NELSON MANDELA

UNIVERSITY

FACULTY OF EDUCATION

PROSPECTUS

2025

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FACULTY OF EDUCATION

PROSPECTUS 2025

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Enquiries:

FACULTY OF EDUCATION
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6031

SOUTH CAMPUS
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NB:Your **student number** must appear on all correspondence.
Correspondence must be directed to **The Registrar**.

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NB:

Although the information contained in this Prospectus has been compiled as accurately as possible, the Council and the Senate of Nelson Mandela University accept no responsibility for any errors or omissions. This Prospectus is applicable only to the 2025 academic year. Information on syllabus and module outcomes is available on the Nelson Mandela University website.

ADDRESS OF THE UNIVERSITY

Access and Enrolment

The Access and Enrolment Section   Gqeberha Campuses   +27 (0)41 504 1111
PO Box 77000   George Campus   +27 (0)44 801 5194
Nelson Mandela University
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Finance

The Finance Department   **Student Accounts**
PO Box 77000   Gqeberha Campuses   +27 (0)41 504 4364
Nelson Mandela University   George Campus   +27 (0)44 801 5053
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6031   **Financial Aid**
    Gqeberha Campuses   +27 (0)41 504 3182
    George Campus   +27 (0)44 801 5130

Assessment and Graduation

The Assessment and Graduation Section   North Campus   +27 (0)41 504 3107
PO Box 77000   South Campus   +27 (0)41 504 1239
Nelson Mandela University   Missionvale Campus   +27 (0)41 504 2709
GQEBERHA   George Campus   +27 (0)44 801 5090
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General

The Registrar   Gqeberha Campuses   +27 (0)41 504 1111
PO Box 77000   George Campus   +27 (0)44 801 5111
Nelson Mandela University   Student Enquiries   +27 (0)41 504 9000
GQEBERHA
6031   E-mail: info@mandela.ac.za
    Website: http://www.mandela.ac.za

TABLE OF CONTENTS

FACULTY OF EDUCATION   NELSON MANDLEA UNIVERSITY

VISION AND MISSION

OUR VISION

To be and to nurture a dynamic community of professional teachers, leaders and scholars in Education committed to co-creating a vibrant, socially-just and democratic society.

OUR MISSION

A Faculty committed to cultivating passionate, engaged, knowledgeable, effective, ethical and compassionate teachers, researchers and leaders who are critical thinkers and agents of hope and transformation.

Through:

- practising humanising pedagogies;
- enabling collaborative partnerships with relevant stakeholders, particularly students, alumni, schools, colleges, universities, communities, industries and governments;
- using future-oriented technologies creatively, and
- bringing the classroom into the world and the world into the classroom.

The Faculty of Education comprises of the following Departments:

- Primary School Education Department
- Secondary School Education Department
- Post Graduate Studies Department
- Post Schooling Department

STAFF

Office of the Dean

Executive Dean	Prof HH Sathorar BCom, HDE *cum laude*, BEdHons *cum laude* (UPE), MBA *cum laude* (NMMU), PhD (Mandela Uni)
Executive Secretary	Ms JL Smith BSocSci (RU)
Deputy Dean	Prof K Pillay Dip Edu (Dower), HDE (Hewat), BAHons (UDW), MEd (UN), PhD (NMMU)
Deputy Dean Secretary	Ms G Daniels-Smith NDip (Management) (Mandela Uni)
Faculty Operations Manager	Ms T Khomo BA Ed, Bed Hons (UPE), MA in Development Studies (NMMU)
Resource Centre Coordinator	Ms NP Rhayi BA (UPE), BAHons (NMU), MA (isiXhosa) (NMU)
Administrator: Bursaries	Ms M Geswint
Administrator: School Based Learning	Ms N Ntshangase BSc (RU)

Faculty Academic Administration (South Campus)

Senior Faculty Academic Administration Manager	Ms L Roodt BCom (NMMU)
Faculty Academic Administration Manager	Mr R Salie NDip (Management) (NMMU)
Faculty Academic Administration Consultant	Ms J Hay
Postgraduate Academic Administration Consultant	Ms S Nyanda Dip Pub Man, Adv Dip Pub Admin & Man (NMU)

Primary School Education Department

Head of Department (Acting)	Dr TE Mapasa STD (Griffiths Mxenge College of Education), BA Ed (UNISA), BTech (Ed Mgt) (PET), MEd (NMMU), PhD (Mandela Uni)
Associate Professors	Prof CP Mosito BA (Education) (NUL); Diploma in Specialised Education (Remedial), B Ed Hons, M Ed (Education Support), D Phil (UCT)
	Prof D Geduld HDE (Dower College), BEdHons, MEd, DEd (NMMU)
	Prof A du Plessis HDE (PETC) with distinction, BA (UPE) cum laude, MEd (RU) Cum Laude, PhD (NMMU)
Senior Lecturer	Dr M Childs HDE (PET), BA, MPhil (UPE), DEd (NMMU)
Lecturers	Ms H Septoo Junior Primary Diploma (Dower College), DSE: Remedial Education (UPE), B Ed Hons (NMMU)
	Ms M van Zyl BPrimEd FP, FDE *cum laude*, BEdHons (UPE), MEd (NMMU)
	Dr S Deysel HDE (PETTC), FDE *cum laude* (UPE), BEdHons *cum laude*, MEd (NMMU), PhD (Mandela Uni)

	Dr D Koen BA, BAHons (Afrikaans & Dutch), MA (Afrikaans & Dutch), PGCE (NMMU), DPhil (Afrikaans) (UFH)
	Mr M Maepa B Ed SPF (Uni of Limpopo), BA Honours (Uni Limpopo), PGD Public Management (Regenesys Business College), M Ed Curriculum and Professional Studies (Uni of Limpopo)
	Dr NV Msutwana HDE (SecTeach), BEdHons, MEd *cum laude* (NMMU) PhD (Mandela Uni)
	Dr R Thorne HDE IV (SP) (Dower College of Education), BEdHons, MEd (Science and Language) (NMMU), PhD (NMU)
Associate Lecturer	Mr J Jacobs BEd (NMMU), BEd Hons (Mandela Uni), MEd ICT Ed (UJ)
Programme Administrator: FP	Ms B Brooks
Programme Administrator: IP	Ms D Botha
Laboratory Technician	Ms N Ntshangase BSc (RU)

Secondary School Education Department

Head of Department	Dr A Simayi Secondary Teachers Diploma (Maths and Biology) (Lennox Sebe Teachers College) BA (Psy and Ed) (UNISA), B Ed Hons (Maths and Phys Sci), M Ed (Physical Science Teaching), PhD (Mandela Uni)
Professors	Prof L Athiemoolam BPaed (UDW), BEd (RU), BAHons (English) *cum laude*, BAHons Psych (NMMU), DSE (UNISA), MEd, DEd (UPE)
Senior Lecturers	
Lecturers	Dr B Ismail BCom (UWC), BComHons (Vista), MCom (Vista), PhD (NMMU)
	Ms PM Madimabe BSc (UFS), PGCE (UNISA), BEd Hons (UFS), MEd (UFS)
	Dr V Matsha BSc, BEd, HDE (UFH), MEd (Leeds), PhD (Mandela Uni)
	Ms KZ Papu BA (Media, Communication and Culture) (NMMU), BAHons (English), MEd *cum laude* (Mandela Uni)
	Dr ME van Heerden B.Mus (UPE), UVLM (UNISA), RSLM (Royal Schools of Music, London), MMus (UPE), PhD (NMMU)
	Dr W Zivanayi Cert Ed, BEd (Chem), MSc (Maths and Science) (UZ), PhD (Chem) (Mandela Uni)
Associate Lecturer	Mr R Gallant BA HDE (UWC), BEdHons, M Ed (Mandela Uni)
	Ms NS Malinga Secondary Teachers Diploma (Eshowe College of Education), BCompt (Unisa), BEd Hons (Unisa), MEd (Wits)
Programme Administrator: SP FET & PGCE	Ms PA Roach NDip (Management) (NMMU), PDBA (Mandela Uni), MBA (NMU)

Post Graduate Studies Department

Head of Department	Dr W Doh Nubia BEd Curriculum Studies and teaching (UB), MEd Curriculum Studies (UKZN), PhD Curriculum Studies (NWU)
Professors	
Associate Professors	Prof M Khau BScEd (Nat Univ of Lesotho), PGDE (Life Orientation) *cum laude* (RAU), BEdHons *summa cum laude*, MEd *summa cum laude*, PhD (UKZN)
Senior Lecturers	Dr EMA Scheckle BA (Ed), BAHons (English), BEd (Wits), MPhil (TELI, US), PhD (RU)
Programme Administrator: B Ed Hons, M Ed and PhD	Vacant

Post Schooling Department

Head of Department	Ms H Oosthuizen BScHons Zoology, HDE Post Grad (UPE), BScHons Info Systems (UNISA), MSc (UPE)
Lecturers	Dr L Maluleke BSocSci, BEdHons (Educ&Dev), MEd Adult Education (UKZN), PhD (Mandela Uni)
TVET WBL Administrator	Ms M Oliphant
Programme Administrator: TVET and PGDE	Ms M Oliphant

Registered Entities
Centres

Centre for the Community School	Mr N Mzuzu (Acting)

FACULTY OF EDUCATION   NELSON MANDLEA UNIVERSITY

GENERAL INFORMATION AND REGULATIONS

Every student of this faculty is bound by the rules contained in this document and in addition by the Nelson Mandela University's regulations as contained in the General Prospectus and all relevant policies. It is the responsibility of every student to acquaint him/herself with the contents of the relevant rules and policies.

GENERAL ADMISSION REQUIREMENTS (UNDERGRADUATE)

The admissions requirements for undergraduate programmes offered by Nelson Mandela University consist of:
- the statutory minimum requirements based on the National Senior Certificate (NSC), or equivalent school-leaving certificate;
- the Applicant Score (AS), a composite score based on school subject achievement; and
- specific school subject and other requirements (e.g., departmental selection, portfolios, interviews)

These requirements are relevant for the following local and international qualifications: NSC, Senior Certificate, Cambridge qualifications, International Baccalaureate, Namibian and Kenyan Senior Secondary Certificates, and the NC(V) 4.

NSC MINIMUM STATUTORY ENTRY REQUIREMENT
Qualification Minimum Statutory Entry Requirement:
Currently the statutory requirement for admission to a higher certificate, diploma or degree programme is a National Senior Certificate with the appropriate endorsement as well as the minimum language of teaching and learning requirement of the Higher Education Institution.

Qualification	Minimum Statutory entry requirement
Higher Certificate	Pass the NSC, with a minimum of 30% in the language of learning and teaching of the higher education institution, together with any other university requirements.
Diploma	Pass the NSC with a minimum of 30% in the language of learning and teaching of the higher education institution, coupled with an achievement rating of 3 (40–49%) or better in four recognised NSC 20-credit subjects, together with any other university requirements
Bachelor's Degree	Pass the NSC with a minimum of 30% in the language of learning and teaching of the higher education institution, coupled with an achievement rating of 4 (50–59%) or better in four NSC 20-credit subjects together with any other university requirements.

NC(V)4 applicants must meet the minimum requirements for higher certificate, diploma or degree entry as well as the AS and subject admission requirements.

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Applicants with **alternate**, **international** or **foreign** qualifications must satisfy the requirements laid down by the Matriculation Board to qualify for a certificate of exemption for a particular alternate, international or foreign school-leaving qualification. These requirements are contained in Government Gazette No. 31674, 5 December 2008 and can be found on the HESA website http://www.hesa-enrol.ac.za/mb/forpres.htm. Applications for such certificates must be made to the Matriculation board directly: https://mb.usaf.ac.za/

THE APPLICANT SCORE (AS)
For *NSC applicants* with **seven** Grade 12 subjects, the AS is calculated by adding the percentages for the six 20-credit subjects (**Note** that the Life Orientation percentage is not included as it is a 10-credit subject). This gives a score out of 600.

For those applicants taking **eight or more** subjects the AS is calculated as follows:
- add the percentages obtained for the three compulsory / fundamental subjects (the two languages and Mathematics or Mathematical Literacy),
- plus the percentage(s) for any subject(s) required by the programme,
- together with the percentage(s) for the next best / highest subject(s), to a maximum of six subjects.

For those applicants from Quintile 1 to 3 schools who attain 50% or higher for Life Orientation, 7 points are added to their score out of 600 to arrive at their final AS.

The table below provides an example of how to calculate the AS for:
- **Applicant 1** has 7 NSC Grade 12 subjects and is applying for a programme with Life Science and Physical Science as required subjects; and
- **Applicant 2** who is applying for the same programme, but who took 8 subjects in Grade 12.
- **Applicant 3** who is applying for the same programme, but who is from a Quintile 1 school.

NSC Subject	Applicant 1		Applicant 2		Applicant 3 from Quintile 1 school	
	% obtained	% used to calculate the AS	% obtained	% used to calculate the AS	% obtained	% used to calculate the AS
isiXhosa Home Language	78	78	78	78	78	78
English 1st Additional	60	60	60	60	60	60
Mathematics	65	65	65	65	65	65
Life Science	62	62	62	62	62	62
Physical Science	50	50	50	50	50	50
History	-	-	60	60	60	-
Geography	55	55	55	-	55	55
Life Orientation	88	-	88	-	88 LO>50%	7
APPLICANT SCORE (AS)		**370**		**375**		**377**

For *South African and International applicants with International, NC(V) 4 or Foreign School-Leaving certificates*, use the table below to calculate an equivalent Applicant Score (AS) for admission, based on percentages obtained in such certificates.

Applicants will have to comply with the minimum Applicant Score (AS) set for the Undergraduate qualification they wish to apply for, as well as meet any other additional subject requirements directly.

The Applicant Score (AS) uses the symbols/achievement rating/percentages obtained in an applicant's school-leaving examinations in order to convert them to an equivalent achievement standard on the National Senior Certificate (NSC). The AS is calculated using six subjects, which must include the language(s), and subject requirements for admission, but excluding Life Orientation.

International/Foreign/NC(V) 4 Equivalency Conversion Table

Subject % to use when calculating the Applicant Score	Senior Cert HG	Senior Cert SG	HIGCSE NSSC HL	IGCSE NSSC OL	O-LEVEL	AS	A-LEVEL	IB HL	IB SL	KCSE	NC(V)4 Fundamental	NC(V)4 Vocational
115							A*, A	7				
105							B	6				
95	A		1			A	C	5	7	A+, A		
85	B		2			B	D	4	6	A-		
75	C	A	3	A	A	C	E	3	5	B+	Use the actual percentages obtained on the statement of results / certificate of the applicant	5 (90-100%)
65	D	B		B	B	D		2	4	B, B-		5 (80-89%)
55	E	C	4	C	C	E		1	3	C+		4 (70-79%)
45	F	D		D	D				2	D		3 (50-69%)
35	FF	E		E	E				1	E		2 (40-49%)
25	G, GG, H	F, FF, G, GG, H		F, G						F, G		1 (0-39%)

Key:

NSC	National Senior Certificate	O-Level	Ordinary level
Senior Cert HG	Senior Certificate Higher Grade	AS	Advanced Subsidiary

Senior Cert SG	Senior Certificate Standard Grade	A-Level	Advanced level
HIGCSE	Higher International Graduate Certificate of Secondary Education	IB HL	International Baccalaureate Schools (Higher Levels)
IGCSE	International Graduate Certificate of Secondary Education	IB SL	International Baccalaureate Schools (Standard Levels)
NSSC HL	Namibian Senior Secondary Certificate Higher Levels	KCSE	Kenyan Certificate of Secondary Education
NSSC OL	Namibian Senior Secondary Certificate Ordinary Levels	NC(V)4	National Certificate Vocational Level 4

SCHOOL SUBJECT AND OTHER REQUIREMENTS

The Undergraduate Programmes General Information & Admissions Requirements Guide, University website or Faculty Prospectus provides information on the required subjects and what the minimum AS required for admission is for each undergraduate programme offered by Nelson Mandela University

Candidates who satisfy the minimum requirements and who apply online before the official early closing date (August 3) are given preference.

Applications will be considered until the 30th of September.

Applicants who apply in January will have to apply through Central Application Service Hub (CASH).

Final acceptance is based on official final school-leaving results. Applicants currently at school receive provisional, subject to submission of final results.

NATIONAL BENCHMARK TEST (NBT)

Generally, most programmes offered at the Nelson Mandela University do not require applicants to write the National Benchmark Test (NBT). However, there are a very small number of qualifications which require NBT results. If under the requirements of the programme you are interested in, states that NBT results are required, please consult the NBT website (https://www.nbt.ac.za) to book a test date. Applicants interested in programmes requiring NBT results are encouraged to book and write these tests as early as possible. A reference letter from the University is not required.

GENERAL ADMISSION REQUIREMENTS (POSTGRADUATE)

LEVELS AND TYPES OF POSTGRADUATE STUDY
Postgraduate qualifications are structured as follows:
- Postgraduate certificate or diploma
- Bachelor honours degree
- Master's degree
- Doctoral degree

A **postgraduate certificate or diploma** provides an opportunity to undertake advanced study that will strengthen and deepen your knowledge in a particular discipline or profession. Completion of the qualification gives graduates access to a related master's degree programme. The programmes consist mainly of coursework modules and may include conducting and reporting research under supervision.

Duration of study: one year full-time

The bachelor **honours degree** is the initial postgraduate specialisation qualification, preparing students for research-based postgraduate study. This qualification typically follows a bachelor's degree, and serves to consolidate and deepen the student's experience in a particular discipline, and to develop research capacity in the methodology and techniques of that discipline. It demands a high level of theoretical engagement and intellectual independence. In some cases a bachelor honours degree carries recognition by an appropriate professional or statuary body. Bachelor honours degree programmes usually include conducting and reporting research under supervision, in a manner that is appropriate to the discipline or field of study. Not all honours programmes at Nelson Mandela University involve conducting research, but all of them include a research methodology course as part of the coursework component. Completion of a bachelor honours degree meets the minimum entry requirement of admission to a cognate Master's degree. Entry into a master's degree programme is usually in the area of specialisation of the bachelor honours degree. A qualification may not be awarded for early exit from a bachelor honours degree.

Bachelor honours programmes usually take one year of full-time study.

A **master's degree** may be earned in one of two ways: (i) by completing a single advanced research project, culminating in the production and acceptance of a dissertation, or (ii) by successfully completing a coursework programme and a smaller applied research component. The admission requirement is a relevant honours degree. Professional or advanced career-focused bachelor's degrees, such as BEng, BPharm, BCur, BPsych and BTech, may also be recognised as the minimum entry requirement to a related master's degree programme. Duration of study: Coursework master's degree: one year full- time. Research master's degree: one year to 4 years.

A **doctoral degree** requires a candidate to undertake research at the most advanced academic level, culminating in the production of a thesis. The research outcome has to make a significant and original academic contribution to a discipline or field. The degree may be earned through pure discipline based on multi- disciplinary or applied research. The degree may include a coursework component as preparation to the research, but does not contribute to the credit value of the qualification. Duration of study: 2 to 6 years

RE-ADMISSION REQUIREMENTS (UNDERGRADUATE PROGRAMMES)

Once a student has been admitted to a programme and studies have commenced, it is expected that reasonable **academic progress** will take place every year. However, in reality some students do not live up to this expectation and the University is then obliged to deal with that situation. The outcome may be that such students would have to terminate their studies. To deal with situations like this the University has adopted a Policy on re-admission to Undergraduate Programmes and each faculty has formulated specific re-admission rules applicable to the programmes offered by that faculty.

When considering a student's re-admission status, the **period of study** will influence the outcome of the decision. A minimum and maximum period of study has been determined for each programme (please consult the General Prospectus for details). In the event that a student has reached the end of the prescribed maximum period of study, the student will only be readmitted under special circumstances (e.g. when the student, with due consideration of his/her academic record, is likely to complete his/her qualification by the end of the following year). Re-admission requirements are, where applicable, also reflected as part of the qualification specific requirements in addition to the general requirements reflected here.

In order to be re-admitted to a programme, a student needs to have accumulated a minimum number of credits at the end of each year of study. The relevant number of credits for each programme is indicated in a table published with each programme under the heading re-admission *RULES*. If the required number of credits has not been achieved, the student may either be re-admitted subject to certain conditions or be refused re-admission.

In the event of refusal a student may lodge an appeal in terms of the prescribed procedure outlined in the General Prospectus.

Process to determine if re-admission requirements have been met:
The following process will be followed to determine whether a student has met the re-admission requirements:

- At the end of each year Faculty Administration reviews students' progress and simultaneously identifies those students who have not met the required re-admission requirements. Heads of Programmes, in consultation with Faculty Administration, finalise the list of students who have not met the re-admission requirements;
- Faculty Administration informs students accordingly, in writing, and copies of the letters are placed on the students' records;
- Students who have been refused re-admission have one further opportunity to apply for enrolment in an alternative programme via the Faculty Administration Office; and
- Students who have been denied re-admission have the right to appeal against the decision in terms of the prescribed procedure (refer to the Nelson Mandela University General Prospectus).

REVIEW OF ACADEMIC PROGRESS AND ACADEMIC SUPPORT

The faculty monitors the academic progress of students throughout the semester, especially after each examination period (June and November). The students may be requested to consult with the Head of Programme whereby any problems that they are experiencing could be identified and discussed, where possible.

For full-time BEd students the Faculty has appointed an Education Access and Retention Officer (EAR-O). This person sources academic support assistance from other departments to ensure support, at an early stage, to potentially 'at risk' students. These interventions may include referrals for Guidance and Counselling, Learning Skills Enhancement Programmes, or interventions like Tutorials or Supplemental Instruction. The students will also be requested to have regular meetings with the EAR-O whereby any problems that they are experiencing could be identified and discussed. At these meetings other professional support services would also be present.

A detailed report is then submitted to the Head of the Programme and the Director of the School for action. A final report is submitted to the Teaching and Learning Committee. The report includes proposed actions to be put in place for the modules where a low pass rate was obtained.

Students whose progress is deemed unsatisfactory will receive either warning/ conditional letters or be denied re-admission to the programme, in accordance with the approved re-admission rules. Copies of the letters will be put on their student records.

MAXIMUM PERIOD OF STUDY

Unless Senate approves a different rule for a specific qualification or programme, the maximum period of study for the following qualifications or programmes is as follows:
- BEd in Foundation Phase: Six (6) years
- BEd in Intermediate Phase: Six (6) years
- BEd in Senior & FET Phase: Six (6) years
- Advanced Diploma in TVT: Full-time – Three (3) years; Part-time – Four (4) years
- Postgraduate Certificate in Education in Senior & FET Phase: Full-time – Three (3) years; Part-time – Four (4) years
- Postgraduate Diploma in Education: Part-time – Four (4) years
- BEd Honours: Part-time – Four (4) years
- MEd Research: Full-time – Three (3) years; Part-time – Four (4)
- PhD in Education: Full-time – Four (4) years; Part-time – Six (6) years

EXPERIENTIAL LEARNING REQUIREMENTS

School-Based Learning (Teaching Practice)
Formal teaching practice at schools in the Nelson Mandela Metropole of at least 28 weeks' duration must be completed. In addition, students will be required to do 2 to 4 weeks observational teaching.

The University is not responsible for transportation and subsistence costs incurred during periods of teaching practice in schools. Candidates, who have not attained a satisfactory standard in teaching practice, shall again register at the University in order either to attend a prescribed programme at local schools or to teach as an unqualified teacher for such a period as Senate may determine, after which they shall again be examined.

STATEMENT ON THE UNIVERSITY'S INTERVENTION IN THE EVENT OF POSSIBLE DISRUPTIONS TO ACADEMIC ACTIVITIES

From past experience the University knows that circumstances beyond our control may disrupt our academic activities. The University therefore reserves the right to implement certain emergency measures when deemed necessary to manage such situations. Please note that the University shall not be held liable for any inconvenience, damage or other negative consequence resulting from the implementation of such emergency measures.

BOARD OF FACULTY AND FACULTY MANAGEMENT COMMITTEE

The Board of Faculty consists of all academic staff in the Faculty, a student representative from each instructional programme and a student representative of the SRC for the faculty.

The Faculty Management Committee consists of the Dean, Deputy Dean, Heads of Programmes, the Operations Manager, Director of the Centre for the Community School, the Education Access and Retention Officer and the Chairperson of the Admin Forum and acts as the management committee of the Board of Faculty.

BACHELOR DEGREES

BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

Qualification code:	30151
Offering:	Full-time Missionvale Campus (V1)
Aligned NQF Level:	7
SAQA ID:	101568
Total NQF Credits for qualification:	492

THE PURPOSE OF THE LEARNING PROGRAMME
This programme has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).

The programme aims to provide student teachers with the required knowledge, understanding and skills to enhance teaching and learning in all Foundation Phase subjects (Languages, Mathematics and Life Skills), from Grade R to Grade 3. Hence, the Exit Level Outcomes and the associated assessment criteria are designed to prepare students for a high level of theoretical engagement and intellectual independence that will enable them to engage successfully with issues and challenges in school.

The BEd (FP) students should, at the exit level of the programme, embody the following Exit Level Outcomes:
- Critically engage with theoretical knowledge related to educational philosophy, sociology, history, psychology, politics and economics from an educational perspective.
- Demonstrate the ability to select, organise, design, plan and implement systematic and effective teaching, learning and assessment in different educational context to respond to diverse learner needs.
- Demonstrate the ability to coherently integrate educational theory, pedagogical content knowledge and subject discipline knowledge in praxis.
- Demonstrate the ability to teach effectively in English and Afrikaans or isiXhosa as Language of Learning and Teaching [LOLT].
- Demonstrate conversational competence in isiXhosa and Afrikaans
- Demonstrate the ability to mediate learning through developing numeracy, literacy and information technology skills.
- Demonstrate sound subject knowledge in Language, Numeracy and Life Skills

The BEd (FP) articulates with related qualifications as follows:
- Horizontally: On successful completion of the Bachelor of Education in Foundation Phase Teaching, graduates will be eligible to enrol for the ACT (level 6) or ADE (Level 7), should they wish to further strengthen and enhance their existing specialisation or want to develop a new role of practice to support teaching and learning in a school or in education more broadly.

- Vertically: On successful completion of the BEd FP, graduates will be eligible to apply for admission to the BEd Hons or Postgraduate Diploma in Education (Level 8).

ADMISSION REQUIREMENTS
- Minimum NSC statutory requirements for degree entry must be met.
- An applicant with NSC Grade 12 Mathematics requires a minimum Applicant Score of 350.
- An applicant with NSC Grade 12 Mathematical Literacy or Technical Mathematics requires a minimum Applicant Score of 365.
- NSC achievement rating of at least 45% for Mathematics or 60% for Mathematical Literacy or Technical Mathematics.
- NSC achievement rating of at least 50% for English (Home Language or First Additional Language) AND 50% for Afrikaans or isiXhosa (Home Language or First Additional Language).

SELECTION PROCEDURE
Final admission into the programme may be subject to an admission interview in the following cases:
- Where applicants currently enrolled for a particular degree programme want to enrol for the B Ed FP programme.
- Mature students who did not matriculate in the past 5 years.

RE-ADMISSION REQUIREMENTS
In order to be re-admitted to any of the B Ed programmes, a student needs to have accumulated a minimum number of credits at the end of each year of study, as indicated in the table below. If that has not been achieved, the student may either be re-admitted subject to certain conditions or be refused re-admission.

Period of Registration	4-year Programme (480+ credits)		
	Continue studies	Conditional re-admission	No re-admission
After 1 year	80+ credits	Less than 80 credits	Not applicable
After 2 years	160+ credits	120 – 159 credits	Less than 120 credits
After 3 years	240+ credits	200 – 239 credits	Less than 200 credits
After 4 years	320+ credits	280 – 319 credits	Less than 280 credits
After 5 years	400+ credits	360 – 399 credits	Less than 360 credits
After 6 years			Less than all credits; final year students may be considered if special circumstances exist

Note: Students must first register for the failed modules and then for new modules up to a maximum of 130 credits.

STATUTARY AND OTHER REQUIRMENTS

The degree shall be obtained by completing the qualification as prescribed by Senate. Unless Senate decides otherwise, the degree shall be awarded *cum laude* if the requirements set out in the General Prospectus have been met.

Class mark:
In order to be admitted to an examination in a module offered in the Faculty of Education, a student must obtain a class (year) mark of at least 40%.

Language Endorsement:
All students should be proficient in the use of *at least one* official language as a Language of Learning and Teaching (LoLT), and partially proficient (i.e. sufficient for purposes of ordinary conversation) in *at least one* other official language. In the case of students whose language of choice (or first language) is English or Afrikaans, the conversational language needs to be one of the nine other official languages or South African Sign Language. All Initial Teacher Education qualifications will be endorsed to indicate the holder's level of competence. It may be possible for qualifications to be endorsed with more than one LoLT and more than one conversational language.

Teaching practice:

School-Based Learning (SBL) for B Ed degrees				
Phase	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**
FP	Starting as beginner teacher: • Micro-teaching: view video-taped lessons • Students to visit ECD centres or Grade R classes in hometown – different contexts to be visited	Becoming a student teacher: 20 Days • 1 day per week for 10 weeks in 1st semester • 1 day per week for 10 weeks in 2nd semester	Being a student teacher: 20 Days • 2 days per week for 5 weeks in Term 2 • 2 days per week for 5 weeks in Term 3	Belonging to a community of practice: 72 Days • 3 days per week for 12 weeks in 1st semester • 3 days per week for 12 weeks in 2nd semester

For their first year observation, FP students will be required to visit Early Childhood centres or Grade R classes.

DURATION
The qualification shall extend over four years of full-time study.

Maximum Period of Study:
The maximum period of study allowed for full-time study will be six (6) years.

CURRICULUM (Full-time)

		Presented	Module Code	Credit Value
First Year				
Compulsory modules:				
	Starting out as beginner teacher	Year	PSBL100	10
	Theories of Human Development and Learning	Semester 1	PEDS101	10
	History of South African Schooling	Semester 2	PEDS102	10
	Discovering Mathematics in Foundation Phase	Year	PFMM100	20
	Introduction to Multilingualism in Education	Year	PFML100	10
	Teacher and Child in Context	Year	PFEV100	10
	Introduction to Professional Development	Year	PFPD100	10
	Computer Literacy	Year	PCTL100	12
Select ONE Language as Language of Learning and Teaching (LOLT) (Home language):				
	Emerging Literacy: English	Year	PFME100	20
	Emerging Literacy: isiXhosa	Year	PFMX100	20
	Emerging Literacy: Afrikaans	Year	PFMA100	20
Select ONE Language as Conversational language:				
	Introduction to isiXhosa Conversational	Year	PFXC100	10
	Introduction to Afrikaans Conversational	Year	PFAC100	10
	Credits First Year			**122**
Second Year				
Compulsory modules:				
	Becoming a Student Teacher	Year	PSBL200	10
	Philosophy of Education	Semester 1	PEDS201	10
	Curriculum Policy and Development	Semester 2	PEDS202	10
	English First Additional Language	Year	PFAL100	10
	Multilingualism in Education	Year	PFML200	10
	Exploring Mathematics in the Foundation Phase	Year	PFMM200	20
	Learning in the Early Years	Year	PFEY100	10
	Art Education for the Foundation Phase	Year	PFAE100	10
Select ONE Language as Language of Learning and Teaching (LOLT) – same as first year				
	Method literacy: English	Year	PFME200	20
	Method literacy: isiXhosa	Year	PFMX200	20
	Method literacy: Afrikaans	Year	PFMA200	20

		Presented	Module Code	Credit Value
Select ONE Language as Conversational language – same as first year				
	isiXhosa Conversational in Context II	Year	PFXC200	10
	Afrikaans Conversational in Context II	Year	PFAC200	10
	Credits Second Year			**120**
Third Year				
Compulsory modules:				
	Being a student teacher	Year	PSBL300	20
	Inclusive Teaching and Learning for South Africa	Year	PEDS300	20
	English First Additional Language	Year	PFAL200	10
	Continuous Exploring of Mathematics in the Foundation Phase	Year	PFMM300	20
	Natural and Life Sciences for the Foundation Phase	Year	PFNS100	10
	Movement Education for the Foundation Phase	Semester 2	HMSV142	10
Select ONE Language as Language of Learning and Teaching (LOLT) – same as second year				
	Literacy across the curriculum: English	Year	PFME300	20
	Literacy across the curriculum: isiXhosa	Year	PFMX300	20
	Literacy across the curriculum: Afrikaans	Year	PFMA300	20
Select ONE Language as Conversational language – same as second year				
	isiXhosa Conversational in Context III	Year	PFXC300	10
	Afrikaans Conversational in Context III	Year	PFAC300	10
	Credits Third Year			**120**
Fourth Year				
Compulsory modules:				
	Belonging to a community of practice	Year	PSBL400	40
	Issues in Education	Year	PEDS400	20
	English First Additional Language III (*Major*)	Year	PFAL300	10
	Inquiry-based learning of Mathematics in Foundation Phase (*Major*)	Year	PFMM400	20
	Life Skills for the Foundation Phase	Year	PFLS100	10
Select ONE Language as Language of Learning and Teaching (LOLT) – same as third year				
	Reflective Literacy Practice: English (*Major*)	Year	PFME400	20
	Reflective Literacy Practice: isiXhosa (*Major*)	Year	PFMX400	20

		Presented	Module Code	Credit Value
	Reflective Literacy Practice: Afrikaans (*Major*)	Year	PFMA400	20
Select ONE Language as Conversational language – same as third year				
	isiXhosa Communication in Context IV	Year	PFXC400	10
	Afrikaans Conversational in Context IV	Year	PFAC400	10
	Credits Fourth Year			**130**
Total Credits				**492**

CURRICULUM MODULE REQUISITES

Module	Code	Pre-requisite	Co-requisite
Becoming a Student Teacher	PSBL200	PSBL100	
Being a Student Teacher	PSBL300	PSBL200	
Belonging to a community practice	PSBL400	PSBL300	
English FAL 2	PFAL200	PFAL100	
English FAL 3	PFAL300	PFAL200	
Afrikaans Conversational in Context 2	PFAC200	PFAC100	
Afrikaans Conversational in Context 3	PFAC300	PFAC200	
Afrikaans Conversational in Context 4	PFAC400	PFAC300	
isiXhosa Conversational in Context 2	PFXC200	PFXC100	
isiXhosa Conversational in Context 3	PFXC300	PFXC200	
isiXhosa Conversational in Context 4	PFXC400	PFXC300	
Method Literacy: Afrikaans	PFMA200	PFMA100	
Method Literacy: English	PFME200	PFME100	
Method Literacy: isiXhosa	PFMX200	PFMX100	
Literacy across the curriculum: Afrikaans	PFMA300	PFMA200	
Literacy across the curriculum: English	PFME300	PFME200	
Literacy across the curriculum: isiXhosa	PFMX300	PFMX200	
Reflective Literacy Practice: Afrikaans	PFMA400	PFMA300	
Reflective Literacy Practice: English	PFME400	PFME300	
Reflective Literacy Practice: isiXhosa	PFMX400	PFMX300	
Multilingualism in Education	PFML200	PFML100	
Exploring Mathematics in the Foundation Phase	PFMM200	PFMM100	
Continuous Exploring of Mathematics in FP	PFMM300	PFMM200	
Inquiry-based learning of Mathematics in FP	PFMM400	PFMM300	

BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING

Qualification code:	30152
Offering:	Full-time South Campus (A1)
Aligned NQF Level:	7
SAQA ID:	101811
Total NQF Credits for qualification:	498

THE PURPOSE OF THE LEARNING PROGRAMME
This programme has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).
The B Ed Intermediate Phase programme aims to develop graduates as competent, professional teachers able and committed to the enhancement of education in diverse schools in South Africa and beyond. As such the programme aims to provide student teachers with the required knowledge, understanding and skills to enhance teaching and learning in all the Intermediate Phase subjects (Languages, Mathematics, Life Skills, Natural Science and Technology, Arts and Culture, Social Sciences and Economic Management Sciences). The Exit Level Outcomes and the associated assessment criteria are designed to engage with the teacher competencies provided by the Department of Education in the MRTEQ.

The BEd (IP) students should, at the exit level of the programme, embody the following Exit Level Outcomes:
- Critically engage with theoretical knowledge related to educational philosophy, sociology, history, psychology, politics and economics from an educational perspective.
- Demonstrate the ability to select, organise, design, plan and implement systematic and effective teaching, learning and assessment in different educational context to respond to diverse learner needs.
- Demonstrate the ability to coherently integrate educational theory, pedagogical content knowledge and subject discipline knowledge in praxis.
- Demonstrate the ability to teach effectively in English and Afrikaans or isiXhosa as Language of Learning and Teaching [LOLT].
- Demonstrate conversational competence in Afrikaans and isiXhosa.
- Demonstrate the ability to mediate learning through developing numeracy, literacy and information technology skills.
- Demonstrate sound subject knowledge in Intermediate phase subjects (Languages, Mathematics, Natural Science and Technology, Social Sciences, Life Skills, Arts and Culture and to a lesser degree Economic Management Sciences).

The BEd (IP) programme articulates with related qualifications as follows:
- Horizontally: On successful completion of the BEd (IP) programme, graduates will be eligible to enroll for the ADE (Level 7) or ACT (Level 6), should they wish to further strengthen and enhance their existing specialization or want to develop a new role of practice to support teaching and learning in a school or in education more broadly.
- Vertically: On successful completion of the BEd (IP), graduates will be eligible to apply for admission to the B Ed Hons or Postgraduate Diploma (in Education).

ADMISSION REQUIREMENTS

- Minimum NSC statutory requirements for degree entry must be met.
- An applicant with NSC Grade 12 Mathematics requires a minimum Applicant Score of 370.
- An applicant with NSC Grade 12 Mathematical Literacy or Technical Mathematics requires a minimum Applicant Score of 385.
- NSC achievement rating of at least 45% for Mathematics or 60% for Mathematical Literacy or Technical Mathematics.
- NSC achievement rating of at least 50% for English (Home Language or First Additional Language) AND 50% for Afrikaans or isiXhosa (Home Language or First Additional Language).

SELECTION PROCEDURE

Final admission into the programme may be subject to an admission interview in the following cases:

- Where applicants currently enrolled for a particular degree programme want to enrol for the B Ed Intermediate Phase programme.
- Mature students who did not matriculate in the past 5 years.

RE-ADMISSION REQUIREMENTS

In order to be re-admitted to any of the B Ed programmes, a student needs to have accumulated a minimum number of credits at the end of each year of study, as indicated in the table below. If that has not been achieved, the student may either be re-admitted subject to certain conditions or be refused re-admission.

Period of Registration	4-year Programme (480+ credits)		
	Continue studies	Conditional re-admission	No re-admission
After 1 year	80+ credits	Less than 80 credits	Not applicable
After 2 years	160+ credits	120 – 159 credits	Less than 120 credits
After 3 years	240+ credits	200 – 239 credits	Less than 200 credits
After 4 years	320+ credits	280 – 319 credits	Less than 280 credits
After 5 years	400+ credits	360 – 399 credits	Less than 360 credits
After 6 years			Less than all credits; final year students may be considered if special circumstances exist

Note: Students must first register for the failed modules and then for new modules up to a maximum of 130 credits.

STATUTARY AND OTHER REQUIREMENTS

The degree shall be obtained by completing the qualification as prescribed by Senate. Unless Senate decides otherwise, the degree shall be awarded *cum laude* if the requirements set out in the General Prospectus have been met.

Class mark:

FACULTY OF EDUCATION   NELSON MANDLEA UNIVERSITY

In order to be admitted to an examination in a module offered in the Faculty of Education, a student must obtain a class (year) mark of at least 40%.

Language Endorsement:
All students should be proficient in the use of *at least one* official language as a Language of Learning and Teaching (LoLT), and partially proficient (i.e. sufficient for purposes of ordinary conversation) in *at least one* other official language. In the case of students whose language of choice (or first language) is English or Afrikaans, the conversational language needs to be one of the nine other official languages or South African Sign Language. All Initial Teacher Education qualifications will be endorsed to indicate the holder's level of competence. It may be possible for qualifications to be endorsed with more than one LoLT and more than one conversational language.

Teaching practice:

School-Based Learning (SBL) for B Ed degrees				
Phase	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**
IP	Starting as beginner teacher: • Micro-teaching: view video-taped lessons • Students to observe FP classes (Grades R-3) in hometown and in different contexts	Becoming a student teacher: 20 Days • 1 day per week for 10 weeks in 1st semester • 1 day per week for 10 weeks in 2nd semester	Being a student teacher: 20 Days • 2 days per week for 5 weeks in Term 2 • 2 days per week for 5 weeks in Term 3	Belonging to a community of practice: 72 Days • 3 days per week for 12 weeks in 1st semester • 3 days per week for 12 weeks in 2nd semester

IP students will be required to observe FP classes (Grades 1-3).

DURATION
The qualification shall extend over four years of full-time study.

Maximum Period of Study:
The maximum period of study allowed for full-time study will be six (6) years.

CURRICULUM (Full-time)

		Presented	Module Code	Credit Value
First Year				
Compulsory modules:				
	Starting out as beginner teacher	Year	PSBL100	10
	Theories of Human Development and Learning	Semester 1	PEDS101	10
	History of South African Schooling	Semester 2	PEDS102	10
	Intermediate Phase English: 1ST Additional Language	Year	PIEA100	10

		Presented	Module Code	Credit Value
	Intermediate Phase Mathematics Method: Number Development, Patterns and Data	Semester 1	PIMM101	10
	Intermediate Phase Natural Sciences and Technology: Doing Science and Technology	Semester 1	PINT102	10
	Intermediate Phase Social Sciences: Introduction to Social Sciences	Year	PIGH100	10
	Intermediate Phase Life Skills: The basics of Life Skills	Year	PILS100	10
	Intermediate Phase Mathematics: Fundamental	Semester 1	PIMF101	8
	Intermediate Phase Mathematics: Fundamental	Semester 2	PIMF102	8
	Computer Literacy	Year	PCTL100	12
Select ONE Language as Language of Learning and Teaching (LOLT)				
	Intermediate Phase English: Home Language	Year	PILE100	10
	Intermediate Phase isiXhosa: Home Language	Year	PILX100	10
	Intermediate Phase Afrikaans: Home Language	Year	PILA100	10
Select ONE Language (Only if you have chosen English Home Language above)				
	Intermediate Phase isiXhosa: Home Language	Year	PILX100	10
	Intermediate Phase isiXhosa: 1ST Additional Language	Year	PIXA100	10
	Intermediate Phase Afrikaans: Home Language	Year	PILA100	10
	Intermediate Phase Afrikaans: 1ST Additional Language	Year	PIAA100	10
Select ONE Sport module (Only if you have chosen isiXhosa Home Language or Afrikaans Home Language above)				
	Aquatics	Semester 1	HMSV153	10
	Athletics	Semester 2	HMSV154	10
	Implement Sports	Semester 1	HMSV155	10
	Team Sports	Semester 2	HMSV156	10
	Credits First Year			**128**
Second Year				
Compulsory modules:				

		Presented	Module Code	Credit Value
	Becoming a Student Teacher	Year	PSBL200	10
	Philosophy of Education	Semester 1	PEDS201	10
	Curriculum Policy and Development	Semester 2	PEDS202	10
	Intermediate Phase English: 1ST Additional Language 2	Year	PIEA200	10
	Intermediate Phase Mathematics Method: Measurement, Space and Shape	Semester 2	PIMM201	10
	Intermediate Phase Natural Sciences and Technology: Understanding and Connecting Ideas	Semester 2	PINT202	10
	Intermediate Phase Social Sciences: Themes in History and Geography	Year	PIGH200	10
	Intermediate Phase Life Skills: Development of the Self	Year	PILS200	10
	Media for Teaching and Learning	Year	PICT101	10
Select ONE Language as Language of Learning and Teaching (LOLT) – same as first year				
	Intermediate Phase English: Home Language	Year	PILE200	10
	Intermediate Phase isiXhosa: Home Language	Year	PILX200	10
	Intermediate Phase Afrikaans: Home Language	Year	PILA200	10
Select ONE Language (Only if you have chosen English Home Language above) – same as first year				
	Intermediate Phase isiXhosa: Home Language	Year	PILX200	10
	Intermediate Phase isiXhosa: 1ST Additional Language	Year	PIXA200	10
	Intermediate Phase Afrikaans: Home Language	Year	PILA200	10
	Intermediate Phase Afrikaans: 1ST Additional Language	Year	PIAA200	10
Select ONE Language as Conversational Language (Third language)				
	isiXhosa Conversational Competence 1	Year	PIXC100	10
	Afrikaans Conversational Competence 1	Year	PIAC100	10
	Credits Second Year	English Home Language		**120**
		isiXhosa and Afrikaans Home Language		**110**
Third Year				
Compulsory modules:				

		Presented	Module Code	Credit Value
	Being a student teacher	Year	PSBL300	20
	Inclusive Teaching and Learning for South Africa	Year	PEDS300	20
	Intermediate Phase English: 1ST Additional Language 3	Year	PIEA300	10
	Intermediate Phase: Basic Arts education	Year	PIAE100	10
	Intermediate Phase: Introduction to Economic and Management Sciences	Year	PIEM100	10
Select TWO (English Home Language students) **Select THREE (isiXhosa and Afrikaans Home Languages students)**				
	Intermediate Phase Mathematics Method: Extended Primary School Mathematics 1	Semester 1	PIMM302	10
	Intermediate Phase Natural Sciences and Technology: Science, Technology and Society	Semester 1	PINT301	10
	Intermediate Phase Social Sciences: South African History and Agriculture	Year	PIGH300	10
	Intermediate Phase Life Skills: Generic Skills	Year	PILS300	10
Select ONE Language as Language of Learning and Teaching (LOLT) – same as second year				
	Intermediate Phase English: Home Language	Year	PILE300	10
	Intermediate Phase isiXhosa: Home Language	Year	PILX300	10
	Intermediate Phase Afrikaans: Home Language	Year	PILA300	10
Select ONE Language (Only if you have chosen English Home Language above) – same as second year				
	Intermediate Phase isiXhosa: Home Language	Year	PILX300	10
	Intermediate Phase isiXhosa: 1ST Additional Language	Year	PIXA300	10
	Intermediate Phase Afrikaans: Home Language	Year	PILA300	10
	Intermediate Phase Afrikaans: 1ST Additional Language	Year	PIAA300	10
Select ONE Language as Conversational language – same as second year				
	isiXhosa Conversational Competence 2	Year	PIXC200	10
	Afrikaans Conversational Competence 2	Year	PIAC200	10
Only English Home Language students: **Select ONE Sport module – OR** **Advanced Media for Teaching and Learning**				
	Aquatics	Semester 1	HMSV153	10

		Presented	Module Code	Credit Value
	Athletics	Semester 2	HMSV154	10
	Implement Sports	Semester 1	HMSV155	10
	Team Sports	Semester 2	HMSV156	10
	Advanced Media for Teaching and Learning	Year	PICT200	10
Only isiXhosa and Afrikaans Home Languages students: **Select Human Movement Science – OR** **Advanced Media for Teaching and Learning**				
	Human Movement Science for Teachers	Year	HMS260	10
	Advanced Media for Teaching and Learning	Year	PICT200	10
	Credits Third Year			**130**
Fourth Year				
Compulsory modules:				
	Belonging to a community of practice	Year	PSBL400	40
	Issues in Education	Year	PEDS400	20
	Intermediate Phase: Extended Arts education	Year	PIAE200	10
Select TWO (English Home Language students) **Select THREE (isiXhosa and Afrikaans Home Languages students)**				
	Intermediate Phase Mathematics Method: Extended Primary School Mathematics 2 (*Major*)	Semester 2	PIMM401	10
	Intermediate Phase Natural Sciences and Technology: Science, Teaching and Learning in Science (*Major*)	Semester 2	PINT402	10
	Intermediate Phase Social Sciences: Teaching and Learning in Social Science (*Major*)	Year	PIGH400	10
	Intermediate Phase Life Skills: Teaching and Learning in Life Skills (*Major*)	Year	PILS400	10
Select ONE Language as Language of Learning and Teaching (LOLT) – same as third year				
	Intermediate Phase English: Home Language	Year	PILE400	
	Intermediate Phase isiXhosa: Home Language	Year	PILX400	
	Intermediate Phase Afrikaans: Home Language	Year	PILA400	
Select ONE Language as Conversational language – same as third year				
	isiXhosa Conversational Competence 3	Year	PIXC300	10
	Afrikaans Conversational Competence 3	Year	PIAC300	10
Only English Home Language students: **Select ONE Sport module (*if not done in third year*) – OR** **Human Movement Science (*if already done Sport*) – OR**				

		Presented	Module Code	Credit Value
Advanced Media for Teaching and Learning *(if not done in third year)* – OR Intermediate Phase: Advanced Economic Management Sciences				
	Aquatics	Semester 1	HMSV153	10
	Athletics	Semester 2	HMSV154	10
	Implement Sports	Semester 1	HMSV155	10
	Team Sports	Semester 2	HMSV156	10
	Human Movement Science for Teachers	Year	HMS260	10
	Advanced Media for Teaching and Learning	Year	PICT200	10
	Intermediate Phase: Advanced Economic Management Sciences	Year	PIEM200	10
Only isiXhosa and Afrikaans Home Languages students: Human Movement Science *(if not done in third year)* – OR Advanced Media for Teaching and Learning *(if not done in third year)* – OR Intermediate Phase: Advanced Economic Management Sciences				
	Human Movement Science for Teachers	Year	HMS260	10
	Advanced Media for Teaching and Learning	Year	PICT200	10
	Intermediate Phase: Advanced Economic Management Sciences	Year	PIEM200	10
	Credits Fourth Year	English Home Language		**120**
		isiXhosa and Afrikaans Home Language		**130**
Total Credits				**498**

CURRICULUM MODULE REQUISITES

Module	Code	Pre-requisite	Co-requisite
IP Natural Sciences and Technology: Understanding and Connecting Ideas	PINT202	PINT102	
IP Social Sciences: Themes in History and Geography	PIGH200	PIGH100	
IP Mathematics Method: Extended Primary School Mathematics 1	PIMM302	PIMM101 **and** PIMM201	
Module	**Code**	**Pre-requisite**	**Co-requisite**
IP Natural Sciences and Technology: Science, Technology and Society	PINT301	PINT102 **and** PINT202	
IP Social Sciences: SA History and Agriculture	PIGH300	PIGH200	
Being a Student Teacher	PSBL300	PSBL200	
IP Mathematics Method: Extended Primary School Mathematics 2	PIMM401	PIMM101 **and** PIMM201 and	

		PIMM302	
IP Natural Sciences and Technology: Teaching and Learning in Science	PINT402	PINT102 **and** PINT202	
IP Social Sciences: Teaching and Learning in Social Science	PIGH400	PIGH300	
IP Extended Arts Education	PIAE200	PIAE100	
Advanced Media for Teaching and Learning	PICT200	PICT101	
IP Advanced Economic Management Sciences	PIEM200	PIEM100	

BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER

EDUCATION AND TRAINING TEACHING (COMMERCE)

Qualification code:	30154
Offering:	Full-time South Campus (A1)
Aligned NQF Level:	7
SAQA ID:	101572
Total NQF Credits for qualification:	492 to 526

THE PURPOSE OF THE LEARNING PROGRAMME
This qualification has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).

The B Ed SP-FET programme aims to develop graduates as competent, professional teachers, able and committed to the enhancement of education in diverse schools in South Africa and beyond. As such the programme aims to provide student teachers with the required knowledge, understanding and skills to enhance teaching and learning in three school subjects (two FET and one SP subject). The Exit Level Outcomes and the associated assessment criteria are designed to engage with the teacher competencies provided by the Department of Higher Education and Training in the revised MRTEQ (2015).

The B Ed SP-FET Programme has the primary purpose of providing well-rounded teacher education that equips graduates with the required subject content knowledge base; educational theory; and methodology that will enable them to demonstrate competence and responsibility as academic and professionally qualified beginner secondary school teachers (MRTEQ, p20)

The aim of the programme is to equip students with the knowledge, skills and values needed to effectively mediate learning in schools in the Senior Phase and Further Education and Training, specialising in specific secondary school subjects.

The B Ed students should, at the exit level of the programme, embody the following Exit Level Outcomes:

- Critically engage with theoretical knowledge related to philosophy, sociology, history of education, psychology, politics and economics from an educational perspective in socially responsible and humanising ways.
- Demonstrate a clear understanding of specific subject content knowledge in Senior Phase and Further Education and Training.
- Demonstrate the ability to select, organise, design, plan and implement systematic and effective teaching, learning and assessment strategies in different educational contexts in a humanising manner, aligned with national school curriculum specifications and in response to diverse learner needs.
- Demonstrate the ability to coherently integrate in praxis educational theory, pedagogical content knowledge and subject discipline knowledge.
- Demonstrate the ability to teach effectively in English as Language of Learning and Teaching [LOLT].
- Demonstrate conversational competence in Afrikaans and/or isiXhosa.

ARTICULATION

The B Ed SP-FET programme articulates with related qualifications as follows:
Horizontally: On successful completion of the B Ed SP-FET degree, graduates are eligible to enrol for the Advanced Diploma in Education (Level 7) or Advanced Certificate in Teaching (Level 6), should they wish to further strengthen and enhance their existing specialisation, or want to develop a new role of practice to support teaching and learning in a school or in education more broadly.
Vertically: On successful completion of the B Ed SP-FET degree, graduates are eligible to apply for the B Ed Hons (NQF Level 8) or the Postgraduate Diploma in Education (NQF Level 8). The latter after 2-years teaching experience.

ADMISSION REQUIREMENTS
- Minimum NSC statutory requirements for degree entry must be met.
- An applicant with NSC Grade 12 Mathematics requires a minimum Applicant Score of 390.
- NSC achievement rating of at least 50% for English (Home Language or First Additional Language) AND 50% for Afrikaans or isiXhosa (Home Language or First Additional Language).
- Specific minimum NSC subject requirements for FET subject specialisations are outlined in the table below, together with corresponding Mathematics, Mathematical Literacy and Technical Mathematics minimum requirements, where applicable.

Stream	FET Subject of Specialisation	Minimum Subject Requirement	Maths Requirement	Maths Literacy Requirement	Technical Mathematics Requirement
Commerce	Accounting	60	60	-	-
	Business Studies	60	60	-	-
	Economics	60	60	-	-
	Mathematical Literacy	-	60	-	-
	Mathematics	60	-	-	-

SELECTION PROCEDURE
Final admission into the programme may be subject to an admission interview in the following cases:
- Where applicants currently enrolled for a particular degree programme want to enrol for the B Ed SP-FET programme.
- Mature students who did not matriculate in the past 5 years.

RE-ADMISSION REQUIREMENTS
In order to be re-admitted to any of the B Ed programmes, a student needs to have accumulated a minimum number of credits at the end of each year of study, as

indicated in the table below. If that has not been achieved, the student may either be re-admitted subject to certain conditions or be refused re-admission.

Period of Registration	4 year programme part time (480+ credits)		
	Continue Studies	Conditional Readmission	No readmission
After 1 year	80+ credits	Less than 80 credits	Not applicable
After 2 years	160+ credits	120 – 159 credits	Less than 120 credits
After 3 years	240+ credits	200 – 239 credits	Less than 200 credits
After 4 years	320+ credits	280 – 319 credits	Less than 280 credits
After 5 years	400+ credits	360 – 399 credits	Less than 360 credits
After 6 years			Less than all credits; final year students may be considered if special circumstances exist

STATUTORY AND OTHER REQUIREMENTS

Students must first register for the failed modules and then for new modules up to a maximum of 130 credits.

The degree shall be obtained by completing the qualification as prescribed by Senate. Unless Senate decides otherwise, the degree shall be awarded *cum laude* if the requirements set out in the General Prospectus have been met.

Class mark:

In order to be admitted to an examination in a module offered in the Faculty of Education, a student must obtain a class (year) mark of at least 40%.

Language Endorsement:

All students should be proficient in the use of *at least one* official language as a Language of Learning and Teaching (LoLT), and partially proficient (i.e. sufficient for purposes of ordinary conversation) in *at least one* other official language. In the case of students whose language of choice (or first language) is English or Afrikaans, the conversational language needs to be one of the nine other official languages or South African Sign Language. All Initial Teacher Education qualifications will be endorsed to indicate the holder's level of competence. It may be possible for qualifications to be endorsed with more than one LoLT and more than one conversational language.

Teaching practice:

School-Based Learning (SBL) for B Ed degrees				
Phase	1st Year	2nd Year	3rd Year	4th Year

SP/FET	Starting as beginner teacher:	Becoming a student teacher:	Being a student teacher:	Belonging to a community of practice:
	Micro-teaching: view video-taped lessons	20 Days 2 weeks in January / February	20 Days 2 weeks in January / February	72 Days 4 days per week for 10 weeks in 1st semester
	Students to visit schools in different contexts in hometown	2 weeks in July / August	2 weeks in July / August	4 days per week for 8 weeks in 2nd semester

SP/FET students will be required to observe IP and/or SP classes (Grades 4-6 and Grades 7-9).

Specialisations:
Students will be expected to choose **TWO** FET specialisations and **ONE** related SP specialisation within one of the following streams:

COMMERCE
FET: Accounting, Business Studies, Economics, Mathematics, Mathematical Literacy
SP:EMS, Mathematics

DURATION
The qualification shall extend over four (4) years of full-time study.

Maximum Period of Study:
The maximum period of study allowed for full-time study will be six (6) years.

CURRICULUM (Full-time)

		Presented	Module Code	Credit Value
First Year				
Compulsory modules:				
	Computer Literacy	Year	PCTL100	12
	Theories of Human Development and Learning	Semester 1	PEDS101	10
	History of South African Schooling	Semester 2	PEDS102	10
	Multilingualism in Context (SP and FET)	Year	PMUL100	12
	Starting out as a Beginner Teacher	Year	PSBL100	10
Select TWO FET specialisations from groups A to E: (Content)				
Group A: *Accounting*				
	Accounting 1A	Semester 1	RV101	10

	General Accounting 1B	Semester 2	RGV102	14
Group B: *Business Studies*				
	Introduction to Business Management and Entrepreneurship	Semester 1	EB121	12
	Introduction to Business Functions	Semester 2	EB122	12
Group C: *Economic*				
	Introduction to Microeconomics	Semester 1	ECC101	12
	Introduction to Macroeconomics	Semester 2	ECC102	12
Group D: *Mathematics*				
	Mathematics 1A	Semester 1	MATT101	16
	Mathematics 1B	Semester 2	MATT102	16
Group E: *Mathematical Literacy*				
	Mathematical Literacy 1 Module 1	Semester 1	PFEL111	12
	Mathematical Literacy 1 Module 2	Semester 2	PFEL112	12
	Credits sub-total:			**48-56**

Select ONE SP specialisation from groups A to C: (Content)				
Group A: *Economic Management Science*				
	Economics Management Science SP 1	Year	PSEM100	10
Group B: *Mathematics (only if you selected Mathematics or Maths Literacy in FET specialisation above)*				
	Mathematics SP 1	Year	PMAT100	10
Group C: Mathematics for Commerce stream (only if you did <u>not</u> select Mathematics or Maths Literacy in FET specialisation above)				
	Mathematics for Commerce teachers	Year	PCTM100	10
	Credits sub-total:			**10**

Select ONE of the following elective modules:				
	Aquatics	Semester 1	HMSV153	10
	Athletics	Semester 2	HMSV154	10
	Implement Sport	Semester 1	HMSV155	10
	Team Sport	Semester 2	HMSV156	10
	School Sport Coaching	Semester 1	HMSV260	10
	Employability and Teacher Organisations	Semester 1	PDEL103	10
	Event Planning and Public Relations for Educators	Semester 1	PDEL104	10
	Librarianship and Media Centre Management	Semester 2	PDEL105	10
	Credits sub-total:			**10**
	Credits First Year (depending on the specialisation selection**)**			**122 – 130**

Second Year				
Compulsory modules:				
	Philosophy of Education	Semester 1	PEDS201	10
	Curriculum Policy and Development	Semester 2	PEDS202	10
	Language for Academic and Professional Purposes	Year	PENG200	10

Becoming a Student Teacher	Year	PSBL200	10

Select the same TWO FET specialisations from groups A to E as selected in the 1st year of study: (Content)

Group A: *Accounting*			
General Accounting 2A	Semester 1	RGV201	14
General Accounting 2B	Semester 2	RGV202	14
Group B: *Business Studies*			
Marketing Management	Semester 1	EBMV201	14
Marketing Communication Management	Semester 2	EBMV212	14
Group C: *Economic*			
Macro Economics	Semester 1	ECC201	14
Micro Economics	Semester 2	ECC202	14
Group D: *Mathematics*			
Multivariable and Vector Calculus	Semester 1	MATT201	20
Linear Algebra	Semester 2	MATT212	10
Group E: *Mathematical Literacy*			
Mathematical Literacy 2 Module 1	Semester 1	PFEL211	12
Mathematical Literacy 2 Module 2	Semester 2	PFEL212	12
Credits sub-total:			**52-58**

Select the same ONE SP specialisation group from groups A to B as selected in the 1st year of study: (Content)

Group A: *Economic Management Science*			
Economics Management Science SP 2	Year	PSEM200	10
Group B: *Mathematics (only if you selected Mathematics or Maths Literacy in FET specialisation above)*			
Mathematics SP 2	Year	PMAT200	10
Credits sub-total:			**10**

METHODS: Select TWO FET methodology modules from groups A to E linked to your subject content

Group A: *Accounting*			
Specific Subject Methodology: Accounting	Year	PSAC200	12
Group B: *Business Studies*			
Specific Subject Methodology: Business Studies	Year	PSBS200	12
Group C: *Economics*			
Specific Subject Methodology: Economics	Year	PSEC200	12
Group D: *Mathematics*			
Specific Subject Methodology: Mathematics	Year	PMAF200	12
Group E: *Mathematical Literacy*			
Specific Subject Methodology: Mathematical Literacy	Year	PSML200	12
Credits sub-total:			**24**

METHOD: Select ONE SP methodology module from groups A to B linked to

your subject content			
Group A: *Economic Management Science*			
Specific Subject Methodology: EMS Senior Phase	Year	PEMS200	12
Group B: *Mathematics*			
Specific Subject Methodology: Mathematics SP	Year	PMAS200	12
Credits sub-total:			**12**
Credits Second Year (depending on the specialisation selection)			**138-144**
Third Year			
Compulsory modules:			
Inclusive Teaching and Learning for South Africa	Year	PEDS300	20
Language for School and Classroom Contexts	Year	PENG300	10
Being a Student Teacher	Year	PSBL300	20
Select ONE Basic Communication Language below:			
Basic Communication in Afrikaans (SP and FET) – (for isiXhosa Home language students)	Year	PBCA300	10
Basic Communication in isiXhosa (SP and FET) – (for English and Afrikaans Home language students)	Year	PBCX300	10
Credits sub-total:			**60**
Select ONE of the two FET content specialisations that correspond with the specialisations selected in the 2nd year of study from groups A to E: (Content)			
Group A: *Accounting*			
General Accounting 3A	Semester 1	RGV301	24
Group B: *Business Studies*			
General and Strategic Management	Semester 2	EBMV302	24
Group C: *Economic*			
Economic History A	Semester 1	EGV101	10
Economic History B	Semester 2	EGV102	10
Group D: *Mathematics*			
Real Analysis	Semester 2	MATT202	10
Group E: *Mathematical Literacy*			
Mathematical Literacy 3 Module 1	Semester 1	PFEL311	15
Mathematical Literacy 3 Module 2	Semester 2	PFEL322	15
Credits sub-total:			**10-30**
METHODS: Select the same TWO FET methodology modules that correspond with the specialisations selected in the 2nd year of study from groups A to E:			
Group A: *Accounting*			
Specific Subject Methodology: Accounting	Year	PSAC300	12
Group B: *Business Studies*			

	Specific Subject Methodology: Business Studies	Year	PSBS300	12
Group C: *Economic*				
	Specific Subject Methodology: Economics	Year	PSEC300	12
Group D: *Mathematics*				
	Specific Subject Methodology: Mathematics	Year	PMAF300	12
Group E: *Mathematical Literacy*				
	Specific Subject Methodology: Mathematical Literacy	Year	PSML300	12
	Credits sub-total:			**24**
METHOD: Select the same ONE SP methodology module from groups A to B as selected in the 2ⁿᵈ year of study:				
Group A: *Economic Management Science*				
Met	Specific Subject Methodology: Economic Management Science SP	Year	PEMS300	12
Group B: *Mathematics*				
	Specific Subject Methodology: Mathematics SP	Year	PMAS300	12
	Credits sub-total:			**12**
	Credits Third Year (depending on the specialisation selected)			**106 – 126**
Fourth Year				
Compulsory modules:				
	ICT in Education	Year	PCTE300	10
	Issues in Education	Year	PEDS400	20
	Belonging to a community of practice	Year	PSBL400	40
	Credits sub-total:			**70**
METHODS: Select the same TWO FET methodology modules that correspond with the specialisations selected in the 3ʳᵈ year from groups A to E:				
Group A: *Accounting*				
	Specific Subject Methodology: Accounting (*Major*)	Year	PSAC400	12
Group B: *Business Studies*				
	Specific Subject Methodology: Business Studies (*Major*)	Year	PSBS400	12
Group C: *Economic*				
	Specific Subject Methodology: Economics (*Major*)	Year	PSEC400	12
Group D: *Mathematics*				
	Specific Subject Methodology: Mathematics (*Major*)	Year	PMAF400	12
Group E: *Mathematical Literacy*				
	Specific Subject Methodology:	Year	PSML400	12

	Mathematical Literacy (*Major*)			
	Credits sub-total:			**24**

METHOD: Select the same ONE SP methodology module from groups A to B as selected in the 3rd year of study:				
Group A: *Economic Management Science*				
M et	Specific Subject Methodology: Economic Management Science SP (*Major*)	Year	PEMS400	12
Group B: *Mathematics*				
	Specific Subject Methodology: Mathematics SP (*Major*)	Year	PMAS400	12
	Credits sub-total:			**12**
Electives (select any TWO of the electives not previously selected)				
	Aquatics	Semester 1	HMSV153	10
	Athletics	Semester 2	HMSV154	10
	Implement Sport	Semester 1	HMSV155	10
	Team Sport	Semester 2	HMSV156	10
	School Sport Coaching	Semester 1	HMSV260	10
	Discipline, Safety and Security in Schools	Semester 1	PDEL102	10
	Employability and Teacher Organisations	Semester 1	PDEL103	10
	Event Planning and Public Relations for Educators	Semester 1	PDEL104	10
	Librarianship and Media Centre Management	Semester 2	PDEL105	10
	Credits sub-total:			**20**
	Credits Fourth Year (depending on specialisation selected**)**			**126**
Total credits (depending on the specialisation selected)				**492 – 526**

CURRICULUM MODULE REQUISITES

Module	Code	Pre-requisite	Co-requisite
General Accounting 1B	RGV102	RV101	
Mathematics 1B	MATT102	MATT101	
General Accounting 2A	RGV201	RV101 **and** RGV102	
General Accounting 2B	RGV202	RGV201	
Marketing Management	EBMV201	EB122	
Marketing Communication Management	EBMV212	EBMV201	
Macro Economics	ECC201	ECC102	
Micro Economics	ECC202	ECC101	

Multivariable and Vector Calculus	MATT201	MATT101 **and** MATT102	
Linear Algebra	MATT212	MATT102	
Mathematics SP 2	PMAT200	PMAT100	
General Accounting 3A	RGV301	RGV201 **and** RGV202	
General and Strategic Management	EBMV302	EB122	
Real Analysis	MATT202	MATT101 **and** MATT102	
Basic Communication in isiXhosa for the Classroom Context	PDEL106	PBCX300	
ICT for the Classroom Context	PDEL107	PCTE300	

BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING (HUMANITIES)

Qualification code:	30155
Offering:	Full-time South Campus (A1)
Aligned NQF Level:	7
SAQA ID:	101572
Total NQF Credits for qualification:	490 to 520

THE PURPOSE OF THE LEARNING PROGRAMME
This qualification has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).

The B Ed SP-FET programme aims to develop graduates as competent, professional teachers, able and committed to the enhancement of education in diverse schools in South Africa and beyond. As such the programme aims to provide student teachers with the required knowledge, understanding and skills to enhance teaching and learning in three school subjects (two FET and one SP subject). The Exit Level Outcomes and the associated assessment criteria are designed to engage with the teacher competencies provided by the Department of Higher Education and Training in the revised MRTEQ (2015).

The B Ed SP-FET Programme has the primary purpose of providing well-rounded teacher education that equips graduates with the required subject content knowledge base; educational theory; and methodology that will enable them to demonstrate competence and responsibility as academic and professionally qualified beginner secondary school teachers (MRTEQ, p20)

The aim of the programme is to equip students with the knowledge, skills and values needed to effectively mediate learning in schools in the Senior Phase and Further Education and Training, specialising in specific secondary school subjects.

The B Ed students should, at the exit level of the programme, embody the following Exit Level Outcomes:

- Critically engage with theoretical knowledge related to philosophy, sociology, history of education, psychology, politics and economics from an educational perspective in socially responsible and humanising ways.
- Demonstrate a clear understanding of specific subject content knowledge in Senior Phase and Further Education and Training.
- Demonstrate the ability to select, organise, design, plan and implement systematic and effective teaching, learning and assessment strategies in different educational contexts in a humanising manner, aligned with national school curriculum specifications and in response to diverse learner needs.
- Demonstrate the ability to coherently integrate in praxis educational theory, pedagogical content knowledge and subject discipline knowledge.
- Demonstrate the ability to teach effectively in English/Afrikaans as Language of Learning and Teaching [LOLT].
- Demonstrate conversational competence in Afrikaans /isiXhosa.

ARTICULATION

The B Ed SP-FET programme articulates with related qualifications as follows:

Horizontally: On successful completion of the B Ed SP-FET degree, graduates are eligible to enrol for the Advanced Diploma in Education (Level 7) or Advanced Certificate in Teaching (Level 6), should they wish to further strengthen and enhance their existing specialisation, or want to develop a new role of practice to support teaching and learning in a school or in education more broadly.

Vertically: On successful completion of the B Ed SP-FET degree, graduates are eligible to apply for the B Ed Hons (Level 8) or the Postgraduate Diploma in Education (Level 8). The latter after 2-years teaching experience.

ADMISSION REQUIREMENTS

- Minimum NSC statutory requirements for degree entry must be met.
- An applicant with NSC Grade 12 Mathematics requires a minimum Applicant Score of 390.
- An applicant with NSC Grade 12 Mathematical Literacy or Technical Mathematics requires a minimum Applicant Score of 405.
- NSC achievement rating of at least 50% for English (Home Language or First Additional Language) AND 50% for Afrikaans or isiXhosa (Home Language or First Additional Language) - unless stated differently in table below.
- Specific minimum NSC subject requirements for FET subject specialisations are outlined in the table below, together with corresponding Mathematics, Mathematical Literacy and Technical Mathematics minimum requirements, where applicable

Stream	FET Subject of Specialisation	Minimum Subject Requirement	Maths Requirement	Maths Literacy Requirement	Technical Mathematics Requirement
Language and Social Sciences	Afrikaans	55	45	60	45
	English	55	45	60	45
	Geography	55	60	-	-
	History	55	45	60	45
	isiXhosa	55	45	60	45

SELECTION PROCEDURE

Final admission into the programme may be subject to an admission interview in the following cases:
- Where applicants currently enrolled for a particular degree programme want to enrol for the B Ed SP-FET programme.
- Mature students who did not matriculate in the past 5 years.

RE-ADMISSION REQUIREMENTS

In order to be re-admitted to any of the B Ed programmes, a student needs to have accumulated a minimum number of credits at the end of each year of study, as indicated in the table below. If that has not been achieved, the student may either be re-admitted subject to certain conditions or be refused re-admission.

Period of	4 year programme part time (480+ credits)

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Registration	Continue Studies	Conditional Readmission	No readmission
After 1 year	80+ credits	Less than 80 credits	Not applicable
After 2 years	160+ credits	120 – 159 credits	Less than 120 credits
After 3 years	240+ credits	200 – 239 credits	Less than 200 credits
After 4 years	320+ credits	280 – 319 credits	Less than 280 credits
After 5 years	400+ credits	360 – 399 credits	Less than 360 credits
After 6 years			Less than all credits; final year students may be considered if special circumstances exist

STATUTORY AND OTHER REQUIREMENTS

Students must first register for the failed modules and then for new modules up to a maximum of 130 credits.

The degree shall be obtained by completing the qualification as prescribed by Senate. Unless Senate decides otherwise, the degree shall be awarded *cum laude* if the requirements set out in the General Prospectus have been met.

Class mark:

In order to be admitted to an examination in a module offered in the Faculty of Education, a student must obtain a class (year) mark of at least 40%.

Language Endorsement:

All students should be proficient in the use of *at least one* official language as a Language of Learning and Teaching (LoLT), and partially proficient (i.e. sufficient for purposes of ordinary conversation) in *at least one* other official language. In the case of students whose language of choice (or first language) is English or Afrikaans, the conversational language needs to be one of the nine other official languages or South African Sign Language. All Initial Teacher Education qualifications will be endorsed to indicate the holder's level of competence. It may be possible for qualifications to be endorsed with more than one LoLT and more than one conversational language.

Teaching practice:

School-Based Learning (SBL) for B Ed degrees				
Phase	1st Year	2nd Year	3rd Year	4th Year
SP/FET	Starting as beginner teacher:	Becoming a student teacher:	Being a student teacher:	Belonging to a community of practice:
	Micro-teaching: view video-taped lessons	20 Days 2 weeks in January / February	20 Days 2 weeks in January / February	72 Days 4 days per week for 10 weeks in 1st semester

Students to visit schools in different contexts in home town	2 weeks in July / August	2 weeks in July / August	4 days per week for 8 weeks in 2nd semester
SP/FET students will be required to observe IP and/or SP classes (Grades 4-6 and Grades 7-9).			

Specialisations:
Students will be expected to choose **TWO** FET specialisations and **ONE** related SP specialisation within one of the following streams:

HUMANITIES
FET: Afrikaans, English, isiXhosa, Geography, History
SP: Afrikaans, English, isiXhosa, Social Science

DURATION
The qualification shall extend over four (4) years of full-time study.

Maximum Period of Study:
The maximum period of study allowed for full-time study will be six (6) years.

CURRICULUM (Full-time)

		Presented	Module Code	Credit Value
First Year				
Compulsory modules:				
	Computer Literacy	Year	PCTL100	12
	Theories of Human Development and Learning	Semester 1	PEDS101	10
	History of South African Schooling	Semester 2	PEDS102	10
	Multilingualism in Context (SP and FET)	Year	PMUL100	12
	Starting out as a Beginner Teacher	Year	PSBL100	10
	Credits sub-total:			**54**
Select TWO FET specialisations from groups from A to E: (Content)				
Group A: *Afrikaans*				
	Afrikaans Language and Literary Studies 1A	Semester 1	ALLS101	12
	Afrikaans Language and Literary Studies 1B	Semester 2	ALLS102	12
Group B: *English*				
	English Language Studies A	Semester 1	LESV111	12
	Introduction to Narrative Fiction	Semester 2	LLEV102	6
	Introduction to African Literature	Semester 2	LLEV112	6
Group C: *isiXhosa*				

	Introduction to Aspects of isiXhosa Language	Semester 1	IAIL101	12
	isiXhosa Prose Narratives, Oral Literature and Creative Writing	Semester 2	IPOC102	12
Group D: *Geography*				
	Introduction to Meteorology and Climatology	Term 2	GENV101	8
	Introduction to Geomorphology	Term 3	GENV102	8
	Introduction to Economic Settlement Geography	Term 1	GEOV101	7
	Introduction to Geo-information Science and Cartography	Term 4	GISV102	8
Group E: *History*				
	Introduction to World History A	Term 1	SSHV101	6
	Introduction to World History B	Term 2	SSHV111	6
	Introduction to History of South Africa A	Term 3	SSHV102	6
	Introduction to History of South Africa B	Term 4	SSHV112	6
	Credits sub-total:			**48-55**
Select ONE SP specialisation from groups A to D: (Content)				
Group A: *Afrikaans*				
	Afrikaans language studies SP 1	Year	PAFR100	10
Group B: *English*				
	English language studies SP 1	Year	PENS100	10
Group C: *isiXhosa*				
	isiXhosa language studies SP 1	Year	PXHO100	10
Group D: *Social Sciences*				
	Social Sciences SP 1	Year	PSHG100	10
	Credits sub-total:			**10**
Select one of the following elective modules:				
	Aquatics	Semester 1	HMSV153	10
	Athletics	Semester 2	HMSV154	10
	Implement Sport	Semester 1	HMSV155	10
	Team Sport	Semester 2	HMSV156	10
	School Sport Coaching	Semester 1	HMSV260	10
	Employability and Teacher Organisations	Semester 1	PDEL103	10
	Event Planning and Public Relations for Educators	Semester 1	PDEL104	10
	Librarianship and Media Centre Management	Semester 2	PDEL105	10
	Credits sub-total:			**10**

Credits First Year (depending on the specialisation selected)				**122 – 129**

Second Year				
Compulsory modules:				
	Philosophy of Education	Semester 1	PEDS201	10
	Curriculum Policy and Development	Semester 2	PEDS202	10
	Language for Academic and Professional Purposes	Year	PENG200	10
	Becoming a Student Teacher	Year	PSBL200	10
	Credits sub-total:			**40**

Select the same TWO FET specialisations from groups A to E as selected in your 1st year of study: (Content)

Group A: *Afrikaans*				
	Afrikaans Language Studies 2	Semester 1	ALS201	20

Group B: *English*				
	Introduction to Poetry	Semester 1	LLEV101	6
	Introduction to Drama	Semester 1	LLEV111	6
	Renaissance Literature	Semester 2	LLEV222	10
Group C: *isiXhosa*				
	isiXhosa Drama, Poetry and Creative Writing	Semester 2	IDPW202	20
Group D: *Geography*				
	Pedo-Geomorphological Studies	Term 1	GENV201	10
	Economic and Development Geography	Term 2	GEOV211	10
	Introduction to Cartography and GIS	Term 3	GISV201	10
Group E: *History*				
	Political History of South Africa in the 20th century [A]	Term 1	SSHV201	10
	Political History of South Africa in the 20th century [B]	Term 3	SSHV202	10
	Modern Africa: History and Philosophy	Term 4	SSHV212	10
	Credits sub-total:			**50-60**

Select the same ONE SP specialisation group from groups A to D as selected in the 1st year of study: (Content)

Group A: *Afrikaans*				
	Afrikaans language studies SP 2	Year	PAFR200	10
Group B: *English*				
	English language studies SP 2	Year	PENS200	10
Group C: *isiXhosa*				
	isiXhosa language studies SP 2	Year	PXHO200	10

Group D: *Social Sciences*				

	Social Sciences SP 2	Year	PSHG200	10
	Credits sub-total:			**10**
METHODS: Select TWO FET methodology modules from groups A to E linked to your subject content				
Group A: *Afrikaans*				
	Specific Subject Methodology: Afrikaans Home Language	Year	PAHF200	12
Group B: *English*				
	Specific Subject Methodology: English Home Language	Year	PEHF200	12
Group C: *isiXhosa*				
	Specific Subject Methodology: isiXhosa Home Language	Year	PXHF200	12
Group D: *Geography*				
	Specific Subject Methodology: Geography	Year	PSGE200	12
Group E: *History*				
	Specific Subject Methodology: History	Year	PSHI200	12
	Credits sub-total:			**24**
METHOD: Select ONE SP methodology module from groups A to D linked to your subject content				
Group A: *Afrikaans*				
	Specific Subject Methodology: Afrikaans Home Language SP	Year	PAHS200	12
Group B: *English*				
	Specific Subject Methodology: English Home Language SP	Year	PEHS200	12
Group C: *isiXhosa*				
	Specific Subject Methodology: isiXhosa Home Language SP	Year	PXHS200	12
Group D: *Social Sciences*				
	Specific Subject Methodology: Social Sciences SP	Year	PSOC200	12
	Credits sub-total:			**12**
	Credits Second Year (depending on the specialisation selected)			**136 – 146**
Third Year				
Compulsory modules:				
	Inclusive Teaching and Learning for South Africa	Year	PEDS300	20
	Language for School and Classroom Contexts	Year	PENG300	10
	Being a Student Teacher	Year	PSBL300	20
Select ONE Basic Communication Language below:				

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	Basic Communication in Afrikaans (SP and FET) – (for isiXhosa Home language students)	Year	PBCA300	10
	Basic Communication in isiXhosa (SP and FET) – (for English and Afrikaans Home language)	Year	PBCX300	10
	Credits sub-total:			**60**

Select ONE of the two FET content specialisations that correspond with the specialisations selected in the 2nd year of study from groups A to E: (Content)				
Group A: *Afrikaans*				
	Afrikaans Language Studies 3	Semester 1	ALS301	30
Group B: *English*				
	Romanticism and After	Semester 2	LLEV202	10
	Literature of Africa and its Diaspora	Semester 1	LLEV221	10
Group C: *isiXhosa*				
	isiXhosa Literary Studies and Creative Writing	Semester 2	ILSC302	30
Group D: *Geography*				
	Urban Social Geography	Term 2	GEOV301	15
Group E: *History*				
	Post-Apartheid South Africa: Transformation, Heritage and Memory	Semester 1	SPHM311	30
	Credits sub-total:			**15-30**

METHODS: Select the same TWO FET methodology modules that correspond with the specialisations selected in the 2nd year of study from groups A to E:				
Group A: *Afrikaans*				
	Specific Subject Methodology: Afrikaans Home Language	Year	PAHF300	12
Group B: *English*				
	Specific Subject Methodology: English Home Language	Year	PEHF300	12
Group C: *isiXhosa*				
	Specific Subject Methodology: isiXhosa Home Language	Year	PXHF300	12
Group D: *Geography*				
	Specific Subject Methodology: Geography	Year	PSGE300	12
Group E: *History*				
	Specific Subject Methodology: History	Year	PSHI300	12
	Credits sub-total:			**24**

METHOD: Select the same ONE SP methodology module from groups A to D as				

selected in the 2nd year of study:				
Group A: *Afrikaans*				
	Specific Subject Methodology: Afrikaans Home Language SP	Year	PAHS300	12
Group B: *English*				
	Specific Subject Methodology: English Home Language SP	Year	PEHS300	12
Group C: *isiXhosa*				
	Specific Subject Methodology: isiXhosa Home Language SP	Year	PXHS300	12
Group D: *Social Sciences*				
	Specific Subject Methodology: Social Sciences SP	Year	PSOC300	12
	Credits sub-total:			**12**
	Credits Third Year (depending on the specialisation selected)			**111 – 126**
Fourth Year				
Compulsory modules:				
	ICT in Education	Year	PCTE300	10
	Issues in Education	Year	PEDS400	20
	Belonging to a community of practice	Year	PSBL400	40
	Credits sub-total:			**70**
METHODS: Select the same TWO FET methodology modules that correspond with the specialisations selected in the 3rd year from groups A to E:				
Group A: *Afrikaans*				
	Specific Subject Methodology: Afrikaans Home Language (*Major*)	Year	PAHF400	12
Group B: *English*				
	Specific Subject Methodology: English Home Language (*Major*)	Year	PEHF400	12
Group C: *isiXhosa*				
	Specific Subject Methodology: isiXhosa Home Language (*Major*)	Year	PXHF400	12
Group D: *Geography*				
	Specific Subject Methodology: Geography (*Major*)	Year	PSGE400	12
Group E: *History*				
	Specific Subject Methodology: History (*Major*)	Year	PSHI400	12
	Credits sub-total:			**24**
METHOD: Select the same ONE SP methodology module from groups A to D as selected in the 3rd year of study:				
Group A: *Afrikaans*				
	Specific Subject Methodology:	Year	PAHS400	12

	Afrikaans Home Language SP (*Major*)			
Group B: *English*				
	Specific Subject Methodology: English Home Language SP (*Major*)	Year	PEHS400	12
Group C: *isiXhosa*				
	Specific Subject Methodology: isiXhosa Home Language SP (*Major*)	Year	PXHS400	12
Group D: *Social Sciences*				
	Specific Subject Methodology: Social Sciences SP (*Major*)	Year	PSOC400	12
	Credits sub-total:			**12**
Electives (select any <u>TWO</u> of the electives not previously selected)				
	Aquatics	Semester 1	HMSV153	10
	Athletics	Semester 2	HMSV154	10
	Implement Sport	Semester 1	HMSV155	10
	Team Sport	Semester 2	HMSV156	10
	School Sport Coaching	Semester 1	HMSV260	10
	Discipline, Safety and Security in Schools	Semester 1	PDEL102	10
	Employability and Teacher Organisations	Semester 1	PDEL103	10
	Event Planning and Public Relations for Educators	Semester 1	PDEL104	10
	Librarianship and Media Centre Management	Semester 2	PDEL105	10
	Credits sub-total:			**20**
	Credits Fourth Year (depending on the specialisation selected)			**126**
Total credits (depending on the specialisation selected)				**495 – 527**

CURRICULUM MODULE REQUISITES

Module	Code	Pre-requisite	Co-requisite
The English Renaissance and Literature	LLEV201	LLEV101 **and** LLEV102 **and** LLEV111 **and** LLEV112	
Afrikaans Language Studies SP 2	PAFR200	PAFR100	
English Language Studies SP 2	PENS200	PENS100	

isiXhosa Language Studies SP 2	PXHO200	PXHO100	
Romanticism and After	LLEV202	LLEV101 **and** LLEV102 **and** LLEV111 **and** LLEV112	
Literature of Africa and its Diaspora	LLEV212	LLEV101 **and** LLEV102 **and** LLEV111 **and** LLEV112	
Basic Communication in isiXhosa for the Classroom Context	PDEL106	PBCX300	
ICT for the Classroom Context	PDEL107	PCTE300	

BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING (SCIENCE)

Qualification code:	30156
Offering:	Full-time South Campus (A1)
Aligned NQF Level:	7
SAQA ID:	101572
Total NQF Credits for qualification:	490 to 520

THE PURPOSE OF THE LEARNING PROGRAMME
This qualification has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).

The B Ed SP-FET programme aims to develop graduates as competent, professional teachers, able and committed to the enhancement of education in diverse schools in South Africa and beyond. As such the programme aims to provide student teachers with the required knowledge, understanding and skills to enhance teaching and learning in three school subjects (two FET and one SP subject). The Exit Level Outcomes and the associated assessment criteria are designed to engage with the teacher competencies provided by the Department of Higher Education and Training in the revised MRTEQ (2015).

The B Ed SP-FET Programme has the primary purpose of providing well-rounded teacher education that equips graduates with the required subject content knowledge base; educational theory; and methodology that will enable them to demonstrate competence and responsibility as academic and professionally qualified beginner secondary school teachers (MRTEQ, p20)

The aim of the programme is to equip students with the knowledge, skills and values needed to effectively mediate learning in schools in the Senior Phase and Further Education and Training, specialising in specific secondary school subjects.

The B Ed students should, at the exit level of the programme, embody the following Exit Level Outcomes:

- Critically engage with theoretical knowledge related to philosophy, sociology, history of education, psychology, politics and economics from an educational perspective in socially responsible and humanising ways.
- Demonstrate a clear understanding of specific subject content knowledge in Senior Phase and Further Education and Training.
- Demonstrate the ability to select, organise, design, plan and implement systematic and effective teaching, learning and assessment strategies in different educational contexts in a humanising manner, aligned with national school curriculum specifications and in response to diverse learner needs.
- Demonstrate the ability to coherently integrate in praxis educational theory, pedagogical content knowledge and subject discipline knowledge.
- Demonstrate the ability to teach effectively in English/Afrikaans as Language of Learning and Teaching [LOLT].
- Demonstrate conversational competence in Afrikaans /isiXhosa.

ARTICULATION

The B Ed SP-FET programme articulates with related qualifications as follows:

Horizontally: On successful completion of the B Ed SP-FET degree, graduates are eligible to enrol for the Advanced Diploma in Education (Level 7) or Advanced Certificate in Teaching (Level 6), should they wish to further strengthen and enhance their existing specialisation, or want to develop a new role of practice to support teaching and learning in a school or in education more broadly.

Vertically: On successful completion of the B Ed SP-FET degree, graduates are eligible to apply for the B Ed Hons (Level 8) or the Postgraduate Diploma in Education (Level 8). The latter after 2-years teaching experience.

ADMISSION REQUIREMENTS

- Minimum NSC statutory requirements for degree entry must be met.
- An applicant with NSC Grade 12 Mathematics requires a minimum Applicant Score of 390.
- NSC achievement rating of at least 50% for English (Home Language or First Additional Language) AND 50% for Afrikaans or isiXhosa (Home Language or First Additional Language).
- Specific minimum NSC subject requirements for FET subject specialisations are outlined in the table below, together with corresponding Mathematics, Mathematical Literacy and Technical Mathematics minimum requirements, where applicable

Stream	FET Subject of Specialisation	Minimum Subject Requirement	Maths Requirement	Maths Literacy Requirement	Technical Mathematics Requirement
Natural and Life Sciences	Geography	55	60	-	-
	Life Sciences	60	60	-	-
	Mathematical Literacy	-	60	-	-
	Mathematics	60	-	-	-
	Physical Sciences	60	60	-	-

SELECTION PROCEDURE

Final admission into the programme may be subject to an admission interview in the following cases:

- Where applicants currently enrolled for a particular degree programme want to enrol for the B Ed SP-FET programme.
- Mature students who did not matriculate in the past 5 years.

RE-ADMISSION REQUIREMENTS

In order to be re-admitted to any of the B Ed programmes, a student needs to have accumulated a minimum number of credits at the end of each year of study, as indicated in the table below. If that has not been achieved, the student may either be re-admitted subject to certain conditions or be refused re-admission.

Period of Registration	4 year programme part time (480+ credits)		
	Continue Studies	Conditional Readmission	No readmission
After 1 year	80+ credits	Less than 80 credits	Not applicable
After 2 years	160+ credits	120 – 159 credits	Less than 120 credits
After 3 years	240+ credits	200 – 239 credits	Less than 200 credits
After 4 years	320+ credits	280 – 319 credits	Less than 280 credits
After 5 years	400+ credits	360 – 399 credits	Less than 360 credits
After 6 years			Less than all credits; final year students may be considered if special circumstances exist

STATUTORY AND OTHER REQUIREMENTS

Students must first register for the failed modules and then for new modules up to a maximum of 130 credits.

The degree shall be obtained by completing the qualification as prescribed by Senate. Unless Senate decides otherwise, the degree shall be awarded *cum laude* if the requirements set out in the General Prospectus have been met.

Class mark:

In order to be admitted to an examination in a module offered in the Faculty of Education, a student must obtain a class (year) mark of at least 40%.

Language Endorsement:

All students should be proficient in the use of *at least one* official language as a Language of Learning and Teaching (LoLT), and partially proficient (i.e. sufficient for purposes of ordinary conversation) in *at least one* other official language. In the case of students whose language of choice (or first language) is English or Afrikaans, the conversational language needs to be one of the nine other official languages or South African Sign Language. All Initial Teacher Education qualifications will be endorsed to indicate the holder's level of competence. It may be possible for qualifications to be endorsed with more than one LoLT and more than one conversational language.

Teaching practice:

School-Based Learning (SBL) for B Ed degrees				
Phase	**1st Year**	**2nd Year**	**3rd Year**	**4th Year**
SP/FET	Starting as beginner teacher:	Becoming a student teacher:	Being a student teacher:	Belonging to a community of practice:
	Micro-teaching: view video-taped lessons	20 Days 2 weeks in January / February	20 Days 2 weeks in January / February	72 Days 4 days per week for 10 weeks in 1st semester
	Students to visit schools in different contexts in home town	2 weeks in July / August	2 weeks in July / August	4 days per week for 8 weeks in 2nd semester
SP/FET students will be required to observe IP and/or SP classes (Grades 4-6 and Grades 7-9).				

Specialisations:
Students will be expected to choose **TWO** FET specialisations and **ONE** related SP specialisation within one of the following streams:

SCIENCE
FET: Life Sciences, Physical Science, Mathematics, Mathematical Literacy, Geography
SP: Mathematics, Natural Science

➤ Students choosing to study Physical Science **MUST** choose Mathematics as their second FET specialisation.

DURATION
The qualification shall extend over four (4) years of full-time study.

Maximum Period of Study:
The maximum period of study allowed for full-time study will be six (6) years.

CURRICULUM (Full-time)

		Presented	**Module Code**	**Credit Value**
First Year				
Compulsory modules:				
	Computer Literacy	Year	PCTL100	12
	Theories of Human Development and Learning	Semester 1	PEDS101	10
	History of South African Schooling	Semester 2	PEDS102	10

	Multilingualism in Context (SP and FET)	Year	PMUL100	12
	Starting out as a Beginner Teacher	Year	PSBL100	10
	Credits sub-total:			**54**

Select TWO FET specialisations from groups A to E: (Content)				
Group A: *Geography*				
	Introduction to Meteorology and Climatology	Term 2	GENV101	8
	Introduction to Geomorphology	Term 3	GENV102	8
	Introduction to Economic Settlement Geography	Term 1	GEOV101	7
	Introduction to Geo-information Science and Cartography	Term 4	GISV102	8
Group B: *Life Sciences*				
	Cell Biology, Histology and Genetics	Semester 1	BBOV111	7
	Diversity of Life	Semester 2	BBOV112	7
	Principles of Evolution	Semester 2	BBOV122	7
Group C: *Mathematics*				
	Mathematics 1A	Semester 1	MATT101	16
	Mathematics 1B	Semester 2	MATT102	16
Group D: *Mathematical Literacy*				
	Mathematical Literacy 1 Module 1	Semester 1	PFEL111	12
	Mathematical Literacy 1 Module 2	Semester 2	PFEL112	12
Group E: *Physical Science (only in combination with Mathematics)*				
	Chemistry General	Semester 1	CHGV101	15
	Mechanics and Thermodynamics	Semester 1	FVV101	15
	Credits sub-total:			**45-63**

Select ONE SP specialisations from groups A to B:				
Group A: *Mathematics*				
	Mathematics SP 1	Year	PMAT100	10
Group B: *Natural Sciences*				
	Natural Sciences SP 1	Year	PNSS100	10
	Credits sub-total:			**10**

Select one of the following elective modules:				
	Aquatics	Semester 1	HMSV153	10
	Athletics	Semester 2	HMSV154	10
	Implement Sport	Semester 1	HMSV155	10
	Team Sport	Semester 2	HMSV156	10
	School Sport Coaching	Semester 1	HMSV260	10
	Employability and Teacher Organisations	Semester 1	PDEL103	10
	Event Planning and Public Relations for Educators	Semester 1	PDEL104	10
	Librarianship and Media Centre Management	Semester 2	PDEL105	10

				10
	Credits sub-total:			**10**
	Credits First Year (depending on the specialisation selected)			**119 – 137**

Second Year				
Compulsory modules:				
	Philosophy of Education	Semester 1	PEDS201	10
	Curriculum Policy and Development	Semester 2	PEDS202	10
	Language for Academic and Professional Purposes	Year	PENG200	10
	Becoming a Student Teacher	Year	PSBL200	10
	Credits sub-total:			**40**

Select the same TWO FET specialisations from groups A to E as selected in your 1st year of study: (Content)				
Group A: *Geography*				
	Pedo-Geomorphological Studies	Term 1	GENV201	10
	Economic and Development Geography	Term 2	GEOV211	10
	Introduction to Cartography and GIS	Term 3	GISV201	10
Group B: *Life Sciences*				
	Ecology and Environmental Science	Semester 2	BBOV201	14
	Plant Structure and Physiology	Semester 1	BBOV211	8
	Animal and Human Anatomy and Physiology	Semester 1	BBOV221	8
Group C: *Mathematics*				
	Multivariable and Vector Calculus	Semester 1	MATT201	20
	Linear Algebra	Semester 2	MATT212	10
Group D: *Mathematical Literacy*				
	Mathematical Literacy 2 Module 1	Semester 1	PFEL211	12
	Mathematical Literacy 2 Module 2	Semester 2	PFEL212	12
Group E: *Physical Science (only with Pure Mathematics)*				
	Chemistry Inorganic	Semester 2	CHIV100	9
	Chemistry Organic	Semester 2	CHOV102	6
	Electricity, Magnetism and Optics	Semester 2	FVV102	15
	Credits sub-total:			**54-60**

Select the same ONE SP specialisations from groups A to B as selected in your 1st year of study: (Content)				
Group A: *Mathematics*				
	Mathematics SP 2	Year	PMAT200	10
Group B: *Natural Sciences*				
	Natural Sciences SP 2	Year	PNSS200	10
	Credits sub-total:			**10**

METHODS: Select TWO FET methodology modules from groups A to E linked to your subject content				
Group A: *Geography*				
	Specific Subject Methodology: Geography	Year	PSGE200	12
Group B: *Life Sciences*				
	Specific Subject Methodology: Life Science	Year	PSLS200	12
Group C: *Mathematics*				
	Specific Subject Methodology: Mathematics	Year	PMAF200	12
Group D: *Mathematical Literacy*				
	Specific Subject Methodology: Mathematical Literacy	Year	PSML200	12
Group E: *Physical Science*				
	Specific Subject Methodology: Physical Science	Year	PSPS200	12
	Credits sub-total:			**24**
METHOD: Select ONE SP methodology module from groups A to B linked to your subject content				
Group A: *Mathematics*				
	Specific Subject Methodology: Mathematics SP	Year	PMAS200	12
Group B: *Natural Sciences*				
	Specific Subject Methodology: Natural Science SP	Year	PFNS200	12
	Credits sub-total:			**12**
	Credits Second Year (depending on the specialisation selected)			**140 – 146**
Third Year				
Compulsory modules:				
	Inclusive Teaching and Learning for South Africa	Year	PEDS300	20
	Language for School and Classroom Contexts	Year	PENG300	10
	Being a Student Teacher	Year	PSBL300	20
Select ONE Basic Communication Language below:				
	Basic Communication in Afrikaans (SP and FET) – (for isiXhosa Home language students)	Year	PBCA300	10
	Basic Communication in isiXhosa (SP and FET) – (for English and Afrikaans Home language)	Year	PBCX300	10
	Credits sub-total:			**60**

Select ONE of the two FET content specialisations that correspond with the specialisations selected in the 2nd year of study from groups A to E: (Content)			
Group A: *Geography*			
Urban Social Geography	Term 2	GEOV301	15
Group B: *Life Sciences*			
Animal and Plant Conservation and Management	Semester 1	BBOV301	11
Humans, Life and Environment	Semester 2	BBOV302	10
Group C: *Mathematics*			
Real Analysis	Semester 2	MATT202	10
Group D: *Mathematical Literacy*			
Mathematical Literacy 3 Module 1	Semester 1	PFEL311	15
Mathematical Literacy 3 Module 2	Semester 2	PFEL322	15
Group E: *Physical Science (only with Pure Mathematics)*			
Calculus-based Physics and Advanced Topics	Semester 1	FBPE301	12
Credits sub-total:			**10-30**
METHODS: Select the same TWO FET methodology modules that correspond with the specialisations selected in the 2nd year of study from groups A to E:			
Group A: *Geography*			
Specific Subject Methodology: Geography	Year	PSGE300	12
Group B: *Life Sciences*			
Specific Subject Methodology: Life Sciences	Year	PSLS300	12
Group C: *Mathematics*			
Specific Subject Methodology: Mathematics	Year	PMAF300	12
Group D: *Mathematical Literacy*			
Specific Subject Methodology: Mathematical Literacy	Year	PSML300	12
Group E: *Physical Science*			
Specific Subject Methodology: Physical Science	Year	PSPS300	12
Credits sub-total:			**24**
METHOD: Select the same ONE SP methodology module from groups A to B as selected in the 2nd year of study:			
Group A: *Mathematics*			
Specific Subject Methodology: Mathematics SP	Year	PMAS300	12
Group B: *Natural Sciences*			
Specific Subject Methodology: Natural Sciences SP	Year	PFNS300	12
Credits sub-total:			**12**
Credits Third Year (depending on the subject specialisation selected)			**106 – 126**

Fourth Year				
Compulsory modules:				
	ICT in Education	Year	PCTE300	10
	Issues in Education	Year	PEDS400	20
	Belonging to a community of practice	Year	PSBL400	40
	Credits sub-total:			**70**
METHODS: Select the same TWO FET methodology modules that correspond with the specialisations selected in the 3rd year from groups A to E:				
Group A: *Geography*				
	Specific Subject Methodology: Geography (*Major*)	Year	PSGE400	12
Group B: *Life Science*				
	Specific Subject Methodology: Life Sciences (*Major*)	Year	PSLS400	12
Group C: *Mathematics*				
	Specific Subject Methodology: Mathematics (*Major*)	Year	PMAF400	12
Group D: *Mathematical Literacy*				
	Specific Subject Methodology: Mathematical Literacy (*Major*)	Year	PSML400	12
Group E: *Physical Science*				
	Specific Subject Methodology: Physical Science (*Major*)	Year	PSPS400	12
	Credits sub-total:			**24**
METHOD: Select the same ONE SP methodology module from groups A to B as selected in the 3rd year of study:				
Group A: *Mathematics*				
	Specific Subject Methodology: Mathematics SP (*Major*)	Year	PMAS400	12
Group B: *Natural Sciences*				
	Specific Subject Methodology: Natural Sciences SP (*Major*)	Year	PFNS400	12
	Credits sub-total:			**12**
Electives (select any <u>TWO</u> of the electives not previously selected)				
	Aquatics	Semester 1	HMSV153	10
	Athletics	Semester 2	HMSV154	10
	Implement Sport	Semester 1	HMSV155	10
	Team Sport	Semester 2	HMSV156	10
	School Sport Coaching	Semester 1	HMSV260	10
	Discipline, Safety and Security in Schools	Semester 1	PDEL102	10
	Employability and Teacher Organisations	Semester 1	PDEL103	10
	Event Planning and Public Relations	Semester 1	PDEL104	10

	for Educators			
	Librarianship and Media Centre Management	Semester 2	PDEL105	10
	Credits sub-total:			**20**
	Credits Fourth Year (depending on the specialisation selected)			**126**
Total credits (depending on the specialisations selected)				**491 – 535**

CURRICULUM MODULE REQUISITES

Module	Code	Pre-requisite	Co-requisite
Mathematics 1B	MATT102	MATT101	
Multivariable and Vector Calculus	MATT201	MATT101 **and** MATT102	
Linear Algebra	MATT212	MATT102	
Chemistry Inorganic	CHIV100	CHGV101	
Chemistry Organic	CHOV102	CHGV101	
Electricity, Magnetism and Optics	FVV102	FVV101	
Mathematics SP 2	PMAT200	PMAT100	
Natural Sciences SP 2	PNSS200	PNSS100	
Real Analysis	MATT202	MATT101 **and** MATT102	
Calculus-based Physics and Advanced Topics	FBPE301	MATT101	
Basic Communication in isiXhosa for the Classroom Context	PDEL106	PBCX300	
ICT for the Classroom Context	PDEL107	PCTE300	

ADVANCED DIPLOMAS

ADVANCED DIPLOMA IN TECHNICAL AND VOCATIONAL TEACHING

Qualification code:	30010
Offering:	Full-time South Campus (A1) **OR** Part-time Missionvale Campus (V2)
Aligned NQF Level:	7
SAQA ID:	102211
Total NQF Credits for qualification:	120

THE PURPOSE OF THE LEARNING PROGRAMME
This programme has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).

The Advanced Diploma (TVT), being a professional vocational teaching qualification at NQF level 7 seeks to develop competent TVET college lecturers. This programme is offered to graduates and/or diplomats already in possession of an appropriate and relevant prior qualification, e.g. a bachelor's degree. This advanced diploma requires the candidate to possess specific depth in a specialisation of appropriate, vocationally-orientated knowledge. The purpose of this qualification is to develop and deepen teaching competencies expected of lecturers and trainers in the TVET sector.

On successful completion of this programme, the student will be able to:
- Exhibit and be able to articulate behaviour and attitudes that demonstrate a humanising pedagogical praxis in their professional practice
- Have the ability to identify, analyse, critically reflect on and respond to complex issues as they manifest in the TVET educational context in South Africa
- Be able to make meaningful contributions to disciplinary discourses, based on a critical engagement with contemporary theories in education (e.g. Philosophy, Psychology, Sociology, etc.) to develop a personal philosophy for teaching and learning in the context of TVET
- Develop the attributes of a sustainable developmental practitioner in education by being cognizant of the seventeen Sustainable Development Goals as defined in Transforming Our World (United Nations, 2015)
- Explore and examine his/her own identity and the intersect of vocational educator identity with reference to professional values, ethical conduct, justifiable decision-making and leadership
- Engage in pedagogic practices to integrate theory and practice, based on an in-depth understanding of his/her subject specialisation, based on the context and the diverse needs of their learners
- Employ assessment methods in varied, valid and reliable ways, and provide constructive feedback to promote learning

- Engage in an inquiry-based approach to create new knowledge and problem-solving strategies to benefit both classroom and workplace/industry experience

Articulation Possibilities:
Vertical progression may be through the Post-Graduate Diploma in Technical and Vocational Education and Training, after which the student may continue into the Master of Education degree and a Doctorate then becomes possible.

ADMISSION REQUIREMENTS
The minimum admission requirement is an appropriate 360-credit, NQF Level 6 undergraduate diploma or bachelor degree, which includes sufficient disciplinary (subject content) learning in cognate (i.e., similar, related), appropriate academic fields to enable lecturing a technical or vocational subject or field as taught in institutions offering TVET programmes. The disciplinary knowledge (or a substantial part thereof) must have been studied at the exit level of the entry qualification.

On entry to the programme, students will be assessed (using benchmark tests) on their ability to demonstrate adequate proficiency in academic literacies (LOLT, conversational proficiency in an official African language, numeracy skills and basic ICT skills). If the student lacks proficiency in these literacies stated here, she/he will have to enrol for additional modules to develop these literacies. It should be noted that credits from these modules may not form part of the 120 credits for this qualification.

SELECTION PROCEDURE
Where disciplinary subject knowledge is insufficient, additional learning units/modules/courses may be required before the student may register for this qualification. A selection panel may be constituted to determine suitability of candidates.

DURATION
The qualification shall extend over at least one (1) year full-time study or two (2) years of part-time study.

Maximum Period of Study:
The maximum period of study allowed for full-time study will be three (3) years and for part-time study four (4) years.

CURRICULUM (Full-time)

		Presented	Module Code	Credit Value
Compulsory modules:				
	Curriculum Studies and Assessment Practices	Semester 1	PVCA401	12
	Critical Discourses in TVET	Semester 1	PVCD401	8
	Designing a Vocational Pedagogy	Semester 2	PVDP402	12
	Historical Developments in Vocational Education	Semester 2	PVHI402	8
	Philosophical Perspectives in Education *(Major)*	Semester 1	PVPH401	8
	A Professional Identity for a Vocational Lecturer	Semester 2	PVPI402	12

		Presented	Module Code	Credit Value
	Pedagogical Perspectives in TVET	Semester 1	PVPP401	12
	Psychology of Education in a Vocational Context	Semester 1	PVPS401	8
	Vocational Education for Social Change	Semester 2	PVSO402	8
	Practical Learning-Teaching Practice *(Major)*	Year	PVTP400	24
	Practical Learning-Workplace Based Practice	Semester 2	PVWP402	8
Total Credits				**120**

*CURRICULUM (Part-time)**

		Presented	Module Code	Credit Value
First Year				
Compulsory modules:				
	Curriculum Studies and Assessment Practices	Semester 2	PVCA401	12
	Critical Discourses in TVET	Semester 1	PVCD401	8
	Philosophical Perspectives in Education *(Major)*	Semester 1	PVPH401	8
	Pedagogical Perspectives in TVET	Semester 2	PVPP401	12
	Psychology of Education in a Vocational Context	Semester 2	PVPS401	8
Second Year				
Compulsory modules:				
	Designing a Vocational Pedagogy	Semester 2	PVDP402	12
	Historical Developments in Vocational Education	Semester 1	PVHI402	8
	A Professional Identity for a Vocational Lecturer	Semester 2	PVPI402	12
	Vocational Education for Social Change	Semester 1	PVSO402	8
	Practical Learning-Teaching Practice *(Major)*	Year	PVTP400	24
	Practical Learning-Workplace Based Practice	Semester 2	PVWP402	8
Total Credits				**120**

*Modules offered alternate years

CURRICULUM MODULE REQUISITES
None

POSTGRAGUATE CERIFICATES

POSTGRADUATE CERTIFICATE IN EDUCATION IN FURTHER EDUCATION AND TRAINING TEACHING

Qualification code:	31840
Offering:	Full-time South Campus (A1) **OR** Part-time South Campus (A2)
Aligned NQF Level:	7
SAQA ID:	101816
Total NQF Credits for qualification:	126

THE PURPOSE OF THE LEARNING PROGRAMME

This programme has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).

The FET PGCE, as one-year professional teaching qualification that "caps" an undergraduate degree (MRTEQ, 2011), aims to develop graduates and diplomates as competent, professional teachers able and committed to the enhancement of education in diverse high schools in South Africa and beyond. As such the programme aims to provide student teachers with the required knowledge, understanding and skills to enhance teaching and learning in two school subjects (two FET subjects). The Exit Level Outcomes and the associated assessment criteria are designed to engage with the teacher competencies provided by the Department of Education in the MRTEQ of 2011.

The PGCE students should, at the exit level of the programme, embody the following Exit Level Outcomes:
- Critically engage with disciplinary educational knowledge literature and discourses related to philosophy, sociology, history of education, psychology, politics and economics from an educational perspective in social responsible humanising ways
- Demonstrate the ability to organise, design, plan and implement systematic and effective teaching, learning and assessment in different educational contexts in a humanising manner pertaining to national school curriculum specifications at school based level.
- Demonstrate sound methodological and subject specific curriculum knowledge, skills, attitudes and values to facilitate effective teaching, learning and assessment in school related subjects in a humanising manner by coherently integrating educational theory, curriculum theory, subject discipline knowledge, teaching strategies and self-identity
- Demonstrate the ability to teach effectively in English as Language of Learning and Teaching [LOLT]
- Demonstrate conversational competence in isiXhosa

The PGCE articulates with related qualifications as follows:
- Horizontally: On successful completion of the PGCE, graduates are eligible to enrol for the Advanced Diploma in Education at NQF Level 7, should they wish to further strengthen and enhance their existing specialisation, or want to develop a new role of practice to support teaching and learning in a school or in education more broadly.
- Vertically: On successful completion of the PGCE, graduates are eligible to apply for the B Ed Hons or the Postgraduate Diploma (NQF Level 8)

ADMISSION REQUIREMENTS
An approved Bachelor's degree at NQF Level 7 or 8, which includes appropriate and sufficient disciplinary knowledge to teach at least TWO school subjects for the FET phase of schooling (NQF Level 7 or 8).

SELECTION PROCEDURE
The requirements for the structure of the qualification, which precedes the Certificate, are as follows:
- The qualification must include at least two sets of modules in two approved school subjects: The selected subjects will be offered on condition of the minimum class size agreed upon by the Faculty.
- For Schooling these sets needs to be at least at NQF Level 7 for Further Education and Training (FET) purposes.
- A candidate shall offer two school subjects at FET level.
- A teaching method for a FET school subject should follow an appropriate academic field of study at NQF Level 7.
- Final admission into the programme may be subject to an admission interview, especially in cases where the above-mentioned qualifications were not obtained in recent years. This is to obtain an overview of the student's existing subject content knowledge.

RE-ADMISSION REQUIREMENTS
In order to be readmitted to the PGCE programme, a student needs to have accumulated a minimum number of credits at the end of each year of study, as indicated in the table below. If that has not been achieved, the student may either be readmitted subject to certain conditions or be refused re-admission.

Full-time Students

Period of Registration	1-year Programme Full-time (120+ credits)		
	Continue studies	Conditional re-admission	No re-admission
After 1 year	90+ credits	60 – 90 credits	Less than 60 credits.
After 2 years	105+ credits	90 – 105 credits	Less than 90 credits.
After 3 years			Less than all credits; exception may be considered if special circumstances exist.

STATUTARY AND OTHER REQUIREMENTS
- The Certificate shall not be awarded to students until they have complied with the requirements regarding the official languages.
- Computer literacy equal to the outcomes of the Nelson Mandela University module WRO131. This level of competence will be assessed with a standardised diagnostic test prior to admission. (A student who does not satisfy this requirement may be allowed by the Dean to register concurrently as an occasional student for WRO131.)
- The certificate shall be obtained by completing the qualification as prescribed by Senate. Unless Senate decides otherwise, the degree shall be awarded *cum laude* if the requirements set out in the General Prospectus have been met.
- The Certificate shall not be awarded to students until they have complied with the requirements pertaining to the number of school based learning days at school not completed

Professional learning:
Pre-service students shall undertake teaching practice as stipulated in the Professional Learning Guide. Formal teaching practice, at schools in the Nelson Mandela Metropole, during two separate blocks from Monday to Friday. Each block consists of six to seven weeks (7 weeks during Semester One, 6 weeks during Semester Two).
Candidates who have not attained a satisfactory standard in teaching practice shall again register at the University in order either to attend a prescribed programme at local schools or to teach as an unqualified teacher for such a period as Senate may determine, after which they shall again be examined.

Examination:
All PGCE modules are 100% continuous assessment modules.

Year mark:
All PGCE modules are 100% continuous assessment modules.

Language endorsement:
All students should be proficient in the use of at least one official language as a language of learning and teaching (LOLT) – English at the Nelson Mandela University and partially proficient (i.e. sufficient for purposes of ordinary conversation) in isiXhosa.

DURATION
The qualification shall extend over at least one (1) year of full-time study or two (2) years of part-time study.

Maximum Period of Study:
The maximum period of study allowed for full-time study will be three (3) years and for part-time study four (4) years.

CURRICULUM (Full-time)

		Presented	Module Code	Credit Value
Full-time				
Compulsory modules:				
	Child development in an inclusive education paradigm	Semester 1	PGEF401	12
	Philosophy of teaching and learning	Semester 1	PGEF411	12
	Historical perspectives of curriculum policy and development	Semester 2	PGEF402	12
	Critical issues in education	Semester 2	PGEF412	12
	Professional Learning consists of the following sub-aspects:		PGPL400	0
	Professional Learning – School Based	Year	PGPL40S	24
	English as Language of Learning and Teaching (LOLT) - Part of Professional Learning in Schools. (Demonstrate competency)	Year	PGPL40E	0
	isiXhosa Conversational (For Afrikaans and English Home Language students)	Year	PCNX400	6
	Afrikaans Conversational (For isiXhosa Home Language students)	Year	PCNA400	6
OPTIONAL				
	Afrikaans as Language of Learning and Teaching (LOLT) [Optional] - Part of Professional Learning in Schools. (Demonstrate competency)	Year	PGPL40A	0
SELECT TWO FET METHOD MODULES:				
	Method of FET Accounting (*Major*)	Year	PMAC400	24
	Method of FET Afrikaans Home Language (*Major*)	Year	PMAH400	24
	Method of FET Business Studies (*Major*)	Year	PMBS400	24
	Method of FET Economics Method (*Major*)	Year	PMEC400	24
	Method of FET English Home Language (*Major*)	Year	PMEH400	24
	Method of FET Geography (*Major*)	Year	PMGE400	24
	Method of FET History (*Major*)	Year	PMHI400	24
	Method of FET Life Orientation (*Major*)	Year	PMLO400	24
	Method of FET Life Sciences (*Major*)	Year	PMLS400	24
	Method of FET Mathematics (*Major*)	Year	PMMA400	24

		Presented	Module Code	Credit Value
	Method of FET Music (*Major*)	Year	PMMU400	24
	Method of FET Physical Sciences (*Major*)	Year	PMPS400	24
	Method of FET isiXhosa Home Language (*Major*)	Year	PMXH400	24
Total Credits				**126**

CURRICULUM MODULE REQUISITES
None

CURRICULUM (Part-time)

		Presented	Module Code	Credit Value
Part-time: FIRST YEAR				
Compulsory modules:				
	Child development in an inclusive education paradigm	Semester 1	PGEF401	12
	Historical perspectives of curriculum policy and development	Semester 2	PGEF402	12
	isiXhosa Conversational (For Afrikaans and English Home Language students)	Year	PCNX400	6
	Afrikaans Conversational (For isiXhosa Home Language students)	Year	PCNA400	6
FET METHOD 1: Select ONE FET method module:				
	Method of FET Accounting (*Major*)	Year	PMAC400	24
	Method of FET Afrikaans Home Language (*Major*)	Year	PMAH400	24
	Method of FET Business Studies (*Major*)	Year	PMBS400	24
	Method of FET Economics Method (*Major*)	Year	PMEC400	24
	Method of FET English Home Language (*Major*)	Year	PMEH400	24
	Method of FET Geography (*Major*)	Year	PMGE400	24
	Method of FET History (*Major*)	Year	PMHI400	24
	Method of FET Life Orientation (*Major*)	Year	PMLO400	24
	Method of FET Life Sciences (*Major*)	Year	PMLS400	24
	Method of FET Mathematics (*Major*)	Year	PMMA400	24
	Method of FET Music (*Major*)	Year	PMMU400	24
	Method of FET Physical Sciences (*Major*)	Year	PMPS400	24
	Method of FET isiXhosa Home Language (*Major*)	Year	PMXH400	24
Credits for first year				**54**
Part-time: SECOND YEAR				
Compulsory modules:				
	Philosophy of teaching and learning	Semester 1	PGEF411	12

	Critical issues in education	Semester 2	PGEF412	12
	Professional Learning consists of the following sub-aspects:		PGPL400	0
	Professional Learning – School Based	Year	PGPL40S	24
	English as Language of Learning and Teaching (LOLT) - Part of Professional Learning in Schools. (Demonstrate competency)	Year	PGPL40E	0
	Afrikaans as Language of Learning and Teaching (LOLT) [Optional] - Part of Professional Learning in Schools. (Demonstrate competency)	Year	PGPL40A	0
FET METHOD 2: Select ONE FET method module:				
	Method of FET Accounting (*Major*)	Year	PMAC400	24
	Method of FET Afrikaans Home Language (*Major*)	Year	PMAH400	24
	Method of FET Business Studies (*Major*)	Year	PMBS400	24
	Method of FET Economics Method (*Major*)	Year	PMEC400	24
	Method of FET English Home Language (*Major*)	Year	PMEH400	24
	Method of FET Geography (*Major*)	Year	PMGE400	24
	Method of FET History (*Major*)	Year	PMHI400	24
	Method of FET Life Orientation (*Major*)	Year	PMLO400	24
	Method of FET Life Sciences (*Major*)	Year	PMLS400	24
	Method of FET Mathematics (*Major*)	Year	PMMA400	24
	Method of FET Music (*Major*)	Year	PMMU400	24
	Method of FET Physical Sciences (*Major*)	Year	PMPS400	24
	Method of FET isiXhosa Home Language (*Major*)	Year	PMXH400	24
Credits for second year				**72**
Total Credits for the programme				**126**

CURRICULUM MODULE REQUISITES
None

POSTGRADUATE CERTIFICATE IN EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING

Qualification code:	31845
Offering:	Full-time South Campus (A1) **OR** Part-time South Campus (A2)
Aligned NQF Level:	7
SAQA ID:	101815
Total NQF Credits for qualification:	126

THE PURPOSE OF THE LEARNING PROGRAMME
This programme has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).

The SP-FET PGCE, as one year professional teaching qualification that "caps" an undergraduate degree (MRTEQ, 2011), aims to develop graduates and diplomates as competent, professional teachers able and committed to the enhancement of education in diverse high schools in South Africa and beyond. As such the programme aims to provide student teachers with the required knowledge, understanding and skills to enhance teaching and learning in two school subjects (one FET and one SP subject). The Exit Level Outcomes and the associated assessment criteria are designed to engage with the teacher competencies provided by the Department of Education in the MRTEQ of 2011.

The PGCE students should, at the exit level of the programme, embody the following Exit Level Outcomes:
- Critically engage with disciplinary educational knowledge literature and discourses related to philosophy, sociology, history of education, psychology, politics and economics from an educational perspective in social responsible humanising ways.
- Demonstrate the ability to organise, design, plan and implement systematic and effective teaching, learning and assessment in different educational contexts in a humanising manner pertaining to national school curriculum specifications at school based level.
- Demonstrate sound methodological and subject specific curriculum knowledge, skills, attitudes and values to facilitate effective teaching, learning and assessment in school related subjects in a humanising manner by coherently integrating educational theory, curriculum theory, subject discipline knowledge, teaching strategies and self-identity.
- Demonstrate the ability to teach effectively in English as Language of Learning and Teaching [LOLT].
- Demonstrate conversational competence in isiXhosa.

The PGCE articulates with related qualifications as follows:
- <u>Horizontally:</u> On successful completion of the PGCE, graduates are eligible to enrol for the Advanced Diploma in Education at NQF Level 7, should they wish to further strengthen and enhance their existing specialisation, or want to develop a

new role of practice to support teaching and learning in a school or in education more broadly.

- Vertically: On successful completion of the PGCE, graduates are eligible to apply for the B Ed Hons or the Postgraduate Diploma (NQF Level 8)

ADMISSION REQUIREMENTS

An approved Bachelor's degree at NQF Level 7 or 8, which includes appropriate and sufficient disciplinary knowledge to teach at least ONE school subject for the FET phase of schooling (NQF Level 7 or 8) and ONE school subject for the GET phase of schooling.

SELECTION PROCEDURE

The requirements for the structure of the qualification, which precedes the Certificate, are as follows:

- The qualification must include at least two sets of modules in two approved school subjects: The selected subjects will be offered on condition of the minimum class size agreed upon by the Faculty.
- For Schooling ONE set needs to be at least at NQF Level 7 for Further Education and Training (FET) purposes and ONE set needs to be at least at NQF Level 6 for Senior Phase (GET) purposes.
- A candidate shall offer one school subject at FET level and one school subject at GET level
- A teaching method for a FET school subject should follow an appropriate academic field of study at NQF Level 7.
- A teaching method for a GET school subject should follow an appropriate academic field of study at NQF Level 6.
- Final admission into the programme may be subject to an admission interview, especially in cases where the above-mentioned qualifications were not obtained in recent years. This is to obtain an overview of the student's existing subject content knowledge.

RE-ADMISSION REQUIREMENTS

In order to be readmitted to the PGCE programme, a student needs to have accumulated a minimum number of credits at the end of each year of study, as indicated in the table below. If that has not been achieved, the student may either be readmitted subject to certain conditions or be refused re-admission.

Full-time Students

Period of Registration	1-year Programme Full-time (120+ credits)		
	Continue studies	**Conditional re-admission**	**No re-admission**
After 1 year	90+ credits	60 – 90 credits	Less than 60 credits.
After 2 years	105+ credits	90 – 105 credits	Less than 90 credits.
After 3 years			Less than all credits; exception may be considered if special circumstances exist.

STATUTARY AND OTHER REQUIREMENTS
- The Certificate shall not be awarded to students until they have complied with the requirements regarding the official languages.
- Computer literacy equal to the outcomes of the Nelson Mandela University module WRO131. This level of competence will be assessed with a standardised diagnostic test prior to admission. (A student who does not satisfy this requirement may be allowed by the Dean to register concurrently as an occasional student for WRO131.)
- The certificate shall be obtained by completing the qualification as prescribed by Senate. Unless Senate decides otherwise, the degree shall be awarded *cum laude* if the requirements set out in the General Prospectus have been met.
- The Certificate shall not be awarded to students until they have complied with the requirements pertaining to the number of school based learning days at school not completed.

Professional learning:
Pre-service students shall undertake teaching practice as stipulated in the Professional Learning Guide. Formal teaching practice, at schools in the Nelson Mandela Metropole, during two separate blocks from Monday to Friday. Each block consists of six to seven weeks (7 weeks during Semester One, 6 weeks during Semester Two).

Candidates who have not attained a satisfactory standard in teaching practice shall again register at the University in order either to attend a prescribed programme at local schools or to teach as an unqualified teacher for such a period as Senate may determine, after which they shall again be examined.

Examination:
All PGCE modules are 100% continuous assessment modules.

Year mark:
All PGCE modules are 100% continuous assessment modules.

Language endorsement:
All students should be proficient in the use of **at least one** official language as a language of learning and teaching (LOLT) – English at the Nelson Mandela University and partially proficient (i.e. sufficient for purposes of ordinary conversation) in isiXhosa.

DURATION
The qualification shall extend over at least one (1) year of full-time study OR two (2) years of part-time study.

Maximum Period of Study:
The maximum period of study allowed for full-time study will be three (3) years and for part-time study four (4) years.

CURRICULUM (Full-time)

		Presented	Module Code	Credit Value
Full-time				
Compulsory modules:				
	Child development in an inclusive education paradigm	Semester 1	PGEF401	12
	Philosophy of teaching and learning	Semester 1	PGEF411	12
	Historical perspectives of curriculum policy and development	Semester 2	PGEF402	12
	Critical issues in education	Semester 2	PGEF412	12
	Professional Learning consists of the following sub-aspects:		PGPL400	0
	Professional Learning – School Based	Year	PGPL40S	24
	English as Language of Learning and Teaching (LOLT) - Part of Professional Learning in Schools. (Demonstrate competency)	Year	PGPL40E	0
	isiXhosa Conversational (For Afrikaans and English Home Language students)	Year	PCNX400	6
	Afrikaans Conversational (For isiXhosa Home Language students)	Year	PCNA400	6
Optional				
	Afrikaans as Language of Learning and Teaching (LOLT) [Optional] - Part of Professional Learning in Schools. (Demonstrate competency)		PGPL40A	0
Select ONE FET Method module:				
	Method of FET Accounting (*Major*)	Year	PMAC400	24
	Method of FET Afrikaans Home Language (*Major*)	Year	PMAH400	24
	Method of FET Business Studies (*Major*)	Year	PMBS400	24
	Method of FET Economics Method (*Major*)	Year	PMEC400	24
	Method of FET English Home Language (*Major*)	Year	PMEH400	24
	Method of FET Geography (*Major*)	Year	PMGE400	24
	Method of FET History (*Major*)	Year	PMHI400	24
	Method of FET Life Orientation (*Major*)	Year	PMLO400	24
	Method of FET Life Sciences (*Major*)	Year	PMLS400	24
	Method of FET Mathematics (*Major*)	Year	PMMA400	24
	Method of FET Music (*Major*)	Year	PMMU400	24

		Presented	Module Code	Credit Value
	Method of FET Physical Sciences (*Major*)	Year	PMPS400	24
	Method of FET isiXhosa Home Language (*Major*)	Year	PMXH400	24
Select ONE GET SP Method module:				
	Method of SP Creative Arts (*Major*)	Year	PMSR400	24
	Method of SP Economic and Management Sciences (*Major*)	Year	PMSC400	24
	Method of SP Natural Science (*Major*)	Year	PMSN400	24
Total Credits				**126**

CURRICULUM MODULE REQUISITES
None

CURRICULUM (Part-time)

		Presented	Module Code	Credit Value
Part-time: FIRST YEAR				
Compulsory modules:				
	Child development in an inclusive education paradigm	Semester 1	PGEF401	12
	Historical perspectives of curriculum policy and development	Semester 2	PGEF402	12
	isiXhosa Conversational (For Afrikaans and English Home Language students)	Year	PCNX400	6
	Afrikaans Conversational (For isiXhosa Home Language students)	Year	PCNA400	6
FET METHOD 1: Select ONE FET method module:				
	Method of FET Accounting (*Major*)	Year	PMAC400	24
	Method of FET Afrikaans Home Language (*Major*)	Year	PMAH400	24
	Method of FET Business Studies (*Major*)	Year	PMBS400	24
	Method of FET Economics Method (*Major*)	Year	PMEC400	24
	Method of FET English Home Language (*Major*)	Year	PMEH400	24
	Method of FET Geography (*Major*)	Year	PMGE400	24
	Method of FET History (*Major*)	Year	PMHI400	24
	Method of FET Life Orientation (*Major*)	Year	PMLO400	24
	Method of FET Life Sciences (*Major*)	Year	PMLS400	24
	Method of FET Mathematics (*Major*)	Year	PMMA400	24
	Method of FET Music (*Major*)	Year	PMMU400	24
	Method of FET Physical Sciences (*Major*)	Year	PMPS400	24
	Method of FET isiXhosa Home Language (*Major*)	Year	PMXH400	24

				54
Credits for first year				**54**
Part-time: SECOND YEAR				
Compulsory modules:				
	Philosophy of teaching and learning	Semester 1	PGEF411	12
	Critical issues in education	Semester 2	PGEF412	12
	Professional Learning consists of the following sub-aspects:		PGPL400	0
	Professional Learning – School Based	Year	PGPL40S	24
	English as Language of Learning and Teaching (LOLT) - Part of Professional Learning in Schools. (Demonstrate competency)	Year	PGPL40E	0
	Afrikaans as Language of Learning and Teaching (LOLT) [Optional] - Part of Professional Learning in Schools. (Demonstrate competency)	Year	PGPL40A	0
SP METHOD 2: Select ONE SP method module:				
	Method of SP Creative Arts (*Major*)	Year	PMSR400	24
	Method of SP Economic and Management Sciences (*Major*)	Year	PMSC400	24
	Method of SP Natural Science (*Major*)	Year	PMSN400	24
Credits for second year				**72**
Total Credits				**126**

CURRICULUM MODULE REQUISITES
None

POSTGRAGUATE DIPLOMAS

POSTGRADUATE DIPLOMA IN EDUCATIONAL LEADERSHIP AND MANAGEMENT

Qualification code:	30552
Offering:	Part-time Missionvale Campus (V2)
Aligned NQF Level:	8
SAQA ID:	99383
Total NQF Credits for qualification:	120

THE PURPOSE OF THE LEARNING PROGRAMME
This programme has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).

The PGD is intended to develop an innovative, competent and reflective instructional leader who, within the field of Educational Leadership and Management has the capacity and agency to effect significant change in the South African education system, [and that], the following instructional leadership characteristics will be addressed in this programme:
- Apply leadership knowledge and practices that promote quality teaching and learning;
- Make decisions and take actions that are framed within the South African legal framework;
- Be aware of current educational debates and translate those into practice
- Manage school resources;
- Act as change agents and have the ability to address context-specific challenges in the school system.

On completion of this programme the student will be able to:
- Construct critically reflective and reflexive understandings of contemporary theories in Education in general, and in the field of Educational Leadership and Management, in particular;
- Employ specialised theoretical knowledge in the field of educational leadership and management;
- Establish the connections between conceptual, theoretical and experiential knowledge/s.
- Develop professional learning communities and display reflexive practices as the leader in a school context; and
- Conduct action research to inform leadership and management.

The PGD articulates with related qualifications as follows:
- <u>Horizontal:</u> N/A
- <u>Vertical:</u> PGD → MEd → PhD → Post-doctoral studies

Articulation from PGD to MEd is on completion of the research module offered in the BEd(Hon) programme.

ADMISSION REQUIREMENTS

Unless Senate decides otherwise, candidates qualify for admission if they are in possession of a full qualification on, or equivalent to, NQF Level 7, as stipulated below:
- Four Year BEd Degree **OR**
- Three-year appropriate Bachelor's degree (e.g. BSc) plus an Advanced Diploma in Teaching (or a recognised professional teaching qualification), **OR**
- A former postgraduate professional teaching qualification (for example, PGCE).
- **In addition**
  - the candidate should have passed their undergraduate programmes or PGCE with an aggregate of 60%. **AND**
  - a minimum of 2 years of teaching experience will be required of teachers wanting to pursue a PGD qualification.

SELECTION PROCEDURE

In order to be admitted, candidates will be selected in terms of a procedure decided upon by the faculty.

RE-ADMISSION REQUIREMENTS

In order to be re-admitted to the PGDip programme, a student needs to have accumulated a minimum number of credits at the end of each year of study, as indicated in the tables below. If that has not been achieved, the student may either be re-admitted subject to certain conditions or be refused re-admission.

Part Time Students

Period of Registration	2 years programme part time (120 credits)		
	Continue Studies	**Conditional Readmission**	**No readmission**
After 1 year	50+ credits	30-50 credits	Less than 30 credits
After 2 years	90+ credits	60-90 credits	Less than 60 credits
After 3 years	110+ credits	90-110 credits	Less than 90 credits
After 4 years			Less than all credits; exception may be considered if special circumstances exist.

STATUTARY AND OTHER REQUIREMENTS

The qualification shall be obtained by completing 9 modules as prescribed by Senate.

Examination:
- The final examination in the modules prescribed shall be held at the end of the relevant semester.
- Unless Senate decides otherwise, a candidate shall retain credit for a module for a maximum of 5 years.

The modules in each year are offered on a rotational basis every second (2nd) year.

DURATION
The curriculum shall extend over a period of two (2) academic years of part-time study.

Maximum Period of Study:
The maximum period of study allowed for full-time study will be four (4) years.

CURRICULUM (Part-time)*

		Presented	Module Code	Credit Value
First Year				
Compulsory modules:				
	Instructional Leadership	Semester 1	PDID401	12
	Educational Law and Policy (*Major*)	Semester 1	PDEA401	12
	Theories of Leadership (*Major*)	Semester 1	PDEB401	12
	Teacher Identities in Educational Contexts	Semester 2	PHTE402	12
	Relational Management (*Major*)	Semester 2	PDED402	12
	Credits First Year			**60**
Second Year				
Compulsory modules:				
	Curriculum studies	Semester 1	PHCS401	12
	Resource Management (*Major*)	Semester 1	PDEC401	12
	Strategic Planning, Communities and Transformation	Semester 2	PDEE402	12
	Research Project in Educational Leadership and Management (*Major*)	Semester 2	PDER402	24
	Credits Second Year			**60**
	Total Credits			**120**

Modules offered alternate years

CURRICULUM MODULE REQUISITES
None

BACHELOR OF HONOURS DEGREES

BACHELOR OF EDUCATION HONOURS IN EDUCATIONAL PSYCHOLOGY

Qualification code:	36550
Offering:	Part-time Missionvale Campus (V2)
Aligned NQF Level:	8
SAQA ID:	99387
Total NQF Credits for qualification:	120

THE PURPOSE OF THE LEARNING PROGRAMME
This programme has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).

The purpose of the BEd Honours Programme in Educational Psychology is to prepare students for research-based postgraduate studies in Educational Psychology. It is designed to consolidate and deepen a student's knowledge and to develop research capacity in the methodology and techniques of the field. It is envisaged that this programme would develop an innovative, socially responsible, reflective and reflexive researcher who is able to demonstrate a critical understanding of contemporary, historical and socio-political issues as well as scholarly research in Educational Psychology. In addition, the student will be equipped to read and write critically and to design and implement a research process relevant to the field of study. Hence, the Exit Level Outcomes and the associated assessment criteria are designed to prepare students for a high level of theoretical engagement and intellectual independence to engage with the issues and challenges in school Educational Psychology.

On successful completion of the programme, the students will be able to:
- Reflect critically on contemporary theories in Education in general, and in the field of Educational Psychology, in particular;
- Engage in disciplinary discourses related to contextual issues in socially responsible ways;
- Identify and compare various research paradigms and methodologies;
- Conduct independent research/inquiry in Educational Psychology culminating in a research treatise.

The BEd Honours *articulates with related qualifications as follows:*
- <u>Horizontal:</u> N/A
- <u>Vertical:</u> BEd Honours → MEd → PhD → Post-doctoral studies

ADMISSION REQUIREMENTS

Unless Senate decides otherwise, candidates qualify for admission if they are in possession of a full qualification on, or equivalent to, NQF Level 7, as stipulated below:

- Four Year BEd Degree **OR**
- Three-year appropriate Bachelors degree (e.g. BSc) plus an Advanced Diploma in Teaching (or a recognised professional teaching qualification), **OR**
- A former postgraduate professional teaching qualification (for example, PGCE).
- **In addition:**
    - o the candidate should have passed in their four-year BEd degree programme at least two modules in Educational Psychology at the second year level with an aggregate of 60% **OR**
    - o those with a PGCE qualification should have passed with an aggregate of 60% in a minimum of two Educational Psychology modules and should have the requisite technology skills (basic computer literacy skills) to be successful in this programme.
- A pre-admission process will require students to demonstrate literacy skills with respect to critical reading and writing to enable them to engage in research prior to their entry into the programme. For example, during the initial induction/orientation of the programme the candidates may be asked to write an abstract for a published research article. The abstract written by the candidate is then assessed against the original abstract. If the candidates are found to be lacking in the basic required literacy and technology skills, then appropriate SLPs as extended support will be recommended.

SELECTION PROCEDURE

In order to be admitted, candidates will be selected in terms of a procedure decided upon by the faculty

RE-ADMISSION REQUIREMENTS

In order to be re-admitted to the BEd (Hon) programme, a student needs to have accumulated a minimum number of credits at the end of each year of study, as indicated in the tables below. If that has not been achieved, the student may either be re-admitted subject to certain conditions or be refused re-admission.

Part Time Students

Period of Registration	2-years programme part time (120 credits)		
	Continue Studies	**Conditional Readmission**	**No readmission**
After 1 year	50+ credits	30-50 credits	Less than 30 credits
After 2 years	90+ credits	60-90 credits	Less than 60 credits
After 3 years	110+ credits	90-110 credits	Less than 90 credits
After 4 years			Less than all credits; exception may be considered if special circumstances exist.

STATUTARY AND OTHER REQUIREMENTS
The qualification shall be obtained by completing 7 modules as prescribed by Senate.

Examinations:
- The final examination in the modules prescribed shall be held at the end of the relevant semester.
- Unless Senate decides otherwise, a candidate shall retain credit for a module for a maximum of 5 years.

The modules in each year are offered on a rotational basis every second (2nd) year.

DURATION
The curriculum shall extend over a period of two (2) academic years of part-time study.

Maximum Period of Study:
The maximum period of study allowed for full-time study will be four (4) years.

CURRICULUM (Part-time)*

		Presented	Module Code	Credit Value
First Year				
Compulsory modules:				
	Research in Education	Year	PHRE401	24
	Developmental Psychology (*Major*)	Semester 1	PHPA401	12
	Teacher Identities in Educational Contexts	Semester 2	PHTE402	12
	Psycho-Educational Learner Support (*Major*)	Semester 2	PHPC402	12
	Credits First Year			**60**
Second Year				
Compulsory modules:				
	Curriculum studies	Semester 1	PHCS401	12
	Counselling and Support Theories and Skills (*Major*)	Semester 1	PHPB401	12
	Research Project in Educational Psychology (*Major*)	Semester 2	PHPR402	36
	Credits Second Year			**60**
	Total Credits			**120**

*Modules offered alternate years

CURRICULUM MODULE REQUISITES
None

BACHELOR OF EDUCATION HONOURS IN LANGUAGE EDUCATION

Qualification code:	36551
Offering:	Part-time Missionvale Campus (V2)
Aligned NQF Level:	8
SAQA ID:	97589
Total NQF Credits for qualification:	120

THE PURPOSE OF THE LEARNING PROGRAMME
This programme has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).

The purpose of the BEd Honours Programme is to prepare students for research-based postgraduate studies in Language Education. It is designed to consolidate and deepen a student's knowledge and to develop research capacity in the methodology and techniques of the field. It is envisaged that this programme would develop an innovative, socially responsible, reflective and reflexive researcher who is able to demonstrate a critical understanding of contemporary, historical and socio-political issues as well as scholarly research in Language Education. In addition, the student will be equipped to read and write critically and to design and implement a research process relevant to the field of study. Hence, the Exit Level Outcomes and the associated assessment criteria are designed to prepare students for a high level of theoretical engagement and intellectual independence to engage with the issues and challenges in school Language Education.

On successful completion of the programme, the students will be able to:
- Reflect critically on contemporary theories in Education in general, and in the field of Language Education, in particular;
- Engage in disciplinary discourses related to contextual issues in socially responsible ways;
- Identify and compare various research paradigms and methodologies;
- Conduct independent research/inquiry in Language Education culminating in a research treatise.

The BEd Honours *articulates with related qualifications as follows:*
- Horizontal: N/A
- Vertical: BEd Honours → MEd → PhD → Post-doctoral studies

ADMISSION REQUIREMENTS
Unless SENATE decides otherwise, candidates qualify for admission if they are in possession of a full qualification on, or equivalent to, NQF Level 7, as stipulated below:
- Four Year BEd Degree **OR**

- Three-year appropriate Bachelors degree (e.g. BSc) plus an Advanced Diploma in Teaching (or a recognised professional teaching qualification), **OR**
- A former postgraduate professional teaching qualification (for example, PGCE).
- **In addition:**
  - the candidate should have passed in their four-year BEd degree programme at least two modules in Language at the second year level with an aggregate of 60% **OR**
  - those with a PGCE qualification should have passed with an aggregate of 60% in a minimum of two Language modules and should have the requisite technology skills (basic computer literacy skills) to be successful in this programme.
- A pre-admission process will require students to demonstrate literacy skills with respect to critical reading and writing to enable them to engage in research prior to their entry into the programme. For example, during the initial induction/orientation of the programme the candidates may be asked to write an abstract for a published research article. The abstract written by the candidate is then assessed against the original abstract. If the candidates are found to be lacking in the basic required literacy and technology skills, then appropriate SLPs as extended support will be recommended.

SELECTION PROCEDURE
In order to be admitted, candidates will be selected in terms of a procedure decided upon by the faculty

RE-ADMISSION REQUIREMENTS
In order to be re-admitted to the BEd (Hon) programme, a student needs to have accumulated a minimum number of credits at the end of each year of study, as indicated in the tables below. If that has not been achieved, the student may either be re-admitted subject to certain conditions or be refused re-admission.

Part Time Students

Period of Registration	2-years programme part time (120 credits)		
	Continue Studies	**Conditional Readmission**	**No readmission**
After 1 year	50+ credits	30-50 credits	Less than 30 credits
After 2 years	90+ credits	60-90 credits	Less than 60 credits
After 3 years	110+ credits	90-110 credits	Less than 90 credits
After 4 years			Less than all credits; exception may be considered if special circumstances exist.

STATUATARY AND OTHER REQUIREMENTS
The qualification shall be obtained by completing 7 modules as prescribed by Senate.

Examinations:
- The final examination in the modules prescribed shall be held at the end of the relevant semester.

- Unless Senate decides otherwise, a candidate shall retain credit for a module for a maximum of 5 years.

The modules in each year are offered on a rotational basis every second (2nd) year.

DURATION
The curriculum shall extend over a period of two (2) academic years of part-time study.

Maximum Period of Study:
The maximum period of study allowed for full-time study will be four (4) years.

CURRICULUM (Part-time)*

		Presented	Module Code	Credit Value
First Year				
Compulsory modules:				
	Research in Education	Year	PHRE401	24
	Meta Theories (*Major*)	Semester 1	PHLA401	12
	Teacher Identities in Educational Contexts	Semester 2	PHTE402	12
	Second and Foreign Language Teaching and Learning (*Major*)	Semester 2	PHLC402	12
	Credits First Year			**60**
Second Year				
Compulsory modules:				
	Curriculum studies	Semester 1	PHCS401	12
	Home Language Teaching and Learning (*Major*)	Semester 1	PHLB401	12
	Research Project in Language Education (*Major*)	Semester 2	PHLR402	36
	Credits Second Year			**60**
	Total Credits			**120**

*Modules offered alternate years

CURRICULUM MODULE REQUISITES
None

MASTERS DEGREES

MASTER OF EDUCATION (RESEARCH)

Qualification code:	30555
Offering:	Full-time South Campus (A1) **OR** Part-time South Campus (A2)
Aligned NQF Level:	9
Total NQF Credits for qualification:	120

THE PURPOSE OF THE LEARNING PROGRAMME

The programme is actively focused on research and its outcome is a research report in the form of a dissertation. The dissertation is based on original research conducted by the student on a topic related to current issues in education. The dissertation must demonstrate competence in preparing a research proposal, conducting a literature review, applying appropriate research methodologies, interpreting and analysing data, developing and formulating arguments, critically reflecting on research methodologies as well as theories relevant to the particular field of study, proposing recommendations based on the research and communicating research results in a scholarly form. The research is conducted under the supervision of an appropriately qualified and experienced academic over a minimum period of one year and a maximum period of four years.

ADMISSION REQUIREMENTS

Unless Senate decides otherwise, candidates qualify for admission if they are in possession of a full qualification on, or equivalent to NQF Level 8. Candidates shall be admitted to the study programme for the degree of Master of Education only if they have:
- the degree Bachelor of Education Honours **OR**
- an appropriate Honours degree (on NQF Level 8).

SELECTION PROCEDURE

Admission will be based on a Departmental selection process.

STATUTARY AND OTHER REQUIREMENTS

The degree shall be conferred on the successful completion of a dissertation (see General Prospectus).

DURATION

The programme shall extend over at least one academic year of full-time study or at least two academic years of part-time study with a maximum period of three years of full-time study or four years of part-time study.

CURRICULUM (Full-time)

		Presented	Module Code	Credit Value
Compulsory module:				
	Research project and dissertation	Year	PMED550	120

DOCTORAL DEGREES

DOCTOR OF PHILOSOPHY (EDUCATION) (RESEARCH)

Qualification code:	31011
Offering:	Full-time South Campus (A1) **OR** Part-time South Campus (A2)
Aligned NQF Level:	10
Total NQF Credits for qualification:	240

THE PURPOSE OF THE LEARNING PROGRAMME
This programme has been approved in terms of the new Higher Education Qualification Sub-Framework (HEQSF).

The programme is actively focused on research and its outcome is a research report in the form of a thesis. The thesis is based on original research conducted by the student on a topic related to cutting-edge issues in education and must make an original and significant contribution to the education body of knowledge. The thesis must demonstrate competence in preparing a research proposal, conducting a literature review, applying appropriate research methodologies, interpreting and analysing data, developing and formulating arguments, critically reflecting on research methodologies as well as theories relevant to the particular field of study, proposing significant recommendations based on the research and communicating research results in a scholarly form. The research is conducted under the supervision of an appropriately qualified and experienced academic over a minimum period of two years and a maximum period of six years.

ADMISSION REQUIREMENTS
Unless Senate decides otherwise, candidates shall be admitted to the qualification for the degree of Doctor of Philosophy (Education) only if they have:
- the degree Master of Education **or**
- an appropriate Master's degree.

SELECTION PROCEDURE
Admission will be based on a Departmental selection process.

STATUTARY AND OTHER REQUIREMENTS
The degree shall be awarded on the successful completion of a thesis and a publishable article based on the thesis (see General Prospectus).

DURATION
The programme shall extend over a minimum of two academic years of full-time study and a maximum of four years of full-time study or six years of part-time study.

CURRICULUM (Full-time)

		Presented	Module Code	Credit Value
Compulsory module:				
	Research project and thesis	Year	PDEC600	240

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