduces students to the fundamental aspects of the history and philosophy of science; scientific literacy; and the nature of science. It equips students with the requisite knowledge and pedagogical skills essential for teaching about the nature of science at the secondary-school level.; 3. Language and communication: This

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unit examines the role of language in the sciences and in learning science. In particular, students will examine ways in which language can present a barrier to communication for teachers and learners in the sciences.

**SC ED4017A  Science Education II (20 credits)**
This course covers two main areas: it examines the role of practical work in the learning and teaching of the sciences at secondary school level; this course introduces students to the aims and philosophy of practical work. It looks at the implementation of certain school practical as well as issues related to practical work. It also introduces teachers to the STS (Science and Technology in Society) approach to teaching the sciences at secondary school level. Students examine ways of improving the scientific literacy of learners through more relevant school science. The usefulness of STS approaches in South Africa’s new science curricula is considered.

**SC ED4018A  Research Project in Science Education (30 credits)**
This research project is a mini study aimed mainly at introducing empirical research and how to do basic research. This module provides practical training for the development of research skills through exposure to the methods, philosophy and ethos of research which bridges the gap between theory and practice, working with the real South African schooling and curriculum contexts.

**SC ED4020A  Mathematics for Educators III (25 credits)**
This course comprises two main topics: Number theory and Linear Algebra, the number theory topic comprises: 1. Different Methods of Proof. a) Proof by deduction b) Proof by induction c) Proof by contradiction; 2. Divisibility a) Divisors b) Least common multiples c) Linear Diophantine equations; 3. Prime Numbers a) Prime numbers and prime power factorizations b) Distribution of primes c) Fermat and Mersenne primes d) Factorisation; 4. Congruences a) Modular arithmetic b) Linear congruences.

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