CORRESPONDENCE

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VISION & MISSION STATEMENT

Vision

A university leading in engaged scholarship

Mission

The University of Venda produces graduates that are locally relevant and globally competitive

THE CALENDAR IS OBTAINABLE IN THE FOLLOWING SEPARATE PARTS:

1. GENERAL INFORMATION

PART 1

- Academic Year Plan
 - Mission Statement
 - Officers of the University
 - Council of the University
 - Senate
 - Academic Staff and Departments
 - Administrative Staff
 - Colours and Hoods for Degrees
 - Admission and Registration
 - **General Regulations**
 - Library
 - General Rules for Degrees, Diplomas and Certificates

2.	SCHOOL OF AGRICULTURE, RURAL DEVELOPMENT AND FORESTRY	PART 2
3.	SCHOOL OF EDUCATION	PART 3
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5.	SCHOOL OF HEALTH SCIENCES	PART 5
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7.	SCHOOL OF LAW	PART 7
8.	SCHOOL OF MANAGEMENT SCIENCES	PART 8
9.	SCHOOL OF MATHEMATICAL AND NATURAL SCIENCES	PART 9
10.	STUDENT FEES	PART 10

OFFICERS OF THE SCHOOL OF EDUCATION

Dean (Ass. Professor) (acting)	T Runhare, Cert. in Personnel & Training Management (IPM
Vice-Dean	Zimbabwe); C.E, B.ED, M.ED, (UZ); PhD (Pretoria Vacant
Dean's Secretary	B Mudau, Nat. Dip. Pub. Mgt (Unisa)
School Administrator	GM Tshimange Nat. Dip. Pub. Mgt (Unisa)
Academic Administrator	Vacant
Senior Clerk	NL Mushi, Nat. Dip. Pub. Mgt (Unisa)
Clerk	Vacant
ACADEMIC STAFF AND DEP	
Heads of Departments are indic	ated by means of an asterisk*
Curriculum Studies	
Senior Lecturers	* NP Mafenya, JSTC (Veco), Certificate in ABET(Unisa), Diploma in ABET (UNISA), Diploma in HRM, BA(Univen), B.Ed (UCT), M.Ed (Univen). D.Ed (Unisa)
	SK Muthambi , BA (Unin), BA (Hons) (Univen), BEd (Hons) (ABET) (Unisa), MEd (Univen), UED (Unin) Cert Tesc (Pitts) USA, D.Ed (Univen) MP Tshisikhawe, STD (RMTC), ACE, Educational Leadership (Unisa), BA, BED (Hons), MEDCS, D.Ed (Univen)
Early Childhood Education	
Ass. Professor	*NP Mudzielwana, BA, BEd (Univen), MEd (Australian Catholic),
	PhD-ECE (Pretoria), FD in SR (RAU), Cert in ABET, HD in ABET (Unisa),
Carrier La structure	UED, PGDip in HE (T&L) (Rhodes) Certificate in Women Leadership (Wits)
Senior Lecturers	MG Sikhwari, JPTD (Tshisimani), FDE-Mangt (UJ), ACE (Technology) BA, Bed(Hons) (UNISA), BA(Hons)(Limpopo), PGDIP(Research Methods) MEd,
	MA, PhD (Stellebosch)
	SA Mulovhedzi, Dip in PM (Techniven), BA, HDE, BEd-(Hons) ECE, Cert in
	AS (Unisa), Dip ECE, MEd (Univen) PhD-ECE (Pretoria),
Lecturers	H Cassim, BA, MEd (USA-Northern Illinois), HED (Durban-Westville),
	Cert in ABET, Cert in Maths Edu (Unisa)
	RM Makhwathana, BA (Hons), MÀ, UED, ACE-SML,DED (Univen), M.Tech
	(TUT)
	C Nedambale. BEd-FP Teaching (Univen); BEd (Hons)Early Childhood
	Education (Unisa)
Educational Management	
Ass. Professor	*TS Mashau, STD (VECO), BEd (Hons), MEd (Potch), DEd (Univen), FDE,
	Cert in HR (Rau), Cert in CNB (BEIT BERL–ISRAEL), Cert in DM (UNISA)
Senior Lecturers	NF Litshani, BA, BEd (Unisa), M.Ed, DEd (Rau), HED (Vista), AMDP (UP),
	Cert. in Theo, Dip. In Theo & B.Theo (Faith Bible College), PG. Dip HE
	(Rhodes)
	DA Sinthumule, BA(Ed), BA (Hons), BEd (Hons), ACE-SML (Univen),
	Cert.in Pastoral Ministry (LUMKO Institute), M.Tech (Ed), (TUT) D.Ed
	(Univen)
	AT Nesengani, ScTD, BAED, MEDEM (Univen), BEd (Hons) (Unisa), BA (Hons) HRD (RAU) D.Ed (Univen)
Lecturer	MG Muremela, STD (Makhado), FDE (Unisa) MEDEM (Unisa), BA, BEd
	(Unisa), M.Ed (UNIVEN), D.Ed. (UniZulu), Diploma in Theology (Living
	Gospel World Mission)
	Vacant

Foundations of Education

Vice-Dean (Ass. Professor) Lecturer: Teaching Assistant:	*T Runhare, Cert. in Personnel & Training Management (IPM Zimbabwe); C.E, B.ED, M.ED, (UZ); PhD (Pretoria). EN Thenga BA(Ed), BEDGC, MEd (Univen) Dean's Substitute: Vacant, Vacant
Postdoctoral Fellow:	Vacant RN Mathebula, STD (Tivumbeni); ACE, BEd (Hons) (Pretoria); MEd, DEd (Univen)
Professional Studies	
Senior Lecturers	 *M Mpeta, BSc, PGCE (Lesotho), MSc (ETSD) (Twente, Netherlands) PhD (Pretoria) SJM Kaheru, Dip Ed, BSc (Makerere), Dip in Sc Ed, MA (Sc Ed) (Kings College London) PGDIPHE (Rhodes), PhD (Unisa) SL Tshikota, BA,UED (Univen), BA (Hons), Mphil (Stellenbosch), DPhil (UL) LP Ramabulana, BSC, BSCHZO, MScEDU, DIPNRM, UED (Univen), Cert. ICT in Educ. For Policy Implementers (WITS) D.Ed Science Education (TUT)
Lecturers	TE Tshiovhe, STD (Makhado), FDE, BEd (Hons) (RAU), MEd, D.Ed (Univen MA Nenzhelele, (STD) (Soweto College of Education), B.Com (Hons) (Univen), MBA (MANCOSA) NM Nndwamato, STD (VECO), BA (Hons), MA (Univen).

RULES FOR THE SCHOOL OF EDUCATION

E1. GENERAL RULES

1.1 ACCEPTANCE OF A STUDENT

- 1.1.1. Acceptance by the University as a registered student does not automatically qualify a student for enrolment in the School or in a particular Department.
- 1.1.2 Students wishing to follow service courses in the School will be admitted only in accordance with pre-determined numbers for every Department.
- 1.1.3 **PLEASE NOTE**: The University of Venda reserves the right to cancel the registration of any student in any particular year should it become apparent that the student does not meet the School specific admission requirements.

1.2 ADMISSION REQUIREMENTS

1.2.1 ADVANCE DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT

A four-year Bachelor of Education degree, or a general first degree or diploma, plus a Postgraduate Certificate in Education, or a former Higher Diploma in Education (Postgraduate) may be presented for admission. A former Advanced Certificate in Education (Level 6 on the former 8-level NQF) or a former Further Diploma in Education which follows a former professional teaching qualification, or a former four-year Higher Diploma in Education, may also be presented for admission into an Advanced Diploma. In addition, a new Advanced Certificate (Level 6 on the current 10 level NQF) which followed a former Diploma in Education (including a National Professional Diploma in Education) may also be presented for admission into an Advanced Diploma. Further specialization in a teaching subject, offered through an Advanced Diploma at Level 7, requires cognate studies in that subject at Level 6 in the entry qualification.

1.2.2. DEGREE

Admission Requirements

- In order to be admitted a candidate should meet any of the following requirements:
- a) A National Senior Certificate (NSC) with a Bachelor and an average of 36%, with a minimum percentage of 50 in English.
- b) Old Senior Certificate (Matric) with exemption and an average symbol D (Standard Grade) or E (High Grade) in English.

1.3 ADMISSION REQUIREMENTS for BEDFET/BEDTEF

A student must have achieved an E in English Higher Grade or a D in English Standard Grade to be registered for enrolment in the School of Education. Further requirements may be stipulated by specific Departments.

1.3.1 ADMISSION REQUIREMENTS FOR BACHELOR OF EDUCATION FURTHER EDUCATION AND TRAINING (BEDFET)

- a) National Senior Certificate (NSC) with a Bachelor and an average of 36%, with a minimum percentage of 50 in English.
- b) Old Senior Certificate (Matric) with exemption and an average symbol D (Standard Grade) or E (High Grade) in English.

1.3.2 ADMISSION REQUIREMENTS FOR BACHELOR OF EDUCATION IN FOUNDATION PHASE (BEDTEF)

- a) National Senior Certificate (NSC) with a Bachelor and an average of 36%, with a minimum percentage of 50 in English.
- b) Old Senior Certificate (Matric) with exemption and an average symbol D (Standard Grade) or E (High Grade) in English.

1.3.3. DURATION OF THE BEDFET/BEDTEF PROGRAMMES

- a) The duration of the programme is a minimum of four years.
- b) In the fourth year, students must satisfactorily undertake teaching practice in schools within reasonable distance from the University.

1.3.4 POSTGRADUATE CERTIFICATE IN EDUCATION

The minimum admission requirement is an appropriate Bachelor's degree. An appropriate degree includes sufficient disciplinary learning in appropriate academic fields to enable the development of teaching specialization phases or/and subjects as specified for each school phase.

1.4. PROMOTION / PROGRESSION RULES

- In order to register for second year level modules, a student must have passed 60% of first year level modules.
- To register for third year level modules, all first year and second year modules must be passed, and
- All modules at first, second and third years must be passed in order to register for the final fourth year level of a study programme

E2. RULES FOR POST-GRADUATE DEGREES IN THE SCHOOL OF EDUCATION

The following rules are to be read with the general "Rules for Post-Graduate Degrees" (G16 to G19) and any Senate approved Departmental rules in the Calendar.

2.1 BACHELOR OF EDUCATION HONOURS (B.ED. (HONS)) DEGREE PROGRAMMES

2.1.1 Admission Requirements:

The minimum admission requirements for the Bachelor of Education Honours Degree is a four-year professional teaching degree OR an appropriate Bachelor's degree and a recognised professional teaching qualification, or (a) four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education.

- (a) An applicant for an Honours degree programme must have obtained a Bachelor's degree with Education as one of the major subjects/modules at 3rd year level and obtained at least an average percentage of 60 OR equivalent in the area of specialization.
- (b) An applicant who obtained a Bachelor's degree at another institution must apply for status recognition subject to the prescribed conditions.
- (c) A student shall not register for an Honours degree unless s/he has passed all the modules, and fulfilled all requirements, for the awarding of a Bachelor's degree.

2.1.2 Duration of Programmes

a) The honours degree is offered over one academic year and students write examinations and present themselves for continuous assessment during the year of registration. The duration shall not exceed two years.

2.1.3 Requirements

- (a) For part-time students, the difference between the number of module(s) taken in the first and second years of study shall not be more than three modules.
- (b) A student shall only be admitted to a final examination if he obtains a minimum continuous assessment mark of 50%.
- (c) For every module, a Final Mark (the average of the continuous assessment, project and examination mark) of
 - i) 50% shall be a PASS mark
 - ii) 75% shall be a DISTINCTION mark
- 2. There is no supplementary examination at an Honours level.
- 3. The Mini-Dissertation shall be internally examined by one chosen or identified examiner who is not supervisor within the School or University –who is an academic in a similar area of specialization and it is examined externally by one examiner. External examiners are appointed by the Council on the recommendation of the relevant School Board of Studies through the Senate. An external examiner is drawn from another University or from an appropriate professional organisation and is competent in the area of study with a relevant qualification at least at higher level as the qualification being examined.
- 4. A candidate who obtains less than 50% but not less than 45% in *only one* module may write the examination in that module only when the module is offered again. No module shall be written more than twice (i.e. one more opportunity after the first attempt). Such a candidate should ensure that s/he properly registers and pays the appropriate fees for the module.
- 5. A candidate is allowed to write an Aegrotat examination in case such candidate could not sit for the main examination due to illness or death of immediate family member. A medical proof from a registered medical practitioner death certificate must be provided within 14 days after the main examination date. In addition, the candidate must pay an application fee for the Aegrotat examination as determined by the Council.
- 6. In addition to a theoretical/course work, a candidate is required to write a mini dissertation in the area of his/her specialization. The Dissertation shall be internally supervised by the supervisor before it is externally examined.
- 7. An Honours degree may be awarded *cum laude* if the average marks for all the modules and the Dissertation is 75% or more.

2.1.4 Programmes:

- SEHECE Bachelor of Education Honours in Comparative Education
- BEDHECE- Bachelor of Education Honours in Early Chilhood
- BEDEHE- Bachelor of Education Honours in Educational Management
- SEHECE Bachelor of Education Honours in Curriculum Studies
- SEHEPH Bachelor of Education Honours in Philosophy of Education
- SEHESO Bachelor of Education Honours in Sociology of Education
- SEHECH Bachelor of Education Honours in Chemistry Education
- SEHELS Bachelor of Education Honours in Life Sciences Education
- SEHEPS Bachelor of Education Honours in Physics Education

E2.2. MASTER OF EDUCATION DEGREE PROGRAMMES

2.2.1 Admission Requirements

The minimum entry requirement to a Master of Education degree is a Bachelor of Education Honours degree or an appropriate 480 credit Level 8 professional Bachelor's degree (for example a Bachelor of Psychology degree), or a relevant Honours degree. A Postgraduate Diploma may also be recognised as meeting the minimum entry requirement for a cognate Master of Education degree programme, as long as it meets the HEQSF research requirement of at least 30 credits.

- (a) An applicant for a Master of Education degree programme shall have obtained an Bachelor of Education Honours degree in the same, or a similar (related), field.
- (b) A candidate must at least have an average percentage of 60 OR equivalent in the area of specialization.
- (c) An applicant with a qualification obtained from another institution must apply for status recognition subject to the prescribed conditions.
- (d) The applicant shall submit his application on a prescribed form (obtained from the Registrar (Academic), together with a proposed topic for his study and thesis and an outline of his proposed study.
- (e) The Registrar (Academic) shall then refer the application, together with the topic and research outline, to the relevant Department, which will study these, and make recommendations to Senate for considerations and (dis)approval.
- (f) The recommendation of the Department, if positive, shall include the name(s) of the supervisor, and shall be submitted through the Academic Board of the School.
- (g) The applicant can only register as a student when Senate approves his application and study proposal.

2.2.2 Duration of Programmes

- (a) The maximum period of study is three years. Senate may refuse to renew the registration of a student who does not complete the study within the prescribed time or may renew it subject to any conditions it may deem fit to impose.
- (b) The student has to register for every academic year s/he is on the programme. The supervisors shall submit a yearly progress report to Senate.

2.2.3 Requirements for Awarding the Degree

- a) Unless otherwise specified by Departmental rules, a Master of Education degree is awarded on the basis of a Dissertation.
- b) The length of a Dissertation shall be determined by individual Departments. If the candidate's Bachelor of Education Honours programme did not include a module in Research Methods, s/he shall be required to follow such a module and pass a written examination (at least 50%) in it as a partial fulfillment for the awarding of a Master of Education degree.
- c) The title of a Master of Education degree, when approved, shall be valid for a maximum of five (5) years.

Programmes:

- SEMECH Master of Education in Chemistry Education
- SEMECE Master of Education in Comparative Education
- SEMEEC Master of Education in Early Childhood Education
- SEMEEM Master of Education in Educational Management
- SEMEGC Master of Education in Guidance and Counselling
- SEMEIE Master of Education in Inclusive Education
- SEMEPH Master of Education in Philosophy of Education
- SEMEPS Master of Education in Physics Education
- SEMEPE Master of Education in Psychology of Education

- SEMESE Master of Education in Science Education
- SEMESO Master of Education in Sociology of Education
- SEMECS Master of Education in Curriculum Studies

2.2.4 Examination of Dissertation

- a) On the recommendation of the supervisor(s), the School Board shall appoint two (2) external examiners. An academic who is not supervisor and the external examiners shall form the Examiners' Committee for the candidate.
- b) The candidate shall provide a summary of the Dissertation (about 500 words) to the supervisor(s). The summary, when approved by the supervisor(s), shall immediately follow the title page in the bound Dissertation.
- c) The supervisor(s) shall sign a written statement certifying the completion and submission of the Dissertation, thus:

I/We certify that the dissertation

(title of dissertation)	
	vision and is hereby submitted for examination.
Signature (Supervisor)	Signature (Supervisor)
Date	Date

(The above declaration does not, in any way mean or implies that the dissertation is passable or even acceptable).

- d) Other General Rules for Graduate Studies (G.18), including the format and declarations, apply.
- e) The PASS mark for a Master of Education degree is 50%. A mark of 75% or above is a PASS *cum laude.*
- f) A Master of Education degree shall be awarded after at least one academic year has passed since the candidate obtained an Honours degree.
- g) At least one (1) bound copy and either disk or memory stick of the Dissertation must be submitted to the Chief Examinations Officer through the Head of the Department and the Dean

E2.3. DOCTOR OF EDUCATION DEGREE PROGRAMMES

2.3.1 Admission Requirements

The minimum admission requirement for a doctoral degree in the field of education is a Master of Education degree or another appropriate Master's degree.

- a) An applicant for a Doctoral of Education degree programme shall have obtained a Masters degree in the same, or a similar (related), field.
- b) Regulations 2.1.2 to 2.1.6 under Master of Education Degree (above) apply to Doctoral degrees.

2.3.2 Duration of Programme

(a) the degree may be conferred only after the candidate has been registered for a period of at least two years.

(b) the maximum period of study is five years subject to Senate approval. Extension may be granted only in exceptional cases and for only one year. A student who desires an extension must submit a motivated application for consideration by Senate.

2.3.3 Requirements for Awarding the Degree:

Regulations under 2.3. (for Master of Education degrees) apply to Doctoral of Education degrees, provided that the word "Doctoral" shall be read wherever "Masters" appears.

2.3.4 Programmes

- SEDECS Doctor of Education in Curriculum Studies
- SEDEEC Doctor of Education in Early Childhood Education
- SEDEIE Doctor of Education in Inclusive Education
- SEDEME Doctor of Education in Mathematics Education
- SEDEPH Doctor of Education in Philosophy Education
- SEDEPS Doctor of Education in Physics Education
- SEDEPE Doctor of Education in Psychology of Education
- SEDEGC Doctor of Education in Guidance and Counselling

2.3.4. Examination of Thesis

- (a) The thesis shall be examined by the internal examiners by one academic who is not promoter in a similar area of scholarship), and two external examiners, it is recommended that one should be international (examiner).
- (b) Each of the examiners internal and external shall comment on the work in writing, and give a clear breakdown on how s/he arrived at the final result.
- (c) The candidate shall then be required to present herself/himself for a viva voce examination on the subject of the thesis and on the general field of scholarship to which the subject belongs.
- (d) After both the examination and the viva voce the Examination Committee shall meet to arrive at the agreed Final Result, which may indicate one of the following categories:
- A. PASS;
- B. PASS, subject to minor typographical errors (which should be corrected and submitted to only the internal examiners);
- C. PASS, subject to major changes required (which should be re-submitted to the Examination Committee after a given period).
- D. FAIL

2.4 GRADUATION

A person who intends to graduate for a post-graduate degree shall have fulfilled all the requirements for such a degree - passed all prescribed examinations, passed the Dissertation/Thesis, and paid all prescribed fees, etc. - at least 28 days before the relevant graduation ceremony.

E2. RULES FOR POST-GRADUATE DEGREES IN THE SCHOOL OF EDUCATION

The following rules are to be read with the general "Rules for Post-Graduate Degrees" (G16 to G19) and any Senate approved Departmental rules in the Calendar.

2.2 HONOURS PROGRAMMES

2.2.1 Admission Requirements:

- b) An applicant for an Honours degree programme must have obtained a Bachelor's degree with Education as one of the major subjects/modules at 3rd year level and obtained at least an average percentage of 60 OR equivalent in the area of specialization.
- c) An applicant who obtained a Bachelor's degree at another institution must apply for status recognition subject to the prescribed conditions.
- d) A student shall not register for an Honours degree unless s/he has passed all the modules, and fulfilled all requirements, for the awarding of a Bachelor's degree.

The minimum admission requirements for the Bachelor of Education Honours Degree is a four-year professional teaching degree OR an appropriate Bachelor's degree and a recognised professional teaching qualification, or (a) four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education.

2.2.2 Duration of Programmes

- a) The honours degree is offered over one academic year and students write examinations and present themselves for continuous assessment during the year of registration. The duration shall not exceed two years.
- b) Duration of study: The degree shall not be conferred on a candidate before at least one year has elapsed since he or she obtained the Bachelor's degree or another undergraduate degree as set out in the school rules and unless he or she has been registered for one year at this University.

2.1.4 Requirements

- (d) For part-time students, the difference between the number of module(s) taken in the first and second years of study shall not be more than three modules.
- (e) A student shall only be admitted to a final examination if he obtains a minimum continuous assessment mark of 50%.
- (f) For every module, a Final Mark (the average of the continuous assessment, project and examination mark) of
 - i) 50% shall be a PASS mark
 - ii) 75% shall be a DISTINCTION mark
- (a) There is no supplementary examination at an Honours level.
- (b) The Mini-Dissertation shall be internally examined by one chosen or identified examiner who is not supervisor within the School or University –who is an academic in a similar area of specialization and it is examined externally by one examiner. External examiners are appointed by the Council on the recommendation of the relevant School Board of Studies through the Senate. An external examiner is drawn from another University or from an appropriate professional organisation and is competent in the area of study with a relevant qualification at least at higher level as the qualification being examined.
- (c) A candidate who obtains less than 50% but not less than 45% in *only one* module may write the examination in that module only when the module is offered again. No module shall be written more than twice (i.e. one more opportunity after the first attempt). Such a candidate should ensure that s/he properly registers and pays the appropriate fees for the module.
- (d) A candidate is allowed to write an aegrotat examination in case such candidate could not sit for the main examination due to illness or death of immediate family member. A medical proof from a registered medical practitioner death certificate must be provided within 14 days after

the main examination date. In addition, the candidate must pay an application fee for the aegrotat examination as determined by the Council.

- (e) In addition to a theoretical/course work, a candidate is required to write a mini dissertation in the area of his/her specialization. The Dissertation shall be internally supervised by the supervisor before it is externally examined.
- (f) An Honours degree may be awarded *cum laude* if the average marks for all the modules and the Dissertation is 75% or more.

E2.2. MASTER OF EDUCATION DEGREE

2.2.5 Admission Requirements

- (a) An applicant for a Master of Education degree programme shall have obtained an Bachelor of Education Honours degree in the same, or a similar (related), field.
- (b) A candidate must at least have an average percentage of 60 OR equivalent in the area of specialization.
- (c) An applicant with a qualification obtained from another institution must apply for status recognition subject to the prescribed conditions.
- (d) The applicant shall submit his application on a prescribed form (obtained from the Registrar (Academic), together with a proposed topic for his study and thesis and an outline of his proposed study.
- (e) The Registrar (Academic) shall then refer the application, together with the topic and research outline, to the relevant Department, which will study these, and make recommendations to Senate for considerations and (dis)approval.
- (f) The recommendation of the Department, if positive, shall include the name(s) of the supervisor, and shall be submitted through the Academic Board of the School.
- (g) The applicant can only register as a student when Senate approves his application and study proposal.
- (h) The minimum entry requirement to a Master of Education degree is a Bachelor of Education Honours degree or an appropriate 480 credit Level 8 professional Bachelor's degree (for example a Bachelor of Psychology degree), or a relevant Honours degree. A Postgraduate Diploma may also be recognised as meeting the minimum entry requirement for a cognate Master of Education degree programme, as long as it meets the HEQSF research requirement of at least 30 credits.

2.2.6 Duration of Programmes

- (i) The duration of a Master of Education degree programme shall be a minimum of one year and a maximum of three years. Beyond the maximum duration, the candidate has to reapply for the programme, for a further one year.
- (j) The student has to register for every academic year s/he is on the programme. The supervisors shall submit a yearly progress report to Senate.

2.2.7 Requirements for Awarding the Degree

(k) Unless otherwise specified by Departmental rules, a Master of Education degree is awarded on the basis of a Dissertation.

(L) The length of a Dissertation shall be determined by individual Departments. If the candidate's Bachelor of Education Honours programme did not include a module in Research Methods, s/he shall be required to follow such a module and pass a written examination (at least 50%) in it as a partial fulfillment for the awarding of a Master of Education degree.

(m)The title of a Master of Education degree, when approved, shall be valid for a maximum of five years.

2.2.8 Examination of Dissertation

(n) On the recommendation of the supervisor(s), the School Board shall appoint two (2) external examiners. An academic who is not supervisor and the external examiners shall form the Examiners' Committee for the candidate.

(o)The candidate shall provide a summary of the Dissertation (about 500 words) to the supervisor(s). The summary, when approved by the supervisor(s), shall immediately follow the title page in the bound Dissertation.

(p)The supervisor(s) shall sign a written statement certifying the completion and submission of the Dissertation, thus:

I/We certify that the dissertation

(title of dissertation).....

by (name of candidate)..... has been completed under my/our supervision and is hereby submitted for examination.

Signature (Supervisor)

Signature (Supervisor)

Date D

Date

(The above declaration does not, in any way mean or implies that the dissertation is passable or even acceptable).

- (q) Other General Rules for Graduate Studies (G.18), including the format and declarations, apply.
- (r) The PASS mark for a Master of Education degree is 50%. A mark of 75% or above is a PASS *cum laude*.
- (s) A Master of Education degree shall be awarded after at least one academic year has passed since the candidate obtained an Honours degree.
- (t) At least one (1) bound copy and either disk or memory stick of the Dissertation must be submitted to the Chief Examinations Officer through the Head of the Department and the Dean

E2.3. DOCTORAL DEGREES

2.4.1 Admission Requirements

- (a) An applicant for a Doctoral of Education degree programme shall have obtained a Masters degree in the same, or a similar (related), field.
- (b) Regulations 2.1.2 to 2.1.6 under Master of Education Degree (above) apply to Doctoral degrees.

(The minimum admission requirement for a doctoral degree in the field of education is a Master of Education degree or another appropriate Master's degree.

2.4.2 Duration of Programme

(a) The duration of a Doctoral of Education degree programme shall be a minimum of two (2) years or a maximum of five years. Beyond the maximum duration, the candidate shall reapply for the programme for a further one year.

2.4.3 Requirements for Awarding the Degree:

(b) Regulations under 2.3. (for Master of Education degrees) apply to Doctoral of Education degrees, provided that the word "Doctoral" shall be read wherever "Masters" appears.

2.3.4. Examination of Thesis

- (e) The thesis shall be examined by the internal examiners by one academic who is not promoter in a similar area of scholarship), and two external examiners, it is recommended that one should be international (examiner).
- (f) Each of the examiners internal and external shall comment on the work in writing, and give a clear breakdown on how s/he arrived at the final result.
- (g) The candidate shall then be required to present herself/himself for a viva voce examination on the subject of the thesis and on the general field of scholarship to which the subject belongs.
- (h) After both the examination and the viva voce the Examination Committee shall meet to arrive at the agreed Final Result, which may indicate one of the following categories:
- A. PASS;
- B. PASS, subject to minor typographical errors (which should be corrected and submitted to only the internal examiners);
- C. PASS, subject to major changes required (which should be re-submitted to the Examination Committee after a given period).
- D. FAIL

2.5 GRADUATION

A person who intends to graduate for a post-graduate degree shall have fulfilled all the requirements for such a degree - passed all prescribed examinations, passed the Dissertation/Thesis, and paid all prescribed fees, etc. - at least 28 days before the relevant graduation ceremony.

E3 PROGRAMMES IN THE SCHOOL OF EDUCATION

The following degrees, diplomas and certificates are offered:

E3.1 CERTIFICATES

Post Graduate Certificate in Education	PGCE
E3.2 DIPLOMA Advanced Diploma in School Leadership and Management	ADSLM
E3.3 DEGREES Bachelor of Education: Early Childhood/Foundation Phase Bachelor of Education: Further Education and Training	BEDTEF BEDFET
Bachelor of Education Honours in - Chemistry Education	BEd (Hons) B.Ed. (Hons)
 Comparative Education Curriculum Studies Early Childhood Education 	B.Ed. (Hons) B.Ed. (Hons) B.Ed. (Hons)
 Educational Management Guidance and Counselling 	B.Ed. (Hons) B.Ed. (Hons)
 Life Sciences Education Philosophy of Education Physics Education 	B.Ed. (Hons) B.Ed. (Hons B.Ed. (Hons)
 Physics Education Sociology of Education 	B.Ed. (Hons) B.Ed. (Hons)

Master of Education in - Chemistry Education - Comparative Education - Curriculum Studies - Early Childhood Education - Educational Management - Educational Management - Guidance and Counselling - Inclusive Education - Life Sciences Education - Philosophy of Education - Physics Education - Physics Education - Science Education - Science Education - Science Education - Curriculation - Science Education - Curriculation - Curricu	M.Ed. M.Ed. M.Ed. M.Ed. M.Ed. M.Ed. M.Ed. M.Ed. M.Ed. M.Ed. M.Ed. M.Ed. M.Ed.
- Sociology of Education	M.Ed.
Doctor of Education in - Chemistry Education - Childhood Education - Comparative Education - Curriculum Studies - Inclusive Education - Mathematics Education - Philosophy of Education - Physics Education	D.Ed. D.Ed. D.Ed. D.Ed. D.Ed. D.Ed. D.Ed. D.Ed. D.Ed.
	D.Ed. D.Ed. D.Ed.

E3.4. RULES FOR CERTIFICATES

E3.1 Post Graduate Certificate in Education

E3.2. Advanced Diploma in School Leadership and Management

Description:

This is an undergraduate qualification which aims at empowering serving teachers in the field of educational management and leadership, re-skilling them to be more marketable in the changing world. The qualification will open up opportunities for advanced studies in education for teachers, HoD, deputy principal, principals and (other) senior managers in education.

Each ADSLM programme carries 120 credits

Duration

The programme is offered for the duration of one year full-time or two years part-time.

Admission requirements:

Any one of the following:

- 1. Three year teaching diploma
- 2. National Professional Diploma in Education (NPDE).
- 3. Any degree in education

E4. COMPOSITION OF THE CURRICULUM:

The following section captures all the programmes at a glance indicating all the modules that are offered.

E.4.1 Advanced Diploma in School Leadership and Management

Semester 1	Semester 2
ELC4121-Leading and Managing Extra Curricula	EPP 4221- Professional Portfolio
Activity	EWC4221- Working with and for Community
ELM4121-Leading and Managing Learning	ESO 4221- Leading and Managing the school
EPC4121- Leading and Managing people	as an Organisation
and change	ESS 4221- Working within and for the school
EPP4121-Professional Portfolio	system

E4.3. BACHELOR OF EDUCATION: FOUNDATION PHASE (BEd TEF)

FIRST YEAR		SECOND YEAR	SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2	
IEH 1521	SFE 1621	SOE 2521	ECT 2621	
EHD 1521	EPH 1621	PHE 2521	HDC 2621	
ECS 1541	ELL 1621	ELF 2521	ELL 2621	
EDH 1521	EML 1621	ENM 2521	EDA 2621	
ELF 1521	ECS 1642	ETL 2521	ETL 2621	

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
EHC 3521	ETE 3621	HIV 4521	EDL 4621
ESP 3521	EMT 3621	EAT 4521	EMU 4621
ELF 3521	ELL 3621	EDL 4521	ETP 4621
ENB 3521	ELD 3621	PSG 4521	
ELB 3521	ETL 3621	ETP 4521	
ETL 3521	PSC 3621		

E4.4. BACHELOR OF EDUCATION: FURTHER EDUCATION AND TRAINING (BEd FET)

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
EHD 1521	SFE 1621	SOE 2521	HDC 2621
IEH 1521	EPH 1621	PHE 2521	ECT 2621
ECS 1541	ECS 1642	ETL 2521	ETL 2621

THIRD YEAR		FOURTH YEAR		
Semester 1	Semester 2	Semester 1	Semester 2	
ESP 3521	ETE 3621	ECT 4521	ETP 4621	
EHC 3521	EMT 3621	PSG 4521	CTP 4621	
ETL 3521	ETL 3621	HIV 4521	One optional	
ETL 3511	PSC 3621	ETP 4521	module from:	
PSC 3521			SPE 4621	
			MCE 4621	
			DME 4621	
			SCL 4621	
			RED 4621	

Choose two teaching majors from the following list. The first major would be taken up to third year while the second major would be taken to second year. The student would then proceed to fourth year.

ACCOUNTANCY

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
ACC 1541	ACC 1641	ACC 2541	ACC 2641

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
ACC 3541	ACC 3641	ACM 4541	ACM 4641

AGRICULTURE

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
	GEN 1641	AGR 2541 OR	ANS 2641
	AGR 1631	PPR 2541	AGR 2631

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
AGR 3541	AGR 3641	ASM 4541	ASM 4641
	AGR 3643		

BIOLOGY

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
BIO 1541	BIO 1643	BOT 2544	BOT 2645
BIO 1542	BIO 1644		ZOO 2648
THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
BOT 3543	BOT 3646 & BOT 3647	MLS 4541	MLS 4641

BUSINESS MANAGEMENT

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
BMA 1541	BMA 1641	BMA 2541	BMA 2641

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
BMA 3541	BMA 3641	BEM 4541	BEM 4641

CHEMISTRY

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
CHE 1540	CHE 1621	CHE 2521	CHE 2620
	CHE 1622	CHE 2522	CHE 2623

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
CHE 3520	CHE 3621	MCS 4541	MCS 4641
CHE 3523	CHE 3622		

ECONOMICS

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
ECO 1541	ECO 1641	ECO 2541	ECO 2641

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
ECO 3541	ECO 3641	ECM 4541	ECM 4641

ENGLISH

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
ENG 1561	ENG 1661	ENG 2561	ENG 2661

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
ENG 3541	ENG 3641	ENM 4541	ENM 4641
ENG 3542	ENG 3642 or ENG 3643		

GEOGRAPHY

NB: GEOGRAPHY THIRD YEAR MODULES

A total of four modules should be taken at this level. Students should select at least one module from Group A and another from Group B. The other two modules can be selected from any three of the groups. A maximum of **two modules** per semester can be registered.

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
GEO 1520	GEO 1620	GEO 2541	GEO 2641
GEO 1541	GEO 1641	GEO 2542	GEO 2642

THIRD YEAR		FOURTH YEAR	FOURTH YEAR	
Semester 1	Sem	ester 2	Semester 1	Semester 2
GROUP A	GROUP B	GROUP C	GEM 4541	GEM 4641
GEO 3542	GEO 3544	GEO 3541		
GEO 3543	GEO 3545	GEO 3641		
GEO 3642	GEO 3643			
	GEO 3644			

HISTORY

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
HIS 1543	HIS 1644	HIS 2541	HIS 2642

THIRD YEAR	YEAR FOURTH YEAR		
Semester 1	Semester 2	Semester 1	Semester 2
HIS 3542	HIS 3644	HSM 4541	HSM 4641

ISINDEBELE

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
ISN 1541	ISN 1641	ISN 2541	ISN 2641
		ISN 2542	

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
ISN 3541	ISN 3641	NMD 4541	NMD 4641
ISN 3542	ISN 3642		

ISISWATI

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
ISW1541	ISW 1641	ISW 2541	ISW 2641
		ISW 2542	

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
ISW 3541	ISW 3641	ISM 4541	ISM 4641
ISW 3542	ISW 3642		

MATHEMATICS

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
MAT 1541	MAT 1641	MAT 2541	MAT 2641
MAT 1542	MAT 1642	MAT 2542	MAT 2642

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
MAT 3541	MAT 3641	MAM 4541	MAM 4641
MAT 3542	MAT 3642		

NORTH SOTHO

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
NSO 1541	NSO 1641	NSO 2541	NSO 2641
		NSO 2542	

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
NSO 3541	NSO 3641	NSM 4541	NSM 4641
NSO 3542	NSO 3642		

PHYSICS

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
PHY 1521	PHY 1623	PHY 2521	PHY 2623
PHY 1522	PHY 1624	PHY 2522	PHY 2624

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
PHY 3521	PHY 3623	MPS 4541	MPS 4641
PHY 3522	PHY 3624		

PSYCHOLOGY

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
PSY 1541	PSY 1641	PSY 2511	PSY 2641
		PSY 2541	PSY 2642
		PSY 2542	

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
PSY 3511	PSY 3611	MLO 4541	MLO 4641
PSY 3541	PSY 3641		
PSY 3542	PSY 3642		

TSHIVENDA

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
TVE 1541	TVE 1641	TVE 2541	TVE 2641
		TVE 2542	

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
TVE 3541	TVE 3641	TVM 4541	TVM 4641
TVE 3542	TVE 3642		

XITSONGA

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
XTS 1541	XTS 1641	XTS 2541	XTS 2641
		XTS 2542	

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
XTS 3541	XTS 3641	XIM 4541	XIM 4641
XTS 3542	XTS 3642		

E5. DEPARTMENTS IN THE SCHOOL

- Curriculum Studies
- Early Childhood Education
- Educational Management
- Foundations of Education
- Professional Studies

E5.1 DEPARTMENT OF CURRICULUM STUDIES

The following qualifications are offered in the department	
Post Graduate Certificate in Education	PGCE
Bachelor of Education Honours in Curriculum Studies	SEHECS
Master of Education in Curriculum Studies	SEMECS
Doctor of Education in Curriculum Studies	SEDECS

E5.1.1 Post Graduate Certificate in Education (PGCE)

Description

The (PGCE) is a post graduate certificate in education. The programme prepares students who have completed bachelor's degrees. Students are restricted to a choice of two methodologies on the teaching subjects that they studied in the bachelor's degree. These are subjects taught at senior phase and Further Education and Training (FET) band. Students with ENG 2561 and ENG 2661 are exempted from ECT 4621.Students with SOE 2521, PHE 2521, ECT2621, HDC 2621 are exempted from EPE 4521, ESE 4521, EPS 4621 and EHE 4621

The qualification carries 120 credits.

Duration of the Programme

The PGCE Programme is offered for a minimum of one year full-time and two years part-time.

Admission Requirements

Students should be in possession of a recognized university degree. Students must have completed at least 24 credit points in one teaching subject and 36 credit points in another teaching subject at undergraduate level'. The department of Curriculum studies offers the following modules to the following qualifications:

BEDFET/ PGCE : Bachelor of Education in Further Education and Teaching/ Post Graduate Certificate in Education

Composition of the curriculum:

First semester

Core Modules

- EPE 4521 Philosophy of Education
- ESE 4521 Sociology of Education
- ETL 4521 Teaching and Learning Strategies and Media
- PSG 4521 School Management
- PSC 4521 Computer Literacy
- ECT 4521 English Competence for Teachers
- HIV 4521 HIV/AIDS Education for Teachers

Choose two methodologies from the list provided:

- XIM 4541 Methodology of Home Language: Xitsonga
- NSM 4541 Methodology of Home Language: Northern Sotho
- TVM 4541 Methodology of Home Language: Tshivenda
- ECM 4541 Methodology of Management Sciences: Economics
- ACM 4541 Methodology of Management Sciences: Accounting
- BEM 4541 Methodology of Management Sciences: Business Economics
- ASM 4541 Methodology of Life Sciences: Agriculture
- MLS 4541 Methodology of Life Sciences: Biology
- HSM 4541 Methodology of Social Sciences: History
- GEM 4541 Methodology of Social Sciences: Geography
- ENM 4541 Methodology of First Additional Language: English
- MLO 4541 Methodology of Life Orientation
- MPS 4541 Methodology of Natural Sciences: Physics
- MCS 4541 Methodology of Natural Sciences: Chemistry
- MAM 4541 Methodology of Mathematics
- MUM 4541 Methodology of Arts and Culture: Music
- MIT 4541 Methodology of Information Technology
- ISM 4541 Methodology of Home Language: Isiswati
- NMD 4541 Methodology of Home Language: Isindebele

Second semester

All second semester modules are completed through portfolios

- ETL4621 Teaching and Learning Strategies and Media
- ETP4621 Teaching Practice
- EPS4621 Psychology of Education
- EHE4621 History of Education
- HIV4621 HIV/AIDS Education for Teachers
- CTP4621 Curriculum Theory and Practice

All PGCE students continue with the two methodologies as in first semester as follows:

Choose two methodologies from the list provided:

- XIM 4641 Methodology of Home Language: Xitsonga
- NSM 4641 Methodology of Home Language: Northern Sotho
- TVM 4641 Methodology of Home Language: Tshivenda

- ECM 4641 Methodology of Management Sciences: Economics
- ACM 4641 Methodology of Management Sciences: Accounting
- BEM 4641 Methodology of Management Sciences: Business Economics
- ASM 4641 Methodology of Life Sciences: Agriculture
- MLS 4641 Methodology of Life Sciences: Biology
- HSM 4641 Methodology of Social Sciences: History
- GEM 4641 Methodology of Social Sciences: Geography
- ENM 4641 Methodology of First Additional Language: English
- MLO 4641 Methodology of Life Orientation
- MPS 4641 Methodology of Natural Sciences: Physics
- MCS 4641 Methodology of Natural Sciences: Chemistry
- MAM 4641 Methodology of Mathematics
- MIT 4641 Methodology of Information Technology
- MUM 4641 Methodology of Arts and Culture: Music
- ISM 4641 Methodology of Isiswati
- NMD 4641 Methodology of Home Language: Isindebele

One optional Module

- SPE4621 Sports Education
- MCE4621 Music Education
- DME4621 Drama in Education
- RED4621 Religious Education
- SCL4621 School Librarianship

NOTE:

- Students who have completed Education at year two, are exempted from Education modules offered at PGCE level.
- Students who have completed English at year two are exempted from ECT 4521 English Competence for Teachers.

E5.1.2. Bachelor of Education Honours in Curriculum Studies [SEHECS]

YEAR 1

Bachelor of Education Honours in Curriculum Studies (SEHECS)

Subject	
Code	Subject Name
SEMESTER	1
ECD5121	Curriculum Design and Development
ECM5121	Curriculum Management
EDR5121	Introduction to Educational Research
SEMESTER	2
EDR5221	Educational Research
EDT 5221	Teaching, Learning and Assessment Strategies
ECE5221	Curriculum Innovation and Evaluation
EDU5000	Research Project

For entry into the programme a B.ED degree with Educational Research Methods is required.

Assessment

A dissertation is subject to internal and external examination in accordance with the prescribed procedures and criteria of the University.

E5.1.3. Master of Education in Curriculum Studies (SEMECS) Module Description

EDU 6001 Dissertation

E5.1.4 Doctor of Education in Curriculum Studies (SEDECS)

Module Description

EDU 7001 Dissertation

E5.2. DEPARTMENT OF EDUCATIONAL MANAGEMENT

The following qualifications are offered in the department

- 1.Advanced Diploma in School Leadership and ManagementADSLM2.Bachelor of Education Honors in Educational ManagementBEDEHE3.Master of Education in Educational ManagementSEMEEM
- 4. Doctor of Education in Educational management SEDEEM

E5.2.1 Advanced Diploma in School Leadership and Management

Description:

This is an undergraduate qualification which aims at empowering serving teachers in the field of educational management and leadership, re-skilling them to be more marketable in the changing world. The qualification will open up opportunities for advanced studies in education for teachers, HoD, deputy principal, principals and (other) senior managers in education.

Each ADSLM programme carries 120 credits

Duration

The programme is offered for the duration of one year full-time or two years part-time.

Admission requirements:

Any one of the following:

- 1. Three year teaching diploma
- 2. National Professional Diploma in Education (NPDE).
- 3. Any degree in education

COMPOSITION OF THE CURRICULUM:

The following section captures all the programmes at a glance indicating all the modules that are offered.

Advanced Diploma in School Leadership and Management

Semester 1	Semester 2
ELC4121-Leading and Managing Extra Curricula	EPP 4221- Professional Portfolio
Activity	EWC4221- Working with and for Community
ELM4121-Leading and Managing Learning	ESO 4221- Leading and Managing the school
EPC4121- Leading and Managing people	as an Organisation
and change	ESS 4221- Working within and for the school
EPP4121-Professional Portfolio	system

E5.2.2. BACHELOR OF EDUCATION HONOURS (B.ED. (HONS))

Description

The B.Ed. (Hons) is the first postgraduate degree in the field of education. Each qualification carries 120 credits.

Admission requirements

- Students must be in possession of a recognized University degree and a teacher qualification
- A four year integrated teaching qualification
- An advanced certificate in education.

The minimum admission requirements for the Bachelor of Education Honours degree, is a fouryear professional teaching degree OR an appropriate Bachelor's degree and a recognised professional teaching qualification or (a) four-year professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education.

Duration of the programme

Each degree is offered for the duration of a minimum of one (1) year full-time.

Assessment

The Mini-Dissertation shall be internally examined by one chosen or identified examiner who is not supervisor within the School or University –who is an academic in a similar area of specialization – and it is examined externally by one examiner. External examiners are appointed by the Council on the recommendation of the relevant School Board of Studies through the Senate. An external examiner is drawn from another University or from an appropriate professional organisation and is competent in the area of study with a relevant qualification at least at higher level as the qualification being examined.

E5.2.3. Bachelor of Education Honours in Educational Management [BEDHECE) EDUCATIONAL MANAGEMENT]

YEAR 1 Semester 1

Educational Research
Educational Leadership and Management
Law in Education

Semester 2

EDR5221	Educational Research
EDF5221	Financial Management in Education
ECM5221	Curriculum Management and Evaluation
EDU 5000	Research Project

E5.2.4. MASTER OF EDUCATION (M.ED)

Description

The primary purpose of a Master of Education degree is to prepare researchers who could contribute to the development of knowledge in the field of Education, including knowledge about professional practice at an advanced level. Master of Education degree students should be able to deal with complex issues in education - both systematically and creatively. They should make sound judgements, using the data and information at their disposal, and be able to clearly communicate their conclusions to specialist and non-specialist audiences, demonstrate self-direction and originality in analysing and solving problems, act autonomously in planning and implementing tasks at a professional level and continue to advance their knowledge, understanding and skills.

The qualification carries 180 Credits.

Admission Requirements

The minimum entry requirement to a Master of Education degree is a Bachelor of Education Honours degree or an appropriate 480 credit Level 8 professional Bachelor's degree (for example a Bachelor of Psychology degree), or a relevant Honours degree. A Postgraduate Diploma may also be recognised as meeting the minimum entry requirement for a cognate Master of Education degree programme, as long as it meets the HEQSF research requirement of at least 30 credits.

Duration of the programme

The duration of the MEd degree programme is a minimum of one (1) full-time and two (2) years part-time. **Research Dissertation**

The candidate shall undertake an approved research project under the guidance of a supervisor appointed by School Higher Degrees Committee. A co-supervisor may be appointed on the recommendation of the Board of School.

Examination of dissertation

One internal examiner who is neither supervisor nor co-supervisor and two external examiners shall be appointed. The external examiners must have appropriate qualifications in the area in which the research was conducted.

Supervision or Cancellation of Registration

The Senate (Postgraduate Policy??), on the recommendation of the supervisor, may suspend or cancel the registration of a candidate whose progress is unsatisfactory after an effort of remedying the situation has expended.

Distinction

The degree may be awarded with distinction

M.ED: DISSERTATION ONLY (see above qualifications)

For entry into the programme a B.ED degree with Educational Research Methods is required.

Assessment

One internal examiner who is neither supervisor nor co-supervisor and two external examiners shall be appointed. The external examiners must have appropriate qualifications in the area in which the research was conducted.

Master of Education in Educational Management SEMEEM

Module EDU 6001 Dissertation

E5.2.5 DOCTOR OF EDUCATION

Doctor of Education in Educational managementSEDEEMModuleDissertation

Description

The defining characteristic of a general doctoral degree in the field of education is that it requires the candidate to demonstrate high-level research competence, and to make a significant and original academic contribution at the frontiers of education or in a sub-field of education. The research, which may be purely discipline-based, or multidisciplinary, or applied research, must be undertaken at the most advanced academic level, culminating in the production, defence and acceptance of a thesis. Course work may be conducted as a preparation for, or in support of the research, but may not contribute towards the credit value of the degree. The quality of the research should satisfy peer reviews and merit publication. The graduate should also be able to supervise the research of others in his/her area of specialisation.

The qualification carries **360 Credits.**

Admission requirements

The minimum admission requirement for a doctoral degree in the field of education is a Master of Education degree or another appropriate Master's degree.

Structure

The programme consists of the execution of an independent and original research project leading up to a thesis as prescribed by the University. The defining characteristic of a general doctoral degree in the field of education is that it requires the candidate to demonstrate high-level research competence, and to make a significant and original academic contribution at the frontiers of education or in a sub-field of education. The research, which may be purely discipline-based, or multidisciplinary, or applied research, must be undertaken at the most advanced academic level, culminating in the production, defence and acceptance of a thesis. Course work may be conducted as a preparation for, or in support of the research, but may not contribute towards the credit value of the degree. The quality of the research should satisfy peer reviews and merit publication. The graduate should also be able to supervise the research of others in his/her area of specialisation.

Assessment

The student writes a dissertation (under supervision) on a selected topic in Education which will be examined. The thesis shall be examined by the internal examiners by one academic who is not promoter in a similar area of scholarship), and two external examiners, it is recommended that one should be international (examiner).

E5.3. DEPARTMENT OF PROFESSIONAL STUDIES

The following qualifications are offered in the department

1 Bachelor of Education: Further Education and Training

BEDFET

2.	Bachelor of Education Honours in Chemistry Education Bachelor of Education Honours in Life Sciences Education Bachelor of Education Honours in Physics Education Bachelor of Education Honours in Philosophy of Education Bachelor of Education Honours in Philosophy of Education Bachelor of Education Honours in Sociology of Education Bachelor of Education in Comparative Education	SEHECH SEHELS SEHEPS SEHEPH SEHEPH SEHESO SEHECE
3.	Master of Science in Education Master of education in physics education Master of Education in Chemistry Education Master of Education in Comparative Education Master of Education in Inclusive Education Master of Education in Philosophy of Education Master of Education in Psychology of Education Master of Education in Sociology of Education	SEMESO SEMEPS SEMECH SEMECE SEMEIE SEMEPH SEMEPE SEMESO
4.	Doctor of Education in Mathematics Education Doctor of Education in Philosophy Education Doctor of Education in Physics Education Doctor of Education in Psychology of Education Doctor of Education in Inclusive Education	SEDEME SEDEPH SEDEPS SEDEPE SEDEIE

E5.3.1. Bachelor of Education: Further Education and Training (BEDFET)

Description

This is a comprehensive four year undergraduate degree. The degree prepares teachers who qualify to teach at both Senior Phases, and Further Education and Training (FET) band.

The degree carries 480 credits.

Duration

The BED FET is a four year degree programme on full time basis.

Admission Requirements

In order to be admitted a candidate should meet any of the following requirements:

- a) National Senior Certificate (NSC) with a Bachelor and an average of 36%, with a minimum percentage of 50% in English.
- b) Old Senior Certificate (Matric) with exemption and an average symbol D (Standard Grade) or E (High Grade) in English.

Composition of the curriculum

FIRST YEAR:

Semester 1EHD 1521Psychology of EducationIEH 1521History of EducationECS 1541English Communication SkillsFIRST YEAR:

Somester 2		
Semester 2	Carialamy of Education	
SFE 1621	Sociology of Education	
EPH 1621	Philosophy of Education	
ECS 1642	English Communication Skills	
SECOND YEAF	e de la companya de la	
Semester 1		
SOE 2521	Sociology of Education	
Prerequisite	SFE 1621	
PHE 2521	Philosophy of Education	
Prerequisite	EPH 1621	
ETL 2521	Preparation of Teaching Practice-Observation	
Semester 2		
HDC 2621	History of Education	
Prerequisite	IEH 1521	
ECT 2621	Psychology of Education	
Prerequisite	EHD 1521	
ETL 2621	Preparation of Teaching Practice-Observation	
THIRD YEAR	1 5	
Semester 1		
ESP 3521	Sociology of Education	
Prerequisite	SOE 2521	
EHC 3521	History of Education	
Prerequisite	HDC 2621	
ETL 3521	Preparation of Teaching Strategies	
Prerequisite	ETL 2521	
ETL 3511	Preparation of Teaching Practice-Observation	
PSC 3521	Computer Literacy	
Semester 2	compater Enclacy	
ETE 3621	Psychology of Education	
Prerequisite	ECT 2621	
EMT 3621	Philosophy of Education	
	PHE 2521	
Prerequisite		
ETL 3621	Preparation of Teaching Practice-Observation	
Prerequisite	ETL 2621	
PSC 3621	computer literacy	
FOURTH YEAF	e de la companya de la company	
Semester 1	Fusikah Camustanan fan Taraham	
ECT 4521	English Competence for Teachers	
	tudents with ENG 2561 and ENG 2661 are exempted from ECT 4521	
PSG 4521	School Management	
HIV 4521	HIV/AIDS Education for Teachers	
ETP 4521	Teaching Practice	
Semester 2		
All second semester modules are completed through portfolios		
ETP 4621	Teaching Practice	
CTP 4621	Curriculum Theory and Practice	
One optional module from:		
SPE 4621	Sports Education	
MCE 4621	Music Education	
DME 4621	Drama in Education	
SCL 4621	School Librarianship	
RED 4621	Religious Education	

Choose two teaching majors from ACCOUNTANCY

First Year First Semester ACC 1541 Introduction to Financial Accounting Second Semester ACC 1641 Financial Accounting Second year First Semester ACC 2541 ACC: Company Financial Statement Second Semester ACC 2641 Introduction to Cost and Management Accounting Third year First Semester ACC 3541 ACC: External Financial Acc. Second Semester ACC 3641 ACC: Managerial Acc and Finance Fourth Year ACM 4541 Methodology of Management Sciences: Accounting ACM 4641 Methodology of Management Sciences: Accounting

AGRICULTURE

First Year First Semester ANS 1541 Anatomy, Histology and Physiology of Farm Animal Second Semester GEN 1641 Genetic Basis of Plant & Animal Breeding Second year First Semester Introduction to Plant Production or AGR 2531 Prerequisite GEN 1641 & AGR 1631 ANS 2541 **Basic Principles of Nutrition** ANS 1541 Prerequisite Second Semester AGR 2631 Dry land Farming Technology Third year First Semester AGR 3541 Principles & Application of Plant Physiology in Plant Production BIO 1643 and AGR 2631 Prerequisite Second Semester AGR 3641 Introductory Plant Breeding and Seed Production GEN 1641 and AGR 3541 Prerequisite AGR 3643 Agro. of Selec. Oil Seed, Fibre and Cereals Fourth Year ASM 4541 Methodology of Life Sciences: Agriculture ASM 4641 Methodology of Life Sciences: Agriculture

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
	GEN 1641	AGR 2541 OR	ANS 2641
	AGR 1631	PPR 2541	AGR 2631

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
AGR 3541	PPR 3641	ASM 4541	ASM 4641
ANS 3542			

BIOLOGY

First Year

First Semester BIO 1541 Diversity of Life BIO 1542 Cell Biology Second Semester BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology Second year First Semester **BOT 2544** Plant Anatomy and Morphology Pre-requisites : BIO 1541, BIO 1542 Second Semester BOT 2645 Plant Taxonomy & Reproductive Biology Pre-requisites : BIO 1541, BIO 1643 ZOO 2648 Animal Phylogeny Pre-requisites : BIO1541, BIO1643

Third year

First SemesterBOT 3543Disturbance and Plant EcologyPre-requisites: BIO 2542 or BOT 2544Second SemesterBOT 3646Plant PhysiologyBOT 3647Plant EcophysiologyPre-requisites: BOT 2544 and BOT 2645Fourth YearMLS 4541Methodology of Life Sciences: BiologyMLS 4641Methodology of Life Sciences: Biology

BUSINESS MANAGEMENT

First Year First Semester BMA 1541 Intro to Business Management Second Semester BMA 1641 Functional Areas of Business Management Second year First Semester BMA 2541 **Purchasing Management** Pre-requisites BMA 1541 & BMA 1641 Second Semester BMA 2641 Human Resource Management Pre-requisites BMA 1541, BMA 1641 & BMA 2541

Third year

First Semester	
BMA 3541	Marketing Management
Pre-requisites	BMA 2541 & BMA 2641
Second Semest	er
BMA 3641	General Management
Pre-requisites	BMA 2541 & BMA 2641
Fourth Year	
BEM 4541	Business Studies Methodology
BEM 4641	Business Studies Methodology

CHEMISTRY

First Year First Semester CHE 1540 General Chemistry for Applied Sciences Second Semester CHE 1621 Introductory Inorganic Chemistry Introductory Organic Chemistry CHE 1622 Second year First Semester CHE 2521 Inorganic Chemistry Pre-requisites : CHE 1621 CHE 2522 Organic Chemistry Pre-requisites : CHE 1622 Second Semester CHE 2620 Analytical Chemistry : CHE 1540 Pre-requisite CHE 2623 Physical Chemistry Pre-requisite : CHE 1540 Third year First Semester CHE 3520 Analytical Chemistry Instrumental Techniques Pre-requisites : CHE 2620 CHE 3523 Advanced Physical Chemistry Pre-requisites : CHE2623. Second Semester CHE 3621 Advanced Inorganic Chemistry Pre-requisites : CHE 2521 CHE 3622 Advanced Organic Chemistry Pre-requisites : CHE 2522

Fourth Year

MCS 4541Methodology of Natural Sciences: ChemistryMCS 4641Methodology of Natural Sciences: Chemistry

ECONOMICS

First Year First Semester ECO 1541 Basic Microeconomics Second Semester ECO 1641 Basic Macroeconomics Second year First Semester ECO 2541Intermediate MicroeconomicsPre-requisitesECO 1541 & ECO 1641Second SemesterIntermediate MacroeconomicsECO 2641Intermediate MacroeconomicsPre-requisitesECO 1541 , ECO 1641 & ECO2541

Third year

First SemesterECO 3541ECO: International Trade and FinancePre-requisitesECO 2541 & ECO 2641Second SemesterECO 3641ECO: The SA EconomyPre-requisitesECO 2541 & ECO 2641Fourth YearECM 4541Methodology of Management Sciences: EconomicsECM 4641Methodology of Management Sciences: Economics

ENGLISH

First Year First Semester ENG 1561 **English First Semester** Second Semester ENG 1661 Introduction to Literature Studies Pre-requisites ENG 1561 Second year First Semester English Structure and Usage: Intermediate Level ENG 2561 Pre-reauisites ENG 1561 & ENG 1661 Second Semester ENG 2661 Post Coloniality and The African World in Lite Pre-requisites ENG 1561, ENG 1661 & ENG2541 Third year First Semester ENG 3541 Advanced English Structure Advanced English Usage ENG 3542 Pre-requisites ENG 2541 & ENG 2661 Second Semester ENG 3641 Post Coloniality and the Novel ENG 3642 The Poetry of Love, Protest and Resistance **OR** ENG 3643; Drama of Class, Race & Cultural Differences Fourth Year ENM 4541 Methodology of First Additional Language: English ENM 4641 Methodology of First Additional Language: English **GEOGRAPHY First Year** First Semester GEO 1520 Geography: Cartography, Map Analysis, Air Photo Integrated Study of Major World Environments GEO 1541 Second Semester GEO 1620 Geography: Elements of Remote Sensing GEO 1641 Geography: Major World Environments Second year

First Semester

- GEO 2541 Spatial Organization of Society
- GEO 2542 Quant. & Qualit. Research Methods

Second Semester

- GEO 2641 Patterns and Processer in Physical Geography
- GEO 2642 Themes in the Geography of Africa

Third year

First Semester

- GEO 3542 Geomorphology
- GEO 3543 Biogeography
- GEO 3544 Population and Demography
- GEO 3545 Settlement and Industrial Development
- GEO 3541 Geography of South Africa

Second Semester

- GEO 3642 Climatology
- GEO 3643 Geography of Tourism
- GEO 3644 Rural Geography and Development
- GEO 3641 Remote Sensing and Geographic Information Systems

Fourth Year

- GEM 4541 Methodology of Social Sciences: Geography
- GEM 4641 Methodology of Social Sciences: Geography

HISTORY

First Year

First Semester

HIS 1543 Twentieth Century Africa

Second Semester

HIS 1644 Contemporary Middle East

Second year

First Semester

HIS 2541 The making of Modern South Africa

Second Semester

HIS 2642 Europe Since 1945

Third year

First Semester HIS 3542 Inter African Relations

Second Semester

HIS 3644 Africa and the World

Fourth Year

HSM 4541Methodology of Social Sciences: HistoryHSM 4641Methodology of Social Sciences: History

ISINDEBELE

Introduction to Isindebele Grammar
Introduction to Isindebele Grammar
Meaning, Sound, Word and sentence structure in Isindebele
Orthography and Terminology
Origin and Development of traditional and modern literature

Third Year

Semester 1	
ISN 3541	Introduction to Translation, Interpretation and Editing
ISN 3542	Language planning and policy
Semester 2	
ISN 3641	Society and literature
ISN 3642	Language and society
Fourth Year	
Semester 1	
NMD 4541	Methodology of Home Language: Isindebele
Semester 2	
NMD 4641	Methodology of Home Language: Isindebele

ISISWATI First Year

First Semester

ISW 1541 Introduction to Isiswati Grammar Second Semester

ISW 1641 Introduction to Isiswati Literature

Second year

First Semester ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology Second Semester ISW 2641 Origin & Development of Modern Literature Third year First Semester ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy Second Semester ISW 3641 Society and Literature ISW 3642 Language and Society **Fourth Year**

First Semester ISM 4541 Methodology of Isiswati Second Semester ISM 4641 Methodology of Isiswati

MATHS

First Year First Semester MAT 1541 Mathematics 1541 MAT 1542 Mathematics 1542 Second Semester MAT 1641 Integral Calculus Pre-requisites : MAT 1541 MAT 1642 Mathematics Foundation II : MAT 1542 Pre-requisites Second year First Semester MAT 2541 Linear Algebra : MAT 1642 Pre-requisites MAT 2542 Advanced Calculus

Pre-requisites : MAT 1641 Second Semester MAT 2641 Real Analysis 1 Pre-requisites : MAT 1542 **Ordinary Differential Equations** MAT 2642 Pre-requisites : MAT 1641 Third year First Semester MAT 3541 **Real Analysis** Pre-requisites : MAT 2641 MAT 3542 Group Theory

Pre-requisites: MAT 2541Second SemesterMAT 3641Complex AnalysisPre-requisites: MAT 2641MAT 3642Rings and FieldsPre-requisites: MAT 3542Fourth Year

MAM 4541Methodology of MathematicsMAM 4641Methodology of Mathematics

NORTH SOTHO

First Year

First SemesterNSO 1541Introduction to Northern Sotho LinguisticsSecond SemesterNSO 1641Introduction to Northern Sotho Literature

Second year

First Semester

- NSO 2541 An Advance Study to Northern Sotho Grammar
- NSO 2542 Historical Linguistics and Semantics

Second Semester

NSO 2641 An Advanced Study of Northern Sotho Literature

Third year

First Semester	
NSO 3541	Advanced Study of Morphology
NSO 3542	Semantics
Second Semest	er
NSO 3641	Further Advanced Study of N. Sotho Literature
NSO 3642	Translation and Terminology
Fourth Year	
NSM 4541	Methodology of Home Language: Northern Sotho
NSM 4641	Methodology of Home Language: Northern Sotho

PHYSICS

First YearFirst SemesterPHY 1521Mechanics 1521Pre-requisites: As per admission requirement of the School of Maths & Natural ScienceCo-requisites: MAT 1541PHY 1522Waves and Optics 1522Pre-requisites: As per admission requirement of the School of Maths & Natural ScienceCo-requisites: As per admission requirement of the School of Maths & Natural ScienceCo-requisites: MAT 1541Second Semester: MAT 1541

PHY 1623 Properties of Matter and Thermal Physics : As per admission requirement of the School of Maths & Natural Science Pre-reauisites Co-requisites : MAT 1641 PHY 1624 **Electricity and Magnetism** Pre-requisites : As per admission requirement of the School of Maths & Natural Science Co-requisites : MAT 1641

Second year

First Semester

PHY 2521 **Classical Mechanics** Pre-requisites : PHY 1521, MAT 1541, MAT 1641 PHY 2522 Waves and Optics Pre-requisites : PHY 1522, MAT 1541, MAT 1641 Second Semester PHY 2623 Electrodynamics : PHY 1624, MAT 1541, MAT 1641 Pre-requisites PHY 2624 Modern Physics Pre-requisites : PHY 1521, MAT 1541, MAT 1641

Third year First Semester PHY 3521 Atomic and Nuclear Physics : PHY 2624 Pre-requisites Solid State Physics PHY 3522 : PHY 2521 and PHY2624 Pre-requisites Second Semester PHY 3623 Thermal and Statistical Physics Pre-requisites : PHY 2521 PHY 3624 **Quantum Mechanics** Pre-requisites : PHY 2624 Fourth Year MPS 4541 Methodology of Natural Sciences: Physics MPS 4641 Methodology of Natural Sciences: Physics

PSYCHOLOGY

First Year First Semester Introduction to Psychology PSY 1541 Second Semester PSY 1641 Introduction to Applied Psychology Second year First Semester PSY 2511 Research Proposal Writing Practical's PSY 2541 Basic Research Methodology Human Development PSY 2542 Second Semester PSY 2641 Psychopathology PSY 2642 Introduction to Social Psychology Third year First Semester PSY 3511 Practicum: Basic Counselling Techniques PSY 3541 Personality Theories PSY 3542 Psychotherapy Second Semester PSY 3611 Research Project Practical (Qualitative and Quantitative)

PSY 3641 Psychological Assessment

PSY 3642	Research Methodology
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Fourth Year

MLO 4541	Methodology of Life Orientation
MLO 4641	Methodology of Life Orientation

TSHIVENDA

First Year

First Semester

TVE 1541 Introduction to Tshivenda Grammar

Second Semester

TVE 1641 Introduction to Tshivenda Literature

Second year

First Semester	
TVE 2541	Advanced Study to Tshivenda Grammar
TVE 2542	Historical Linguistics and Semantics
Second Semest	er
TVE 2641	Advanced Study of Tshivenda Literature
Third year	
First Semester	
TVE 3541	Further Advanced Study to Tshivenda Grammar
TVE 3542	Comparative Linguistics and Semantics
Second Semest	er
TVE 3641	Further Advanced Study of TVE Literature
TVE 3642	Language Planning Policies & Comparative Stud.
Fourth Year	
TVM 4541	Methodology of Home Language: Tshivenda

TVM 4641 Methodology of Home Language: Tshivenda

XITSONGA

First Year First Semester XTS 1541 Xitsonga: Introduction to Grammar Second Semester XTS 1641 Xitsonga: Intro. to the Study of Literature Second year First Semester XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics Second Semester XTS 2641 A Detailed Study of Xitsonga Literature Third year First Semester XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic Second Semester XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. Fourth Year XIM 4541 Methodology of Home Language: Xitsonga XIM 4641 Methodology of Home Language: Xitsonga

E5.3.2 Bachelor of Education: Further Education and Training (BEDFET) [STREAMS]

Year 1 NQF level	5	Year 2 NQF level	6	Year 3 NQF level	7	Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Biology BIO 1541 Diversity of Life BIO1542 Cell Biology I	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Agriculture GEN 1641 Principles of genetics AGR 1631 Agriculture and Humankind Biology BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Agriculture AGR 2541 Introduction to plant production or PPR 2541 Introduction to plant protection Biology BOT 2544 Plant Anatomy	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Agriculture ANS 2643Anatomy and physiology of farm animals AGR 2631 Dry land farming technology Biology BOT 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy Agriculture AGR 3541 Principles & application of plant physiology in plant production	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Agriculture AGR 3641 Introductory plant breeding and seed production AGR 3643 Agronomy of selected oil seed, fibre & cereal crops	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ASM 4541 Methodology of Life Sciences: Agriculture MLS 4541 Methodology of Life Sciences: Biology	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ASM 4641 Methodology of Life Sciences: Agriculture MLS 4641 Methodology of Life Sciences: Biology One optional module from: SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120	1	Total credits = 120	Total credits for the Qualification = 480

BEDABI = AGRICULTURE 3 + BIOLOGY 2

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Year 1 NQF level 5		Year 2 NQF level 6					
				Year 3 NQF level	NQF level 7 Year 4 NQF level 8		
		_					
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology	SFE 1621 Sociology	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521Sociology	ETE 3621	ECT 4521 English	NB: All second semester
of Education	of Education	Education	Education	of Education	Psychology of	Competence for	modules are completed
IEH 1521 History of	EPH 1621	PHE 2521 Philosophy	ECT 2621 Psychology of	EHC 3521 History of	Education	Teachers	through portfolios
Education	Philosophy of	of Education	Education	Education	EMT 3621	NB: Students with	ETP 4621 Teaching Practice
ECS 1541 English	Education	ETL 2521 Preparation	ETL 2621 Preparation of	ETL 3521Preparation	Philosophy of	ENG 2561 and ENG	CTP 4621 Curriculum Theory
Communication Skills	ECS 1642 English	of Teaching Practice-	Teaching Practice-	of Teaching	Education	2661 are exempted	and Practice
Accounting	Communication	Observation	Observation	Strategies	ETL 3621	from ECT 4521	ACM 4641 Accounting
ACC 1541	Skills	Accounting	Accounting	ETL 3511Preparation	Preparation of	PSG 4521 School	Methodology
Introduction to	Accounting	ACC 2541: Company	ACC 2641 Introduction to	of Teaching	Teaching Practice-	Management	MIT 4641 Methodology of
Financial Accounting	ACC 1641 Financial	Financial Statement	Cost and Management	Practice-Observation	Observation	HIV 4521 HIV/AIDS	Information Technology
and	Accounting and	and	Accounting_and	PSC 3521Computer	PSC 3621 Computer	Education for Teachers	One optional module
Computer Science	Computer Science	Computer Science	Computer Science	Literacy	Literacy	ETP 4521 Teaching	from:
COM 1522 Introduction	COM 1626 Computer	COM 2523 Imperative	COM 2624 Algorithms and	Accounting	Accounting	Practice	SPE 4621 Sports Education
to Computer Systems	Technology	Programming	Data Structures	ACC 3541: External	ACC 3641:	ACM 4541 Accounting	MCE 4621 Music Education
COM 1524		COM 2529 Database	COM 2626 Data	Financial Acc.	Managerial Acc and	Methodology	DME 4621 Drama in
Fundamentals of		Fundamentals	Communication and		Finance	MIT 4541 Methodology	Education
Computer Architecture		COM 2701 Computer	Computer Networks			of Information	SCL 4621 School
COM1721 Object		Science Lab				Technology	Librarianship
Oriented Programming							RED 4621 Religious Education
Total credits = 120	1	Total credits = 120		Total credits = 120	l	Total credits = 120	Total credits for the
							Qualification = 480

BEDACO= ACCOUNTING 3 + COMPUTER SCIENCE 2

Year 1 NQF level 5 Year 2 NQF level 6			Year 3 NQF level 7		Year 4 NQF level 8		
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose Accounting and one African Language Accounting ACC 1541 Introduction to Financial Accounting and Isiswati ISW 1541 Introduction to Isiswati Grammar or Tshivenda TVE 1541 Introduction to Tshivenda Grammar or Xitsonga XTS 1541 Xitsonga: Introduction to Grammar or North Sotho NSO 1541 Introduction to Northern Sotho Linguistics or IsiNdebele ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Accounting and one African Language Accounting ACC 1641 Financial Accounting and Isiswati ISW 1641 Introduction to Isiswati Literature or Tshivenda Literature or Xitsonga XTS 1641 Xitsonga: Intro. to the Study of Literature or North Sotho NSO 1641 Introduction to Northern Sotho Literature or IsiNdebele ISN 1641 Introduction to SiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two Accounting ACC 2541: Company Financial Statement and Isiswati ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology or Tshivenda TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics or Xitsonga XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics or North Sotho NSO 2541An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics or IsiNdebele ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two Accounting ACC 2641 Introduction to Cost and Management Accounting_and <u>Isiswati</u> ISW 2641 Origin & Development of Modern Literature or Tshivenda TVE 2641 Advanced Study of Tshivenda Literature or Xitsonga Literature or Xitsonga Literature or North Sotho NSO 2641An Advanced Study of Northern Sotho Literature or IsiNdebele ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy Isiswati ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy or Tshivenda TVE 3541Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics Or Xitsonga XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in- depth study of aspects of Sociolinguistic Or North Sotho NSO 3541 Advanced Study of Morphology NSO3542 Semantics or IsiNdebele ISN 3541 Introduction to Translation, Interpretation and Editing ISN3542 Language planning and policy	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Isiswati ISW 3641 Society and Literature ISW 3642 Language and Society or Tshivenda TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud or Xitsonga XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Compaat. Lin. or North Sotho NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology or IsiNdebele ISN 3641 Society and literature ISN 3642 Language and society	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice The two majors taken at year two will be taken as methodology modules ACM 4541 Accounting Methodology ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho or NMD 4541 Methodology of IsiNdebele	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be taken as methodology modules ACM 4641 Accounting Methodology and ISM 4641 Methodology of Home Language: Isiswati or TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Northern Sotho or NMD 4641 Methodology of Home Language: Northern Sotho or NMD 4641 Methodology of IsiNdebele One optional module from: SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	Total credits for the Qualification = 480

BEDAFA = ACCOUNTING 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF level 5 Year 2 NQF level 6			Year 3 NQF level 7		Year 4 NQF level 8		
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Semester 1 EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose Business Studies and one African Language Business Studies BMA 1541 Intro to Business Management and <u>Isiswati</u> ISW 1541 Introduction to		Semester 1 SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation Continue with the chosen majors at year two (Business Studies and one African Language) Business Studies BMA 2541 Purchasing Management and Isiswati ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology or	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Business Studies and one African Language) <u>Business Studies</u> BMA 2641 Human Resource Management and <u>Isiswati</u> ISW 2641 Origin &	Semester 1 ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy Isiswati ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy or <u>Tshivenda</u> TVE 3541 Further	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Isiswati ISW 3641 Society and Literature ISW 3642 Language and Society or Tshivenda TVE 3641 Further Advanced Study of TVE Literature	Semester 1 ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice The two majors taken at year two will be taken as methodology modules (Business	Semester 2 NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be taken as methodology modules (Business Studies and one African Language) BEM 4641 Business Studies Methodology ISM 4641 Methodology of
Isiswati Grammar or <u>Tshivenda</u> TVE 1541 Introduction to Tshivenda Grammar or <u>Xitsonga</u> XTS 1541 Xitsonga: Introduction to Grammar or North Sotho NSO 1541 Introduction to Northern Sotho Linguistics or <u>IsiNdebele</u> ISN 1541 Introduction to IsiNdebele Grammar	Introduction to Isiswati Literature or <u>Tshivenda</u> TVE 1641 Introduction to Tshivenda Literature or <u>Xitsonga</u> XTS 1641 Xitsonga: Intro. to the Study of Literature or North Sotho NSO 1641 Introduction to Northern Sotho Literature or <u>IsiNdebele</u> ISN 1641 Introduction to IsiNdebele Literature	TshivendaTVE 2541 Advanced Study toTshivenda GrammarTVE 2542 Historical Linguisticsand Semantics orXitsongaXTS 2541 A detailed study ofXitsonga GrammarXTS 2542 Semantics, Historicaland Socio Linguistics orNorth SothoNSO 2541An Advance Study toNorthern Sotho GrammarNSO 2542 Historical Linguisticsand Semantics orIsiNdebeleISN 2541 Meaning, Sound,Word and sentence structurein IsiNdebeleISN 2542 Orthography andTerminology	Development of Modern Literature or Tshivenda TVE 2641 Advanced Study of Tshivenda Literature or Xitsonga XTS 2641 A Detailed Study of Xitsonga Literature or North Sotho NSO 2641An Advanced Study of Northern Sotho Literature or IsiNdebele ISN 2641 Origin and Development of traditional and modern literature	Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics <i>or Xitsonga</i> XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic or North Sotho NSO 3541 Advanced Study of Morphology NSO3542 Semantics or <u>IsiNdebele</u> ISN 3541 Introduction to Translation, Interpretation and Editing ISN3542 Language planning and policy	TVE 3642 Language Planning Policies & Comparative Stud. or Xitsonga XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. or North Sotho NSO 3641Further Advanced Study of N. Sotho Literature NSO 3642Translation and Terminology or IsiNdebele ISN 3641 Society and literature ISN 3642 Language and society	Studies and one African Language) BEM 4541 Business Studies Methodology ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele	Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of IsiNdebele One optional module from: SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	Total credits for the Qualification = 480

BEDAFB = BUSINESS MANAGEMENT 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Semester 1 EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose English and one African Language English ENG 1561 English First Semester and <u>Isiswati</u> ISW 1561 English First Semester and <u>Isiswati</u> ISW 1561 English First Semester and <u>Isiswati</u> ISW 1541 Introduction to Isiswati Grammar <u>or</u> <u>Xitsonga</u> XTS 1541 Xitsonga: Introduction to Grammar <u>or</u> <u>North Sotho</u> NSO 1541 Introduction to Northern Sotho Linguistics <u>or</u>	Semester 2 SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose English and one African Language English ENG 1661 Introduction to Literature Studies and <u>Isiswati</u> ISW 1641 Introduction to Isiswati Literature or Tshivenda Literature_or Xitsonga XTS 1641 Xitsonga: Intro. to the Study of Literature_or NSO 1641 Introduction to NSO 1641 Introduction to Northern Sotho Literature_or IsiNdebele ISN 1641	Semester 1 SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation Continue with the chosen majors at year two English ENG 2561 English Structure and Usage: Intermediate Level and Isiswati ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology_or Tshivenda TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics or Xitsonga XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics or North Sotho NSO 2541An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics or Isindebele ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two English ENG2661 Post Coloniality and The African World in Lite Isiswati ISW 2641 Origin & Development of Modern Literature <u>or</u> Tshivenda TVE 2641 Advanced Study of Tshivenda Literature <u>or</u> Xitsonga XTS 2641 A Detailed Study of Xitsonga Literature <u>or</u> North Sotho NSO 2641An Advanced Study of Northern Sotho Literature <u>or</u> IsiNdebele ISN 2641 Origin and Development of traditional and	Semester 1 ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice- Observation PSC 3521Computer Literacy Isiswati ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy <u>or</u> Ishivenda TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics <u>Or Xitsonga</u> XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic or <u>North</u> Sotho NSO 3541 Advanced Study of Morphology NSO3542 Semantics or <u>IsiNdebele</u> ISN 3541 Introduction to Translation, Interpretation	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Isiswati ISW 3641 Society and Literature ISW 3641 Society and Literature ISW 3642 Language and Society or Ishivenda TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. or Xitsonga XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. or North Sotho NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology or IsiNdebele		NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be taken as methodology modules ENM 4641 Methodology of First Additional Language: English and ISM 4641 Methodology of Isiswati or TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga or NSM 4541 Methodology of Home Language: Northern Sotho or NMD 4641 Methodology of JisiNdebele One optional module from: SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in
IsiNdebele ISN 1541 Introduction to IsiNdebele Grammar	Introduction to IsiNdebele Literature	Terminology	modern literature	and Editing ISN3542 Language planning and policy	ISN 3641 Society and literature ISN 3642 Language and society		Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 12	20	Total credits = 120		Total credits = 120	·	Total credits = 120	Total credits for the Qualification = 480

BEDAFE = ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3 + ENGLISH 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8		
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
EHD1521 Psychology	SFE 1621 Sociology	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521 Sociology of	ETE 3621 Psychology	ECT 4521 English	NB: All second	
of Education	of Education	Education	Education	Education	of Education	Competence for	semester modules are	
IEH 1521 History of	EPH 1621 Philosophy	PHE 2521 Philosophy of	ECT 2621 Psychology	EHC 3521 History of	EMT 3621 Philosophy	Teachers	completed through	
Education	of Education	Education	of Education	Education	of Education	NB: Students	portfolios	
ECS 1541 English	ECS 1642 English	ETL 2521 Preparation of	ETL 2621 Preparation	ETL 3521 Preparation of	ETL 3621 Preparation	with ENG 2561	ETP 4621 Teaching	
Communication Skills	Communication Skills	Teaching Practice-	of Teaching Practice-	Teaching Strategies	of Teaching Practice-	and ENG 2661	Practice	
Choose	Choose	Observation	Observation	ETL 3511 Preparation of	Observation	are exempted	CTP 4621 Curriculum	
Geography	Geography	Continue with the chosen	Continue with the	Teaching Practice-	PSC 3621 Computer	from ECT 4521	Theory and Practice	
and one African	and one African	majors at year two	chosen majors at	Observation	Literacy	PSG 4521 School	The two majors taken	
Language	Language	Geography	year two	PSC 3521 Computer Literacy	<u>Isiswati</u>	Management	at year two will be	
Geography	Geography	GEO 2541 Spatial	Geography	<u>Isiswati</u>	ISW 3641 Society and	HIV 4521 HIV/AIDS	taken as methodology	
GEO 1520	GEO 1620	Organisation of Society	GEO 2641 Patterns	ISW 3541 Introduction to	Literature	Education for	modules	
Geography:	Geography:	GEO 2542Quant. & Qualit.	and Processer in	Translation	ISW 3642 Language	Teachers	GEM 4641 Geography	
Cartography, Map	Elements of Remote	Research Methods	Physical Geography	ISW 3542 Language	and Society or	ETP 4521 Teaching	Methodology	
Analysis, Air Photo	Sensing	<u>And Isiswati</u>	GEO 2642Themes in	Planning and Policy or	<u>Tshivenda</u>	Practice	ISM 4641 Methodology of	
GEO 1541 Integrated	GEO 1641	ISW 2541 Meaning, Sounds,	the Geography of	<u>Tshivenda</u>	TVE 3641 Further	The two majors	Home Language: Isiswati	
Study of Major	Geography: Major	Words & Sentence Structure	Africa and	TVE 3541 Further Advanced	Advanced Study of	taken at year	TVM 4641 Methodology of	
World Environments	World Environments	ISW 2542 Orthography and	<u>Isiswati</u>	Study to Tshivenda	TVE Literature	two will be taken	Home Language:	
And <u>Isiswati</u>	<u>And Isiswati</u>	Terminology <u>or</u>	ISW 2641 Origin &	Grammar	TVE 3642 Language	as methodology	Tshivenda	
ISW 1541	ISW 1641	Tshivenda	Development of	TVE 3542 Comparative	Planning Policies &	modules	XIM 4641 Methodology of	
Introduction to	Introduction to	TVE 2541 Advanced Study to	Modern Literature or	Linguistics and Semantics or	Comparative Stud. or	GEM 4541	Home Language:	
Isiswati Grammar <u>or</u>	Isiswati Literature or	Tshivenda Grammar	<u>Tshivenda</u>	<u>Xitsonga</u>	Xitsonga	Geography	Xitsonga	
<u>Tshivenda</u>	<u>Tshivenda</u>	TVE 2542 Historical	TVE 2641 Advanced	XTS 3541 An in-depth study	XTS 3641 An In-depth	Methodology	NSM 4641 Methodology	
TVE 1541	TVE 1641	Linguistics and Semantic or	Study of Tshivenda	of Xitsonga Grammar	Study of Xitsonga	7014 45 44	of Home Language:	
Introduction to	Introduction to	Xitsonga	Literature or	XTS 3542 An in-depth study	Literature	ISM 4541	Northern Sotho	
Tshivenda Grammar	Tshivenda Literature	XTS 2541 A detailed study of	Xitsonga	of aspects of Sociolinguistic	XTS 3642 An In-depth	Methodology of	NMD 4641 Methodology	
or <u>Xitsonga</u>	or <u>Xitsonga</u>	Xitsonga Grammar	XTS 2641 A Detailed	or	Study of Historical	Home Language:	of IsiNdebele	
XTS 1541 Xitsonga:	XTS 1641 Xitsonga:	XTS 2542 Semantics,	Study of Xitsonga	North Sotho	Comperat. Lin. or	Isiswati TVM 4541	One optional module	
Introduction to	Intro. to the Study of Literature or	Historical and Socio	Literature or	NSO 3641 Further Advanced	<u>North Sotho</u> NSO 3641Further	Methodology of	from:	
Grammar or		Linguistics_or	North Sotho	Study of N. Sotho Literature		Home Language:	SPE 4621 Sports	
North Sotho	<u>North Sotho</u> NSO 1641	North Sotho NSO 2541An Advance Study	NSO 2641An	NSO 3642Translation and	Advanced Study of N. Sotho Literature	Tshivenda	Education MCE 4621 Music	
NSO 1541 Introduction to	Introduction to	to Northern Sotho Grammar	Advanced Study of Northern Sotho	Terminology or Isindebele	NSO 3642 Translation	XIM 4541 Methodology of	Education	
Northern Sotho	Northern Sotho	NSO 2542Historical	Literature or	ISN 3541 Introduction to	and Terminology or		DME 4621 Drama in	
Linguistics or	Literature or	Linguistics and Semantics or	<u>Isindebele</u>	Translation, Interpretation	Isindebele	Home Language: Xitsonga NSM 4541	Education	
Inguistics or Isindebele	Isindebele	Inguistics and Semantics or Isindebele	ISN 2641 Origin and	and Editing	ISN 3641 Society and	Methodology of	SCL 4621 School	
ISN 1541	ISN 1641	ISN 2541 Meaning, Sound,	Development of	ISN3542 Language planning	literature	Home Language:	Librarianship	
Introduction to	Introduction to	Word and sentence structure	traditional and	and policy	ISN 3642 Language	Northern Sotho	RED 4621 Religious	
Isindebele Grammar	Isindebele Literature	in Isindebele	modern literature		and society	NMD 4541	Education	
		ISN 2542 Orthography and	modern incrature		and society	Methodology of	Lucation	
		Terminology				Isindebele		
Total credits = 120	I	Total credits = 120	1	Total credits = 120	I		Total credits for the	
10001 Creatis = 120							Qualification = 480	
							Qualification – 460	

BEDAFG = GEOGRAPHY 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

		3EDAFI = BIOLOGY 2 + ISISWATI 3 OR TSHIVEND/ Year 2 NQF level 6		Year 3 NOF level 7		Year 4 NQF level 8		
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
EHD1521Psycholo	SFE 1621 Sociology	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521 Sociology of	ETE 3621 Psychology of	ECT 4521 English	NB: All second	
	of Education		Education	ESP 3521 Sociology of Education	ETE 3621 Psychology of Education		semester modules are	
gy of Education IEH 1521 History		Education PHE 2521 Philosophy of	ECT 2621 Psychology		EMT 3621 Philosophy of	Competence for Teachers		
of Education	EPH 1621 Philosophy of Education	Education	of Education	EHC 3521 History of Education	Education	NB: Students with	completed through portfolios	
ECS 1541 English	ECS 1642 English	ETL 2521 Preparation of	ETL 2621 Preparation	ETL 3521 Preparation of	ETL 3621 Preparation of	ENG 2561 and ENG	ETP 4621 Teaching	
Communication	Communication Skills	Teaching Practice-	of Teaching Practice-	Teaching Strategies	Teaching Practice-		Practice	
Skills	Choose Biology	Observation	Observation	ETL 3511 Preparation of	Observation	2661 are exempted from ECT 4521	CTP 4621 Curriculum	
Choose Biology	and one African	Continue with the chosen	Continue with the	Teaching Practice-	PSC 3621 Computer	PSG 4521 School	Theory and Practice	
				Observation				
and one African	Language	majors at year two	chosen majors at	PSC 3521 Computer	Literacy	Management HIV 4521 HIV/AIDS	The two majors taken at year two will be	
Language	<u>Biology</u> BIO 1643 Ecology,	<u>Biology</u> BOT 2544 Plant Anatomy	year two Biology	Literacy	Isiswati ISW 3641 Society and	Education for		
<u>Biology</u> BIO 1541			<u>Biology</u> BOT 2645 Plant		Literature	Teachers	taken as methodology modules	
Diversity of Life	Adaption and Evolution	<u>and Isiswati</u> ISW 2541 Meaning, Sounds,	Taxonomy &	Isiswati ISW 3541 Introduction to	ISW 3642 Language and	ETP 4521 Teaching	MLS 4641 Methodology of	
BIO1542 Cell	BIO 1644	Words & Sentence Structure		Translation		Practice	Life Sciences: Biology	
		ICM 2542 Orthography and	Reproductive Biology ZOO 2648 Animal	ISW 3542 Language	Society or		ISM 4641 Methodology of	
Biology I and	Introductory Human	ISW 2542 Orthography and			<u>Tshivenda</u> TVE 3641 Further	The two majors		
<u>Isiswati</u> ISW 1541	Anatomy and Physiology or	Terminology or Tshivenda	Phylogeny	Planning and Policy or Tshivenda	Advanced Study of TVE	taken at year two will be taken as	Home Language: Isiswati TVM 4641 Methodology	
		TVE 2541 Advanced	And <u>Isiswati</u> ISW 2641 Origin &	TVE 3541 Further	Literature			
Introduction to Isiswati Grammar	<u>Isiswati</u> ISW 1641				TVE 3642 Language	methodology modules	of Home Language: Tshivenda or	
	ISW 1641 Introduction to	Study to Tshivenda Grammar	Development of Modern Literature or	Advanced Study to Tshivenda Grammar	Planning Policies &	MLS 4541		
or <u>Tshivenda</u>	Introduction to Isiswati Literature or	TVE 2542 Historical			Comparative Stud		XIM 4641 Methodology of	
TVE 1541			<u>Tshivenda</u> TVE 2641 Advanced	TVE 3542 Comparative	Comparative Stud. or	Methodology of Life	Home Language:	
Introduction to Tshivenda	<u>Tshivenda</u> TVE 1641	Linguistics and semantics or Xitsonga		Linguistics and Semantics	<u>Xitsonga</u> XTS 3641 An In-depth	Sciences: Biology and ISM 4541	Xitsonga NSM 4641 Methodology	
	Introduction to	XTS 2541 A detailed study of	Study of Tshivenda	or <u>Xitsonga</u> XTS 3541 An in-depth		Methodology of Home		
Grammar or	Tshivenda Literature	Xitsonga Grammar	Literature or Xitsonga	study of Xitsonga Grammar	Study of Xitsonga Literature	Language: Isiswati	of Home Language: Northern Sotho or	
Xitsonga XTS 1541	or <u>Xitsonga</u>	XTS 2542 Semantics,	XTS 2641 A Detailed	XTS 3542 An in-depth	XTS 3642 An In-depth	TVM 4541	NMD 4641 Methodology	
Xitsonga:	XTS 1641 Xitsonga:	Historical and Socio	Study of Xitsonga	study of aspects of	Study of Historical	Methodology of Home	of IsiNdebele	
Introduction to	Intro. to the Study	Linguistics or	Literature or	Sociolinguistic or <u>North</u>	Comperat. Lin. or	Language: Tshivenda	One optional module	
Grammar or	of Literature or	North Sotho	North Sotho	Sotho NSO 3541	North Sotho	XIM 4541	from:	
North Sotho	North Sotho	NSO 2541 An Advance Study	NSO 2641An	Advanced Study of	NSO 3641 Further	Methodology of Home	SPE 4621 Sports	
NSO 1541	NSO 1641	to Northern Sotho Grammar	Advanced Study of	Morphology	Advanced Study of N.	Language: Xitsonga	Education	
Introduction to	Introduction to	NSO 2542 Historical	Northern Sotho	NSO3542 Semantics	Sotho Literature	NSM 4541	MCE 4621 Music	
Northern Sotho	Northern Sotho	Linguistics and Semantics or	Literature or	or	NSO 3642Translation	Methodology of Home	Education	
Linguistics or	Literature	Inguistics and Semantics of IsiNdebele	IsiNdebele	IsiNdebele	and Terminology or	Language: Northern	DME 4621 Drama in	
IsiNdebele	Or <u>IsiNdebele</u>	ISN 2541 Meaning, Sound,	ISN 2641 Origin and	ISN 3541 Introduction to	IsiNdebele	Sotho	Education	
ISN 1541	ISN 1641	Word and sentence structure	Development of	Translation, Interpretation	ISN 3641 Society and	NMD 4541	SCL 4621 School	
Introduction to	Introduction to	in IsiNdebele	traditional and	and Editing	literature	Methodology of	Librarianship	
IsiNdebele	IsiNdebele Literature	ISN 2542 Orthography and	modern literature	ISN3542 Language	ISN 3642 Language and	IsiNdebele	RED 4621 Religious	
Grammar		Terminology		planning and policy	society		Education	
Grammar		, criminology		planning and policy	JULICLY		Laucation	
Total credits = 120	0	Total credits = 120		Total credits = 120	1	Total credits = 120	Total credits for the	
							Qualification = 480	

BEDAFI = BIOLOGY 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

EHD1521SFPsychology ofofEducationEFIEH 1521 History ofofEducationECECS 1541 EnglishCoCommunicationCISkillsMChooseonMathematics andLaone AfricanMLanguageMMathematicsCaMAT 1541MMAT 1542FoMathematicsIsISW 1541InIntroduction toIsIsiswati GrammarIsor TshivendaTNTVE 1541InIntroduction toTsTshivendaon	Semester 2 SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Mathematics and one African Language Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	Observation Continue with the chosen majors at year two (Mathematics and one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced	Semester 2 HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Mathematics and one African Language)	Semester 1 ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy Isiswati	Semester 2 ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Isiswati ISW 3641 Society and	Semester 1 ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS	Semester 2 NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be
Psychology ofofEducationEFIEH 1521 History ofofEducationECECS 1541 EnglishCCCommunicationCHSkillsMChooseonMathematics andLaone AfricanMLanguageMMathematicsCaMAT 1541MMathematicsLaMAT 1542FoMathematicsLaSW 1541InIntroduction toIsIsiswati GrammarTor TshivendaTTVE 1541InIntroduction toTTshivendaon	of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Mathematics and one African Language Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Mathematics and one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced	Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Mathematics and one African Language)	Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy	of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Isiswati	Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management	semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be
Psychology ofofEducationEFIEH 1521 History ofofEducationECECS 1541 EnglishCCCommunicationCHSkillsMChooseonMathematics andLaone AfricanMLanguageMMathematicsCaMAT 1541MMathematicsLaMAT 1542FoMathematicsLaSW 1541InIntroduction toIsIsiswati GrammarTor TshivendaTTVE 1541InIntroduction toTTshivendaon	of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Mathematics and one African Language Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Mathematics and one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced	Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Mathematics and one African Language)	Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy	of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Isiswati	Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management	completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be
EducationEFIEH 1521 History ofofIEH 1521 History ofofEducationECECS 1541 EnglishCoCommunicationChoseSkillsMChooseonMathematics andLaone AfricanMLanguageMMathematicsCaMAT 1541MMathematicsMMAT 1542FoMathematicsIsSiswatiIsISW 1541InIntroduction toIsIsiswati GrammarTor TshivendaTNTVE 1541InIntroduction toTsTshivendaon	EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Mathematics and one African Language Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	Education ETL 2521 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Mathematics and one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced	of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Mathematics and one African Language)	Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy	of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Isiswati	Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management	completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be
IEH 1521 History of Educationof EducationECS 1541 EnglishCaCommunicationClSkillsMChooseon Mathematics andLaone AfricanMLanguageMMathematicsCaMAT 1541MMathematicsGaMAT 1542FoMathematicsIsSiswatiIsISW 1541InIntroduction toIsIsiswati GrammarIsor TshivendaTyTyE 1541InIntroduction toTsTshivendaon	of Education ECS 1642 English Communication Skills Choose Mathematics and one African Language Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	Education ETL 2521 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Mathematics and one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced	of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Mathematics and one African Language)	Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy	of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Isiswati	with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management	ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be
ECS 1541 EnglishCoCommunicationClSkillsMChooseOrMathematics andLaone AfricanMLanguageMMathematicsCaMAT 1541MMathematicsMMAT 1542FoMathematicsIsSISW 1541InIntroduction toIsIsiswati GrammarIsor TshivendaTvTvE 1541InIntroduction toTsTshivendaOr	Communication Skills Choose Mathematics and one African Language MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	Teaching Practice- Observation Continue with the chosen majors at year two (Mathematics and one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced	of Teaching Practice- Observation Continue with the chosen majors at year two (Mathematics and one African Language)	Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy	of Teaching Practice- Observation PSC 3621 Computer Literacy Isiswati	and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management	Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be
CommunicationClSkillsMChooseorMathematics andLaone AfricanMLanguageMMathematicsCaMAT 1541MMathematicsMMAT 1542ForMathematicsMMAT 1542ForMathematicsIsSiswatiIsISW 1541InIntroduction toIsIsiswati GrammarTsor TshivendaTvTvE 1541InIntroduction toTsTshivendaor	Choose Mathematics and one African Language Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	Observation Continue with the chosen majors at year two (Mathematics and one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced	Observation Continue with the chosen majors at year two (Mathematics and one African Language)	Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy	of Teaching Practice- Observation PSC 3621 Computer Literacy Isiswati	are exempted from ECT 4521 PSG 4521 School Management	Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be
SkillsMChooseorMathematics andLaone AfricanMLanguageMMathematicsCaMAT 1541MMathematicsMMAT 1542ForMathematicsIsSISW 1542ForIntroduction toIsIsiswati GrammarIsor TshivendaTrTvE 1541InIntroduction toTsTshivendaor	Mathematics and one African Language Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	Continue with the chosen majors at year two (Mathematics and one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced	Continue with the chosen majors at year two (Mathematics and one African Language)	Teaching Practice- Observation PSC 3521 Computer Literacy	PSC 3621 Computer Literacy Isiswati	from ECT 4521 PSG 4521 School Management	Theory and Practice The two majors taken at year two will be
ChooseOMathematics andLaone AfricanMLanguageMMathematicsCaMAT 1541MMathematicsMMAT 1542FoMathematicsIsSISW 1541InIntroduction toIsIsiswati GrammarTAor TshivendaThTvE 1541InIntroduction toTSTshivendaO	one African Language Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	chosen majors at year two (Mathematics and one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced	chosen majors at year two (Mathematics and one African Language)	Observation PSC 3521 Computer Literacy	Literacy Isiswati	PSG 4521 School Management	The two majors taken at year two will be
Mathematics and one AfricanM M M LanguageM M M MathematicsMAT 1541M M MAthematicsM M MAT 1542For M MAT 1542MAT 1542For MathematicsIs Is Is ISW 1541Is Is Is Is Isiswati GrammarIs Is Is Is Istroduction toTVE 1541In Introduction toTo Is Is TVE 1541In In Introduction toThroduction toTo S TshivendaTo To S TshivendaTo To S To S Tshivenda	Language Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	two (Mathematics and one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced	year two (Mathematics and one African Language)	PSC 3521 Computer Literacy	Isiswati	Management	at year two will be
one AfricanMLanguageMMathematicsCaMAT 1541MMathematicsMMAT 1542ForMathematicsIsMAT 1542ForMathematicsIsIswatiIsISW 1541InIntroduction toIsIsiswati GrammarIsor TshivendaTVTVE 1541InIntroduction toTsTshivendaor	Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced	(Mathematics and one African Language)	Literacy			
LanguageMMathematicsCaMAT 1541MMathematicsMMAT 1542ForMathematicsIsMathematicsIsISW 1541InIntroduction toIsIsiswati GrammarIsor TshivendaTvTVE 1541InIntroduction toTsTshivendaor	MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and	Mathematics MAT 2541 Linear Algebra MAT 2542 Advanced	one African Language)		ISW 3641 Society and	HTV/4521 HTV/ATOC	
MathematicsCaMAT 1541MMathematicsMMAT 1542ForMathematicsIsMathematicsIsISW 1541InIntroduction toIsIsiswati GrammarIsor TshivendaTyTVE 1541InIntroduction toTsTshivendaor	Calculus MAT 1642 Mathematics Foundation II and	MAT 2541 Linear Algebra MAT 2542 Advanced	Language)	Isiswati		TILV TJZI TILV/ALDS	taken as methodology
MAT 1541M.MathematicsM.MAT 1542ForMathematicsIsAnd IsiswatiISISW 1541InIntroduction toIsIsiswati GrammarIsor TshivendaTVTVE 1541InIntroduction toTsTshivendaor	MAT 1642 Mathematics Foundation II and	MAT 2542 Advanced			Literature	Education for	modules (Mathematics
MathematicsMMAT 1542ForMathematicsIsAnd IsiswatiISISW 1541InIntroduction toIsIsiswati GrammarIsor TshivendaTVTVE 1541InIntroduction toTsTshivendaor	Mathematics Foundation II and			ISW 3541 Introduction to	ISW 3642 Language	Teachers	and one African
MAT 1542ForMathematicsIsAnd IsiswatiISISW 1541InIntroduction toIsIsiswati GrammarIsor TshivendaTVTVE 1541InIntroduction toTsTshivendaor	Foundation II and		Mathematics	Translation	and Society or	ETP 4521 Teaching	Language)
MathematicsIssAnd IsiswatiISISW 1541InIntroduction toIssIsiswati GrammarIsor IshivendaTVTVE 1541InIntroduction toTsTshivendaor		Calculus and <u>Isiswati</u>	MAT 2641 Real	ISW 3542 Language	Tshivenda	Practice	ISM 4641 Methodology of
And IsiswatiISISW 1541InIntroduction toIsIsiswati GrammarIsor IshivendaTVTVE 1541InIntroduction toTsTshivendaor		ISW 2541 Meaning, Sounds,	Analysis1	Planning and Policy or	TVE 3641 Further	The two majors	Home Language: Isiswati
ISW 1541 In Introduction to Is Isiswati Grammar II or Tshivenda TV TVE 1541 In Introduction to Ts Tshivenda of	<u>Isiswati</u>	Words & Sentence Structure	MAT 2642 Ordinary	Tshivenda	Advanced Study of	taken at year	TVM 4641 Methodology of
Introduction toIsIsiswati GrammarIor TshivendaTVTVE 1541InIntroduction toTSTshivendaor	ISW 1641	ISW 2542 Orthography and	Differential Equations	TVE 3541 Further	TVE Literature	two will be taken	Home Language:
Isiswati Grammar or <u>Tshivenda</u> TVE 1541 In Introduction to Tshivenda of	Introduction to	Terminology or Tshivenda	and <u>Isiswati</u>	Advanced Study to	TVE 3642 Language	as methodology	Tshivenda
or <u>Tshivenda</u> TVE 1541 In Introduction to Tshivenda or	Isiswati Literature or	TVE 2541 Advanced	ISW 2641 Origin &	Tshivenda Grammar	Planning Policies &	modules	XIM 4641 Methodology of
TVE 1541InIntroduction toTsTshivendaor	Tshivenda	Study to Tshivenda	Development of	TVE 3542 Comparative	Comparative Stud. or	(Mathematics	Home Language: Xitsonga
Introduction to Ts Tshivenda o	TVE 1641	Grammar	Modern Literature or	Linguistics and Semantics	<u>Xitsonga</u>	and one African	NSM 4641 Methodology of
Tshivenda oi	Introduction to	TVE 2542 Historical	<u>Tshivenda</u>	or <u>Xitsonga</u>	XTS 3641 An In-depth	Language)	Home Language: Northern
	Tshivenda Literature	Linguistics and Semantics or	TVE 2641 Advanced	XTS 3541 An in-depth	Study of Xitsonga	ISM 4541	Sotho
Grammar or X	or <u>Xitsonga</u>	Xitsonga	Study of Tshivenda	study of Xitsonga	Literature	Methodology of	NMD 4641 Methodology of
	XTS 1641 Xitsonga:	XTS 2541 A detailed study	Literature or	Grammar	XTS 3642 An In-depth	Home Language:	IsiNdebele
	Intro. to the Study	of Xitsonga Grammar	<u>Xitsonga</u>	XTS 3542 An in-depth	Study of Historical	Isiswati TVM 4541	One optional module
XTS 1541 Xitsonga: of	of Literature or	XTS 2542 Semantics,	XTS 2641 A Detailed	study of aspects of	Comperat. Lin. or	Methodology of	from:
	North Sotho	Historical and Socio	Study of Xitsonga	Sociolinguistic or	<u>North Sotho</u>	Home Language:	SPE 4621 Sports
Grammar or NS	NSO 1641	Linguistics or <u>North Sotho</u>	Literature or	North Sotho	NSO 3641 Further	Tshivenda XIM	Education
	Introduction to	NSO 2541An Advance Study	North Sotho	NSO 3541 Advanced	Advanced Study of N.	4541 Methodology	MCE 4621 Music
	Northern Sotho	to Northern Sotho Grammar	NSO 2641An Advanced	Study of Morphology	Sotho Literature	of Home Language:	Education
	Literature or	NSO 2542 Historical	Study of Northern	NSO3542 Semantics	NSO 3642Translation	Xitsonga NSM 4541	DME 4621 Drama in
	<u>IsiNdebele</u>	Linguistics and Semantics	Sotho Literature and	or	and Terminology and	Methodology of	Education
Linguistics <u>or</u> IS	ISN 1641	and <u>IsiNdebele</u>	<u>IsiNdebele</u>	<u>IsiNdebele</u>	<u>IsiNdebele</u>	Home Language:	SCL 4621 School
	Introduction to	ISN 2541 Meaning, Sound,	ISN 2641 Origin and	ISN 3541 Introduction to	ISN 3641 Society and	Northern Sotho	Librarianship
ISN 1541 Is	IsiNdebele Literature	Word and sentence	Development of	Translation,	literature	NMD 4541	RED 4621 Religious
Introduction to		structure in IsiNdebele	traditional and modern	Interpretation and Editing	ISN 3642 Language	Methodology of	Education
IsiNdebele		ISN 2542 Orthography and	literature	ISN3542 Language	and society	IsiNdebele	1
Grammar		Terminology		planning and policy			1
Total credits = 120		Total credits = 120		Total credits = 120		Total credite – 120	0 Total credits for the
10tal Cleans = 120		10tal Credits = 120		10tal Clearly = 120		10tal Credits = 120	Qualification = 480

BEDAFM = MATHEMATICS 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF leve	el 5	Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8		
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
EHD1521	SFE 1621 Sociology	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521 Sociology of	ETE 3621 Psychology	ECT 4521 English	NB: All second	
Psychology of	of Education	Education	Education	Education	of Education	Competence for	semester modules are	
Education	EPH 1621	PHE 2521 Philosophy of	ECT 2621	EHC 3521 History of	EMT 3621 Philosophy	Teachers	completed through	
IEH 1521 History of	Philosophy of	Education	Psychology of	Education	of Education	NB: Students with	portfolios	
Education	Education	ETL 2521 Preparation of	Education	ETL 3521 Preparation of	ETL 3621 Preparation	ENG 2561 and ENG	ETP 4621 Teaching	
ECS 1541 English	ECS 1642 English	Teaching Practice-Observation	ETL 2621	Teaching Strategies	of Teaching Practice-	2661 are exempted	Practice	
Communication	Communication	Continue with the chosen	Preparation of	ETL 3511 Preparation of	Observation	from ECT 4521	CTP 4621 Curriculum	
Skills	Skills	majors at year two	Teaching Practice-	Teaching Practice-	PSC 3621 Computer	PSG 4521 School	Theory and Practice	
Choose History	Choose History	History	Observation	Observation	Literacy	Management	The two majors taken	
and one African	and one African	HIS 2541 The making of	Continue with the	PSC 3521 Computer Literacy	Isiswati	HIV 4521 HIV/AIDS	at year two will be	
Language	Language	Modern South Africa and	chosen majors at	Isiswati	ISW 3641 Society and	Education for	taken as methodology	
History	History	Isiswati	year two	ISW 3541 Introduction to	Literature	Teachers	modules (History and	
HIS 1543	HIS 1644	ISW 2541 Meaning, Sounds,	History	Translation	ISW 3642 Language	ETP 4521 Teaching	one African Language)	
Twentieth Century	contemporary	Words & Sentence Structure	HIS 2642 Europe	ISW 3542 Language	and Society or	Practice	HSM 4641 Methodology of	
Africa and	Middle East_and	ISW 2542 Orthography and	Since 1945 and	Planning and Policy or	Tshivenda	The two majors	Social Sciences: History	
Isiswati	Isiswati	Terminology or	Isiswati	Tshivenda	TVE 3641 Further	taken at year two	ISM 4641 Methodology of	
ISW 1541	ISW 1641	<u>Tshivenda</u>	ISW 2641 Origin &	TVE 3541 Further Advanced	Advanced Study of	will be taken as	Home Language: Isiswati	
Introduction to	Introduction to	TVE 2541 Advanced Study to	Development of	Study to Tshivenda	TVE Literature	methodology	TVM 4641 Methodology of	
Isiswati Grammar	Isiswati Literature	Tshivenda Grammar	Modern Literature or	Grammar	TVE 3642 Language	modules (History	Home Language:	
or <u>Tshivenda</u>	or <u>Tshivenda</u>	TVE 2542 Historical Linguistics	<u>Tshivenda</u>	TVE 3542 Comparative	Planning Policies &	and one African	Tshivenda	
TVE 1541	TVE 1641	and Semantics or Xitsonga	TVE 2641 Advanced	Linguistics and Semantics	Comparative Stud. or	Language)	XIM 4641 Methodology of	
Introduction to	Introduction to	XTS 2541 A detailed study of	Study of Tshivenda	Or <u>Xitsonga</u>	<u>Xitsonga</u>	HSM 4541	Home Language: Xitsonga	
Tshivenda	Tshivenda	Xitsonga Grammar	Literature or	XTS 3541 An in-depth study	XTS 3641 An In-depth	Methodology of Social	NSM 4641 Methodology of	
Grammar or	Literature or	XTS 2542 Semantics, Historical	<u>Xitsonga</u>	of Xitsonga Grammar	Study of Xitsonga	Sciences: History	Home Language: Northern	
<u>Xitsonga</u>	<u>Xitsonga</u>	and Socio Linguistics or	XTS 2641 A Detailed	XTS 3542 An in-depth study	Literature	ISM 4541Methodology	Sotho	
XTS 1541 Xitsonga:	XTS 1641 Xitsonga:	North Sotho	Study of Xitsonga	of aspects of Sociolinguistic	XTS 3642 An In-depth	of Home Language:	NMD 4641 Methodology of	
Introduction to	Intro. to the Study	NSO 2541An Advance Study to	Literature or	or <u>North Sotho</u>	Study of Historical	Isiswati	IsiNdebele	
Grammar or	of Literature or	Northern Sotho Grammar	<u>North Sotho</u>	NSO 3541 Advanced Study	Comperat. Lin. or	TVM 4541	One optional module	
North Sotho	North Sotho	NSO 2542 Historical Linguistics	NSO 2641An	of Morphology	North Sotho	Methodology of Home	from:	
NSO 1541	NSO 1641	and Semantics and	Advanced Study of	NSO3542 Semantics or	NSO 3641 Further	Language: Tshivenda	SPE 4621 Sports	
Introduction to	Introduction to	Isindebele	Northern Sotho	IsiNdebele	Advanced Study of N.	XIM 4541	Education	
Northern Sotho	Northern Sotho	ISN 2541 Meaning, Sound,	Literature and	ISN 3541 Introduction to	Sotho Literature	Methodology of Home	MCE 4621 Music Education	
Linguistics or	Literature or	Word and sentence structure	IsiNdebele	Translation, Interpretation	NSO 3642 Translation	Language: Xitsonga	DME 4621 Drama in	
IsiNdebele	IsiNdebele	in IsiNdebele	ISN 2641 Origin and	and Editing	and Terminology and	NSM 4541	Education	
ISN 1541	ISN 1641	ISN 2542 Orthography and	Development of	ISN3542 Language planning	IsiNdebele	Methodology of Home	SCL 4621 School	
Introduction to	Introduction to	Terminology	traditional and	and policy	ISN 3641 Society and	Language: Northern	Librarianship	
IsiNdebele	IsiNdebele		modern literature		literature	Sotho	RED 4621 Religious	
Grammar	Literature				ISN 3642 Language	NMD 4541	Education	
					and society	Methodology of		
						IsiNdebele		
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 T	otal credits for the	
							Qualification = 480	

BEDAFH = HISTORY 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF le	vel 5	Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level	8
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521	SFE 1621 Sociology	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521 Sociology of	ETE 3621 Psychology of	ECT 4521 English	NB: All second
Psychology of	of Education	Education	Education	Education	Education	Competence for	semester modules are
Education	EPH 1621	PHE 2521 Philosophy of	ECT 2621	EHC 3521 History of	EMT 3621 Philosophy of	Teachers	completed through
IEH 1521 History	Philosophy of	Education	Psychology of	Education	Education	NB: Students with	portfolios
of Education	Education	ETL 2521 Preparation of	Education	ETL 3521 Preparation of	ETL 3621 Preparation of	ENG 2561 and ENG	ETP 4621 Teaching
ECS 1541 English	ECS 1642 English	Teaching Practice-	ETL 2621	Teaching Strategies	Teaching Practice-	2661 are exempted	Practice
Communication	Communication	Observation	Preparation of	ETL 3511 Preparation of	Observation	from ECT 4521	CTP 4621 Curriculum
Skills	Skills	Continue with the chosen	Teaching Practice-	Teaching Practice-	PSC 3621 Computer	PSG 4521 School	Theory and Practice
Choose	Choose	majors at year two	Observation	Observation	Literacy	Management	The two majors taken
Economics and	Economics and	Economics	Continue with the	PSC 3521 Computer	<u>Isiswati</u>	HIV 4521 HIV/AIDS	at year two will be
one African	one African	ECO 2541 Intermediate	chosen majors at	Literacy	ISW 3641 Society and	Education for	taken as methodology
Language	Language	Microeconomics and	year two	I <u>siswati</u>	Literature	Teachers	modules
Economics	Economics	<u>Isiswati</u>	Economics	ISW 3541 Introduction to	ISW 3642 Language and	ETP 4521 Teaching	ECM 4641 Economics
ECO 1541 Basic	ECO 1641 Basic	ISW 2541 Meaning, Sounds,	ECO 3541:	Translation	Society or	Practice	Methodology
Microeconomics	Macroeconomics	Words & Sentence Structure	International Trade	ISW 3542 Language	Tshivenda	The two majors	ISM 4641 Methodology of
And <u>Isiswati</u>	and Isiswati	ISW 2542 Orthography and	and Finance and	Planning and Policy or	TVE 3641 Further	taken at year two	Home Language: Isiswati
ISW 1541	ISW 1641	Terminology or	<u>Isiswati</u>	<u>Tshivenda</u>	Advanced Study of TVE	will be taken as	TVM 4641 Methodology of
Introduction to	Introduction to	<u>Tshivenda</u>	ISW 2641 Origin &	TVE 3541 Further	Literature	methodology	Home Language:
Isiswati Grammar	Isiswati Literature	TVE 2541 Advanced Study to	Development of	Advanced Study to	TVE 3642 Language	modules	Tshivenda
or <u>Tshivenda</u>	or <u>Tshivenda</u>	Tshivenda Grammar	Modern Literature or	Tshivenda Grammar	Planning Policies &	ECM 4541 Economics	XIM 4641 Methodology of
TVE 1541	TVE 1641	TVE 2542 Historical	<u>Tshivenda</u>	TVE 3542 Comparative	Comparative Stud. or	Methodology	Home Language:
Introduction to	Introduction to	Linguistics and Semantics or	TVE 2641 Advanced	Linguistics and Semantics	<u>Xitsonga</u>	ISM 4541	Xitsonga
Tshivenda	Tshivenda	Xitsonga	Study of Tshivenda	Or <u>Xitsonga</u>	XTS 3641 An In-depth	Methodology of Home	NSM 4641 Methodology
Grammar or	Literature or	XTS 2541 A detailed study of	Literature or	XTS 3541 An in-depth	Study of Xitsonga	Language: Isiswati	of Home Language:
<u>Xitsonga</u>	Xitsonga	Xitsonga Grammar	Xitsonga	study of Xitsonga Grammar	Literature	TVM 4541	Northern Sotho
XTS 1541	XTS 1641 Xitsonga:	XTS 2542 Semantics,	XTS 2641 A Detailed	XTS 3542 An in-depth	XTS 3642 An In-depth	Methodology of Home	NMD 4641 Methodology
Xitsonga:	Intro. to the Study	Historical and Socio	Study of Xitsonga	study of aspects of	Study of Historical	Language: Tshivenda	of IsiNdebele
Introduction to	of Literature or	Linguistics or	Literature or	Sociolinguistic or <u>North</u>	Comperat. Lin. or	XIM 4541	One optional module
Grammar or	<u>North Sotho</u> NSO 1641	NSO 2541An Advance Study	<u>North Sotho</u> NSO 2641An	Sotho NSO 3541 Advanced Study	North Sotho NSO 3641Further	Methodology of Home Language: Xitsonga	from: SPE 4621 Sports
North Sotho	Introduction to					NSM 4541	Education
NSO 1541 Introduction to	Northern Sotho	to Northern Sotho Grammar	Advanced Study of Northern Sotho	of Morphology NSO3542 Semantics	Advanced Study of N. Sotho Literature	Methodology of Home	MCE 4621 Music
Northern Sotho	Literature and	NSO 2542 Historical	Literature and	or	NSO 3642Translation and	Language: Northern	Education
Linguistics or	<u>IsiNdebele</u>	Linguistics and Semantics or	IsiNdebele	<u>IsiNdebele</u>	Terminology and	Sotho	DME 4621 Drama in
Inguistics of IsiNdebele	ISN 1641	Inguistics and Semantics of IsiNdebele	ISN 2641 Origin and	ISN 3541 Introduction to	<u>IsiNdebele</u>	NMD 4541	Education
ISN 1541	Introduction to	ISN 2541 Meaning, Sound,	Development of	Translation, Interpretation	ISN 3641 Society and	Methodology of	SCL 4621 School
Introduction to	IsiNdebele	Word and sentence structure	traditional and	and Editing	literature	IsiNdebele	Librarianship
IsiNdebele	Literature	in IsiNdebele	modern literature	ISN3542 Language	ISN 3642 Language and	10111000010	RED 4621 Religious
Grammar		ISN 2542 Orthography and		planning and policy	society		Education
e. uninu		Terminology		planning and policy			
Total credits = 12	20	Total credits = 120	1	Total credits = 120	1		Total credits for the
							Qualification = 480

BEDAFO = ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3 + ECONOMICS 2

Year 1 NQF le	vel 5	Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level	8
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521	SFE 1621 Sociology	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521 Sociology of	ETE 3621 Psychology	ECT 4521 English	NB: All second
Psychology of	of Education	Education	Education	Education	of Education	Competence for	semester modules are
Education	EPH 1621	PHE 2521 Philosophy of	ECT 2621	EHC 3521 History of	EMT 3621 Philosophy	Teachers	completed through
IEH 1521 History	Philosophy of	Education	Psychology of	Education	of Education	NB: Students with	portfolios
of Education	Education	ETL 2521 Preparation of	Education	ETL 3521 Preparation of	ETL 3621 Preparation	ENG 2561 and ENG	ETP 4621 Teaching
ECS 1541 English	ECS 1642 English	Teaching Practice-Observation	ETL 2621	Teaching Strategies	of Teaching Practice-	2661 are exempted	Practice
Communication	Communication	Continue with the chosen	Preparation of	ETL 3511 Preparation of	Observation	from ECT 4521	CTP 4621 Curriculum
Skills	Skills	majors at year two	Teaching Practice-	Teaching Practice-	PSC 3621 Computer	PSG 4521 School	Theory and Practice
Choose	Choose	Psychology	Observation	Observation	Literacy	Management	The two majors taken
Psychology	Psychology	PSY 2511 Research Proposal	Continue with the	PSC 3521 Computer	Isiswati	HIV 4521 HIV/AIDS	at year two will be
and one African	and one African	Writing Practical's	chosen majors at	Literacy	ISW 3641 Society and	Education for Teachers	taken as methodology
Language	Language	PSY 2541 Basic Research	year two	Isiswati	Literature	The two majors	modules
Psychology	Psychology	Methodology	Psychology	ISW 3541 Introduction to	ISW 3642 Language	taken at year two	MLO 4641 Methodology
PSY 1541	PSY 1641	PSY 2542 Human Development	PSY 2641	Translation	and Society or	will be taken as	of Life Orientation
Introduction to	Introduction to	And <u>Isiswati</u>	Psychopathology	ISW 3542 Language	Tshivenda	methodology	ISM 4641 Methodology of
Psychology and	Applied Psychology	ISW 2541 Meaning, Sounds,	PSY 2642	Planning and Policy or	TVE 3641 Further	modules	Home Language: Isiswati
Isiswati	And Isiswati	Words & Sentence Structure	Introduction to	Tshivenda	Advanced Study of	ETP 4521 Teaching	TVM 4641 Methodology of
ISW 1541	ISW 1641	ISW 2542 Orthography and	Social Psychology	TVE 3541 Further	TVE Literature	Practice	Home Language:
Introduction to	Introduction to	Terminology or	and <u>Isiswati</u>	Advanced Study to	TVE 3642 Language	MLO 4541 Methodology	Tshivenda
Isiswati Grammar	Isiswati Literature	Tshivenda	ISW 2641 Origin &	Tshivenda Grammar	Planning Policies &	of Life Orientation	XIM 4641 Methodology of
or <u>Tshivenda</u>	or <u>Tshivenda</u>	TVE 2541 Advanced Study to	Development of	TVE 3542 Comparative	Comparative Stud. or	ISM 4541 Methodology	Home Language:
TVE 1541	TVE 1641	Tshivenda Grammar	Modern Literature or	Linguistics and Semantics	Xitsonga	of Home Language:	Xitsonga <u>OR</u>
Introduction to	Introduction to	TVE 2542 Historical Linguistics	Tshivenda	Or <u>Xitsonga</u>	XTS 3641 An In-depth	Isiswati	NSM 4641 Methodology
Tshivenda	Tshivenda	and Semantics or	TVE 2641 Advanced	XTS 3541 An in-depth	Study of Xitsonga	TVM 4541 Methodology	of Home Language:
Grammar or	Literature or	<u>Xitsonga</u>	Study of Tshivenda	study of Xitsonga Grammar	Literature	of Home Language:	Northern Sotho
<u>Xitsonga</u>	<u>Xitsonga</u>	XTS 2541 A detailed study of	Literature or	XTS 3542 An in-depth	XTS 3642 An In-depth	Tshivenda	NMD 4641 Methodology
XTS 1541	XTS 1641 Xitsonga:	Xitsonga Grammar	<u>Xitsonga</u>	study of aspects of	Study of Historical	XIM 4541 Methodology	of IsiNdebele
Xitsonga:	Intro. to the Study	XTS 2542 Semantics, Historical	XTS 2641 A Detailed	Sociolinguistic or North	Comperat. Lin. or	of Home Language:	One optional module
Introduction to	of Literature or	and Socio Linguistics or	Study of Xitsonga	<u>Sotho</u>	North Sotho	Xitsonga <u>OR</u>	from:
Grammar or	North Sotho	North Sotho	Literature or	NSO 3541 Advanced Study	NSO 3641 Further	NSM 4541 Methodology	SPE 4621 Sports
<u>North Sotho</u>	NSO 1641	NSO 2541An Advance Study to	North Sotho	of Morphology	Advanced Study of N.	of Home Language:	Education
NSO 1541	Introduction to	Northern Sotho Grammar	NSO 2641An	NSO3542 Semantics	Sotho Literature	Northern Sotho	MCE 4621 Music
Introduction to	Northern Sotho	NSO 2542 Historical Linguistics	Advanced Study of	or	NSO 3642 Translation	NMD 4541	Education
Northern Sotho	Literature or	and Semantics or IsiNdebele	Northern Sotho	<u>IsiNdebele</u>	and Terminology or	Methodology of	DME 4621 Drama in
Linguistics or	<u>IsiNdebele</u>	ISN 2541 Meaning, Sound,	Literature or	ISN 3541 Introduction to	<u>IsiNdebele</u>	IsiNdebele	Education
<u>IsiNdebele</u>	ISN 1641	Word and sentence structure	<u>IsiNdebele</u>	Translation, Interpretation	ISN 3641 Society and		SCL 4621 School
ISN 1541	Introduction to	in IsiNdebele	ISN 2641 Origin and	and Editing	literature		Librarianship
Introduction to	IsiNdebele	ISN 2542 Orthography and	Development of	ISN3542 Language	ISN 3642 Language		RED 4621 Religious
IsiNdebele	Literature	Terminology	traditional and	planning and policy	and society		Education
Grammar			modern literature				
Total credits = 12	20	Total credits = 120	1	Total credits = 120	I	Total credits = 120 To	tal credits for the
						C	Qualification = 480

BEDAFP = PSYCHOLOGY (LIFE ORIENTATION) 2 + ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3

Year 1 NQF lev	el 5	Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521	SFE 1621 Sociology	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521Sociology of	ETE 3621 Psychology of	ECT 4521 English	NB: All second semester
Psychology of	of Education	Education	Education	Education EHC 3521	Education	Competence for	modules are completed
Education	EPH 1621 Philosophy	PHE 2521 Philosophy of	ECT 2621 Psychology	History of Education	EMT 3621 Philosophy of	Teachers	through portfolios
IEH 1521 History	of Education	Education	of Education	ETL 3521Preparation	Education	NB: Students with	ETP 4621 Teaching Practice
of Education	ECS 1642 English	ETL 2521 Preparation of	ETL 2621 Preparation	of Teaching strategies	ETL 3621 Preparation of	ENG 2561 and ENG	CTP 4621 Curriculum Theory
ECS 1541	Communication Skills	Teaching Practice-	of Teaching Practice-	ETL 3511Preparation	Teaching Practice-	2661 are exempted	and Practice
English	Choose	Observation	Observation	of Teaching Practice-	Observation	from ECT 4521	The two majors taken at
Communication	Agriculture and	Continue with the chosen	Continue with the	Observation PSC	PSC 3621 Computer	PSG 4521 School	year two will be taken as
Skills	any one African	majors at year two	chosen majors at	3521Computer	Literacy	Management	methodology modules
Choose	Language	<u>Agriculture</u>	year two	Literacy	<u>Isiswati</u>	HIV 4521 HIV/AIDS	ASM 4641 Methodology of
Agriculture	<u>Agriculture</u>	AGR 2541 Introduction to	<u>Agriculture</u>	<u>Isiswati</u>	ISW 3641 Society and	Education for Teachers	Life Sciences: Agriculture
and any one	GEN 1641 Principles	plant production or	ANS 2643 Anatomy	ISW 3541Introduction	Literature	ETP 4521 Teaching	ISM 4641 Methodology of
African	of genetics	PPR 2541 Introduction to	and physiology of	to Translation ISW	ISW 3642 Language and	Practice	Isiswati
Language	AGR 1631	plant protection	farm animals	3542 Language	Society <u>OR</u>	The two majors	TVM 4641 Methodology of
<u>Isiswati</u>	Agriculture and	<u>Isiswati</u>	AGR 2631 Dry land	Planning and Policy or	<u>Tshivenda</u>	taken at year two	Home Language: Tshivenda
ISW 1541	Humankind	ISW 2541 Meaning, Sounds,	farming technology	<u>Tshivenda</u>	TVE 3641 Further	will be taken as	XIM 4641 Methodology of
Introduction to	<u>Isiswati</u>	Words & Sentence Structure	<u>Isiswati</u>	TVE 3541 Further	Advanced Study of TVE	methodology	Home Language: Xitsonga
Isiswati	ISW 1641	ISW 2542 Orthography and	ISW 2641 Origin &	Advanced Study to	Literature	modules	NSM 4641 Methodology of
Grammar	Introduction to	Terminology	Development of	Tshivenda Grammar	TVE 3642 Language	ASM 4541 Methodology	Home Language: Northern
<u>Tshivenda</u>	Isiswati Literature	Tshivenda	Modern Literature	TVE 3542Comparative	Planning Policies &	of Life Sciences:	Sotho
TVE 1541	<u>Tshivenda</u>	TVE 2541 Advanced	<u>Tshivenda</u>	Linguistics and	Comparative Stud. OR	Agriculture	MLS 4641 Methodology of
Introduction to	TVE 1641	Study to Tshivenda Grammar	TVE 2641 Advanced	Semantics or	<u>Or Xitsonga</u>	ISM 4541 Methodology	Life Sciences: Biology
Tshivenda	Introduction to	TVE 2542 Historical	Study of Tshivenda	Xitsonga	XTS 3641 An In-depth	of Isiswati	NMD 4641 Methodology of
Grammar	Tshivenda Literature	Linguistics and Semantics	Literature	XTS3541An in-depth	Study of Xitsonga	TVM 4541 Methodology	Isindebele
<u>Xitsonga</u>	<u>Xitsonga</u>	<u>Xitsonga</u>	<u>Xitsonga</u>	study of Xitsonga	Literature	of Home Language:	One optional module
XTS 1541	XTS 1641 Xitsonga:	XTS 2541 A detailed study of	XTS 2641 A Detailed	Grammar XTS 3542An	XTS 3642 An In-depth	Tshivenda	from:
Xitsonga:	Intro. to the Study	Xitsonga Grammar	Study of Xitsonga	in-depth study of	Study of Historical	XIM 4541 Methodology	SPE 4621 Sports Education
Introduction to	of Literature	XTS 2542 Semantics,	Literature	aspects of	Comperat. Lin. OR	of Home Language:	MCE 4621 Music Education
Grammar	North Sotho	Historical and Socio	North Sotho	Sociolinguistic or	North Sotho	Xitsonga	DME 4621 Drama in
North Sotho	NSO 1641	Linguistics	NSO 2641An	North Sotho	NSO 3641 Further	NSM 4541 Methodology	Education
NSO 1541	Introduction to	North Sotho	Advanced Study of	NSO 3541 Advanced	Advanced Study of N.	of Home Language:	SCL 4621 School
Introduction to	Northern Sotho	NSO 2541 An Advance Study	Northern Sotho	Study of Morphology	Sotho Literature	Northern Sotho	Librarianship
Northern Sotho	Literature	to Northern Sotho Grammar	Literature	NSO3542 Semantics	NSO 3642 Translation	MLS 4541 Methodology	RED 4621 Religious
Linguistics	<u>IsiNdebele</u>	NSO 2542 Historical	<u>IsiNdebele</u>	Or <u>IsiNdebele</u>	and Terminology	of Life Sciences:	Education
IsiNdebele	ISN 1641	Linguistics and Semantics	ISN 2641 Origin and	ISN 3541 Introduction	IsiNdebele	Biology	
ISN 1541	Introduction to	IsiNdebele	Development of	to Translation,	ISN 3641 Society and	NMD 4541	
Introduction to	IsiNdebele Literature	ISN 2541 Meaning, Sound,	traditional and	Interpretation and	literature	Methodology of	
IsiNdebele		Word and sentence structure	modern literature	Editing ISN 3542	ISN 3642 Language and	IsiNdebele	
Grammar		in IsiNdebele		Language planning	society		
		ISN 2542 Orthography and		and policy			
Tatal modite 1	20	Terminology		Tabal anadita 120	1	Total availta 120	Total and the family is
Total credits = 1	20	Total credits = 120		Total credits = 120		Total credits = 120	Total credits for the
							Qualification = 480

BEDAFR = TSHIVENDA 3 OR XITSONGA 3 OR ISISWATI 3 OR NORTHERN SOTHO 3 OR ISINDEBELE 3 AND AGRICULTURE 2

Year 1 NQF level	5	Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8		
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
EHD1521	SFE 1621 Sociology of	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521Sociology of	ETE 3621 Psychology	ECT 4521 English	NB: All second	
Psychology of	Education	Education	Education	Education	of Education	Competence for	semester modules	
Education	EPH 1621 Philosophy	PHE 2521 Philosophy of	ECT 2621 Psychology	EHC 3521 History of	EMT 3621 Philosophy	Teachers	are completed	
IEH 1521 History of	of Education	Education	of Education	Education	of Education	NB: Students with	through portfolios	
Education	ECS 1642 English	ETL 2521 Preparation of	ETL 2621 Preparation	ETL 3521Preparation of	ETL 3621 Preparation	ENG 2561 and ENG	ETP 4621 Teaching	
ECS 1541 English	Communication Skills	Teaching Practice-	of Teaching Practice-	Teaching Strategies	of Teaching Practice-	2661 are exempted	Practice	
Communication	Choose one African	Observation	Observation	ETL 3511Preparation of	Observation	from ECT 4521	CTP 4621 Curriculum	
Skills	Language and	Continue with the	Continue with the	Teaching Practice-	PSC 3621 Computer	PSG 4521 School	Theory and Practice	
Choose one	Biology	chosen majors at year	chosen majors at	Observation	Literacy	Management	The two majors taken	
African Language	<u>Biology</u>	two <u>Biology</u>	year two	PSC 3521Computer	<u>Isiswati</u>	HIV 4521 HIV/AIDS	at year two will be	
and Biology	BIO 1643 Ecology,	BOT 2544 Plant Anatomy	Biology	Literacy	ISW 3641 Society and	Education for	taken as	
<u>Biology</u>	Adaption and	and Morphology	BOT 2645Plant	Isiswati	Literature	Teachers	methodology	
BIO 1541 Diversity	Evolution	<u>Isiswati</u>	Taxonomy &	ISW 3541 Introduction to	ISW 3642 Language	ETP 4521 Teaching	modules	
of Life	BIO 1644	ISW 2541 Meaning, Sounds,	Reproductive Biology	Translation	and Society <u>or</u>	Practice	ISM 4641 Methodology	
BIO1542 Cell	Introductory Human	Words & Sentence Structure	ZOO 2648 Animal	ISW 3542 Language	<u>Tshivenda</u>	The two majors	of Isiswati <u>or</u>	
Biology I and	Anatomy and	ISW 2542 Orthography and	Phylogeny	Planning and Policy or	TVE 3641 Further	taken at year two	TVM 4641 Methodology	
<u>Isiswati</u>	Physiology and	Terminology <u>or</u>	<u>Isiswati</u>	Tshivenda	Advanced Study of TVE	will be taken as	of Home OR Language:	
ISW 1541	<u>Isiswati</u>	Tshivenda	ISW 2641 Origin &	TVE 3541 Further	Literature	methodology	Tshivenda	
Introduction to	ISW 1641	TVE 2541 Advanced Study	Development of	Advanced Study to	TVE 3642 Language	modules	XIM 4641 Methodology	
Isiswati Grammar	Introduction to	to Tshivenda Grammar	Modern Literature <u>or</u>	Tshivenda Grammar	Planning Policies &	ISM 4541	of Home Language:	
or Tshivenda	Isiswati Literature <u>or</u>	TVE 2542 Historical	Tshivenda	TVE 3542 Comparative	Comparative Stud. or	Methodology of	Xitsonga <u>or</u>	
TVE 1541	<u>Tshivenda</u> TVE 1641	Linguistics and Semantics or	TVE 2641 Advanced	Linguistics and Semantics	Xitsonga	Isiswati <u>or</u> TVM 4541	NSM 4641 Methodology	
Introduction to		Xitsonga	Study of Tshivenda	or Xitsonga	XTS 3641 An In-depth		of Home Language:	
Tshivenda	Introduction to	XTS 2541 A detailed study	Literature <u>or</u>	XTS 3541 An in-depth	Study of Xitsonga	Methodology of Home	Northern Sotho <u>or</u>	
Grammar <u>or</u>	Tshivenda Literature	of Xitsonga Grammar	Xitsonga	study of Xitsonga Grammar	Literature	Language: Tshivenda	NMD 4641 Methodology	
Xitsonga XTS 1541 Xitsonga:	<u>or Xitsonga</u> XTS 1641 Xitsonga:	XTS 2542 Semantics, Historical and Socio	XTS 2641 A Detailed	XTS 3542 An in-depth study of aspects of	XTS 3642 An In-depth Study of Historical	<u>or</u> XIM 4541	of IsiNdebele <u>and</u> MLS 4641 Methodology	
Introduction to	Intro. to the Study of	Linguistics or	Study of Xitsonga Literature or	Sociolinguistic or North	Comperat. Lin. <u>or</u>	Methodology of Home	of Life Sciences: Biology	
Grammar <u>or</u>	Literature <u>or</u>	North Sotho	North Sotho	Sotho NSO 3541	North Sotho	Language: Xitsonga	One optional module	
North Sotho	North Sotho	NSO 2541An Advance Study	NSO 2641An	Advanced Study of	NSO 3641 Further		from:	
NSO 1541	NSO 1641	to Northern Sotho Grammar	Advanced Study of	Morphology	Advanced Study of N.	<u>or</u> NSM 4541	SPE 4621 Sports	
Introduction to	Introduction to	NSO 2542 Historical	Northern Sotho	NSO3542 Semantics	Sotho Literature	Methodology of Home	Education	
Northern Sotho	Northern Sotho	Linguistics and Semantics or	Literature or	or	NSO 3642 Translation	Language: Northern	MCE 4621 Music	
Linguistics or	Literature or	IsiNdebele	IsiNdebele	IsiNdebele	and Terminology or	Sotho	Education	
IsiNdebele	IsiNdebele	ISN 2541 Meaning, Sound,	ISN 2641 Origin and	ISN 3541 Introduction to	IsiNdebele	NMD 4541	DME 4621 Drama in	
ISN 1541	ISN 1641 Introduction	Word and sentence	Development of	Translation, Interpretation	ISN 3641 Society and	Methodology of	Education	
Introduction to	to IsiNdebele	structure in IsiNdebele	traditional and	and Editing	literature	IsiNdebele and	SCL 4621 School	
IsiNdebele	Literature	ISN 2542 Orthography and	modern literature	ISN3542 Language	ISN 3642 Language	MLS 4541	Librarianship	
Grammar	Literature	Terminology		planning and policy	and society	Methodology of Life	RED 4621 Religious	
				F		Sciences: Biology	Education	
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 Total credits for the		
							Qualification = 480	

BEDALF = ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3 + BIOLOGY 2

	BEDBCH = CHEMISIRY 2 + BIOLOGY 3										
Year 1 NQF level 5		Year 2 NQF level	6	Year 3 NQF level 7		Year 4 NQF level 8	•				
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2				
EHD1521 Psychology	SFE 1621 Sociology of	SOE 2521 Sociology	HDC 2621 History of	ESP 3521Sociology of	ETE 3621	ECT 4521 English	NB: All second semester				
of Education	Education	of Education	Education	Education	Psychology of	Competence for	modules are completed				
IEH 1521 History of	EPH 1621 Philosophy	PHE 2521	ECT 2621 Psychology of	EHC 3521 History of	Education	Teachers	through portfolios				
Education	of Education	Philosophy of	Education	Education	EMT 3621	NB: Students with	ETP 4621 Teaching Practice				
ECS 1541 English	ECS 1642 English	Education	ETL 2621 Preparation of	ETL 3521Preparation of	Philosophy of	ENG 2561 and ENG	CTP 4621 Curriculum Theory				
Communication Skills	Communication Skills	ETL 2521	Teaching Practice-	Teaching Strategies	Education	2661 are exempted	and Practice				
Chemistry	Chemistry	Preparation of	Observation	ETL 3511Preparation of	ETL 3621	from ECT 4521	MLS 4641 Methodology of				
CHE 1540 General	CHE 1621 Introductory	Teaching Practice-	Chemistry	Teaching Practice-	Preparation of	PSG 4521 School	Life Sciences: Biology				
Chemistry for Applied	Inorganic Chemistry	Observation	CHE 2620 Analytical	Observation	Teaching Practice-	Management	MCS 4641 Methodology of				
Sciences	CHE 1622 Introductory	Chemistry	Chemistry	PSC 3521Computer	Observation	HIV 4521 HIV/AIDS	Natural Sciences: Chemistry				
	Organic Chemistry	CHE 2521 Inorganic	CHE 2623 Physical	Literacy	PSC 3621	Education for	One optional module				
Biology		Chemistry	Chemistry	<u>Biology</u>	Computer Literacy	Teachers	from:				
BIO 1541 Diversity of	<u>Biology</u>	CHE 2522 Organic	<u>Biology</u>	BOT 3543 Disturbance	<u>Biology</u>	ETP 4521 Teaching	SPE 4621 Sports Education				
Life	BIO 1643 Ecology,	Chemistry	BOT 264	and Plant Ecology	BOT 3646	Practice	MCE 4621 Music Education				
BIO1542 Cell Biology	Adaption and Evolution	<u>Biology</u>	5Plant Taxonomy &		Plant Physiology	MLS 4541	DME 4621 Drama in				
I		BOT 2544 Plant	Reproductive Biology		BOT3647	Methodology of Life	Education				
	BIO 1644 Introductory	Anatomy	ZOO 2648 Animal		Plant Eco	Sciences: Biology	SCL 4621 School				
	Human Anatomy and		Phylogeny		physiology	MCS 4541	Librarianship				
	Physiology					Methodology of	RED 4621 Religious Education				
						Natural Sciences:					
						Chemistry					
Total credits = 120	1	Total credits = 120	1	Total credits = 120	L	Total credits = 120	Total credits for the				
							Qualification = 480				

BEDBCH= CHEMISTRY 2 + BIOLOGY 3

Year 1 NQF lev	el 5	Year 2 NQF level 6		Year 3 NQF level	7	Year 4 NQF level	8
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Chemistry CHE 1540 General Chemistry for Applied Sciences Biology BIO 1541 Diversity of Life BIO1542 Cell Biology I	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Chemistry CHE 1621 Introductory Inorganic Chemistry CHE 1622 Introductory Organic Chemistry Biology BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Chemistry CHE 2521 Inorganic Chemistry CHE 2522 Organic Chemistry Biology BOT 2544 Plant Anatomy	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Chemistry CHE 2620 Analytical Chemistry CHE 2623 Physical Chemistry Biology BOT 2645Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice- Observation PSC 3521Computer Literacy CHE 3520 Analytical Chemistry Instrumental Techniques CHE 3523 Advanced Physical Chemistry	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy CHE 3621 Advanced Inorganic Chemistry CHE 3622 Advanced Organic Chemistry	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MLS 4541 Methodology of Life Sciences: Biology MCS 4541 Methodology of Natural Sciences: Chemistry	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MLS 4641 Methodology of Life Sciences: Biology MCS 4641 Methodology of Natural Sciences: Chemistry One optional module from: SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 12	20	Total credits = 120	<u> </u>	Total credits = 120			Total credits for the Qualification = 480

BEDCBI = CHEMISTRY 3 + BIOLOGY 2

Year 1 NQF leve	el 5	Year 2 NQF level 6	5	Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Economics ECO 1541 Basic Microeconomics and	SFI 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Economics ECO 1641 Basic Macroeconomics And <u>Agriculture</u> GEN 1641 Principles of genetics AGR 1631 Agriculture and Humankind	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Economics ECO 2541 Intermediate Microeconomics And Agriculture AGR 2541 Introduction to plant production or	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Economics ECO 2641 Intermediate Macroeconomics and <u>Agriculture</u> ANS 2643 Anatomy and physiology of farm animals AGR 2631 Dry land	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice- Observation PSC 3521Computer Literacy ECO 3541: International Trade and Finance	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy ECO 3641: The SA Economy	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ASM 4541 Methodology of Life	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ASM 4641 Methodology of Life Sciences: Agriculture ECM 4641 Economics Methodology One optional module from: SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education
Total credits = 12	20	PPR 2541 Introduction to plant protection Total credits = 120	farming technology	Total credits = 120			SCL 4621 School Librarianship RED 4621 Religious Education Fotal credits for the Qualification = 480

BEDOAG= ECONOMICS 3 + AGRICULTURE 2

Year 1 NQF lev	el 5	Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Economics ECO 1541 Basic Microeconomics and	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Economics ECO 1641 Basic Macroeconomics and Agriculture GEN 1641 Principles of genetics AGR 1631 Agriculture and Humankind	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Economics ECO 2541 Intermediate Microeconomics and Agriculture AGR 2541 Introduction to plant production or PPR 2541 Introduction to plant protection	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Economics ECO 2641 Intermediate Macroeconomics and <u>Agriculture</u> ANS 2643 Anatomy and physiology of farm animals AGR 2631 Dry land farming technology	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice- Observation PSC 3521Computer Literacy Agr 3541 Principles & application of plant physiology in plant production	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Agriculture AGR 3641 Introductory plant breeding and seed production AGR 3643 Agronomy of selected oil seed, fibre & cereal crops	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ASM 4541 Methodology of Life Sciences: Agriculture ECM 4541 Economics Methodology	NB: All secondsemester modules arecompleted throughportfoliosETP 4621 TeachingPracticeCTP 4621 CurriculumTheory and PracticeASM 4641 Methodologyof Life Sciences:AgricultureECM 4641 EconomicsMethodologyOne optional modulefrom:SPE 4621 SportsEducationMCE 4621 MusicEducationDME 4621 Drama inEducationSCL 4621 SchoolLibrarianshipRED 4621 ReligiousEducation
Total credits = 1	Total credits = 120 Total credits = 120		Total credits = 120		Total credits = 120	Total credits for the Qualification = 480	

BEDAON = AGRICULTURE 3 + ECONOMICS 2

	_					H SOTHO 2 OR ISINDEBELE 2		
Year 1 NQF leve		Year 2 NQF level 6		Year 3 NQF le		Year 4 NQF level 8		
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
EHD1521	SFE 1621 Sociology	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521	ETE 3621	ECT 4521 English	NB: All second semester	
Psychology of	of Education	Education	Education	Sociology of	Psychology of	Competence for	modules are completed	
Education	EPH 1621 Philosophy	PHE 2521 Philosophy of	ECT 2621	Education	Education	Teachers	through portfolios	
IEH 1521 History of	of Education	Education	Psychology of	EHC 3521 History	EMT 3621	NB: Students with	ETP 4621 Teaching Practice	
Education	ECS 1642 English	ETL 2521 Preparation of	Education	of Education	Philosophy of	ENG 2561 and ENG	CTP 4621 Curriculum Theory	
ECS 1541 English	Communication Skills	Teaching Practice-Observation	ETL 2621	ETL 3521	Education	2661 are exempted	and Practice	
Communication	Business Studies	Business Studies	Preparation of	Preparation of	ETL 3621	from ECT 4521	The two majors taken at	
Skills	BMA 1641	BMA 2541 Purchasing	Teaching Practice-	Teaching	Preparation of	PSG 4521 School	year two will be taken as	
Business Studies	Functional Areas of	Management and	Observation	Strategies	Teaching	Management	methodology modules	
BMA 1541 Intro to	Business	<u>Isiswati</u>	Business Studies	ETL 3511	Practice-	HIV 4521 HIV/AIDS	BEM 4641 Business	
Business	Management	ISW 2541 Meaning, Sounds,	BMA 2641 Human	Preparation of	Observation	Education for Teachers	Economics Methodology and	
Management	<u>And Isiswati</u>	Words & Sentence Structure	Resource	Teaching Practice-	PSC 3621	ETP 4521 Teaching	ISM 4641 Methodology of	
And <u>Isiswati</u>	ISW 1641	ISW 2542 Orthography and	Management	Observation	Computer	Practice	Home Language: Isiswati or	
ISW 1541	Introduction to	Terminology _or	<u>And Isiswati</u>	PSC 3521	Literacy	The two majors taken	TVM 4641 Methodology of	
Introduction to	Isiswati Literature <u>or</u>	<u>Tshivenda</u>	ISW 2641 Origin &	Computer Literacy	<u>Business</u>	at year two will be	Home Language: Tshivenda	
Isiswati Grammar	<u>Tshivenda</u>	TVE 2541 Advanced	Development of	Business	Studies	taken as	or	
or Tshivenda	TVE 1641Introduction	Study to Tshivenda Grammar	Modern Literature or	Studies	BMA 3641	methodology	XIM 4641 Methodology of	
TVE 1541	to Tshivenda	TVE 2542 Historical Linguistics	<u>Tshivenda</u>	BMA 3541	General	modules	Home Language: Xitsonga _or	
Introduction to	Literature_or	and Semantics_or	TVE 2641 Advanced	Marketing	Management	BEM 4541 Business	NSM 4641 Methodology of	
Tshivenda Grammar	<u>Xitsonga</u>	<u>Xitsonga</u>	Study of Tshivenda	Management		Economics Methodology	Home Language: Northern	
or <u>Xitsonga</u>	XTS 1641 Xitsonga:	XTS 2541 A detailed study of	Literature or			and	Sotho or	
XTS 1541 Xitsonga:	Intro. to the Study of	Xitsonga Grammar	<u>Xitsonga</u>			ISM 4541 Methodology	ISM 4641 Methodology of	
Introduction to	Literature or	XTS 2542 Semantics, Historical	XTS 2641 A Detailed			of Home Language:	IsiNdebele	
Grammar or	North Sotho	and Socio Linguistics or	Study of Xitsonga			Isiswati or	One optional module	
North Sotho	NSO 1641	North Sotho	Literature or			TVM 4541 Methodology	from:	
NSO 1541	Introduction to	NSO 2541An Advance Study to	North Sotho			of Home Language:	SPE 4621 Sports Education	
Introduction to	Northern Sotho	Northern Sotho Grammar	NSO 2641An			Tshivenda or	MCE 4621 Music Education	
Northern Sotho	Literature	NSO 2542 Historical Linguistics	Advanced Study of			XIM 4541 Methodology	DME 4621 Drama in	
Linguistics or	Or <u>IsiNdebele</u>	and Semantics or	Northern Sotho			of Home Language:	Education	
<u>IsiNdebele</u>	ISN 1641	IsiNdebele	Literature or			Xitsonga or	SCL 4621 School	
ISN 1541	Introduction to	ISN 2541 Meaning, Sound,	<u>IsiNdebele</u>			NSM 4541 Methodology	Librarianship	
Introduction to	IsiNdebele Literature	Word and sentence structure in	ISN 2641 Origin and			of Home Language:	RED 4621 Religious Education	
IsiNdebele		IsiNdebele	Development of			Northern Sotho or		
Grammar		ISN 2542 Orthography and	traditional and			ISM 4541 Methodology		
		Terminology	modern literature			of IsiNdebele		
Total credits = 120		Total credits = 120		Total credits = 12	0	Total credits = 120	Total credits for the	
							Qualification = 480	

BEDBAF = BUSINESS MANAGEMENT 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

BEDBAG= BIOLOGY 3 + AGRICULTURE 2

Year 1 NQF level 5	5	Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level	8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Biology BIO 1541 Diversity of Life BIO1542 Cell Biology I	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Agriculture GEN 1641 Principles of genetics AGR 1631 Agriculture and Humankind Biology BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Agriculture AGR 2541 Introduction to plant production or PPR 2541 Introduction to plant protection Biology BOT 2544 Plant Anatomy	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Agriculture ANS 2643Anatomy and physiology of farm animals AGR 2631 Dry land farming technology Biology BOT 2645Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice- Observation PSC 3521Computer Literacy Biology BOT 3543 Disturbance and Plant Ecology	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Biology BOT 3646 Plant Physiology BOT 3647 Plant Eco physiology	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ASM 4541 Methodology of Life Sciences: Agriculture MLS 4541 Methodology of Life Sciences: Biology	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ASM 4641 Methodology of Life Sciences: Agriculture MLS 4641 Methodology of Life Sciences: Biology One optional module from: SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education	
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 Total credits for the Qualification = 480		

BEDBEH = BIOLOGY 3 + ENGLISH 2 OR HIST	ORY 2
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Year 1 NQF level 5	5	Year 2 NQF level 6		Year 3 NQF leve	17	Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose Biology and any one of the two majors Biology BIO 1541 Diversity of Life BIO1542 Cell Biology I English ENG 1561 English First Semester History HIS 1543 Twentieth Century Africa	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Biology and any one of the two majors Biology BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology Engl 1661 Introduction to Literature Studies History HIS 1644 Contemporary Middle East	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Biology and the second major) <u>Biology</u> BOT 2544 Plant Anatomy and Morphology <u>English</u> ENG 2561 English Structure and Usage: Intermediate Level <u>History</u> HIS 2541 The making of Modern South Africa	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (Biology and the second major) Biology BOT 2645Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny English ENG2661 Post Coloniality and The African World in Lite History HIS 2642 Europe Since 1945	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy BOT 3543 Disturbance and Plant Ecology	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy BOT 3646 Plant Physiology BOT 3647 Plant Ecophysiology	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice The two majors taken at year two will be taken as methodology modules (Biology and the second major) MLS 4541 Methodology of Life Sciences: Biology ASM 4541 Methodology of First Additional Language: English HSM 4541 Methodology of Social Sciences: History	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be taken as methodology modules (Biology and the second major) MLS 4641 Methodology of Life Sciences: Biology ASM 4641 Methodology of Life Sciences: Agriculture ENM 4641 Methodology of First Additional Language: English HSM 4641 Methodology of Social Sciences: History One optional module from: SPE 4621 Sports Education MCE 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120	0	Total credits = 120	Total credits for the Qualification = 480

Year 1 NQF leve	el 5	Year 2 NQF level	6	Year 3 NQF level	7	Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521	SFE 1621 Sociology of	SOE 2521 Sociology	HDC 2621 History of	ESP 3521Sociology	ETE 3621	ECT 4521 English	NB: All second semester
Psychology of	Education	of Education	Education	of Education	Psychology of	Competence for Teachers	modules are completed
Education	EPH 1621 Philosophy	PHE 2521	ECT 2621 Psychology	EHC 3521 History of	Education	NB: Students with ENG	through portfolios
IEH 1521 History	of Education	Philosophy of	of Education	Education	EMT 3621	2561 and ENG 2661 are	ETP 4621 Teaching Practice
of Education	ECS 1642 English	Education	ETL 2621 Preparation	ETL 3521Preparation	Philosophy of	exempted from ECT	CTP 4621 Curriculum Theory
ECS 1541 English	Communication Skills	ETL 2521	of Teaching Practice-	of Teaching	Education	4521	and Practice
Communication	Mathematics	Preparation of	Observation	Strategies	ETL 3621	PSG 4521 School	MAM 4641 Mathematics
Skills	MAT 1641Integral	Teaching Practice-	Mathematics	ETL 3511Preparation	Preparation of	Management	Methodology
Mathematics	Calculus	Observation	MAT 2641 Real	of Teaching Practice-	Teaching Practice-	HIV 4521 HIV/AIDS	MLS 4641 Methodology of
MAT 1541	MAT 1642 Mathematics	Mathematics	Analysis1	Observation	Observation	Education for Teachers	Life Sciences: Biology
Mathematics	Foundation II	MAT 2541 Linear	MAT 2642 Ordinary	PSC 3521Computer	PSC 3621	ETP 4521 Teaching	One optional module
MAT 1542	Biology	Algebra	Differential Equations	Literacy	Computer Literacy	Practice	from:
Mathematics	BIO 1643 Ecology,	MAT 2542 Advanced	Biology	Chose on teaching	Chose on	MAM 4541 Mathematics	SPE 4621 Sports Education
Biology	Adaption and Evolution	Calculus	BOT 2645Plant	major	teaching major	Methodology	MCE 4621 Music Education
BIO 1541	BIO 1644 Introductory		Taxonomy &	Biology	Biology	MLS 4541 Methodology of	DME 4621 Drama in
Diversity of Life	Human Anatomy and	Biology	Reproductive Biology	BOT 3543	BOT 3646	Life Sciences: Biology	Education
BIO1542 Cell	Physiology	BOT 2544 Plant	ZOO 2648 Animal	Disturbance and	Plant Physiology		SCL 4621 School
Biology I		Anatomy	Phylogeny	Plant Ecology	BOT 3647		Librarianship
				-,	Plant Eco		RED 4621 Religious Education
					physiology		-
					., .,		
Total credits = 12	Total credits = 120		Total credits = 120		Total credits = 120		Total credits for the
						Total credits = 120	Qualification = 480

BEDBMA = MATHEMATICS 2 + BIOLOGY 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology	SFE 1621	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521Sociology of	ETE 3621	ECT 4521 English	NB: All second semester
of Education	Sociology of	Education	Education	Education	Psychology of	Competence for	modules are completed
IEH 1521 History of	Education	PHE 2521 Philosophy	ECT 2621 Psychology	EHC 3521 History of	Education	Teachers	through portfolios
Education	EPH 1621	of Education	of Education	Education	EMT 3621	NB: Students with	ETP 4621 Teaching Practice
ECS 1541 English	Philosophy of	ETL 2521 Preparation	ETL 2621 Preparation	ETL 3521Preparation	Philosophy of	ENG 2561 and ENG	CTP 4621 Curriculum Theory
Communication Skills	Education	of Teaching Practice-	of Teaching Practice-	of Teaching Strategies	Education	2661 are exempted	and Practice
Accounting	ECS 1642 English	Observation	Observation	ETL 3511Preparation	ETL 3621	from ECT 4521	ACM 4641 Accounting
ACC 1541	Communication	Accounting	Accounting	of Teaching Practice-	Preparation of	PSG 4521 School	Methodology
Introduction to	Skills	ACC 2541: Company	ACC 2641	Observation	Teaching Practice-	Management	MIT 4641 Methodology of
Financial Accounting	Accounting	Financial Statement	Introduction to Cost	PSC 3521Computer	Observation	HIV 4521 HIV/AIDS	Information Technology
and	ACC 1641	and	and Management	Literacy	PSC 3621 Computer	Education for Teachers	One optional module
Computer Science	Financial	Computer Science	Accounting_and	Computer Science	Literacy	ETP 4521 Teaching	from:
COM 1522 Introduction	Accounting and	COM 2523 Imperative	Computer Science	COM 3521 Distributed	Computer Science	Practice	SPE 4621 Sports Education
to Computer Systems	Computer	Programming	COM 2624 Algorithms	Operating Systems or	COM 3617	ACM 4541 Accounting	MCE 4621 Music Education
COM 1524	Science	COM 2529 Database	and Data Structures	COM 3520 Software	Professional Issues	Methodology	DME 4621 Drama in
Fundamentals of	COM 1626	Fundamentals	COM 2626 Data	Engineering or	in Computing and	MIT 4541	Education
Computer Architecture	Computer	COM 2701 Computer	Communication and	COM 3528 Systems	Information	Methodology of	SCL 4621 School
COM1721 Object	Technology	Science Lab	Computer Networks	Design and	Technology	Information	Librarianship
Oriented Programming			-	Implementation	COM 3621 Advanced	Technology	RED 4621 Religious
				-	Algorithms		Education
					COM 3629 Database		
					Design and		
					Implementation		
Total credits = 120		Total credits = 120	<u>.</u>	Total credits = 120	·	Total credits = 120	Total credits for the Qualification = 480

BEDCAC= ACCOUNTING 2 + COMPUTER SCIENCE 3

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level	8		
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2		
EHD1521 Psychology	SFE 1621 Sociology	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521Sociology of	ETE 3621 Psychology	ECT 4521 English	NB: All second semester		
of Education	of Education	Education	Education	Education	of Education	Competence for	modules are completed		
IEH 1521 History of	EPH 1621	PHE 2521 Philosophy	ECT 2621 Psychology of	EHC 3521 History of	EMT 3621 Philosophy	Teachers	through portfolios		
Education	Philosophy of	of Education	Education	Education	of Education	NB: Students	ETP 4621 Teaching		
ECS 1541 English	Education	ETL 2521 Preparation	ETL 2621 Preparation of	ETL 3521Preparation of	ETL 3621 Preparation	with ENG 2561	Practice		
Communication Skills	ECS 1642 English	of Teaching Practice-	Teaching Practice-	Teaching Strategies	of Teaching Practice-	and ENG 2661 are	CTP 4621 Curriculum		
Mathematics	Communication	Observation	Observation	ETL 3511Preparation of	Observation	exempted from	Theory and Practice		
MAT 1541	Skills	Mathematics	Mathematics	Teaching Practice-	PSC 3621 Computer	ECT 4521	MAM 4641 Mathematics		
Mathematics	Mathematics	MAT 2541 Linear	MAT 2641 Real Analysis1	Observation	Literacy	PSG 4521 School	Methodology		
MAT 1542	MAT 1641Integral	Algebra	MAT 2642 Ordinary	PSC 3521Computer	Chose on teaching	Management	MIT 4641 Methodology of		
Mathematics	Calculus	MAT 2542 Advanced	Differential Equations	Literacy	major	HIV 4521 HIV/AIDS	Information Technology		
Computer Science	MAT 1642	Calculus	Computer Science	Chose on teaching	Computer Science	Education for	One optional module		
COM 1522	Mathematics	Computer Science	COM 2624 Algorithms and	major	COM 3617 Professional	Teachers	from:		
Introduction to	Foundation II	COM 2523 Imperative	Data Structures	Computer Science	Issues in Computing	ETP 4521 Teaching	SPE 4621 Sports Education		
Computer Systems	Computer Science	Programming	COM 2626 Data	COM 3521 Distributed	and Information	Practice	MCE 4621 Music Education		
COM 1524	COM 1626 Computer	COM 2529 Database	Communication and	Operating Systems or	Technology	MAM 4541	DME 4621 Drama in		
Fundamentals of	Technology	Fundamentals	Computer Networks	COM 3520 Software	COM 3621 Advanced	Mathematics	Education		
Computer		COM 2701 Computer		Engineering or	Algorithms	Methodology	SCL 4621 School		
Architecture		Science Lab		COM 3528 Systems	COM 3629 Database	MIT 4541	Librarianship		
COM1721 Object				Design and	Design and	Methodology of	RED 4621 Religious		
Oriented				Implementation	Implementation	Information	Education		
Programming						Technology			
Total credits = 120	Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 Total credits for the		
							Qualification = 480		
							-		

BEDCMA= MATHEMATICS 2 + COMPUTER SCIENCE 3

Year 1 NQF level	5	Year 2 NQF level 6		Year 3 NQF leve	17	Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1		Semester 1	Semester 2
Year 1 NQF level Semester 1 EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose English and one African Language Isiswati ISW 1541 Introduction to Isiswati Grammar or <u>Tshivenda</u> TVE 1541 Introduction to Tshivenda Grammar or Xitsonga XTS 1541 Xitsonga: Introduction to Grammar or IsiNdebele Grammar or <u>North</u> Sotho NSO 1541 Introduction to Northern Sotho Linguistics and ENG 1561 English First Semester		Year 2 NQF level 6 Semester 1 SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation Continue with the chosen majors at year two ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology or Tshivenda TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics or Xitsonga XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics or IsiNdebele ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology or North Sotho NSO 2541An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics and English ENG 2561 English Structure and Usage: Intermediate Level		Year 3 NQF leve		Year 4 NQF level 8	Semester 2 NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be taken as methodology modules ENM 4641 Methodology of First Additional Language: English and ISM 4641 Methodology of Home Language: Tshivenda or XIM 4641 Methodology of Home Language: Shivenda or XIM 4641 Methodology of Home Language: Northern Sotho or NMD 4641 Methodology of IsiNdebele One optional module from: SPE 4621 Sports Education DME 4621 Drama in Education SCL 4621 Religious Education
Total credits = 120	Introduction to Literature Stud	Total credits = 120		Total credits = 120)	Total credits = 120	Total credits for the Qualification = 480

BEDEAF = ENGLISH 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

BEDEHI =	ENGLISH 3 +	HISTORY 2
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Year 1 NQF level 5	l v	Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8		
		Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
EHD1521SFE 162Psychology ofof EducaEducationEPH 162IEH 1521 History ofEducationEducationEducationECS 1541 EnglishECS 164CommunicationSkillsEnglishEnglishFirst SemesterIntroducHistoryHIS 1543 TwentiethCentury AfricaHistoryMiddle B	21 Sociology S cation E 521 P ophy of o ion E 542 English o unication C b E 561 S uction to I ure Stud H 44 o nporary East	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation English ENG 2561 English Structure and Usage: Intermediate Level History HIS 2541 The making of Modern South Africa	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation English ENG2661 Post Coloniality and The African World in Lite History HIS 2642 Europe Since 1945	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice- Observation PSC 3521Computer Literacy ENG 3541 Advanced English Structure ENG 3542 Advanced English Usage	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy ENG 3641 Post Coloniality and the Novel ENG 3642 The Poetry of Love, Protest and Resistance OR ENG 3643; Drama of Class, Race & Cultural Differences	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice ENM 4541 Methodology of First Additional Language: English HSM 4541 Methodology of Social Sciences: History	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ENM 4641 Methodology of First Additional Language: English HSM 4641 Methodology of Social Sciences: History One optional module from: SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education	
Total credits = 120 Total credits = 120			Total credits = 120		Total credits = 120 Total credits for the Oualification = 480			

Year 1 NQF level 5	5	Year 2 NQF level 6		Year 3 NQF level	7	Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
Semester 1 EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose English and one Commerce Module English ENG 1561English First Semester and Accounting ACC 1541 Introduction to Financial Accounting or ECO 1541 Basic Microeconomics or Business Studies BMA 1541 Intro to Business Management	Semester 2 SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose English and one Commerce Module English ENG 1661 Introduction to Literature Stud and Accounting ACC 1641 Financial Accounting or Economics ECO 1641 Basic Macroeconomics or Business Studies BMA 1641 Functional Areas of Business Management	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (English and one Commerce Module) <u>English</u> ENG 2561 English Structure and Usage: Intermediate Level and <u>Accounting</u> ACC 2541: Company Financial Statement or <u>Economics</u> ECO 2541 Intermediate Microeconomics or <u>Business Studies</u>	Semester 2 HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two (English and one Commerce Module) English ENG2661 Post Coloniality and The African World in Lite and Accounting ACC 2641 Introduction to Cost and Management Accounting or ECO 2641 Intermediate Macroeconomics or Business Studies BMA 2641 Human Resource Management	Semester 1 ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice-Observation PSC 3521Computer Literacy ENG 3541 Advanced English Structure ENG 3542 Advanced English Usage	Semester 2 ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy ENG 3641 Post Coloniality and the Novel ENG 3642 The Poetry of Love, Protest and Resistance OR ENG 3643; Drama of Class, Race & Cultural Differences	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice The two majors taken at year two will be taken as methodology modules (English and one Commerce Module) ENM 4541 Methodology of First Additional Language: English ACM 4541 Accounting Methodology	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be taken as methodology modules (English and one Commerce Module) ENM 4641 Methodology of First Additional Language: English ACM 4641 Accounting Methodology ECM 4641 Economics Methodology BEM 4641 Business Economics Methodology One optional module from: SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in
		BMA 2541 Purchasing Management				ECM 4541 Economics Methodology BEM 4541 Business Economics Methodology	Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	Total credits for the Qualification = 480

BEDEOA = ENGLISH 3 + ECONOMIC 2 or ACCOUNTING 2 or BUSINESS MANAGEMENT 2

Year 1 NQF level	5	Year 2 NQF leve	el 6	Year 3 NQF level 7	,	Year 4 NQF level	8
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose English and one of the following English ENG 1561 English First Semester and Geography GEO 1520 Geography: Cartography, Map Analysis, Air Photo GEO 1541 Integrated Study of Major World Environments or Mathematics MAT 1541 Mathematics or Physics PHY 1521 Mechanics PHY 1522 Waves and Optics 1	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose English and one of the following English ENG 1661 Introduction to Literature Stud and Geography GEO 1620Geography: Elements of Remote Sensing GEO 1641Geography: Major World Environments or Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II or Physics PHY 1623 Properties of Matter and Thermal Physics PHY 1624 Electricity and Magnetism	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two <u>English</u> ENG 2561 English Structure and Usage: Intermediate Level and <u>Geography</u> GEO 2541 Spatial Organisation of Society GEO 2542 Quant. & Qualit. Research Methods or <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced Calculus or <u>Physics</u> PHY 2521 Classical Mechanics PHY 2522 Waves	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two English ENG2661 Post Coloniality and The African World in Lite and <u>Geography</u> GEO 2641 Patterns and Processer in Physical Geography GEO 2642 Themes in the Geography of Africa or <u>Mathematics</u> MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations or <u>Physics</u> PHY 2623 Electrodynamics PHY 2624 Modern Physics	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy ENG 3541 Advanced English Structure ENG 3542 Advanced English Usage	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy ENG 3641 Post Coloniality and the Novel ENG 3642 The Poetry of Love, Protest and Resistance or ENG 3643; Drama of Class, Race & Cultural Differences	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice The two majors taken at year two will be taken as methodology modules ENM 4541 Methodology of First Additional Language: English GEM 4541 Geography Methodology MAM 4541 Mathematics Methodology MPS 4541 Physics Methodology	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be taken as methodology modules ENM 4641 Methodology of First Additional Language: English GEM 4641 Geography Methodology MAM 4641 Mathematics Methodology MAM 4641 Physics Methodology One optional module from: SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		and Optics Total credits = 120		Total credits = 120		Total credits = 120	otal credits for the Qualification = 480

BEDESG = ENGLISH 3 + MATHEMATICS 2 OR PHYSICS 2 OR GEOGRAPHY 2

Year 1 NQF leve	5	Year 2 NQF level 6		Year 3 NQF leve	el 7	Year 4 NQF level	8
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology	SFE 1621 Sociology of	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521 Sociology	ETE 3621	ECT 4521 English	NB: All second semester
of Education	Education	Education	Education	of Education	Psychology of	Competence for	modules are completed
IEH 1521 History of	EPH 1621 Philosophy	PHE 2521 Philosophy of	ECT 2621 Psychology	EHC 3521 History of	Education	Teachers	through portfolios
Education	of Education	Education	of Education	Education	EMT 3621	NB: Students with	ETP 4621 Teaching
ECS 1541 English	ECS 1642 English	ETL 2521 Preparation of	ETL 2621 Preparation	ETL 3521	Philosophy of	ENG 2561 and ENG	Practice
Communication Skills	Communication Skills	Teaching Practice-Observation	of Teaching Practice-	Preparation of	Education	2661 are exempted	CTP 4621 Curriculum
Choose Geography	Choose Geography	Continue with the chosen	Observation	Teaching Strategies	ETL 3621	from ECT 4521	Theory and Practice
and one African	and one African	majors at year two	Continue with the	ETL 3511	Preparation of	PSG 4521 School	The two majors taken
Language	Language	Geography	chosen majors at	Preparation of	Teaching Practice-	Management	at year two will be
Geography	Geography	GEO 2541 Spatial Organisation	year two	Teaching Practice-	Observation	HIV 4521 HIV/AIDS	taken as methodology
GEO 1520	GEO 1620Geography:	of Society	Geography	Observation	PSC 3621	Education for Teachers	modules
Geography:	Elements of Remote	GEO 2542Quant. & Qualit.	GEO 2641 Patterns	PSC 3521 Computer	Computer Literacy	ETP 4521 Teaching	GEM 4641 Geography
Cartography, Map	Sensing	Research Methods	and Processer in	Literacy	Geography	Practice	Methodology
Analysis, Air Photo	GEO 1641Geography:	And <u>Isiswati</u>	Physical Geography	Geography	GEO 3642	The two majors	ISM 4641 Methodology of
GEO 1541 Integrated	Major World	ISW 2541 Meaning, Sounds,	GEO 2642 Themes in	GEO 3542	Climatology	taken at year two	Home Language: Isiswati
Study of Major World	Environments	Words & Sentence Structure	the Geography of	Geomorphology	GEO 3643	will be taken as	TVM 4641 Methodology of
Environments	And <u>Isiswati</u>	ISW 2542 Orthography and	Africa and	GEO 3543	Geography of	methodology	Home OR Language:
And <u>Isiswati</u>	ISW 1641 Introduction	Terminology or	<u>Isiswati</u>	Biogeography	Tourism	modules	Tshivenda
ISW 1541	to Isiswati Literature	<u>Tshivenda</u>	ISW 2641 Origin &	GEO 3544	GEO 3644Rural	GEM 4541 Geography	XIM 4641 Methodology of
Introduction to	or <u>Tshivenda</u>	TVE 2541 Advanced	Development of	Population and	Geography and	Methodology	Home Language: Xitsonga
Isiswati Grammar or	TVE 1641 Introduction	Study to Tshivenda Grammar	Modern Literature or	Demography	Development	ISM 4541 Methodology	<u>OR</u>
<u>Tshivenda</u>	to Tshivenda	TVE 2542 Historical Linguistics	<u>Tshivenda</u>	GEO 3545 Settlement	GEO 3641 Remote	of Home Language:	NSM 4641 Methodology of
TVE 1541	Literature or	and Semantics or	TVE 2641 Advanced	and Industrial	Sensing and	Isiswati	Home Language: Northern
Introduction to	<u>Xitsonga</u>	<u>Xitsonga</u>	Study of Tshivenda	Development	Geographic	TVM 4541 Methodology	Sotho
Tshivenda Grammar	XTS 1641 Xitsonga:	XTS 2541 A detailed study of	Literature or	GEO 3541Geography	Information	of Home Language:	NMD 4641 Methodology of
or <u>Xitsonga</u>	Intro. to the Study of	Xitsonga Grammar	<u>Xitsonga</u>	of South Africa	Systems	Tshivenda	IsiNdebele
XTS 1541 Xitsonga:	Literature or	XTS 2542 Semantics, Historical	XTS 2641 A Detailed			XIM 4541 Methodology	One optional module
Introduction to	North Sotho	and Socio Linguistics or	Study of Xitsonga			of Home Language:	from:
Grammar or	NSO 1641 Introduction	North Sotho	Literature or			Xitsonga	SPE 4621 Sports Education
North Sotho	to Northern Sotho	NSO 2541An Advance Study to	North Sotho			NSM 4541 Methodology	MCE 4621 Music Education
NSO 1541	Literature or	Northern Sotho Grammar	NSO 2641An			of Home Language:	DME 4621 Drama in
Introduction to	<u>IsiNdebele</u>	NSO 2542Historical Linguistics	Advanced Study of			Northern Sotho	Education
Northern Sotho	ISN 1641 Introduction	and Semantics or	Northern Sotho			NMD 4541	SCL 4621 School
Linguistics	to IsiNdebele	IsiNdebele	Literature or			Methodology of	Librarianship
Or <u>Isindebele</u>	Literature	ISN 2541 Meaning, Sound,	IsiNdebele			IsiNdebele	RED 4621 Religious
ISN 1541		Word and sentence structure in	ISN 2641 Origin and				Education
Introduction to		IsiNdebele	Development of				
IsiNdebele Grammar		ISN 2542 Orthography and	traditional and				
Tabal ana dita 100		Terminology	modern literature	Total and the 100		Total availty 100	
Total credits = 120		Total credits = 120		Total credits = 120			otal credits for the
							Qualification = 480

BEDGAF = GEOGRAPHY 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

Year 1 NQF level	5	Year 2 NQF level 6		Year 3 NQF le	vel 7	Year 4 NQF level 8	,
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology	SFE 1621 Sociology of	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521	ETE 3621	ECT 4521 English	NB: All second semester
of Education	Education	Education	Education	Sociology of	Psychology of	Competence for	modules are completed
IEH 1521 History of	EPH 1621 Philosophy	PHE 2521 Philosophy of	ECT 2621 Psychology of	Education	Education	Teachers	through portfolios
	of Education	Education	Education	EHC 3521 History	EMT 3621	NB: Students with	ETP 4621 Teaching Practice
ECS 1541 English	ECS 1642 English	ETL 2521 Preparation of	ETL 2621 Preparation of	of Education	Philosophy of	ENG 2561 and ENG	CTP 4621 Curriculum Theory
Communication Skills	Communication Skills	Teaching Practice-Observation	Teaching Practice-	ETL 3521	Education	2661 are exempted	and Practice
Choose History	Choose History and	Continue with the chosen	Observation	Preparation of	ETL 3621	from ECT 4521	The two majors taken at
and one African	one African	majors at year two	Continue with the	Teaching	Preparation of	PSG 4521 School	year two will be taken as
Language	Language	HIS 2541 The making of	chosen majors at	Strategies	Teaching	Management	methodology modules
<u>History</u>	<u>History</u>	Modern South Africa_and	year two	ETL 3511	Practice-	HIV 4521 HIV/AIDS	HSM 4641 Methodology of
HIS 1543 Twentieth	HIS 1644	<u>Isiswati</u>	<u>History</u>	Preparation of	Observation	Education for Teachers	Social Sciences: History and
Century Africa and	Contemporary Middle	ISW 2541 Meaning, Sounds,	HIS 2642 Europe Since	Teaching Practice-	PSC 3621	ETP 4521 Teaching	ISM 4641 Methodology of
<u>Isiswati</u>	East and	Words & Sentence Structure	1945 <u>and</u>	Observation	Computer	Practice	Home Language: Isiswati
ISW 1541	Isiswati	ISW 2542 Orthography and	<u>Isiswati</u>	PSC 3521	Literacy	The two majors taken	or
	ISW 1641 Introduction	Terminology or	ISW 2641 Origin &	Computer Literacy	<u>History</u>	at year two will be	TVM 4641 Methodology of
	to Isiswati Literature	<u>Tshivenda</u>	Development of Modern	<u>History</u>	HIS 3644 Africa	taken as	Home Language: Tshivenda
<u>Tshivenda</u>	or Tshivenda	TVE 2541 Advanced Study to	Literature <u>or</u>	HIS 3542 Inter	and The World	methodology	or
TVE 1541	TVE 1641 Introduction	Tshivenda Grammar	<u>Tshivenda</u>	African Relations		modules	XIM 4641 Methodology of
Introduction to	to Tshivenda	TVE 2542 Historical Linguistics	TVE 2641 Advanced			HSM 4541 Methodology	Home Language: Xitsonga
Tshivenda Grammar	Literature or	and Semantics or <u>Xitsonga</u>	Study of Tshivenda			of Social Sciences:	or
or <u>Xitsonga</u>	<u>Xitsonga</u>	XTS 2541 A detailed study of	Literature or			History and	NSM 4641 Methodology of
	XTS 1641 Xitsonga:	Xitsonga Grammar	<u>Xitsonga</u>			ISM 4541 Methodology	Home Language: Northern
Introduction to	Intro. to the Study of	XTS 2542 Semantics, Historical	XTS 2641 A Detailed			of Home Language:	Sotho or
Grammar or <u>North</u>	Literature_or	and Socio Linguistics or	Study of Xitsonga			Isiswati or	NMD 4641 Methodology of
Sotho	North Sotho	North Sotho	Literature or			TVM 4541 Methodology	IsiNdebele
NSO 1541	NSO 1641Introduction	NSO 2541An Advance Study to	North Sotho			of Home Language:	One optional module
	to Northern Sotho	Northern Sotho Grammar	NSO 2641 An Advanced			Tshivenda or	from:
Northern Sotho	Literature or	NSO 2542Historical Linguistics	Study of Northern Sotho			XIM 4541 Methodology	SPE 4621 Sports Education
Linguistics or	IsiNdebele	and Semantics or <u>IsiNdebele</u>	Literature or			of Home Language:	MCE 4621 Music Education
	ISN 1641 Introduction	ISN 2541 Meaning, Sound,	IsiNdebele			Xitsonga_or	DME 4621 Drama in
	to IsiNdebele	Word and sentence structure in IsiNdebele	ISN 2641 Origin and Development of			NSM 4541 Methodology	Education SCL 4621 School
Introduction to IsiNdebele Grammar	Literature	ISINGEDEIE ISN 2542 Orthography and	traditional and modern			of Home Language: Northern Sotho or	SCL 4621 SChool Librarianship
ISINUEDEIE GLAITIITIAL		Terminology	literature			NMD 4541 Methodology	RED 4621 Religious
		гентиноюду	incidure			of IsiNdebele	Education
Tatal availta 120		Tabal availta 120		Total availta 12			
Total credits = 120		Total credits = 120		Total credits = 12	0	Total credits = 120	Total credits for the
							Qualification = 480

BEDHAF = HISTORY 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

Year 1 NQF level	5	Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	2	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
EHD1521	SFE 1621 Sociology of	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521Sociology of	ETE 3621 Psychology	ECT 4521 English	NB: All second semester	
Psychology of	Education	Education	Education	Education	of Education	Competence for	modules are completed	
Education	EPH 1621 Philosophy	PHE 2521 Philosophy	ECT 2621 Psychology of	EHC 3521 History of	EMT 3621 Philosophy	Teachers	through portfolios	
IEH 1521 History of	of Education	of Education	Education	Education	of Education	NB: Students with	ETP 4621 Teaching	
Education	ECS 1642 English	ETL 2521 Preparation	ETL 2621 Preparation of	ETL 3521Preparation	ETL 3621 Preparation	ENG 2561 and ENG	Practice	
ECS 1541 English	Communication Skills	of Teaching Practice-	Teaching Practice-	of Teaching Strategies	of Teaching Practice-	2661 are exempted	CTP 4621 Curriculum	
Communication		Observation	Observation	ETL 3511Preparation	Observation	from ECT 4521	Theory and Practice	
Skills	<u>History</u>	<u>History</u>		of Teaching Practice-	PSC 3621 Computer	PSG 4521 School	ENM 4641 Methodology of	
	HIS 1644	HIS 2541 The making	<u>History</u>	Observation	Literacy	Management	First Additional Language:	
History	Contemporary Middle	of Modern South Africa	HIS 2642 Europe Since	PSC 3521Computer		HIV 4521 HIV/AIDS	English	
HIS 1543 Twentieth	East		1945	Literacy	History	Education for	HSM 4641 Methodology of	
Century Africa		<u>English</u>			HIS 3644 Africa and	Teachers	Social Sciences: History	
	English	ENG 2561 English	<u>English</u>	<u>History</u>	The World	ETP 4521 Teaching		
	ENG 1661 Introduction	Structure and Usage:	ENG2661 Post Coloniality	HIS 3542 Inter African		Practice	One optional module	
English	to Literature Stud	Intermediate Level	and The African World in	Relations		ENM 4541	from:	
ENG 1561 English			Lite			Methodology of First	SPE 4621 Sports Education	
First Semester						Additional Language:	MCE 4621 Music Education	
						English	DME 4621 Drama in	
						HSM 4541	Education	
						Methodology of Social	SCL 4621 School	
						Sciences: History	Librarianship	
						,	RED 4621 Religious	
							Education	
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120 Total credits for the		
120		1 0.00.00 - 120				Qualification = 480		

BEDHEN = HISTORY 3 + ENGLISH 2

BEDLAF = BIOLOGY 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA2 OR NORTH SOTHO 2 OR ISINDEBELE 2								
Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8		
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	
EHD1521 Psychology	SFE 1621 Sociology of	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521	ETE 3621	ECT 4521 English	NB: All second semester	
of Education	Education	Education	Education	Sociology of	Psychology of	Competence for Teachers	modules are completed	
IEH 1521 History of	EPH 1621 Philosophy	PHE 2521 Philosophy of	ECT 2621 Psychology of	Education	Education	NB: Students with	through portfolios	
Education	of Education	Education	Education	EHC 3521 History	EMT 3621	ENG 2561 and ENG	ETP 4621 Teaching Practice	
ECS 1541 English	ECS 1642 English	ETL 2521 Preparation of	ETL 2621 Preparation of	of Education	Philosophy of	2661 are exempted	CTP 4621 Curriculum Theory	
Communication Skills	Communication Skills	Teaching Practice-	Teaching Practice-	ETL 3521	Education	from ECT 4521	and Practice	
Choose Biology	Choose Biology and	Observation	Observation	Preparation of	ETL 3621	PSG 4521 School	The two majors taken at	
and any one of	any one of the four	Continue with the	Continue with the	Teaching	Preparation of	Management	year two will be taken as	
the four majors	majors	chosen majors at year	chosen majors at	Strategies	Teaching	HIV 4521 HIV/AIDS	methodology modules	
Biology	Biology	two	year two	ETL 3511	Practice-	Education for Teachers	(Biology and the second	
BIO 1541 Diversity	BIO 1643 Ecology,	BOT 2544 Plant Anatomy	Biology	Preparation of	Observation	ETP 4521 Teaching	major)	
of Life	Adaption and	and Morphology	BOT 2645Plant	Teaching Practice-	PSC 3621	Practice	ISM 4641 Methodology of	
BIO1542 Cell Biology	Evolution BIO 1644	Isiswati	Taxonomy &	Observation	Computer	The two majors taken	Isiswati	
l Teieweti	Introductory Human	ISW 2541 Meaning, Sounds, Words & Sentence Structure	Reproductive Biology ZOO 2648 Animal	PSC 3521 Computer Literacy	Literacy Biology	at year two will be taken as methodology	TVM 4641 Methodology of Home Language: Tshivenda	
<u>Isiswati</u> ISW 1541	Anatomy and	ISW 2542 Orthography and	Phylogeny <u>Isiswati</u>	Biology	BOT 3646	modules (Biology and	XIM 4641 Methodology of	
Introduction to	Physiology	Terminology	ISW 2641 Origin &	BOT 3543	Plant	the second major)	Home Language: Xitsonga	
Isiswati Grammar	Isiswati	Tshivenda	Development of Modern	Disturbance and	Physiology	ISM 4541 Methodology of	NSM 4641 Methodology of	
	ISW 1641	TVE 2541 Advanced Study	Literature	Plant Ecology	BOT 3647	Isiswati	Home Language: Northern	
<u>Tshivenda</u> TVE 1541	Introduction to	to Tshivenda Grammar	Tshivenda	Plant LCOlogy	Plant Eco	TVM 4541 Methodology of	Sotho	
Introduction to	Isiswati Literature	TVE 2542 Historical	TVE 2641 Advanced		physiology	Home Language:	MLS 4641 Methodology of	
Tshivenda Grammar	Tshivenda	Linguistics and Semantics	Study of Tshivenda		physiology	Tshivenda	Life Sciences: Biology	
Xitsonga	TVE 1641	Xitsonga	Literature			XIM 4541 Methodology of	NMD 4641 Methodology of	
XTS 1541 Xitsonga:	Introduction to	XTS 2541 A detailed study	Xitsonga			Home Language:	IsiNdebele	
Introduction to	Tshivenda Literature	of Xitsonga Grammar	XTS 2641 A Detailed			Xitsonga	One optional module	
Grammar	Xitsonga	XTS 2542 Semantics,	Study of Xitsonga			NSM 4541 Methodology	from:	
North Sotho	XTS 1641 Xitsonga:	Historical and Socio	Literature			of Home Language:	SPE 4621 Sports Education	
NSO 1541	Intro. to the Study of	Linguistics	North Sotho			Northern Sotho	MCE 4621 Music Education	
Introduction to	Literature	North Sotho	NSO 2641 An Advanced			MLS 4541 Methodology of	DME 4621 Drama in	
Northern Sotho	North Sotho	NSO 2541An Advance Study	Study of Northern Sotho			Life Sciences: Biology	Education	
Linguistics	NSO 1641	to Northern Sotho Grammar	Literature			NMD 4541 Methodology	SCL 4621 School	
IsiNdebele	Introduction to	NSO 2542Historical	<u>IsiNdebele</u>			of IsiNdebele	Librarianship	
ISN 1541	Northern Sotho	Linguistics and Semantics	ISN 2641 Origin and				RED 4621 Religious Education	
Introduction to	Literature	IsiNdebele	Development of					
IsiNdebele Grammar	<u>IsiNdebele</u>	ISN 2541 Meaning, Sound,	traditional and modern					
	ISN 1641 Introduction	Word and sentence	literature					
	to IsiNdebele	structure in IsiNdebele						
	Literature	ISN 2542 Orthography and						
		Terminology						
Total credits = 120		Total credits = 120		Total credits = 12	0	Total credits = 120	Total credits for the	
							Qualification = 480	
							-	

BEDLAF = BIOLOGY 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA2 OR NORTH SOTHO 2 OR ISINDEBELE 2

		THO 2 OR ISINDEBELE 2					
Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology	SFE 1621 Sociology of	SOE 2521 Sociology of	HDC 2621 History of	ESP	ETE 3621	ECT 4521 English	NB: All second semester
of Education	Education	Education	Education	3521Sociology of	Psychology of	Competence for Teachers	modules are completed
IEH 1521 History of	EPH 1621 Philosophy	PHE 2521 Philosophy of	ECT 2621 Psychology	Education	Education	NB: Students with ENG	through portfolios
Education	of Education	Education	of Education	EHC 3521	EMT 3621	2561 and ENG 2661 are	ETP 4621 Teaching Practice
ECS 1541 English	ECS 1642 English	ETL 2521 Preparation of	ETL 2621 Preparation	History of	Philosophy of	exempted from ECT	CTP 4621 Curriculum Theory
Communication Skills	Communication Skills	Teaching Practice-Observation	of Teaching Practice-	Education	Education	4521	and Practice
Choose	Choose	Continue with the chosen	Observation	ETL 3521	ETL 3621	PSG 4521 School	The two majors taken at
Mathematics	Mathematics	majors at year two	Continue with the	Preparation of	Preparation of	Management	year two will be taken as
and one African	and one African	<u>Mathematics</u>	chosen majors at	Teaching	Teaching	HIV 4521 HIV/AIDS	methodology modules
Language	Language	MAT 2541 Linear Algebra	year two	Strategies	Practice-	Education for Teachers	MAM 4641 Mathematics
Mathematics	Mathematics	MAT 2542 Advanced Calculus	Mathematics	ETL 3511	Observation	ETP 4521 Teaching	Methodology
MAT 1541	MAT 1641Integral	and <u>Isiswati</u>	MAT 2641 Real	Preparation of	PSC 3621	Practice	ISM 4641 Methodology of
Mathematics	Calculus	ISW 2541 Meaning, Sounds,	Analysis1	Teaching	Computer	The two majors taken	Home Language: Isiswati
MAT 1542	MAT 1642	Words & Sentence Structure	MAT 2642 Ordinary	Practice-	Literacy	at year two will be	TVM 4641 Methodology of
Mathematics and	Mathematics	ISW 2542 Orthography and	Differential Equations	Observation	Mathematics	taken as methodology	Home Language: Tshivenda
<u>Isiswati</u>	Foundation II and	Terminology or	or <u>Isiswati</u>	PSC 3521	MAT 364	modules	XIM 4641 Methodology of
ISW 1541	Isiswati	Tshivenda	ISW 2641 Origin &	Computer	Complex	MAM 4541 Mathematics	Home Language: Xitsonga
Introduction to Isiswati Grammar or	ISW 1641	TVE 2541 Advanced Study to Tshivenda Grammar	Development of Modern Literature or	Literacy	Analysis MAT 3642	Methodology	NSM 4641 Methodology of
	Introduction to Isiswati Literature or	TVE 2542 Historical Linguistics	Tshivenda	Mathematics MAT 3541 Real		ISM 4541 Methodology of	Home Language: Northern Sotho
<u>Tshivenda</u> TVE 1541	Tshivenda	and Semantics or Xitsonga	TVE 2641 Advanced	Analysis	Rings and Fields	Home Language: Isiswati TVM 4541 Methodology of	NMD 4641 Methodology of
Introduction to	TVE 1641	XTS 2541 A detailed study of	Study of Tshivenda	MAT 3542 Group	rielus	Home Language:	IsiNdebele
Tshivenda Grammar	Introduction to	Xitsonga Grammar	Literature or	Theory		Tshivenda	One optional module
or <u>Xitsonga</u>	Tshivenda Literature	XTS 2542 Semantics, Historical	Xitsonga	пеогу		XIM 4541 Methodology of	from:
XTS 1541 Xitsonga:	or Xitsonga	and Socio Linguistics or	XTS 2641 A Detailed			Home Language: Xitsonga	SPE 4621 Sports Education
Introduction to	XTS 1641 Xitsonga:	North Sotho	Study of Xitsonga			NSM 4541 Methodology of	MCE 4621 Music Education
Grammar or North	Intro. to the Study of	NSO 2541An Advance Study to	Literature or			Home Language: Northern	DME 4621 Drama in
Sotho	Literature or	Northern Sotho Grammar	North Sotho			Sotho	Education
NSO 1541	North Sotho	NSO 2542 Historical Linguistics	NSO 2641An			NMD 4541 Methodology of	SCL 4621 School
Introduction to	NSO 1641	and Semantics or IsiNdebele	Advanced Study of			IsiNdebele	Librarianship
Northern Sotho	Introduction to	ISN 2541 Meaning, Sound,	Northern Sotho				RED 4621 Religious
Linguistics or	Northern Sotho	Word and sentence structure	Literature or				Education
IsiNdebele	Literature or	in IsiNdebele	IsiNdebele				
ISN 1541	<u>IsiNdebele</u>	ISN 2542 Orthography and	ISN 2641 Origin and				
Introduction to	ISN 1641 Introduction	Terminology	Development of				
IsiNdebele Grammar	to IsiNdebele		traditional and				
	Literature		modern literature				
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	Total credits for the
							Qualification = 480

BEDMAF = MATHEMATICS 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Mathematics MAT 1541 Mathematics MAT 1542 Mathematics BIO 1541 Diversity of Life BIO1542 Cell Biology I	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Mathematics MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II Biology BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Mathematics MAT 2541 Linear Algebra MAT 2542 Advanced Calculus Biology BOT 2544 Plant Anatomy	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Mathematics MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations Biology BOT 2645Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice- Observation PSC 3521Computer Literacy Mathematics MAT 3541 Real Analysis MAT 3542 Group Theory	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy MAT 3642 Complex Analysis MAT 3642 Rings and Fields	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MAM 4541 Mathematics Methodology MLS 4541 Methodology of Life Sciences: Biology	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MAM 4641 Mathematics Methodology MLS 4641 Methodology of Life Sciences: Biology One optional module from: SPE 4621 Sports Education MCE 4621 Sports Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	Education Total credits for the Qualification = 480

BEDMBI = MATHEMATICS 3 + BIOLOGY 2

Year 1 NQF level 5 Year 2 NQF level 6				Year 3 NQF level	7	Year 4 NQF level 8	
			Compostor 2				
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521	SFE 1621 Sociology of	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521Sociology	ETE 3621 Psychology of	ECT 4521 English	NB: All second semester
Psychology of	Education	Education	Education	of Education	Education	Competence for	modules are completed
Education	EPH 1621 Philosophy	PHE 2521 Philosophy	ECT 2621 Psychology of	EHC 3521 History of	EMT 3621 Philosophy of	Teachers	through portfolios
IEH 1521 History of	of Education	of Education	Education	Education	Education	NB: Students with	ETP 4621 Teaching
Education	ECS 1642 English	ETL 2521 Preparation	ETL 2621 Preparation of	ETL 3521Preparation	ETL 3621 Preparation of	ENG 2561 and ENG	Practice
ECS 1541 English	Communication Skills	of Teaching Practice-	Teaching Practice-	of Teaching	Teaching Practice-	2661 are	CTP 4621 Curriculum
Communication		Observation	Observation	Strategies	Observation	exempted from	Theory and Practice
Skills	Chemistry	Chemistry	Chemistry	ETL 3511Preparation	PSC 3621 Computer	ECT 4521	MAM 4641 Mathematics
	CHE 1621 Introductory	CHE 2521 Inorganic	CHE 2620 Analytical	of Teaching	Literacy	PSG 4521 School	Methodology
Chemistry	Inorganic Chemistry	Chemistry	Chemistry	Practice-Observation	Mathematics	Management	MCS 4641 Methodology of
CHE 1540 General	CHE 1622 Introductory	CHE 2522 Organic	CHE 2623 Physical	PSC 3521Computer	MAT 364 Complex	HIV 4521 HIV/AIDS	Natural Sciences:
Chemistry for	Organic Chemistry	Chemistry	Chemistry	Literacy	Analysis	Education for	Chemistry
Applied Sciences	Mathematics	Mathematics	Mathematics	Mathematics	MAT 3642 Rings and	Teachers	One optional module
Mathematics	MAT 1641Integral	MAT 2541 Linear	MAT 2641 Real	MAT 3541 Real	Fields	ETP 4521 Teaching	from:
MAT 1541	Calculus	Algebra	Analysis1	Analysis		Practice	SPE 4621 Sports Education
Mathematics	MAT 1642	MAT 2542 Advanced	MAT 2642 Ordinary	MAT 3542 Group		MAM 4541	MCE 4621 Music Education
MAT 1542	Mathematics	Calculus	Differential Equations	Theory		Mathematics	DME 4621 Drama in
Mathematics	Foundation II		·	,		Methodology	Education
						MCS 4541	SCL 4621 School
						Methodology of	Librarianship
						Natural Sciences:	RED 4621 Religious
						Chemistry	Education
						,	
Total credits = 120		Total credits = 120	1	Total credits = 120	1	Total credits = 120	otal credits for the
							Qualification = 480

BEDMCH = MATHEMATICS 3 + CHEMISTRY 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Mathematics MAT 1541 Mathematics MAT 1542 Mathematics COM 1522 Introduction to Computer Systems COM 1524 Fundamentals of	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills MAT 1642 Integral Calculus MAT 1642 Mathematics Foundation II	Solution Solution PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Mat 2541 Linear Algebra MAT 2542 Advanced Calculus Computer Science COM 2523 Imperative	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Mathematics MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations Computer Science COM 2624 Algorithms and Data Structures	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice- Observation PSC 3521Computer Literacy Chose on teaching major Mathematics	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Chose on teaching major	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MAM 4541	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MAM 4641 Mathematics Methodology MIT 4641 Methodology of Information Technology One optional module from: SPE 4621 Sports Education MCE 4621 Music Education
Computer Architecture COM1721 Object Oriented Programming Total credits = 120	Computer Science COM 1626 Computer Technology	Programming COM 2529 Database Fundamentals COM 2701 Computer Science Lab Total credits = 120	COM 2626 Data Communication and Computer Networks	MAT 3541 Real Analysis MAT 3542 Group Theory Total credits = 120	Mathematics MAT 364 Complex Analysis MAT 3642 Rings and Fields	Mathematics Methodology MIT 4541 Methodology of Information Technology Total credits = 120	DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education Total credits for the Qualification = 480

BEDMCO= MATHEMATICS 3 + COMPUTER SCIENCE 2

BEDMEA = MATHEMATICS 3 + ECONOMICS 2 or ACCOUNTING 2 or BUSINESS MANAGEMENT 2

EHD1521 Psychology of Education	Semester 2 SFE 1621 Sociology	Year 2 NQF level 6 Semester 1	Comparison D		Year 3 NQF level 7		Year 4 NQF level 8		
of Education			Semester 2	Semester 1	Semester 2	Semester 1	Semester 2		
		SOE 2521 Sociology of	HDC 2621 History of	ESP 3521Sociology	ETE 3621	ECT 4521 English	NB: All second semester		
IFH 1521 History of	of Education	Education	Education	of Education	Psychology of	Competence for	modules are completed		
	EPH 1621	PHE 2521 Philosophy	ECT 2621 Psychology of	EHC 3521 History	Education	Teachers	through portfolios		
	Philosophy of	of Education	Education	of Education	EMT 3621	NB: Students with	ETP 4621 Teaching Practice		
	Education	ETL 2521 Preparation	ETL 2621 Preparation of	ETL 3521	Philosophy of	ENG 2561 and ENG	CTP 4621 Curriculum Theory		
	ECS 1642 English	of Teaching Practice-	Teaching Practice-	Preparation of	Education	2661 are exempted	and Practice		
	Communication	Observation	Observation	Teaching	ETL 3621	from ECT 4521	The two majors taken at		
Mathematics	Skills	Continue with the	Continue with the	Strategies	Preparation of	PSG 4521 School	year two will be taken as		
and one of the	Choose	chosen majors at	chosen majors at	ETL 3511	Teaching Practice-	Management	methodology modules		
following	Mathematics	year two	year two	Preparation of	Observation	HIV 4521 HIV/AIDS	MAM 4641 Mathematics		
	and one of the	Mathematics	Mathematics	Teaching Practice-	PSC 3621 Computer	Education for Teachers	Methodology		
MAT 1541 1	following	MAT 2541 Linear	MAT 2641 Real	Observation	Literacy	ETP 4521 Teaching	ACM 4641 Accounting		
Mathematics	Mathematics	Algebra	Analysis1	PSC 3521	Mathematics	Practice	Methodology		
MAT 1542	MAT 1641Integral	MAT 2542 Advanced	MAT 2642 Ordinary	Computer Literacy	MAT 364 Complex	The two majors taken	ECM 4641 Economics		
Mathematics	Calculus	Calculus and	Differential Equations	Mathematics	Analysis	at year two will be	Methodology		
and	MAT 1642	Accounting	and	MAT 3541 Real	MAT 3642 Rings and	taken as	BEM 4641 Business Economics		
Accounting	Mathematics	ACC 2541: Company	Accounting	Analysis	Fields	methodology	Methodology		
ACC 1541	Foundation II and	Financial Statement or	ACC 2641 Introduction	MAT 3542 Group		modules	One optional module from:		
Introduction to	Accounting	Economics	to Cost and	Theory		MAM 4541 Mathematics	SPE 4621 Sports Education		
Financial Accounting	ACC 1641 Financial	ECO 2541	Management Accounting			Methodology	MCE 4621 Music Education		
or /	Accounting or	Intermediate	or			ACM 4541 Accounting	DME 4621 Drama in Education		
Economics	Economics	Microeconomics or	Economics			Methodology	SCL 4621 School Librarianship		
ECO 1541 Basic	ECO 1641 Basic	Business Studies	ECO 2641 Intermediate			ECM 4541 Economics	RED 4621 Religious Education		
Microeconomics or	Macroeconomics or	BMA 2541	Macroeconomics or			Methodology	-		
Business Studies	Business Studies	Purchasing	Business Studies			BEM 4541 Business			
BMA 1541 Intro to	BMA 1641	Management	BMA 2641 Human			Economics Methodology			
Business Management	Functional Areas of	-	Resource Management						
	Business		Ū.						
	Management								
Total credits = 120	-	Total credits = 120		Total credits = 120)	Total credits = 120	Total credits for the		
-							Qualification = 480		

Year 1 NQF level	5	Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level	8
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521	SFE 1621 Sociology of	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521Sociology of	ETE 3621 Psychology of	ECT 4521 English	NB: All second
Psychology of	Education	Education	Education	Education	Education	Competence for	semester modules are
Education	EPH 1621 Philosophy	PHE 2521 Philosophy	ECT 2621 Psychology	EHC 3521 History of	EMT 3621 Philosophy of	Teachers	completed through
IEH 1521 History of	of Education	of Education	of Education	Education	Education	NB: Students	portfolios
Education	ECS 1642 English	ETL 2521 Preparation	ETL 2621 Preparation	ETL 3521Preparation of	ETL 3621 Preparation of	with ENG 2561	ETP 4621 Teaching
ECS 1541 English	Communication Skills	of Teaching Practice-	of Teaching Practice-	Teaching Strategies	Teaching Practice-	and ENG 2661 are	Practice
Communication	Choose two	Observation	Observation	ETL 3511Preparation of	Observation	exempted from	CTP 4621 Curriculum
Skills	teaching majors	Continue with the	Continue with the	Teaching Practice-	PSC 3621 Computer	ECT 4521	Theory and Practice
Choose two	from	chosen majors at	chosen majors at	Observation	Literacy	PSG 4521 School	The two majors taken
teaching majors	<u>Geography</u>	year two	year two	PSC 3521Computer	From the two majors	Management	at year two will be
from	GEO 1620Geography:	Geography	Geography	Literacy	chosen at year two	HIV 4521 HIV/AIDS	taken as methodology
Geography	Elements of Remote	GEO 2541Spatial	GEO 2641 Patterns and	From the two majors	you took one at third	Education for	modules
GEO 1520	Sensing	Organisation of	Processer in Physical	chosen at year two you	year level	Teachers	GEM 4641 Geography
Geography:	GEO 1641Geography:	Society	Geography	took one at third year	<u>Geography</u>	ETP 4521 Teaching	Methodology
Cartography, Map	Major World	GEO 2542Quant. &	GEO 2642 Themes in	level	GEO 3642 Climatology	Practice	MAM 4641 Mathematics
Analysis, Air Photo	Environments	Qualit. Research	the Geography of	Geography	GEO 3643 Geography of	The two majors	Methodology
GEO 1541	<u>Mathematics</u>	Methods	Africa	GEO 3542Geomorphology	Tourism	taken at year two	MPS 4641 Physics
Integrated Study of	MAT 1641Integral	Mathematics	Mathematics	GEO 3543 Biogeography	GEO 3644 Rural	will be taken as	Methodology
Major World	Calculus	MAT 2541 Linear	MAT 2641 Real	GEO 3544 Population and	Geography and	methodology	One optional module
Environments	MAT 1642	Algebra	Analysis1	Demography	Development	modules	from:
Mathematics	Mathematics	MAT 2542 Advanced	MAT 2642 Ordinary	GEO 3545Settlement and	GEO 3641 Remote	GEM 4541	SPE 4621 Sports
MAT 1541	Foundation II	Calculus	Differential Equations	Industrial Development	Sensing and Geographic	Geography	Education
Mathematics	<u>Physics</u>	Physics	Physics	GEO 3541Geography of	Information Systems	Methodology	MCE 4621 Music
MAT 1542	PHY 1623 Properties	PHY 2521 Classical	PHY 2623	South Africa	<u>Mathematics</u>	MAM 4541	Education
Mathematics	of Matter and Thermal	Mechanics	Electrodynamics	Mathematics	MAT 3641 Complex	Mathematics	DME 4621 Drama in
<u>Physics</u>	Physics	PHY 2522 Waves and	PHY 2624 Modern	MAT 3541 Real Analysis	Analysis	Methodology	Education
PHY 1521	PHY 1624 Electricity	Optics	Physics	MAT 3542 Group Theory	MAT 3642 Rings and	MPS 4541 Physics	SCL 4621 School
Mechanics	and Magnetism			Physics	Fields	Methodology	Librarianship
PHY 1522 Waves				PHY 3521 Atomic and	Physics		RED 4621 Religious
and Optics 1				Nuclear Physics	PHY 3623 Thermal and		Education
				PHY 3522 Solid State	Statistical Physics		
				Physics	PHY 3624 Quantum		
					Mechanics		
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	Total credits for the
							Qualification = 480
							-

BEDMPG = MATHEMATICS 3 OR PHYSICS 3 OR GEOGRAPHY 3

Year 1 NQF level 5	5	Year 2 NQF level 6		Year 3 NQF level	7	Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology	SFE 1621 Sociology	SOE 2521 Sociology of	HDC 2621 History of	ESP 3521Sociology	ETE 3621 Psychology	ECT 4521 English	NB: All second semester
of Education	of Education	Education	Education	of Education	of Education	Competence for	modules are completed
IEH 1521 History of	EPH 1621 Philosophy	PHE 2521 Philosophy of	ECT 2621 Psychology of	EHC 3521 History of	EMT 3621 Philosophy	Teachers	through portfolios
Education	of Education	Education	Education	Education	of Education	NB: Students with	ETP 4621 Teaching Practice
ECS 1541 English	ECS 1642 English	ETL 2521 Preparation of	ETL 2621 Preparation of	ETL 3521Preparation	ETL 3621 Preparation	ENG 2561 and ENG	CTP 4621 Curriculum
Communication Skills	Communication Skills	Teaching Practice-	Teaching Practice-	of Teaching	of Teaching Practice-	2661 are exempted	Theory and Practice
Mathematics	Mathematics	Observation	Observation	Strategies	Observation	from ECT 4521	MAM 4641 Mathematics
MAT 1541	MAT 1641Integral	Mathematics	Mathematics	ETL 3511Preparation	PSC 3621 Computer	PSG 4521 School	Methodology
Mathematics	Calculus	MAT 2541 Linear Algebra	MAT 2641 Real	of Teaching	Literacy	Management	MLO 4641 Methodology of
MAT 1542	MAT 1642	MAT 2542 Advanced	Analysis1	Practice-Observation	Mathematics	HIV 4521 HIV/AIDS	Life Orientation
Mathematics	Mathematics	Calculus	MAT 2642 Ordinary	PSC 3521Computer	MAT 3641 Complex	Education for Teachers	One optional module
Psychology	Foundation II	Psychology	Differential Equations	Literacy	Analysis	ETP 4521 Teaching	from:
PSY 1541	<u>Psychology</u>	PSY 2511 Research	<u>Psychology</u>	Mathematics	MAT 3642 Rings and	Practice	SPE 4621 Sports Education
Introduction to	PSY 1641Introduction	Proposal Writing	PSY 2641	MAT 3541 Real	Fields	MAM 4541	MCE 4621 Music Education
Psychology	to Applied Psychology	Practicals	Psychopathology	Analysis		Mathematics	DME 4621 Drama in
		PSY 2541 Basic Research	PSY 2642 Introduction	MAT 3542 Group		Methodology	Education
		Methodology	to Social Psychology	Theory		MLO 4541	SCL 4621 School
		PSY 2542 Human				Methodology of Life	Librarianship
		Development				Orientation	RED 4621 Religious
							Education
Total credits = 120	Total credits = 120 Total credits = 120			Total credits = 120 Total credits = 120		Total credits = 120 T	otal credits for the
						(Qualification = 480

BEDMPS = MATHEMATICS 3 + PSYCHOLOGY (LIFE ORIENTATION) 2

Year 1 NQF lev	vel 5	Year 2 NQF level	6	Year 3 NQF level	7	Year 4 NQF level	8
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose two teaching majors from Accounting ACC 1541 Introduction to Financial Accounting ECO 1541 Basic Microeconomics Business Management BMA 1541 Intro to Business Management	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose two teaching majors from Accounting ACC 1641 Financial Accounting Economics ECO 1641 Basic Macroeconomics Business Management BMA 1641 Functional Areas of Business Management	Semester 1 SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two Accounting ACC 2541: Company Financial Statement <u>Economics</u> ECO 2541 Intermediate Microeconomics Business Management BMA 2541 Purchasing Management	Semester 2 HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two Accounting ACC 2641 Introduction to Cost and Management Accounting Accounting Accounting Business Management BMA 2641 Human Resource Management	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy From the two majors chosen at year two you took one at third year level <u>Accounting</u> ACC 3541: External Financial Acc. <u>Economics</u> ECO 3541: International Trade and Finance <u>Business</u> <u>Management</u>	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy From the two majors chosen at year two you took one at third year level <u>Accounting</u> ACC 3641: Managerial Acc and Finance <u>Economics</u> ECO 3641: The SA Economy <u>Business</u> <u>Management</u> BMA 3641 General Management	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice The two majors taken at year two will be taken as methodology modules ACM 4541 Accounting Methodology ECM 4541 Economics Methodology BEM 4541 Business Studies Methodology	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be taken as methodology modules ACM 4641 Accounting Methodology ECM 4641 Economics Methodology BEM 4641 Business Economics Methodology One optional module from: SPE 4621 Sports Education MCE 4621 Drama in Education SCL 4621 School
				BMA 3541 Marketing Management			Librarianship RED 4621 Religious Education
Total credits = 120	0	Total credits = 120		Total credits = 120			otal credits for the Qualification = 480

BEDOAB = ECONOMICS 3 or ACCOUNTING 3 or BUSINESS MANAGEMENT 3

Year 1 NQF level	5	Year 2 NQF level 6		Year 3 NQF le	vel 7	Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose Economics and one African Language Economics ECO 1541 Basic Microeconomics and Isiswati ISW 1541 Introduction to Isiswati Grammar or <u>Tshivenda</u> TVE 1541 Introduction to Tshivenda Grammar or <u>Xitsonga</u> XTS 1541 Xitsonga: Introduction to Grammar or <u>North Sotho</u> NSO 1541 Introduction to Northern Sotho Linguistics or IsiNdebele ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Economics and one African Language Economics ECO 1641 Basic Macroeconomics And Isiswati ISW 1641 Introduction to Isiswati Literature or <u>Tshivenda</u> TVE 1641 Introduction to Tshivenda Literature or Xitsonga XTS 1641 Xitsonga: Intro. to the Study of Literature or North Sotho NSO 1641 Introduction to Northern Sotho Literature or IsiNdebele ISN 1641 Introduction to IsiNdebele Literature	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation Continue with the chosen majors at year two <u>Economics</u> ECO 2541 Intermediate Microeconomics And Isiswati ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology or <u>Tshivenda</u> TVE 2542 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics or <u>Xitsonga</u> XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics or North Sotho NSO 2541An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics or <u>IsiNdebele</u> ISN 2541 Meaning, Sound, Word and sentence structure in IsiNdebele ISN 2542 Orthography and Terminology	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation Continue with the chosen majors at year two Economics ECO 2641 Intermediate Macroeconomics and Isiswati ISW 2641 Origin & Development of Modern Literature or Tshivenda TVE 2641 Advanced Study of Tshivenda Literature or Xitsonga XTS 2641 A Detailed Study of Xitsonga Literature or North Sotho NSO 2641An Advanced Study of Northern Sotho Literature or IsiNdebele ISN 2641 Origin and Development of traditional and modern literature	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies ETL 3511 Preparation of Teaching Practice- Observation PSC 3521 Computer Literacy ECO 3541: International Trade and Finance	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy ECO 3641: The SA Economy	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice The two majors taken at year two will be taken as methodology modules ECM 4541 Economics Methodology ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of IsiNdebele	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice The two majors taken at year two will be taken as methodology modules ECM 4641 Economics Methodology ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of IsiNdebele One optional module from: SPE 4621 Sports Education MCE 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 12	20	Total credits = 120	Total credits for the Qualification = 480

BEDOAF = ECONOMICS 3 + ISISWATI 2 OR TSHIVENDA 2 OR XITSONGA 2 OR NORTH SOTHO 2 OR ISINDEBELE 2

BEDOAM = ECONOMIC 3 or ACCOUNTING 3 or BUSINESS MANAGEMENT 3 + MATH	IEMATICS 2
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Year 1 NQF level	1 NQF level 5 Year 2 NQF level 6 Year 3 NQF level 7			Year 4 NQF level 8			
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521	SFE 1621 Sociology of	SOE 2521 Sociology	HDC 2621 History of	ESP 3521Sociology of	ETE 3621	ECT 4521 English	NB: All second semester
Psychology of	Education	of Education	Education	Education	Psychology of	Competence for Teachers	modules are completed
Education	EPH 1621 Philosophy	PHE 2521	ECT 2621 Psychology of	EHC 3521 History of	Education	NB: Students with ENG	through portfolios
IEH 1521 History of	of Education	Philosophy of	Education	Education	EMT 3621	2561 and ENG 2661 are	ETP 4621 Teaching Practice
Education	ECS 1642 English	Education	ETL 2621 Preparation of	ETL 3521Preparation	Philosophy of	exempted from ECT	CTP 4621 Curriculum
ECS 1541 English	Communication Skills	ETL 2521	Teaching Practice-	of Teaching Strategies	Education	4521	Theory and Practice
Communication	Choose	Preparation of	Observation	ETL 3511Preparation	ETL 3621	PSG 4521 School	The two majors taken at
Skills	Mathematics	Teaching Practice-	Continue with the	of Teaching Practice-	Preparation of	Management	year two will be taken
Choose	and one of the	Observation	chosen majors at	Observation	Teaching Practice-	HIV 4521 HIV/AIDS	as methodology
Mathematics	following	Continue with the	year two	PSC 3521Computer	Observation	Education for Teachers	modules
and one of the	Mathematics	chosen majors at	Mathematics	Literacy	PSC 3621 Computer	ETP 4521 Teaching	ACM 4641 Accounting
following	MAT 1641Integral	year two	MAT 2641 Real Analysis1	Accounting	Literacy	Practice	Methodology
Mathematics	Calculus	Mathematics	MAT 2642 Ordinary	ACC 3541: External	Accounting	The two majors taken	ECM 4641 Economics
MAT 1541	MAT 1642	MAT 2541 Linear	Differential Equations	Financial Acc. or	ACC 3641:	at year two will be	Methodology
Mathematics	Mathematics	Algebra	and	Economics	Managerial Acc and	taken as methodology	BEM 4641 Business
MAT 1542	Foundation II and	MAT 2542 Advanced	Accounting	ECO 3541:	Finance or	modules	Economics
Mathematics	Accounting	Calculus and	ACC 2641 Introduction	International Trade	Economics	ACM 4541 Accounting	Methodology
and	ACC 1641 Financial	Accounting	to Cost and	and Finance or	ECO 3641: The SA	Methodology	MAM 4641 Mathematics
Accounting	Accounting or	ACC 2541:	Management Accounting	Business	Economy	ECM 4541 Economics	Methodology
ACC 1541	Economics	Company Financial	or	<u>Management</u>	or	Methodology	One optional module
Introduction to	ECO 1641 Basic	Statement or	Economics	BMA 3541 Marketing	Business	BEM 4541 Business	from:
Financial	Macroeconomics or	Economics	ECO 2641 Intermediate	Management	<u>Management</u>	Economics Methodology	SPE 4621 Sports Education
Accounting or	<u>Business</u>	ECO 2541	Macroeconomics or		BMA 3641 General	MAM 4541 Mathematics	MCE 4621 Music Education
Economics	<u>Management</u>	Intermediate	<u>Business</u>		Management	Methodology	DME 4621 Drama in
ECO 1541 Basic	BMA 1641 Functional	Microeconomics or	<u>Management</u>				Education
Microeconomics or	Areas of Business	Business	BMA 2641 Human				SCL 4621 School
<u>Business</u>	Management	<u>Management</u>	Resource Management				Librarianship
<u>Management</u>		BMA 2541	or				RED 4621 Religious
BMA 1541 Intro to		Purchasing					Education
Business		Management					
Management							
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	Total credits for the
							Qualification = 480

Year 1 NQF level	5	Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills MAT 1541 Mathematics MAT 1542 Mathematics Psychology PSY 1541 Introduction to Psychology	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills MAT 1642 Integral Calculus MAT 1642 Mathematics Foundation II Psychology PSY 1641 Introduction to Applied Psychology	Solution Solution Solution Solution Solution Solution Solution Solution Solution Solution Solution Solution Solution Mathematics MAT 2541 Linear Algebra MAT 2541 Linear Algebra MAT 2542 Advanced Calculus Solution Psy 2511 Research Proposal Writing Practical's PSY 2541 Basic Research Methodology PSY 2542 Human Development	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations Psychology PSY 2641 Psychopathology PSY 2642 Introduction to Social Psychology	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies ETL 3511Preparation of Teaching Practice- Observation PSC 3521Computer Literacy Psychology PSY 3511 Practicum: Basic Counselling Techniques PSY 3541 Personality Theories PSY 3542 Psychotherapy	Series 2 2 ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy Psychology PSY 3611 Research Project Practical (Qualitative and Quantitative) PSY 3641 Psychological Assessment PSY 3642 Research Methodology	ECT 4521 English Competence for Teachers NB: Students with ENG 2561 and ENG 2661 are exempted from ECT 4521 PSG 4521 School Management HIV 4521 HIV/AIDS Education for Teachers ETP 4521 Teaching Practice MAM 4541 Mathematics Methodology MLO 4541 Methodology of Life Orientation	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice MAM 4641 Mathematics Methodology MLO 4641 Methodology of Life Orientation One optional module from: SPE 4621 Sports Education MCE 4621 Music Education DME 4621 Drama in Education SCL 4621 School Librarianship RED 4621 Religious Education
Total credits = 120		Total credits = 120		Total credits = 120			otal credits for the Qualification = 480

BEDPMA = PSYCHOLOGY (LIFE ORIENTATION) 3 + MATHEMATICS 2

E5.3.2 BACHELOR OF EDUCATION HONOURS

Subject Code	Subject Name
SEMESTER	1
EPN5121	History, Philosophy and Nature of Science
EST5121	Science, Technology, and Society
EPS5121	Electronics, Electricity and Magnetism
EDR5121	Introduction to Educational Research
SEMESTER	2
EPS5221	Statics, dynamics & kinematics
EDT5221	Teaching, learning and assessment strategies
ETC5221	Curriculum design and development
EDR5221	Educational Research
EDU5000	Research Project

Bachelor of Education Honours in Physics Education (SEHEPS)

Bachelor of Education Honours in Life Sciences Education (SEHELS)

Subject Code	Subject Name
SEMESTER	1
EPN5121	History, Philosophy and Nature of Science
EST5121	Science, Technology, and Society
ELS5121	Cell biology and genetics
EDR5121	Introduction to Educational Research
SEMESTER	2
EBE5521	Biodiversity and evolution
EDT5221	Teaching, learning and assessment strategies
ETC5221	Curriculum design and development
EDR5221	Educational Research
EDU5000	Research Project

Bachelor of Education Honours in Chemistry Education (SEHECH)

Subject Code	Subject Name		
SEMESTER	1		
EPN5121	History, Philosophy and Nature of Science		
EST5121	Science, Technology, and Society		
CHM5121	Inorganic and Organic Chemistry		
EDR5121	Introduction to Educational Research		
SEMESTER	2		
CHM5221	Physical and Analytical Chemistry		
EDT5221	Teaching, learning and assessment strategies		
ETC5221	Curriculum design and development		
EDR5221	Educational Research		
EDU5000	Research Project		

Subject Code	Subject Name
SEMESTER	1
EFS5121	Education Systems: Structure and Functions
EDR5121	Introduction to Educational Research
EIC5121	Contemporary Education Issues: Comparative Perspectives
SEMESTER	2
EME5221	Modern Education System
EPE5221	Social Philosophy of Education
EDR5221	Educational Research
EDU5000	Research Project

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Bachelor of Education Honours in Philosophy of Education (SEHEPH)

Subject Code	Subject Name			
SEMESTER	1			
EMP5121	Modern Philosophies of Education			
EAE5121	African Educational Thought and Practice			
EDR5121	Introduction to Educational Research			
SEMESTER	2			
EPE5221	Social Philosophy of Education			
ESS5221	Sociology of the School			
EDR5221	Educational Research			
EDU5000	Research Project			

Bachelor of Education Honours in Sociology of Education (SEHESO)

Subject Code	Subject Name			
SEMESTER	1			
ESP5121	Sociological Perspectives in Education			
ESE5121	Culture, Socialisation and Education			
EDR5121	Introduction to Educational Research			
ESS5121	Sociology of the School			
SEMESTER	2			
EPE5221	Social Philosophy of Education			
EDR5221	Educational Research			
EDU5000	Research Project			

E5.3.3 Masters:

Description

The primary purpose of a Master of Education degree is to prepare researchers who could contribute to the development of knowledge in the field of Education, including knowledge about professional practice at an advanced level. Master of Education degree students should be able to deal with complex issues in education - both systematically and creatively. They should make sound judgements, using the data and

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

The qualification carries **180 Credits.**

Admission Requirements

The minimum entry requirement to a Master of Education degree is a Bachelor of Education Honours degree or an appropriate 480 credit Level 8 professional Bachelor's degree (for example a Bachelor of Psychology degree), or a relevant Honours degree. A Postgraduate Diploma may also be recognised as meeting the minimum entry requirement for a cognate Master of Education degree programme, as long as it meets the HEQSF research requirement of at least 30 credits.

Duration of the programme

The duration of the MEd degree programme is a minimum of one (1) full-time and two (2) years part-time. **Research Dissertation**

The candidate shall undertake an approved research project under the guidance of a supervisor appointed by School Higher Degrees Committee. A co-supervisor may be appointed on the recommendation of the Board of School.

Examination of dissertation

One internal examiner who is neither supervisor nor co-supervisor and two external examiners shall be appointed. The external examiners must have appropriate qualifications in the area in which the research was conducted.

Supervision or Cancellation of Registration

The Senate (Postgraduate Policy??), on the recommendation of the supervisor, may suspend or cancel the registration of a candidate whose progress is unsatisfactory after an effort of remedying the situation has expended.

Distinction

The degree may be awarded with distinction

MASTER OF SCIENCE IN EDUCATION (SEMESO)

Module EDU 6001

E5.3.2 MASTER OF EDUCATION IN PHYSICS EDUCATION (SEMEPS)

Module EDU 6001 E5.3.3 MASTER OF EDUCATION IN CHEMISTRY EDUCATION (SEMECH)

Module EDU 6001

MASTER OF EDUCATION IN COMPARATIVE EDUCATION (SEMECE)

Module EDU 6001

MASTER OF EDUCATION IN INCLUSIVE EDUCATION (SEMEIE)

Module

EDU 6001 MASTER OF EDUCATION IN PHILOSOPHY OF EDUCATION (SEMEPH)

Module

EDU 6001

MASTER OF EDUCATION IN PSYCHOLOGY OF EDUCATION (SEMEPE)

Module EDU 6001 MASTER OF EDUCATION IN SOCIOLOGY OF EDUCATION (SEMESO)

Module

EDU 6001

E5.3.4 DOCTOR OF EDUCATION DEGREE PROGRAMMES

Admission Requirements

The minimum admission requirement for a doctoral degree in the field of education is a Master of Education degree or another appropriate Master's degree.

- c) An applicant for a Doctoral of Education degree programme shall have obtained a Masters degree in the same, or a similar (related), field.
- d) Regulations 2.1.2 to 2.1.6 under Master of Education Degree (above) apply to Doctoral degrees.

Duration of Programme

(c) The duration of a Doctoral of Education degree programme shall be a minimum of two (2) years (full-time) or a maximum of three (3) years (part-time). Beyond the maximum duration, the candidate shall reapply for the programme for a further one year.

Requirements for Awarding the Degree:

Regulations under 2.3. (for Master of Education degrees) apply to Doctoral of Education degrees, provided that the word "Doctoral" shall be read wherever "Masters" appears.

Module Description :

DOCTOR OF EDUCATION IN MATHEMATICS EDUCATION (SEDEME)

Module

EDU 7001

DOCTOR OF EDUCATION IN PHILOSOPHY EDUCATION (SEDEPH) Module

EDU 7001

DOCTOR OF EDUCATION IN PHYSICS EDUCATION (SEDEPS) Module EDU 7001

DOCTOR OF EDUCATION IN PSYCHOLOGY OF EDUCATION (SEDEPE)

Module

EDU 7001

DOCTOR OF EDUCATION IN INCLUSIVE EDUCATION (SEDEIE)

Module

EDU 7001

E5.4. DEPARTMENT OF EARLY CHILDHOOD EDUCATION

The following qualifications are offered in the department

- Bachelor of Education Foundation Phase
 Bachelor of Education Honours in Early Childhood Education Bachelor of Education Honours in Guidance and Counselling
 Machelor and Education Honours in Guidance and Counselling
- 3. Master of Early Childhood Education
- 4. Doctor of Education in Early Childhood Education

E5.4.1. BACHELOR OF EDUCATION: (FOUNDATION PHASE) BEBTEF

Description

This is a comprehensive four year undergraduate degree, which carries 480 credits. The programme prepares teachers who will teach in the Foundation Phase (Grade R - 3).

BEDTEF

BEDHEC

BEDHGC

SEDEEC

Duration

The BEDTEF is a four year degree programme on full time basis.

Admission Requirements

In order to be admitted a candidate should meet any of the following requirements:

- a) National Senior Certificate (NSC) with a Bachelor and an average of 36%, with a minimum percentage of 50 in English.
- b) Old Senior Certificate (Matric) with exemption and an average symbol D (Standard Grade) or E (High Grade) in English.

Composition of the Curriculum/Modules outline

FIRST YEAR

Semester 1

- IEH 1521 History of Education
- EHD 1521 Psychology of Education
- ECS 1541 English Communication Skills
- EDH 1521 The Reception Year
- ELF 1521 Life Skills Learning Programme

Semester 2

- SFE 1621 Sociology of Education
- EPH 1621 Philosophy of Education
- ELL 1621 Literacy Learning Programme

EML 1621	Numeracy Learning Programme
ECS 1642	English Communication Skills

SECOND YEAR Semester 1

Semester 1	
SOE 2521	Sociology of Education
Prerequisites	SFE 1621
PHE 2521	Philosophy of Education
Prerequisites	EPH 1621
ELF 2521	Life Skills Learning Programme
Prerequisites	ELF 1521
ENM 2521	Numeracy Learning Programme
Prerequisites	EML 1621
ETL 2521	Preparation for Teaching Practice- Observation

Semester 2

ECT 2621	Psychology of Education
Prerequisites	EHD1521
HDC 2621	History of Education
Prerequisites	IEH1521
ELL 2621	Literacy learning Programme
EDA 2621	Administration and Management
ETL 2621	Preparation for Teaching Practice- Observation

THIRD YEAR Semester 1

Semester 1	
EHC 3521	History of Education
Prerequisites	HDC 2621
ESP 3521	Sociology of Education
Prerequisites	SOE 2521
ELF 3521	Life Skills Learning Programme
Prerequisites	ELF2521
ENB 3521	Numeracy Learning Programme
Prerequisites	ENM 2521
ELB 3521	Children with Learning Barriers
ETL 3521	Preparation for Teaching Practice- Observation

Semester 2

ETE 3621	Psychology of Education
Prerequisites	ECT 2621
EMT 3621	Philosophy of Education
Prerequisites	PHE 2521
ELL 3621	Literacy Learning Programme
ELD 3621	Children with Learning Barriers
ETL 3621	Preparation for Teaching Practice-Observation
PSC 3621	Computer Literacy

FOURTH YEAR

Semester 1

HIV 4521	HIV/ AIDS Education
EAT 4521	Art for Young Children
EDL 4521	Curriculum Development

- School Management Teaching Practice PSG 4521
- ETP 4521

Semester 2

All second semester modules are completed through portfoliosEDL 4621Curriculum DevelopmentEMU 4621Music for Young Children

- Teaching Practice ETP 4621

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2	Semester 1	Semester 2
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills EDH1521 The Reception Year ELF1521 Life Skills Learning Programme	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills ELL 1621 Literacy Learning Programme EML 1621 Numeracy Learning Programme	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation ELF 2521 Life Skills Learning Programme <i>Prerequisites ELF 1521</i> ENM 2521Numeracy Learning Programme <i>Prerequisites:</i> <i>EML 1621</i>	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation ELL 2621 Literacy learning Programme EDA2621Administratio n and Management	ESP 3521Sociology of Education EHC 3521 History of Education ETL 3521Preparation of Teaching Strategies PSC 3521Computer Literacy ELF 3521 Life Skills Learning Programme <i>Prerequisites ELF2521</i> ENB3521 Numeracy Learning Programme <i>Prerequisites ENM 2521</i> ELB3521 Children with Learning Barriers	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy ELL 3621 Literacy Learning Programme ELD 3621 Children with Learning Barriers	HIV 4521 HIV/ AIDS Education EAT 4521 Art for Young Children EDL 4521Curriculum Development PSG 4521 School Management ETP 4521 Teaching Practice	EDL 4621 Curriculum Development EMU 4621Music for Young Children ETP 4621 Teaching Practice
Total credits = 120 Total credits = 12		Total credits = 120		Total credits = 120	1		Total credits for the Qualification = 480

BEDTEF = BACHELOR OF EDUCATION FOUNDATION PHASE

E5.4.2. Bachelor of Education Honours in Early Childhood Education [BEDHECE]

Description

The **BED- HONS ECE** is the first postgraduate degree in the field of Early Childhood education. It carries 120 credits.

Admission requirements

- Students must be in possession of a recognized University degree and a teacher qualification
- A four year integrated teaching qualification
- An advanced certificate in education.

Duration of the programme

The duration of an **BED- HONS ECE** programme is at least one year full-time.

Assessment

Assessment will be according to the university rules.

YEAR 1

Semester 1

Semester I	
ECI 5121	Contemporary Issues in Early Childhood Education
EEL 5121	Early Literacy
ELM 5121	Leadership And Management in Early Childhood education
ECD 5121	Child Development and Schooling

Semester 2

- EER 5221 Educational Research
- EDU 5000 Research Project

E5.4.3. Bachelor of Education Honours in Guidance and Counselling [BEDHGC]

Semester 1

YEAR 1

Semester 1

EDR 5521	Educational Research
GTP 5521	Counseling Theory and Practice
GHD 5521	Human Growth and Development

Semester 2

EDR 5621Educational ResearchGVC 5621Counseling Orphans and Vulnerable ChildrenGHD 5621Human Growth and Development

YEAR 2

Developing and Managing Schools Guidance Programme
Counseling Children and Adolescents
Careers Counseling and Development

Year Module

EDU 5000 Research Project

E5.4.4. MASTER OF EDUCATION

Description

The primary purpose of a Master of Education degree is to prepare researchers who could contribute to the development of knowledge in the field of Education, including knowledge about professional

practice at an advanced level. Master of Education degree students should be able to deal with complex issues in education - both systematically and creatively. They should make sound judgements, using the data and information at their disposal, and be able to clearly communicate their conclusions to specialist and non-specialist audiences, demonstrate self-direction and originality in analysing and solving problems, act autonomously in planning and implementing tasks at a professional level and continue to advance their knowledge, understanding and skills.

The qualification carries 180 Credits.

Admission Requirements

The minimum entry requirement to a Master of Education degree is a Bachelor of Education Honours degree or an appropriate 480 credit Level 8 professional Bachelor's degree (for example a Bachelor of Psychology degree), or a relevant Honours degree. A Postgraduate Diploma may also be recognised as meeting the minimum entry requirement for a cognate Master of Education degree programme, as long as it meets the HEQSF research requirement of at least 30 credits.

Duration of the programme

The duration of the MEd degree programme is a minimum of one (1) full-time and two (2) years parttime.

Research Dissertation

The candidate shall undertake an approved research project under the guidance of a supervisor appointed by School Higher Degrees Committee. A co-supervisor may be appointed on the recommendation of the Board of School.

Examination of dissertation

One internal examiner who is neither supervisor nor co-supervisor and two external examiners shall be appointed. The external examiners must have appropriate qualifications in the area in which the research was conducted.

Supervision or Cancellation of Registration

The Senate (Postgraduate Policy??), on the recommendation of the supervisor, may suspend or cancel the registration of a candidate whose progress is unsatisfactory after an effort of remedying the situation has expended.

Distinction

The degree may be awarded with distinction

MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (SEMEEC)

Module Code

EDU 6001

MASTER OF EDUCATION IN GUIDANCE AND COUNSELLING (SEMEGC)

Module Code

EDU 6001

E.4.5 DOCTOR OF EDUCATION IN EARLY CHILDHOOD EDUCATION (SEDEEC)

Module EDU 7001

DOCTOR OF EDUCATION IN GUIDANCE AND COUNSELLING (SEDEGC)

Module

EDU 7001

MODULE COD	E MODULE DESCRIPTION
ACM 4541 ACM 4641	Methodology of Management Sciences: Accounting Methodology of Management Sciences: Accounting
ASM 4541	Methodology of Life Sciences: Agriculture
ASM 4641	Methodology of Life Sciences: Agriculture
BEM 4541	Methodology of Management Sciences: Business Economics
BEM 4641	Methodology of Management Sciences: Business Economics
BER 4521	Basic Educational Research
BER 4621	Basic Educational Research
CHM5121	Inorganic and Organic Chemistry
CHM522	Physical and Analytical Chemistry
CTP 4621	Curriculum Theory and Practice
DME 4621	Drama in Education
EAT 4521	Art for Young Children
EAV 4521	Assessment and Evaluation
ECD 1521	Child Development
ECD 4521	Child Development
ECD 4620	Curriculum, Projection and Resource Development
ECD 4621	Child Development
ECD 5621	Child Development
ECD 7501	Curriculum Design & Development
ECE 7501	Curriculum Research & Evaluation
ECF 7501	Curriculum Foundations
ECM 7501	English communication
ECM 4541	Methodology of Management Sciences: Economics
ECM 4641	Methodology of Management Sciences: Economics
ECM 7501	Curriculum Management & Implementation
ECS 5621	South African Early Childhood Education in Context
ECT 2621	Psychology of Education
ECI 5121	Contemporary Issues in Early Childhood Education
EEL 5121	Early Literacy
ELM 5121	Leadership And Management in Early Childhood education
ECD 5121	Child Development and Schooling
EMC 5221 EER 5221	Mathematics And Young Child Educational Research
EER 5221 ECT 4521	
	English Competence for Teachers
ECT 7500 EDA 2621	Thesis Administration and Management
EDA 5521	Administration and Management Law in Education
EDC 5521	Curriculum Management
EDE 5521	Curriculum Evaluation
EDF 4521	Financial Management in Education
EDF 5521	Financial Management in Education
EDH 1521	The Reception Year
EDL 4521	Curriculum Development
EDL 4621	Curriculum Development
EDL 5621	Educational Leadership
EDR5121	Educational Research
EDF5121	Educational Leadership and Management
EDA5121	Law in Education
	Edwartianal Bassarah

EDR5221 Educational Research

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EDF5221	Financial Management in Education
ECM5221	Curriculum Management and Evaluation
EDR 4521	Basic Educational Research
EDR 4621	Basic Educational Research
EDR 5521	Educational Research
EDR 5621	Educational Research
EDT 5521	Teaching, Learning and Assessment Strategies
EDU 5000	Research Project
EDU 6000	Dissertation
EDU 6001	Dissertation
EDU 7000	Dissertation
EDU 7001	Dissertation
EEE 4420	Ecology and the Environment
EFD 6540	Research Project
EFM 6541	Financial Management
EGP 4511	School Development and Governance
EHC 3521	History of Education
EHD 1521	Psychology of Education
EHD 1621	Health and Nutrition in ECD
EHE 4621	History of Education
ELM4121	Leading and Managing Learning
ELC4121	Leading and Managing Extra Curricula Activity
EPP4121	Professional Portfolio
EPC4121	Leading and Managing people and change
EPP 4221	Professional Portfolio
ESO 4221	Leading and Managing the school as an Organisation
ESS 4221	Working within and for the school system
EWC4221	
EIE 4420	Working with and for Community
ELB 3521	Environmental Crisis and Emerging Responses
	Children with Learning Barriers
ELD 3621	Children with Learning Barriers
ELD 4521	Learners with Learning Difficulties
ELD 4621	Learners with Learning Difficulties
ELE 4521	Law in Education
ELE 6641	Law in Education
ELF 1521	Life Skills Learning Programme
ELF 2521	Life Skills Learning Programme
ELF 3521	Life Skills Learning Programme
ELL 1521	Literacy Learning Programme
ELL 1621	Literacy Learning Programme
ELL 2621	Literacy learning Programme
ELL 3621	Literacy Learning Programme
ELM 4511	Language skills in School Leadership
ELS 1521	Life Skills Learning Programme
ELS 5521	Life Skills Learning in Early Childhood Education
EPS5121	Electronics, Electricity and Magnetism
EDR5121	Introduction to Educational Research
EST5121	Science, Technology, and Society
EDT5121	Teaching, learning and assessment strategies
EPS5221	Statics, dynamics & kinematics
ETC5221	Curriculum design and development
EDR5221	Educational Research
EPN5121	History, Philosophy and Nature of Science
EBE5521	Biodiversity and evolution
ETC5221	Curriculum design and development
EDT5221	Teaching, learning and assessment strategies

ESE5121	Sociology of the School
ESP5121	Sociological Perspectives in Education
EPE5221	Social Philosophy of Education
ESS5221	Sociology of the School
EMA 4611	Educational Moderation
EML 1621	Numeracy Learning Programme
ELS5121	Cell biology and genetics
ETC5221	Curriculum design and development
ECE5221	Curriculum Innovation and Evaluation
EAE5121	African Educational Thought and Practice
EMP5221	Modern Philosophies of Education
ECM5121	Curriculum Management
ECD5121	Curriculum Design and Development
EML 4511	Management of Learning Programmes
EMP 4511	Leadership and Management
EMP 4620	Environmental Crisis and emerging responses
EMS 4611	Mentoring and Evaluation OR
EMT 3621	Philosophy of Education
EMU 4621	Music for Young Children
ENB 3521	Numeracy Learning Programme
ENL 1521	Numeracy Learning Programme
ENL 5521	Numeracy Learning in Early Childhood Education
ENM 1621	Managing the ECD Learning Programme
ENM 2521	Numeracy Learning Programme
ENM 4541 ENM 4641	Methodology of First Additional Language: English
EOF 4511	Methodology of First Additional Language: English Management of Organizational systems, Physical and Financial Resources
EOF 4511	Management of Organizational systems, Physical and Financial Resources
EPA 4511	Assessment of Learning Outcomes OR
EPC 4521	Parental Consultation
EPE 4521	Philosophy of Education
EPH 1621	Philosophy of Education
EPM 4611	Management and Leadership Competence Portfolio
EPS 4621	Psychology of Education
ERM 6541	Educational Research Methods
ERM 6641	Educational Research Methods
ESA 4611	School Leadership and Management in the South African Context
ESE 4521	Sociology of Education
ESM 4611	Basic Computer Literacy for School Management
ESP 3521	Sociology of Education
ESR 1621	School Readiness
ETC 1621	Techniques for Teaching Young Children
ETE 3621	Psychology of Education
ETL 2521	Preparation of Teaching Practice-Observation
ETL 2621	Preparation of Teaching Practice-Observation
ETL 3511	Preparation of Teaching Practice-Observation
ETL 3521	Preparation for Teaching Practice- Observation
ETL 3621	Preparation for Teaching Practice-Observation
ETL 4521	Teaching and Learning Strategies and Media
ETL 4621	Teaching and Learning Strategies and Media
ETM 4611	Management of Teaching and Learning
ETP 1621	Teaching Practice
ETP 4521	Teaching Practice
ETP 4621	Teaching Practice
ETS 4621	Teaching and Learning Techniques
GBI 6541	Group Behaviour and Interpersonal Influence

GCA 5521 Counseling Children and Adolescents Careers Counseling and Development GCD 5521 GDM 5521 Developing and Managing Schools Guidance Programme GEM 4541 Methodology of Social Sciences: Geography GEM 4641 Methodology of Social Sciences: Geography GHD 5521 Human Growth and Development GHD 5621 Human Growth and Development GTP 5521 Counseling Theory and Practice Counseling Orphans and Vulnerable Children GVC 5621 HDC 2621 History of Education HER 4521 Human Resource Management in Education Human Resource Management in Education HER 5521 HIV 4521 **HIV/AIDS Education for Teachers** HIV and AIDS Education HIV 4611 HIV 4621 **HIV/AIDS Education for Teachers** HIV 5621 **HIV & AIDS Education for Teachers** HRM 6641 Human Resource Management HSM 4541 Methodology of Social Sciences: History Methodology of Social Sciences: History HSM 4641 History of Education IEH 1521 Methodology of Isiswati ISM 4541 ISM 4641 Methodology of Isiswati ISN 4541 Methodology of Isindebele ISN 4641 Methodology of Isindebele Methodology of Mathematics MAM 4541 MAM 4641 Methodology of Mathematics Music Education MCE 4621 MCS 4541 Methodology of Natural Sciences: Chemistry MCS 4641 Methodology of Natural Sciences: Chemistry **Research Project** MDS 6000 Methodology of Information Technology MIT 4541 MIT 4641 Methodology of Information Technology MLO 4541 Methodology of Life Orientation Methodology of Life Orientation MLO 4641 MLS 4541 Methodology of Life Sciences: Biology MLS 4641 Methodology of Life Sciences: Biology MPS 4541 Methodology of Natural Sciences: Physics MPS 4641 Methodology of Natural Sciences: Physics MUM 4541 Methodology of Arts and Culture: Music Methodology of Arts and Culture: Music MUM 4641 NMD 4541 Methodology of Home Language: Isindebele Methodology of Home Language: Isindebele NMD 4641 NSM 4541 Methodology of Home Language: Northern Sotho NSM 4641 Methodology of Home Language: Northern Sotho ORB 4521 Organisational Behaviour ORB 5521 Organizational Behaviour ORB 6541 Organizational Management and Leadership PCD 6541 Curriculum Design PCD 6641 Curriculum Design PCE 6541 Curriculum Evaluation PCE 6641 Curriculum Evaluation PCM 6541 **Curriculum Management** PHE 2521 Philosophy of Education Project Management in Education PME 6541 PSC 3521 Computer Literacy PSC 3621 Computer Literacy PSC 4521 Computer Literacy

PSG 4521	School Management
PSG 4621	School Management
RED 4621	Religious Education
REP 5000	Research Project.
SCL 4621	School Librarianship
SCM 4621	School Management
SED 6000	Science Education
SFE 1621	Sociology of Education
SFE 1621	Sociology of Education
SGO 4621	School Governance
SGO 5521	School Governance
SOE 2521	Sociology of Education
SPE 4621	Sports Education
TVM 4541	Methodology of Home Language: Tshivenda
TVM 4641	Methodology of Home Language: Tshivenda
XIM 4541	Methodology of Home Language: Xitsonga
XIM 4641	Methodology of Home Language: Xitsonga

SYLLABUS

BACHELOR OF EDUCATION FOUNDATION PHASE

EDH 1521: RECEPTION YEAR

This module introduces the students to the basic concepts and development of the whole child as an active, social, emotional, intellectual and creative person. Plan a fully- functional classroom which, because of its design provides an exciting physical environment in which to learn; decide on a well-balanced daily timetable. Enhance skills for formal school.

ELF1521: LIFE SKILLS LEARNING PROGRAMME

This module introduces the students to the basic concepts and development of the whole child as an active, social, emotional, intellectual and creative person. Familiarizing student teachers with Life Skills CAPS documents. Respond to HIV and AIDS as a professional competence in the world of work. Familiarize students with HIV/AIDS policy. Provide information about the diseases and its implication for students/student-teachers. To prepare suitable Life Skills activities to encourage critical thinking and problem solving skills from learners in the Foundation Phase and employ analytical and critical thinking skills during class interactions.

EML 1621: NUMERACY LEARNING PROGRAMME

The module is intended to equip students with knowledge and skills that will enable them to teach Mathematics effectively at Foundation Phase level. Knowledge and skills of using effective learning strategies in the classroom to lay a solid foundation for academic achievement. Ability to prepare suitable mathematical activities to encourage critical thinking and problem-solving skills from learners in the Foundation Phase.

ELL 1621: LITERACY LEARNING PROGRAMME

ELL 1621 is intended to equip students with knowledge and skills that will guide them in teaching literacy in the Foundation Phase. The content of Literacy Learning Programme is as follows: Definition of literacy, importance of teaching and learning literacy in the Foundation Phase, goals of the literacy learning programme, factors that influence language development, teaching English to additional language

ELF 2521: LIFE SKILLS LEARNING PROGRAMME

The module is designed to equip prospective teachers with a framework towards understanding what the Life Skills Curriculum in the Foundation Phase entails. Enhance acquisition of knowledge about HIV/AIDS and development of life skills for behaviour change and core values of non-racism, non-sexism, equality and the rule of law. Students need to become aware of the principles that inform Life

Skills Learning, teaching and assessment. Students need to become aware that empowerment of oneself can help towards one being a well-rounded Life Skills Educator.

ENM 2521: NUMERACY LEARNING PROGRAMME

The module is designed to equip you with knowledge and skills that will enable you to teach Mathematics effectively in the Foundation Phase. Knowledge and understanding of designing a Mathematics Learning Programme, a work schedule and a lesson plan. Knowledge of using learner-centred teaching approaches in the Foundation Phase classrooms to ensure a solid foundation for academic achievement. Designing a Mathematics Learning Programme, a work schedule and a lesson plan.

EDA 2621: ADMINISTRATION AND MANAGEMENT

The module is intended to equip students with knowledge and skills that will enable them to plan and manage age-appropriate programmes for young children effectively. Managing staff and professionalism in Foundation Phase. Management of school finances. Documents in the Foundation Phase. Addressing parental involvement in the Foundation Phase. Planning the learning content for young children. Managing the learning environment of learners in the Foundation Phase.

ELL 2621 LITERACY LEARNING PROGRAMME

This module equips students with knowledge and skills that help learners to develop their languages for communications. The content of Literacy Learning Programme 2621 includes: Literacy teaching in the Foundation Phase, different concepts in Literacy, the importance of teaching literacy in the Foundation Phase, interconnectedness of the basic language skills, teaching reading, writing and vocabulary, theories of Home language acquisition, theories of Second Language acquisition, factors that influence learners ability to acquire the additional language, the roles of the teacher, methods used in EFAL teaching, lesson planning and assessment.

ELF 3521: LIFE SKILLS LEARNING PROGRAMME

The module aims at equipping educators with skills they may use as they respond to challenge they are facing in regard to meeting the needs of children as they face with issues related to managing and coping with life skills issues. Develop a supportive and caring positive attitude towards the people infected or affected by the disease such as HIV/AIDS. Encourage and support action in the classroom, school and community.

ELB 3521 CHILDREN WITH LEARNING BARRIERS

This module is an Introduction to what Barriers to Learning entails in terms of Inclusive Teaching and Learning.Policy documents are introduced: International policies as well as policies within the South African School context are studied. The Bill of Rights (South African Constitution), The White Paper 6 (2001) and The National Strategy on Screening, Identification, Assessment and Support School Pack SIAS (2008 & 2011) are the South African policies which are emphasized. Inclusive schooling represents a mind-set shift from seeing difficulty in, or barriers to learning as residing in the child to seeing the difficulty as resulting from the environment. The Social Model versus the Medical model is studied and the correct language of the Social Model emphasized. The school environment entails the context of schooling, the curriculum, assessment and teaching methods. Inclusive pedagogy needs to be included in pre-service teacher training to encourage and enable teachers to extend the range of learning opportunities so that each child is seen as unique and able to learn.

ENB 3521: NUMERACY LEARNING PROGRAMME

This module is intended to equip students with knowledge and skills that will enable them to teach Mathematics effectively in the Foundation Phase. Designing teacher-made resources for teaching Mathematics in the Foundation Phase. Practical activities: planning lessons for classroom contexts.

ELL 3621: LITERACY LEARNING PROGRAMME

Identify the key factors of what effective teachers know, understand and do which enables them to put effective teaching of literacy into practice in the Foundation phase; Identify the strategies which

would enable those factors to be more widely applied; and examine aspects of continuing professional development which contribute to the development of effective teachers of literacy.

ELD 3621: CHILDREN WITH LEARNING BARRIERS

A key focus of this module is on the practical application of theory and concepts. Inclusive teaching is how teachers address the issue of inclusion in their daily practice. In the case of the child at school we focus on the context of schooling, the curriculum, assessment and teaching methods. In this section the Individual Support Plan (ISP), different accommodations and supports required to make learning accessible is emphasized. The different elements of differentiated teaching and alternative assessment strategies are identified and how to apply this in the inclusive classroom environment to maximize the varied approaches in response to learner differences. In the classroom are studied and accommodations and different support explored. The section covers e.g.: Learning Disabilities, Intellectual Impairment, Epilepsy, Autism, Cerebral Palsy, Sensory Impairments and Chronic Diseases. Inclusive pedagogy needs to be included in pre-service teacher training to ensure knowledge, attitudes, values and beliefs about learners and learning, as well as actions and responses when learners experience or encounter

EAT 4521: ART FOR YOUNG CHILDREN

The module is designed to train students to understand the structure of Art Education for young children; and develop skills to encourage learners to become willing to express their creative abilities.

EDL 4521: CURRICULUM DEVELOPMENT

The primary aim of the module is to introduce the student-teacher to the basic concepts of Curriculum Development for Early Childhood Education. Student teacher learn how to implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children. Policies on Children's rights and legislation are studies. Curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognize that children's different backgrounds and experiences mean that they do not learn the same things at the same time in the same way. Student –teachers gain insight into planning and implementing assessment that is developmentally appropriate and culturally, linguistically responsive to preschoolers and primary grade children. They gain insight in effective program evaluation and accountability.

ETP 4521: TEACHING PRACTICE

This module intends to interpret CAPS documents for different subject specializations. It helps students acquire knowledge on work schedule, lesson planning and lesson presentation. The content of this module covers the following: the definition of the teacher, parts of a lesson, designing a work schedule, skills of introduction, presentation of new subject matter application/conclusion, skills of questioning and presentation of different lessons.

PSG 4521: SCHOOL MANAGEMENT

Orientation to School Management and Organisation, Managing Human Resources in the School, Managing School Finances, School Organisational Culture and Climate, Conflict Management in Schools, Managing Change, Motivation and Communication, Instructional Leadership (Managing Teaching and Learning), Managing Learner Activities and Behaviour

HIV 4521: HIV and AIDS for teachers

Understanding HIV and AIDS: HIV and the Immune System; origin and transmission of HIV. The difference between HIV and AIDS. Symptoms related to infection by HIV; Prevention and control of HIV infection and AIDS; Myths about transmission, symptoms and prevention. **Living with HIV and AIDS:** Impact of HIV infection on the individual and the affected. Acceptance and Caring for people living with HIV and AIDS. Dealing with stigma about HIV/AIDS; Testing; Life style and; Basic Counseling **HIV/AIDS policy for schools:** National Policy on HIV/AIDS for learners and educators in Public schools, and students and educators in Further Education and Training Institutions; Roles and responsibilities of educators in schools; Referral places.

EDL 4621: CURRICULUM DEVELOPMENT

This module is intended to equip students to plan, implement assessment that is developmentally appropriate and culturally, linguistically responsive to preschoolers and primary grade children. Construct comprehensive system of curriculum, assessment and program evaluation guided by sound early childhood practices. Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

EMU 4621: NUMERACY LEARNING PROGRAMME

This module is intended to equip students with knowledge, skills, and values that will enable them to plan and present age-appropriate music activities to young children in the Foundation Phase. learners: Acquisition and learning of EFAL, basic skills of language: Listening and speaking, reading and viewing and strategies for teaching EFAL.

ETP4641: TEACHING PRACTICE

ETP4541 is a one semester module with 12 credit value. It prepares student teachers for teaching practice in the second semester. The module covers the following aspects of: Work schedule, planning for 4 to whole term; how to prepare a lesson plan; how to assess peers and aspects of what should be looked at when being assessed. The student is prepared so that he is able to compile a teaching practice portfolio.

BEDFET/BEDTEF MODULE OUTLINE

IEH 1521: HISTORY OF EDUCATION

CONTENT: A SHORT HISTORY: Pre-colonial Education, Education up to 1800, British Control After 1815, Colonial Education, Khoi and Slaves (and 'Coloured'), African Education; The Trekker States: Education in the Transvaal and Orange Free State; Education in Natal; Political Change; Education on the Rand; Important Foundations; Christian National Education Schools. **THE CHURCH AND EDUCATION:** Mission Schools; Different Views on Curriculum; Different Quality of Schools; African Responses to Mission Schools; New Demand or Education; Relationship with the Government.

EHD1521: PSYCHOLOGY OF EDUCATION

CONTENT: Human Growth and Development. Differentiate Growth From Development. Explanation of How Development And Growth Work Hand in Hand. **Infancy**. Infancy In Relation To Variables Such As Physical, Emotional, Cognitive and Social Development. Physical Development. Emotional Development. Cognitive Development with Reference to Piaget's Phases of Cognitive Development. Social Development. Differentiate Between Strangers Anxiety. Mortality Rate in South Africa. **Early Childhood.** Early Childhood In Relation to Variables Such As Physical, Social and Emotional Development. Physical Development. Social Development. Emotional Development. Cognitive Development. The Late Childhood of African Children. **Late Childhood. Physical Development.** Social Development. Emotional Development. Cognitive Development. The Late Childhood of African Children. Educational Implications. **Adolescences. Introduction:** Define Adolescence. Physical Development- Changes Experienced By Boys. Physical Development- Changes Experienced By Girls. Psychological Effects of Physical Changes. Early and Late Maturation. Social Development. Emotional Development. Roles of Educators

EPH 1621: PHILOSOPHY OF EDUCATION

CONTENT : The basic concepts: Philosophy and Philosophy of Education, Philosophy and Philosophy of Education, the nature of Educational theory, the concept of Education, attempts to define 'Education', criteria for the process of education, education as initiation **KNOWLEDGE AND THE CURRICULUM:** What is knowledge? 'Knowing that', 'knowing how' and 'believing', knowledge and curriculum, the concept 'curriculum', Criteria for Curriculum. **TEACHING AND EDUCATING:** Teaching and educating, training and indoctrination, indoctrination and teaching, education as transaction or discovery, participation and authority, types of authority (charismatic, traditional, legal-rational) (Schofield), authority and discipline, authority and punishment. **ETHICS AND MORAL EDUCATION:** Utilitarianism, the concept 'Morals', moral education, morals and education, moral education and

teaching, beliefs and morality. **SOCIAL PHILOSOPHY OF EDUCATION:** the current debate, equality and education, freedom and education, Justice and Equality in Education.

SFE1621: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Introduction to Sociology and Sociology of Education: Definition and scope of the discipline of sociology; Definition and scope of the discipline of sociology of education; Relevance of sociology of education to educators within South African context. **Historical development of the discipline of sociology:** Metaphysical period; Philosophies of French Revolution; critique of metaphysical thought; Positivist and phenomenological sociology; sociology of education as sub-discipline of sociology; African sociological views on education. **Pioneers of Sociology:** Their main ideas and implications on **study of education:** Auguste Comte; Herbert Spencer; Emile Durkheim; Marx Weber; Karl Marx. **Basic sociological concepts and education**: Culture; culture; norms; mores; social roles; Socialization; Social class; classification; Stratification; Sex and Gender; Ideology; theory; perspective; Labeling/stereotyping/typification

PHE 2521: PHILOSOPHY OF EDUCATION

CONTENT: Analytic Philosophy: Philosophical analysis in Education. The analysis of Teaching. **Continental Philosophy:** Existentialism (world view, choosing, knowing, teaching and learning). Phenomenology. **Logic and critical thinking:** Formal Logic. Informal Logic. **Ethics and Moral Education:** Utilitarianism. Moral Education. **Social and Political Philosophy:** Justice and Equality in Education.

SOE2521: SOCIOLOGY OF EDUCATION

The school as a formal organization: Defining organizations; Characterization of formal/bureaucratic organization; the school as formal organization; the school as an informal organization; Characterization of informal organizations; the informal/hidden functioning of the school. **The School Curriculum:** The official/formal school curriculum: Definition of school curriculum; Structural Functionalist theory on school curriculum; Nature/structure of the formal school curriculum; the teaching and learning of official school curriculum. **The hidden school curriculum:** Meaning/Definition of hidden/informal school curriculum; Structural Marxists theory on the working of the hidden school curriculum. **Culture and learning:** Culture and socialization; Primary and secondary socialization; Distinction of home and school cultures; the influence of home culture on learning. **Teacher-typifications and school achievement:** David Hargreaves and Keddie to South African classrooms; Implications of ideal type and streaming on education

ETL 2521: PREPARATION OF TEACHING PRACTICE-OBSERVATION

This module integrates theory and practice. It provides students with knowledge, skills and values of teaching learners at different Phases. It further provides student teachers with the interpretation of CAPS documents, how to design work schedules, lesson plans, assessment plans, assessment and lesson presentation. The module also equips student teachers to equip themselves with their knowledge of their different methodologies at different Phases.

ECT 2621: PSYCHOLOGY OF EDUCATION

Piaget's theory: Stages of development; Sensorimotor stage 0-2 (infancy); Pre-operational stage; Concrete operational; Formal operational; Educational implications. **Bruner's theory**: Bruner's modes of representation; Enactive representation (action-based); Iconic representation (image-based); Symbolic representation (language-based). **Memory**: Views of memory; How information is processed for retention; Encoding; Storage; Retrieval; Environmental stimuli; Factors that facilitate memory; Forgetting; Theories of Forgetting advanced by psychologists; Types of Forgetting. **Motivation**: Motivation in teaching and learning; Types of motivation; Motivation based on Maslow's hierarchy of needs; **Moral & human development**; Moral judgement, social conversions and personal choices; Intelligence; common challenges students encounter in their teaching career. **Behavioural views of learning**: Positive and negative reinforcement; Behavioural approaches; Contemporary challenges to behavioural theories; Culture and diversity; Influence of culture and diversity in teaching and learning

HDC 2621: HISTORY OF EDUCATION

EUROPEAN FOUNDATIONS SHAPING SCHOOLING IN SOUTH AFRICA: EARLY DUTCH AND BRITISH COLONIAL INFLUENCE AT THE CAPE: Historical Context, Colonist Settlement, Cultural Sentiment and Intergroup Relations, Organization and Administration of Education, Contribution of Religious Institutions to Education, Influences of Social, Economic and Political Trends on Education; **THE INFLUENCES OF WESTERN EDUCATION ON EDUCATION IN THE CAPE AND NATAL: 1807-1899:** Historical Context, Colonist Settlement, Cultural Sentiment and Intergroup Relations, Organization and Administration of Education, Contribution of Religious Institutions to Education, Influences of Social, Economic and Political Trends on Education

ETL 2621: PREPARATION OF TEACHING PRACTICE-OBSERVATION

This module is designed to equip student teachers with the interpretation of CAPS documents for their different specializations. Student teachers should also acquire knowledge on work schedules, lesson planning, assessment planning, assessment and lesson presentation. They should also learn to use their different subject methodologies to teach learners at different Phases.

ETL 3511: PREPARATION OF TEACHING PRACTICE-OBSERVATION (only for BEDFET)

PLANNING FOR QUALITY TEACHING: Annual Work schedule / Pace setter; Lesson plans; Teaching plan **TEACHING AND LEARNING:** Effective teaching and learning; Characteristics of effective teaching and learning; Creating an effective learning environment; Elements of effective teaching and learning; Roles of a teacher; Constructivist approach to teaching and learning; Principles of constructivism; Characteristics of constructivist teaching practices. **TEACHING STRATEGIES FOR EFFECTIVE TEACHING AND LEARNING:** Using direct instruction as a teaching strategy; using discussion as a teaching strategy; Using small group work as a teaching strategy; using cooperative learning as a teaching strategy; and using problem solving as a teaching strategy

ETL 3521: PREPARATION OF TEACHING STRATEGIES

This module integrates theory and practice. It provides student teachers with knowledge, skills and values of teaching at different Phases. It further equips student teachers with the interpretation of CAPS documents and how to design work schedules, lesson plans, assessment plans, assessment and lesson presentation. It also equips them with knowledge on how to teach their different subject methodologies at different Phases.

ESP3521: SOCIOLOGY OF EDUCATION

Macro and micro sociological theories: Review of macro and micro sociological theories; Review of relevance of macro and micro sociology to education. Structural functionalist theory on society: Society as structural and functional: Spencer's organic analogy; Durkheim's sui generis: Society as integrated and interrelated; Durkheim's mechanical and organic social solidarity of society: Parsons' Universal and Indispensable, particularistic and universalistic functionalism; Parsons' sub-systems' functional pre-requisite and social order; Merton's latent, manifest functionalism, and dysfunctionalism; Utility of functionalist theory on study of societies in South Africa. Structural functionalist theory on education: Transmission of value consensus/universalistic values; Achieved versus ascribed mobility - meritocracy; Davis and Moore's principles on role allocation and selection; Critique of functionalist theory and application to study of education in South Africa, Conflict Marxist theory on society: Marx on nature and functioning of class/capitalist society; the base/infrastructure and superstructure relationship; Utility of conflict Marxist theory to the study of nature of South African society. Conflict Marxist theory on education: Conflicting class interests and education in capitalist society; Symbolic violence role of education; Education as an ideological instrument of dominant class; Education as agent of social and cultural reproduction; Bowles and Gintis' Correspondence Principle; Pierre Bourdieu's conception of cultural capital and deprivation; Utility of conflict Marxist theory to the study of education in South Africa. Micro- sociological theory: Max Weber's social action theory and origin of micro-sociology; Herbert Blumer: Symbolic interactionism as a branch of sociology; Language as a significant symbol; Herbert Mead's concept of significant and generalized other; Charles Cooley's concept of the looking glasses self; Utility of symbolic interactionism to the study of schooling, Microsociological theory: Labeling theory on human personality; Edwin Sutherland: Differential Association or Cultural Transmission Theory; Howard Becker's labeling theory of deviance; Overview of Implications of micro-sociology on education.

EHC 3521: HISTORY OF EDUCATTION

National Party Ascendancy and Apartheid- Apartheid Laws; Eiselen Commission. The Bantu Education Act, 1953 (Act 47 Of 1953) - Aims of Bantu Education; Features of Bantu education. Africans' Resistance against Apartheid Laws; Education and The Policy Of Separate Development- Education and separate development before 1948; Education and separate development after 1948; The consequences of the policy of separate development on black education The Soweto Riots of 1976- Causes of the protests; University Education- Development after 1969; The Universities for Blacks Amendment Act, 1979 (Act 52 of 1979); The Vista University Act, 1981 (Act 106 of 1981); A History of African Teachers Organizations; Black Students' Organization

PSC3521: COMPUTER LITERACY

PSC3521 is a one semester module with 12 credit value. It prepares student teachers for the use of computers and computer software in education. It also teaches the student to have confidence to use the currently available computer technologies. UNIT 1 HARDWARE AND SOFTWARE: Recognize the basic computer hardware components (screen, mouse, keyboard, CPU, printer, CD/DVD drive, USB slots, etc.) and their basic functions. E.g. keyboard – for typing information into the computer; Differentiate Hardware and Software; Differentiate between Operating Systems and Application Software. UNIT 2 USING DIFFERENT APPLICATION SOFTWARE. In the computer laboratory, students will learn to: Access the Internet; Create email account and use email as a form of communication (e.g. through Microsoft Outlook, Google, Yahoo, Webmail, Hotmail etc.; Develop a contact list in email; Organize a file system in email; Create and Delete email messages; Add attachments to email messages; Open email attachments; Choose which attachments to open; Forward email messages; Send email messages to more than one contact; Choose a suitable search engine and use that search engine to find information; Save information after searching for it; Evaluate valid web sites; Avoid fraud and inappropriate sites; Do research using the internet; Download photos from the Internet; Open Microsoft Word and (a) Create a simple document in Word, (b) Insert photos and clip art in Word, (c) Understand file-management: save and retrieve a documents; Edit photos using Microsoft Paint; Download photos from cameras/cell phones/ websites; Use Microsoft Excel; Use Microsoft Publisher; Use Microsoft Power Point; Start a program; Switching between programs. UNIT 3 PRACTICAL APPLICATION OF COMPUTER LITERACY IN EDUCATION: The student is required to compile a portfolio containing at least three different tasks to show case their practical use of computer literacy skills in the context of education.

ETE 3621: PSYCHOLOGY OF EDUCATION

Introduction to Educational Psychology. Discipline problems and their causes. Discipline Models. Behaviour Modification: Basic Principles and Behavioural techniques or strategies. Assertive Discipline and its application. The Social Discipline Model of Rudolf Dreikurs (Adierian Theory). Introduction and the Central Concepts of Adlerian Psychology. Teaching styles. Educating Exceptional Learners. Manifestations of barriers to learning. Inclusion. Teaching in an Inclusive context. Implications for inclusion in the South African schools and education. Assessments approaches.

EMT 3621: PHILOSOPHY OF EDUCATION

Metatheories of Philosophy of Education, logical empiricism, critical rationalism, critical theory, phenomenology, hermeneutics, systems theory.

ETL 3621: TEACHING AND LEARNING

Learning Theories: Three broad learning theories: Behaviorism, Cognitivism and Constructivism. Assumptions of the Learning Theories; Implications of the Learning theories for Teaching and Learning. **Teaching Perspectives**: Learning Styles; Cognitive Levels of Thinking; Effective Questioning Skills; Bloom's Cognitive Domain and the role of cognitive skills and questioning styles. **Teaching Philosophy:** Definition of Philosophy and Philosophy of Education; Branches of Philosophy; Values and Goals in Philosophy; Reflective Practice. **Multi-Grade Teaching**: Concept of Multi-Grade Teaching; Multi- Grade teaching Contexts; Reality of Multi-Grade Teaching; Multi-Grade Teaching Strategies; Best Practice for Multi-Grade Teaching

FOR BEDFET AND BEDTEF STUDENTS

PSC3621: COMPUTER LITERACY

PSC3621: Computer Literacy is a one semester (second semester) module with 12 credit value. It prepares student teachers for the use of computers and computer software in education. It also teaches the student to have confidence to use the currently available computer technologies. UNIT 1 HARDWARE AND SOFTWARE: Recognize the basic computer hardware components (screen, mouse, keyboard, CPU, printer, CD/DVD drive, USB slots, etc.) and their basic functions. E.g. keyboard - for typing information into the computer; Differentiate Hardware and Software; Differentiate between Operating Systems and Application Software. UNIT 2 USING DIFFERENT APPLICATION SOFTWARE: Access the Internet; Create email account and use email as a form of communication (e.g. through Microsoft Outlook, Google, Yahoo, Webmail, Hotmail etc.; Develop a contact list in email; Organize a file system in email; Create and Delete email messages; Add attachments to email messages; Open email attachments; Choose which attachments to open; Forward email messages; Send email messages to more than one contact; Choose a suitable search engine and use that search engine to find information; Save information after searching for it; Evaluate valid web sites; Avoid fraud and inappropriate sites; Do research using the internet; Download photos from the Internet; Open Microsoft Word and (a) Create a simple document in Word, (b) Insert photos and clip art in Word, (c) Understand file-management: save and retrieve a documents; Edit photos using Microsoft Paint; Download photos from cameras/cell phones/ websites; Use Microsoft Excel; Use Microsoft Publisher; Use Microsoft Power Point; Start a program; Switching between programs. UNIT 3 PRACTICAL APPLICATION OF COMPUTER. LITERACY IN EDUCATION: The student is required to compile a portfolio containing at least three different tasks to show case their practical use of computer literacy skills in the context of education.

BEDFET/ PGCE MODULES OUTLINE ECT 4521: ENGLISH COMPETENCE FOR TEACHERS

This module equips student teachers with skills, knowledge, values and attitudes to enable them to use English fluently, proficiently and competently as the Language of Learning and Teaching (LoLT) and as a medium of instruction. The content of this module covers the following areas: The teacher's own knowledge of the four basic language skills: Listening, speaking, rreading and writing, modes of communication and direction of communication; importance of Language skills; Comprehension skills, analytical skills; Communication skills and the art of Ppublic speaking.

ESE4521: SOCIOLOGY OF EDUCATION (FOR PGCE ONLY)

Introduction to sociology and sociology of education: Definitions of sociology and sociology of education; the content of sociology and sociology of education; Rationale for studying sociology of education. **Sociological theories on education**: Macro- and micro- theoretical perspectives; Characteristics and examples of macro-theories; Characteristics and examples of micro-theories; **Structural Functionalism on role of education in society**: Functionalism on society; Functionalism on education; Utility of Functionalism to study of education in South Africa. **Structural Conflict Marxism on role of education in society**: Conflict Marxism on society; Conflict Marxism on education; Utility of Conflict Marxism to study of education in South Africa. **Micro-sociological theories**: General Characteristics; Symbolic interactionism on education; labelling theory on education; Utility of micro-sociology to study of education in South Africa. **Socialization**: **The home-school cultures and learning**: Definition of culture and socialization; Primary and secondary socialization; Distinction of home and school cultures; the influence of home culture on learning. **Safe and child friendly schools**: Definitions and characterization; Contextualization to South African setting; Strategies for promoting child friendly learning

EPE 4521: PHILOSOPHY OF EDUCATION (for PGCE only)

The basic concepts: Philosophy and Philosophy of Education, theories of education (metaphysics; knowledge and value), basic philosophy (Idealism; realism; pragmatism), social philosophy of education.

ETP 4521: TEACHING PRACTICE

This module intends to interpret CAPS documents for different subject specializations. It helps students acquire knowledge on work schedule, lesson planning and lesson presentation. The content of this

module covers the following: the definition of the teacher, parts of a lesson, designing a work schedule, skills of introduction, presentation of new subject matter application/conclusion, skills of questioning and presentation of different lessons.

ETL 4521: TEACHING AND LEARNING

Theoretical Frameworks, Behaviourist view: Pavlov, Cognitivist view: Piaget. Constructivism: Bruner and Social Constructivism: Vygotsky. Teaching Perspectives, Academic Thinking: Cognitive levels of thinking, Bloom's Taxonomy and SOLO Taxonomy, Questioning: Effective questioning techniques, Responding to answers given by students and dealing with incorrect responses. The Teaching Metaphor, the Teaching Philosophy and developing a Teaching Philosophy. Reflective Practice, The reflective practitioner: Reflective practice, Collaborative thinkers (communities of practice) and Roles of the teacher. Learning, Approaches to learning model, Learning style models, Surface and Deep Learning and Interactive learning approaches. **Curriculum**, Curriculum approaches, South African curriculum approach, Teaching and learning strategies module (in the context of SA curriculum approach), Curriculum levels and Curriculum types (diversity). Assessment, Traditional and Authentic assessment, Formative and Continuous, Baseline and Diagnostic, How to develop assessment activities, tasks and assessment tools (rubric king guidelines). **Feedback** Multigrade education, teaching and teaching and learning strategies thereof.

HIV 4521: HIV AND AIDS FOR TEACHERS

Understanding HIV and AIDS: HIV and the Immune System; origin and transmission of HIV. The difference between HIV and AIDS. Symptoms related to infection by HIV; Prevention and control of HIV infection and AIDS; Myths about transmission, symptoms and prevention. **Living with HIV and AIDS:** Impact of HIV infection on the individual and the affected. Acceptance and Caring for people living with HIV and AIDS. Dealing with stigma about HIV/AIDS; Testing; Life style and; Basic Counseling **HIV/AIDS policy for schools:** National Policy on HIV/AIDS for learners and educators in Public schools, and students and educators in Further Education and Training Institutions; Roles and responsibilities of educators in schools; Referral places.

PSG 4521: SCHOOL MANAGEMENT

Orientation to School Management and Organisation, Managing Human Resources in the School, Managing School Finances, School Organisational Culture and Climate, Conflict Management in Schools, Managing Change, Motivation and Communication, Instructional Leadership (Managing Teaching and Learning), Managing Learner Activities and Behaviour

FOR PGCE STUDENTS

PSC4521: Computer Literacy

PSC4521 is a one semester module with 12 credit value. It prepares student teachers for the use of computers and computer software in education. It also teaches the student to have confidence to use the currently available computer technologies. UNIT 1 HARDWARE AND SOFTWARE: Recognize the basic computer hardware components (screen, mouse, keyboard, CPU, printer, CD/DVD drive, USB slots, etc.) and their basic functions. E.g. keyboard - for typing information into the computer; Differentiate Hardware and Software; Differentiate between Operating Systems and Application Software. UNIT 2 USING DIFFERENT APPLICATION SOFTWARE: Access the Internet; Create email account and use email as a form of communication (e.g. through Microsoft Outlook, Google, Yahoo, Webmail, Hotmail etc. b) Develop a contact list in email; Organize a file system in email; Create and Delete email messages; Add attachments to email messages; Open email attachments; Choose which attachments to open; Forward email messages; Send email messages to more than one contact; Choose a suitable search engine and use that search engine to find information; Save information after searching for it; Evaluate valid web sites; Avoid fraud and inappropriate sites; Do research using the internet; Download photos from the Internet; Open Microsoft Word and (a) Create a simple document in Word, (b) Insert photos and clip art in Word, (c) Understand file-management: save and retrieve a documents; Edit photos using Microsoft Paint; Download photos from cameras/cell phones/ websites; Use Microsoft Excel; Use Microsoft Publisher; Use Microsoft Power Point; Start a program; Switching between programs. UNIT 3 PRACTICAL APPLICATION OF COMPUTER LITERACY IN **EDUCATION**: The student is required to compile a portfolio containing at least three different tasks to show case their practical use of computer literacy skills in the context of education.

ASM 4541: METHODOLOGY OF AGRICULTURE

ASM 4541 is a one semester module with 12 credit value. It is designed for students studying Agriculture methodology and offered in the first semester. The module consists of 12 units which cover a general introduction about the curriculum teaching as a profession of which Agriculture methodology is a part, objectives of Agriculture, emphasizing CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods.

ACM4541: METHODOLOGY OF MANAGEMENT SCIENCES (ACCOUNTING)

ACM 4541 is a one semester module with 12 credit value. It is designed for students studying Accounting methodology. The module consists of 12 units which cover a general introduction about the curriculum teaching as a profession of which Accounting methodology is a part, objectives of Accounting, emphasizing CAPS Curriculum, the preparation of the pacesetter/work schedule and lesson preparation, different teaching methods, teaching skills, assessment methods, learning skills and educational/instructional media in the teaching of Accounting. The study guide has been developed with local examples suitable for South African students.

BEM4541: METHODOLOGY OF BUSINESS STUDIES

BEM 4541 is a one semester module with 12 credit value. It is designed for students studying Business Studies methodology. The module consists of 12 units which cover a general introduction about the curriculum teaching as a profession of which Business Studies methodology is a part, objectives of Business Studies, emphasizing CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills and educational/instructional media in the teaching of Business Studies. The study guide has been developed with local examples suitable for South African students.

ECM4541: METHODOLOGY OF MANAGEMENT SCIENCES (ECONOMICS)

ECM 4541 is a one semester module with 12 credit value. It is designed for students studying Economics methodology. The module consists of 12 units which cover a general introduction about the curriculum teaching as a profession of which Economics methodology is a part, objectives of Economics, emphasizing CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills and educational/instructional media in the teaching of Economics. The study guide has been developed with local examples suitable for South African students.

ENM 4541: ENGLISH METHODOLOGY

This module is offered to both BED FET fourth year students and PGCE students who have majored or have passed second year English course at undergraduate level. In the first semester, students are taught and write an exam at the end of the semester, whereas the second semester module, students are given a portfolio exam equivalent which is submitted at the end of the year. The following topics are covered:

Who is a student teacher and teacher; his or her qualities. Who is a lecture? What is expected of him or her qualities? Group work as a teaching and learning strategy: develop ground rules on group work for lecture room and individual groups Terminology on English as a Second Language for example: first language or Homelanguage (L1), second language (L2) or English First Additional language (EFAL); language acquisition and learning, differences between acquisition of L1 and L2, BICS and CALP. Different theories and their proponents, approaches to teaching, learning and assessment. Behaviourist: Thorndike, Skinner, Pavlov. Cognitive theories: Piaget, Socio cultural theory: Vvgotsky and Discovery Learning: Jerome Bruner the relativist, positivist and contextualist approaches to teaching learning and assessment and SLA theories: Stephen Krashen's five hypotheses Stages of Second Language Acquisition (SLA): What the learner is able to do, how the teacher can support the learner in language acquisition. The silent phase, speech emergence stage, fluency stage and advanced stage. Curriculum and assessment Policy Statement (CAPS) document: English First Additional Language (EFAL) Grades 10-12. The relationship between (CAPS) and English Language teaching. Multi-grade teaching, Lesson planning; designing a work schedule and lesson plan template. Effective lesson design and delivery: What the teacher needs to know. What is a lesson? Lesson planning and presentation on the following: Develop and present lesson plans for: Listening and speaking, Speaking and presentation: oral activities, Reading process: for comprehensions, writing

process: Language structures and conventions: teaching grammar. Lesson plans on literature: Poetry, short story, drama and novels, the writing process, **Assessment and guidelines:** How to go about it. How to design questions and answers at different levels of the Bloom's taxonomy.

GEM4521: METHODOLOGY OF GEOGRAPHY

GEM 4541 is a one semester module with 12 credit value. It is designed for students studying Geography methodology. CONTENT: The module covers a general introduction about the curriculum teaching as a profession of which Geography is a part, objectives of teaching Geography; An overview of the Geography Curriculum and Assessment Policy Statement (CAPS): Definition, scope and purpose of geography teaching; learning theories, preparation of the work schedule and lesson plan, different teaching methods. The Geography classroom/ Geography in the classroom; Fieldwork in Geography/ The outdoor classroom; Teaching and Learning materials: News Geography; Planning in geography teaching: work schedule/pacesetter and lesson planning; Assessment and evaluation strategies

HSM4541: METHODOLOGY OF HISTORY

HSM 4541 is a one semester module with 12 credit value. It is designed for students studying History methodology. The module covers a general introduction about the curriculum teaching as a profession of which History methodology is a part, objectives of History, emphasizing CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills and educational/instructional media in the teaching of History.

ISM4541: METHODOLOGY OF ISISWATI

ISM 4541 is a one semester module with 12 credit value. It is designed for students studying Isiswati methodology. The module emphasises CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills. **Creative writing:** Poetry: Student-teachers write poems and peers analyse; Demonstration Lesson: How to teach a poem (selected from what student-teachers wrote); Short story: Characteristics of a short story; Analyzing the PLOT of a short story; Language in Education Policy; Weaknesses of the policy in promoting the use of mother tongue; Purpose of the policy; Limpopo Language policy; Additive multilingualism and subtractive multilingualism; Authors on mother tongue promotion: Mother tongue: NgugiwaTiongo and Alexander Naville; New developments on African language usage: UKZN and DHET; Classroom policy for Siswati HL. **Planning:** Reflective Planning; How to plan reflectively; Reflective practice/teaching; Linear Planning; Teaching and Learning Strategies; Discussion, Experiential learning, Cooperative, Case Study, Group work (ability and mixed ability grouping), community problem solving, Multi-grade approach, Scenario, role play methods, project, etc. **Lesson Planning: Demonstration lessons.**

MODULE CODE: MATHEMATICS METHODOLGY (MAM 4541)

THE NATURE OF MATHEMATICS EDUCATION: This Chapter deals with the nature of Mathematics, the definitions of Mathematics; the three aspects of Mathematics; the importance of Mathematics; goals and specific aims of Mathematics Education. The concept of translation-and-retranslation model is explained in full. The domains of learning mathematics are also dealt with. The chapter also deals with the general and specific goals of teaching Mathematics. Topics that are dealt with in Mathematics FET are outlined and overviewed. TEACHING AND LEARNING MATHEMATICS **IN CONTEXT OF CAPS:** This chapter deals with the curriculum shift from the R550, NCS. RNCS and CAPS (Curriculum and Assessment Policy Statement). It also deals the three levels of planning (learning programmes) in Teaching and Learning of Mathematics in the FET phase. These include the subject framework; Work schedule (Annual Teaching Plan), and Lesson plan, and their components. The importance of recording a lesson plan. Students also engage in lesson demonstrations and micro-teaching. THE TEACHERS' TEACHING KNOWLEDGE (FOR MATHEMATICS (PCK): This unit is concerned with analyzing and attempt to understand and document aspects of the knowledge that the teacher needs to have to be an excellent Mathematics teacher. The components of teacher's pedagogical content knowledge are outlined. The models by Loughran et al (2004) of **Content Representation (CoRes)** and **Professional and Pedagogical Repertoirs (Papers).** The components of the teacher's pedagogical knowledge are exposed through the eight (8) -prompt questions. DEALING WITH NEW AND UNFAMILIAR MATHEMATICS TOPICS: Background to Topic difficulty is addressed. Aspects of **topic difficulty** are hinted on. Students are introduced to

issues of researching on topic difficulty. They are also guided to identify and topics that are new and unfamiliar in the syllabi. CoRe and Papers of such new and unfamiliar topics are dealt with in detail. **ASSESSMENT IN MATHEMATICS EDUCATION:** This unit dals with the definition of **assessment** as an integral part of teaching and learning. The nine principles of assessment and explained and applied in a Mathematics classroom. Subject-specific Techniques of assessment are outlined and applied. Assessment terminologies are explored. The Recording and reporting processes in Outcomesbased assessment (OBA) are explored.

MIT4541: METHODOLOGY OF INFORMATION TECHNOLOGY

MIT4541 is a one semester module with 12 credit value. It is designed for students studying Information Technology methodology. The module consists of 5 units which cover the following aspects:

UNIT 1: Overview of the teaching of Information Technology, this starts with an introduction to motives to teaching, then exemplary Information Technology teachers leading how to observe lessons. **UNIT2**: The theoretical underpinning of Information Technology. Looking at Information Technology as a discipline and Information Technology as a subject. Why do we teach Information Technology? What are the domains of teaching thrusts? Planning: work scheduling and lesson plans. UNIT 3 Issues in the teaching and learning of Information Technology, constructivism is considered and other approaches like learning styles and the Information processing model with regard to learning Information Technology are considered. UNIT 4 Information Technology outside the classroom: Field trips, tours etc. there is an integration of excursions, field trips, educational tours in a virtual and physical modes. With the proliferation of digital interactivity and the issue of having problems based on difficulties with the actual educational tours, digital could be better in some instances and hence introduced to the student teachers. UNIT 5 Computer laboratory experiences and assessment, goals of laboratory experience, school laboratory safety. Practical Solution Development using the Java or Delphi Programming Language, which involves the use of computer software programs to solve reallife problems. Here we also have, physical and digital manipulatives being used. Computer simulations are used in addition to computer laboratory equipment and experimentation. Curriculum and Assessment Policy Statement for Information Technology is used throughout the module. UNIT 6 Recent developments in information technology and teaching relevant to Information Technology *teaching*. Aspects of technology that lead to greater teaching and learning are handled in this unit. It is infused into the others. It takes place all the time and it changes depending on what is new. Examples of these include use of social networks like WhatsApp, Facebook; Google docs; Skype etc. The module prepares the student to teach Information Technology in different conditions.

MLO4541: METHODOLOGY OF LIFE ORIENTATION

MLO 4541 is a one semester module with 12 credit value. It is designed for students studying Life Orientation methodology. The module covers a general introduction about the curriculum teaching as a profession, objectives of Life Orientation, CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching strategies for different learning needs, assessment methods.

MLS4541: METHODOLOGY OF LIFE SCIENCES: BIOLOGY

Becoming a Biology Educator: motives; Aims of education globally and in South Africa; Developments in South African curricula; History/philosophy and nature of science; Aims of Life Sciences education. **Teaching and Learning: Theories, Planning:** Teaching and learning; Three domains of learning objectives; Lesson organization and management; Learning theories; Teaching styles; Didactic and heuristic; Learning Difficulties; Differentiation/Diversity/ Inclusivity: Learning Styles; Lesson planning; teaching and learning strategies and activities, assessment strategies. **Teaching for Meaningful learning: classroom organization and management of learning:** Effective teaching; learner – centred instruction; Management and discipline of pupils; Audio-visual aids. Safety in classroom / laboratory; Integrating indigenous knowledge; Teaching socially-related and controversial topics; Departmental organization and management; Management and maintenance of laboratory apparatus, equipment and live specimens; Storage; labelling; sorting; inventory. **Assessment and Evaluation in aid of Instruction:** Assessment; marking schemes; Reporting on pupils' achievements and performances. Differentiation outcomes; constructive feedback and remediation; Evaluation and Reflection.

MCS4541: METHODOLOGY OF NATURAL SCIENCES: CHEMISTRY

MCS4541 is a one semester module with 12 credit value. It is designed for students studying physical sciences methodology. The module consists of 5 units which cover the following aspects: UNIT 1: Overview of the teaching of Physical sciences, this starts with an introduction to motives to teaching, then exemplary physical science teachers leading how to observe lessons. UNIT2: The theoretical underpinning of physical sciences. Looking at science as a discipline and Physical science as a subject. Why do we teach Physical sciences? What are the domains of teaching thrusts? Planning from the point of view of work scheduling and then lesson plans. UNIT 3 Issues in the teaching and learning of physical sciences, constructivism is considered and other approaches like learning styles and the Information processing model with regard to learning physical sciences are considered. UNIT 4 Physical science outside the classroom: Field trips, tours etc. there is an integration of excursions, field trips, educational tours in a virtual and physical modes. With the proliferation of digital interactivity and the issue of having problems based on difficulties with the actual educational tours, digital could be better in some instances and hence introduced to the student teachers. UNIT 5 Laboratory experiences and assessment, goals of laboratory experience, school laboratory safety. Here we also have, physical and digital manipulatives being used. Computer simulations are used in addition to laboratory equipment and experimentation. Curriculum and Assessment Policy Statement for Physical sciences is used throughout the module. UNIT 6 Recent developments in technology and teaching relevant to physical sciences teaching. Aspects of technology that lead to greater teaching and learning are handled in this unit. It is infused into the others. It takes place all the time and it changes depending on what is new. Examples of these include use of social networks like WhatsApp, Facebook; Google docs; Skype etc. The module prepares the student to teach physical sciences in different conditions.

MPS4541: METHODOLOGY OF NATURAL SCIENCES: PHYSICS

MPS4541 is a one semester module with 12 credit value. It is designed for students studying physical sciences methodology. The module consists of 5 units which cover the following aspects: UNIT 1: Overview of the teaching of Physical sciences, this starts with an introduction to motives to teaching, then exemplary physical science teachers leading how to observe lessons. UNIT2: The theoretical underpinning of physical sciences. Looking at science as a discipline and Physical science as a subject. Why do we teach Physical sciences? What are the domains of teaching thrusts? Planning from the point of view of work scheduling and then lesson plans. UNIT 3 Issues in the teaching and learning of physical sciences, constructivism is considered and other approaches like learning styles and the Information processing model with regard to learning physical sciences are considered. UNIT 4 Physical science outside the classroom; Field trips, tours etc, there is an integration of excursions, field trips, educational tours in a virtual and physical modes. With the proliferation of digital interactivity and the issue of having problems based on difficulties with the actual educational tours, digital could be better in some instances and hence introduced to the student teachers. UNIT 5 Laboratory experiences and assessment, goals of laboratory experience, school laboratory safety. Here we also have, physical and digital manipulatives being used. Computer simulations are used in addition to laboratory equipment and experimentation. Curriculum and Assessment Policy Statement for Physical sciences is used throughout the module. UNIT 6 Recent developments in technology and teaching relevant to physical sciences teaching. Aspects of technology that lead to greater teaching and learning are handled in this unit. It is infused into the others. It takes place all the time and it changes depending on what is new. Examples of these include use of social networks like WhatsApp, Facebook; Google docs; Skype etc. The module prepares the student to teach physical sciences in different conditions.

NMD4541: METHODOLOGY OF ISINDEBELE

NDM4541 is a one semester module with 12 credit value. It is designed for students studying IsiNdebele methodology. The module emphasises CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills in the teaching of IsiNdebele language at FET level. isiNdebele work schedule; Short Drama: In groups: Student-teachers write a short drama and peers analyse; Demonstration Lesson: How to teach a drama (selected from what student-teachers wrote); Short drama: Characteristics of a drama; Analysing the Conflict of a drama; Language in Education Policy; Weaknesses of the policy in promoting the use of mother tongue; Purpose of the policy; Limpopo Language policy; Classroom policy for isiNdebele HL; Planning: Reflective Planning; How to plan reflectively; Reflective practice/teaching; Linear Planning; Teaching and Learning Strategies; Discussion, Experiential learning, Cooperative, Case

Study, Group work (ability and mixed ability grouping), community problem solving, Multi-grade approach, Scenario, role play methods, project, etc. **Lesson Planning: Demonstration lessons:** Introduction of a lesson; how to teach oral literature; Questioning and lesson plan; Levels of questioning (Barent's Taxonomy); Productive and reproductive questions; Techniques of questioning in lesson presentation: Redirection, dealing with incorrect responses, seeking clarity, refocusing; Structure of test and examination paper; Aspects of a lesson plan in detail.

TVM 4541: TSHIVENDA METHODOLOGY

CAPS: Ndivho, lushaka lwa mugudiswa, Tshifhinga kha Mushumo wa Tshivenda HL (4H30 nga vhege). Mańwalwa mabveledzwa: Vhurendi. Luambo kha Pholisi ya Pfunzo. Vhupulani. Vhupulani ha vhudisumbedzi. Vhupulani ha Linia. Ndila dza mafunzele na magudele. Vhupulani ha ngudo: Ngudo dza Tsumbamaitele. Mveledziso ya Phothofolio. Ngudo thukhu dza u funza (Minete ya fumi nga ngudo):

XIM 4541: XITSONGA METHODOLOGY

Is a one semester module with 12 credit value. It is designed for students studying Xitsonga methodology. The module emphasises CAPS Curriculum, learning theories, preparation of the work schedule and lesson plan, different teaching methods, teaching skills, assessment methods, learning skills. Xitsonga work schedule: Short Drama: In groups: Student-teachers write a short drama and peers analyse; Demonstration Lesson: How to teach a drama (selected from what student-teachers wrote); Short drama: Characteristics of a drama; Analysing the Conflict of a drama; Language in Education Policy: Weaknesses of the policy in promoting the use of mother tongue; Purpose of the policy; Limpopo Language policy: Classroom policy for isiNdebele HL; Planning: Reflective Planning; How to plan reflectively; Reflective practice/teaching; Linear Planning; Teaching and Learning Strategies; Discussion, Experiential learning, Cooperative, Case Study, Group work (ability and mixed ability grouping), community problem solving, Multi-grade approach, Scenario, role play methods, project, etc. Lesson Planning: Demonstration lessons: Introduction of a lesson; how to teach oral literature; Questioning and lesson plan; Levels of questioning (Barent's Taxonomy); Productive and reproductive questions; Techniques of questioning in lesson presentation: Redirection, dealing with incorrect responses, seeking clarity, refocusing; Structure of test and examination paper; Aspects of a lesson plan in detail.

CTP 4621: CURRICULUM THEORY AND PRACTICE

Definitions of curriculum. The taught curriculum, the hidden, overt and covert curriculum. **Models of curriculum:** Tyler, **Types of curricula: school based, learner centred and subject based curricula. The South African curricula since 1994:** Curriculum 2005; National curriculum Statement (NCS); Revised National Curriculum Statement (RNCS) and Curriculum Assessment and Policy statement (CAPS). Their design features.

HIV 4621: HIV AND AIDS FOR TEACHERS (for PGCE only)

Understanding HIV and AIDS:

National Policy on HIV/AIDS for learners and educators in Public schools at Further Education and Training Teaching, and students and educators in Further Education and Training Institutions; Roles and responsibilities of educators in schools; Referral places.

ETL 4621: TEACHING AND LEARNING

Theoretical Frameworks, Behaviourist view: Pavlov, Cognitivist view: Piaget, Constructivism: Bruner, Social Constructivism: Vygotsky. **Teaching Perspectives**, Academic Thinking: Cognitive levels of thinking, Bloom's Taxonomy and SOLO Taxonomy, Questioning: Effective questioning techniques, Responding to answers given by students and dealing with incorrect responses. **The Teaching Metaphor**. The Teaching Philosophy and Developing a Teaching Philosophy. **Reflective Practice**. The reflective practitioner: Reflective practice, Collaborative thinkers (communities of practice) and Roles of the teacher, **Learning**, Approaches to learning model, learning style models, Surface and Deep Learning and Interactive learning approaches. **Curriculum**, Curriculum approaches, South African curriculum approach, Teaching and learning strategies module (in the context of SA curriculum approach), Curriculum levels and Curriculum types (diversity), **Assessment**, Traditional and Authentic assessment, Formative and Continuous, Baseline and Diagnostic, How to develop assessment activities, tasks and assessment tools (rubric king guidelines), Feedback, Multigrade education, teaching and teaching and learning strategies thereof.

ETP4641: TEACHING PRACTICE

ETP4541 is a one semester module with 12 credit value. It prepares student teachers for teaching practice in the second semester. The module covers the following aspects of: Work schedule, planning for 4 to whole term; how to prepare a lesson plan; how to assess peers and aspects of what should be looked at when being assessed. The student is prepared so that he is able to compile a teaching practice portfolio.

SPE4621: SPORTS EDUCATION

SPE4621 is a one semester module with 12 credit value. It is designed for students who are taking teaching as a profession and are in their final year of BED or in PGCE. The course is designed to expose student teachers to various sporting codes. It is conducted during second semester. **CONTENT:** Seven principles of intramural sports: Involvement: getting involved in intramural sports; Participation: proving equitable opportunities for participation; Fair play: ensuring for play in a competitive spots atmosphere; Sportsmanship: promoting sportsmanlike behavior among participants, opponents, spectators and staff; Organization: providing organization and structure for teams and participants; Safety: ensuring the safety to participants, patrons and staff; Facilities maintenance: maintaining quality recreational facilities for the community.

EPS 4621: PSYCHOLOGY OF EDUCATION PORTFOLIO

This module is for students who have completed a degree and are pursuing a post graduate certificate in education. It is intended to equip students with knowledge, skills, and values that will enable them develop an appreciation of educational psychology in understanding and solving practical problems in the school. The following theories are studied: Piagets Theory of Cognitive Development, Vygotsky's Socio-cultural Theory and Maslow's Hierarchy of Needs. Neuroscience and Instruction and brain development, Memory, Motivation, Moral judgement, social conversions and personal choice are sections that are also important for the prospective teacher to understand.

ACM4641: METHODOLOGY OF MANAGEMENT SCIENCES (ACCOUNTING)

ACM 4561 is a second semester module with 12 credit value. It is designed for students studying Accounting methodology. The module is designed to expose students to Accounting and the various methods of teaching it. Its goal is to: enable students to have an understanding of the concept of Accounting; help them to acquire skills needed for the teaching of Accounting to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Accounting. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Accounting in a practical way at schools.

ASM4641: METHODOLOGY OF AGRICULTURE

ASM4641 is a second semester module. The module is designed to expose students to Agriculture and the various methods of teaching it. Its goal is to: enable students to have an understanding of the concept of Agriculture; help them to acquire skills needed for the teaching of Agriculture to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Agriculture. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Agriculture in a practical way at schools.

BEM4641: METHODOLOGY OF BUSINESS STUDIES

BEM4641 is a second semester module. The module is designed to expose students to Business Studies and the various methods of teaching it. Its goal is to: enable students to have an understanding of the concept of Business Studies; help them to acquire skills needed for the teaching of Business Studies to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Business Studies. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Business Studies in a practical way at schools.

ECM4641: METHODOLOGY OF MANAGEMENT SCIENCES (ECONOMICS)

The module is designed to expose students to Economics and the various methods of teaching it. Its goal is to: enable students to have an understanding of the concept of Economics; help them to acquire skills needed for the teaching of Economics to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Economics. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Accounting in a practical way at schools.

ENM 4641: ENGLISH METHODOLOGY

This module is offered to both BED FET fourth year students and PGCE students who have majored or have passed second year English course at undergraduate level. In the first semester, students are taught and write an exam at the end of the semester, whereas the second semester module, students are given a portfolio exam equivalent which is submitted at the end of the year. The following topics are covered: Who is a student teacher and teacher; his or her qualities. Who is a lecturer? What is expected of him or her qualities? Group work as a teaching and learning strategy: develop ground rules on group work for lecture room and individual groups. Terminology on English as a Second Language for example: first language or Home language (L1), second language (L2) or English First Additional language (EFAL); language acquisition and learning, differences between acquisition of L1 and L2, BICS and CALP. Different theories and their proponents, approaches to teaching, learning and assessment. Behaviourist: Thorndike, Skinner, Pavlov. Cognitive theories: Piaget, Socio cultural theory: Vygotsky and Discovery Learning: Jerome Bruner the relativist, positivist and contextualist approaches to teaching learning and assessment and SLA theories: Stephen Krashen's five hypotheses. Stages of Second Language Acquisition (SLA): What the learner is able to do, how the teacher can support the learner in language acquisition. The silent phase, speech emergence stage, fluency stage and advanced stage. Curriculum and assessment Policy Statement (CAPS) document: English First Additional Language (EFAL) Grades 10-12. The relationship between (CAPS) and English Language teaching. Multi-grade teaching. Lesson planning: designing a work schedule and lesson plan template. Effective lesson design and delivery: What the teacher needs to know. What is a lesson? Lesson planning and presentation on the following: Develop and present lesson plans for: Listening and speaking, Speaking and presentation: oral activities, Reading process: for comprehensions, writing process: Language structures and conventions: teaching grammar. Lesson plans on literature: Poetry, short story, drama and novels, the writing process, Assessment and guidelines: How to go about it. How to design questions and answers at different levels of the Bloom's taxonomy.

GEM4641: METHODOLOGY OF GEOGRAPHY

GEM4641 is a second semester module. The module is designed to expose students to Geography and the various methods of teaching it. Its goal is to: help them to acquire skills needed for the teaching of Geography to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Geography. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Geography in a practical way at schools: Effective ways of using maps (Topographical) in geography teaching: Game playing and role-plays; use of worksheets.

HSM4641: METHODOLOGY OF HISTORY

HSM4641 is a second semester module. Its goal is to: enable students to have an understanding of the concept of History; help them to acquire skills needed for the teaching of History to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of History. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of History in a practical way at schools.

ISM4641: METHODOLOGY OF ISISWATI

ISM4641 is a second semester module. The module is designed to empower students with ability to match subject content with relevant teaching and learning principles, strategies and resources at the FET band for the teaching of Isiswati to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Isiswati language. The module

develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Isiswati in a practical way at schools.

MAM 4641: METHODOLOGY OF MATHEMATICS:

Working as Mathematics teachers in schools. Students are expected to execute the seven roles of a teacher; put into practice what they learned about teaching and learning of Mathematics; reflect on their own teaching practice and knowledge (metacognition) through: identifying their beliefs about teaching and learning; identifying and solving learning problems; critically analyzing their own, and others' lessons; design appropriate remedial instruction; and reflect on their activities as student teachers.

MIT4641: METHODOLOGY OF INFORMATION TECHNOLOGY

MIT4641 is a second semester module. The module is designed to espouse students to Information Technology in a practical way. The student is able to use the knowledge gained in MIT4541 to use it for teaching and learning, for producing a portfolio that show the students' growth in the ability to express what s/he has learnt in a practical way. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Information Technology in a practical way at schools.

MLS4641: METHODOLOGY OF LIFE SCIENCES: BIOLOGY

Students are expected to put into practice what they learned about teaching and learning of Life Sciences; reflect on their own teaching practice: identify their beliefs about teaching and learning; identify and solve learning problems; critically analyze one's lessons; design appropriate remedial instruction; reflect on their activities as student teachers.

MLO4641: METHODOLOGY OF LIFE ORIENTATION

MLO4641 is a second semester module. The module is designed to enable student teachers to acquire skills needed for the teaching of Life Orientation to secondary school students and enable student teachers to acquire, through knowledge and practice, skills for effective teaching and learning of Life Orientation. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Life Orientation in a practical way at schools.

MPS4641: METHODOLOGY OF NATURAL SCIENCES: PHYSICS

MPS4641 is a second semester module. The module is designed to espouse students to Physical sciences in a practical way. The student is able to use the knowledge gained in MPS4541 to use it for teaching and learning, for producing a portfolio that show the students' growth in the ability to express what s/he has learnt in a practical way. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Physical sciences in a practical way at schools.

MCS4641: METHODOLOGY OF NATURAL SCIENCES: CHEMISTRY

MCS4641 is a second semester module. The module is designed to espouse students to Physical sciences in a practical way. The student is able to use the knowledge gained in MCS4541 to use it for teaching and learning, for producing a portfolio that show the students' growth in the ability to express what s/he has learnt in a practical way. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Physical sciences in a practical way at schools.

NMD4641: METHODOLOGY OF ISINDEBELE

NDM4641 is a second semester module. The module is designed to empower students with ability to match subject content with relevant teaching and learning principles, strategies and resources at the FET band for the teaching of IsiNdebele to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of IsiNdebele language. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of IsiNdebele in a practical way at schools.

TVM 4641: TSHIVENDA METHODOLOGY

Mveledziso ya phothifolio vhukatini ha nyito ya u funza: **Zwilavhelelwaho zwa ngudo**. Mafhedziseloni a modulu, matshedeni vha tea u U pfesesa thiori dzi ambaho na kharikhulamu, u funza

na u gudwa ha Luambo lwa damuni kana hayani. U sumbedza magudele na ndivho ya murafho kha u guda Luambo lwa damuni. U bveledza photofolio kha thodisiso dzo livhiswaho kha zwithu zwi kwamaho pfunzo dzapo na dza levele dza lifhasi hu tshi katelwa Luambo na ESD.U pfesesa u funza luambo kha mbetshelwa ya mirole yo fhambanaho

XIM4641: METHODOLOGY OF XITSONGA

XIM4641 is a second semester module. The module is designed to empower students with ability to match subject content with relevant teaching and learning principles, strategies and resources at the FET band for the teaching of Xitsonga to secondary school students and enable students to achieve, through knowledge and practice, effective teaching and learning of Xitsonga language. The module develops and enhances the student's repertoire of knowledge and skills in the teaching and learning of Xitsonga in a practical way at schools.

EDA5521: LAW IN EDUCATION (EDA 5521)

CONTENT: THE EDUCATIONAL LAW ENVIRONMENT: LEGISLATION-One of the principal sources of educational law is the different forms of legislation. It is important for you to know how legislations are formulated in parliament. In this unit you will study the original of legislation from parliamentary legislation to parliamentary education legislation. Parliamentary education legislations are: The National Education Policy Act 27 of 1996; The South African Schools Act 84 of 1996; Employment of Educators Act 76 of 1998; and South African Council of Educators Act 31 of 2000. EDUCATORS IN THE EDUCATION ENVIRONMENT: THE EDUCATOR AND LEARNER DISCIPLINE-This unit is dealing with the characteristics of discipline; misconduct and serious misconduct; measures to deal with serious misconduct; ordinary referrals to governing body...THE EDUCATOR AS ACARING SUPERVISOR-The unit is based on the civil legal liability of an educator for patrimonial loss or personal injury to learners resulting from accidents which occur at school or during school activities. In this unit you will learn: the basis of the educator's duties; the content and extent of these duties; the civil liability in which the educator and/or the school and/or the education authorities may be exposed in the event of a breach of duties; and Protection against legal liability. EDUCATORS AND THEIR PROFESSIONAL ENVIRONMENT: EMPLOYMENT OF EDUCATORS-In this chapter students will be able to define the nature of labour relations in education; critically analyse the most important aspects of the individual employment relationship in education, including the terms and conditions of employment, legally sound appointment procedures and dispute resolution; distinguish between the most important elements of fairness in the workplace, including substantive fairness, procedural fairness and various forms of dismissal; evaluate the importance of collective agreements between unions and employers; critically analyse the functions of strikes and lockouts, and evaluate the possible effect thereof on the educational process; and critically analyse the effect of labour relations in education on *geborgenheit* (security) in educational practice. SCHOOL GOVERNANCE-in this study you will be able to define the value of statutory parent involvement in education at school level; to describe the statutory provisions which relate to the governance of public schools by parents; and explain how parental participation in school governance enhances security (geborgenheit) in teaching-learning environment.

EDR 5521: RESEARCH METHODOLOGY

CONTENT: Research Methods in Education: Importance of research; Abstract; Statement of the problem; Aim or purpose of the study; Research questions; Literature review; Research design and methodology; Methodological paradigms in educational research-Quantitative paradigm, Qualitative paradigm, Mixed paradigm; Data analysis; Ethical Considerations; Significance of the study; Delimitation of the study; Division of Chapters.

ORB 5521: ORGANISATIONAL BEHAVIOUR

Working definition of Education Management and Leadership, Management and leadership functions, Management resources and management areas, Basic education management skills for educators, Key issues in human resources in education, Aims and principle of human resource development, Developing a human resources programme, Group Dynamics, Formal and informal groups, The group development process, Power, Politics, Conflict and Negotiations, Teams and Teamwork, Funding public and private schools, Sources of school funding, The South African Schools Act and school funding, Norms and Standards for School Funding, Empowerment and Accountability as driving forces for selfmanagement ,Management of school fees (organizing and controlling school fees), Organizational culture and climate, Establishing a culture of teaching and learning, Maintenance discipline in the school, Establishing Circles of Support, Managing parent involvement in the school, School Governing Body (SGB).

EDR 5621: RESEARCH METHODOLOGY

CONTENT: Research Methods in Education: Importance of research; Abstract; Statement of the problem; Aim or purpose of the study; Research questions; Literature review; Research design and methodology; Methodological paradigms in educational research-Quantitative paradigm, Qualitative paradigm, Mixed paradigm; Data analysis; Ethical Considerations; Significance of the study; Delimitation of the study; Division of Chapters.

EDL 5621: EDUCATIONAL LEADERSHIP LEADERSHIP, MANAGEMENT, ADMINISTRATION AND POLICY

Introduction, Working Definition of leadership, management and administration, Trait and behavioural theories of leadership, Behavioural style theory, Situational Theories, From Transactional to Charismatic Leadership. **MOVE TOWARDS SCHOOL-BASED MANAGEMENT**. Introduction, Relationship between change and leadership in education, Understanding the nature of educational leadership, Educational leadership and management debate revisited, Evolving conceptions of school leadership:-Instructional leadership, Laissez-faire leadership, Contingency leadership, Transactional leadership, Shared leadership andTransformational leadership. **THIS MODULE INTRODUCE STUDENT TOWARDS A LEADERSHIP MODEL FOR SBM**

Introduction, Searching for leadership for SBM, What is successful school leadership?, Multifaceted leadership for SBM, School Leadership dimension, School Leadership perspectives, School Leadership practices, Approaches to school leadership practices, School leadership vision, School context, Influences as the binding force and Instructional programme

HIV 5621: HIV and AIDS FOR THE TEACHER

Theories relating the origin of HIV/AIDS, The Biology of HIV/AIDS, National Policy on HIV/AIDS, History of HIV/AIDS in South Africa, Continental and International Countries (around the Globe); HIV and Sexuality education. HIV/AIDS transmission and intervention strategies, Prevention of HIV/AIDS and intervention strategies, HIV testing and Counselling, HIV treatment: Antiretroviral treatment. Post-Exposure Prophylaxis. Impact of HIV/AIDS in Education Sector in South Africa.

EDF 5521: FINANCIAL MANAGEMENT IN EDUCATION

CONTENT: What Financial Management is all About; Financial Planning; Financial Organization; Financial School Management and Leadership; Financial Control; Financial Management Under South African Schools Act of 1996.

HER 5521: HUMAN RESOURCE MANAGEMENT IN EDUCATION

RESOURCING AND DEVELOPMENT: Professional Development; Staff Appraisal; **EMPOWERING PEOPLE:** Conflict Management; Stress Management **STIMULATING INDIVIDUAL AND TEAM PERFORMANCE:** Working with Teams. **EDUCATION LEADERSHIP.**

Conceptualisation: To understand the **nature** of Human Resource Management in Education (definition and meaning). **Objectives**, **role and functions of HRME** – How organisations reach their goals, ensure effective utilisation and maximum development of HRME, Identification and satisfaction of the needs of individuals, Inculcation of the sense of team spirit, and promotion of **Batho Pele** principle. **Personnel aspects HRME**: To understand the - Manpower planning, recruitment, selection, placement, promotion, training and development, transfer, lay-off, retrenchment, remuneration, incentives, productivity, appraisal of performance of employees etc. **Welfare aspects**: working conditions, amenities, education, health and safety and recreation. **Industrialisation:** To understand issues relating to collective bargaining, grievance and disciplinary procedures, maintenance of high morale among employees. **Challenges of HRM in Education:** Ethically and socially responsive to the needs of society.

SGO 5521: SCHOOL GOVERNANCE

Conceptualization Definition and meaning of the concepts of School Governance and School Management in Education. **Policy Issues:** Issues of SG relevant to the Constitution of Republic of

South Africa, New policy relating to the constitution of School Governing Body in South Africa, Constitution of School Governing bodies (SGBs). Relevant terms: **Importance of SG:** why good governance is important in public schools in South Africa. **Membership of SGBs**: the membership of diverse components of a Governing Body of a public school whose level is higher than Grade 7.

EDR 5521: RESEARCH METHODOLOGY

CONTENT: Research Methods in Education: Importance of research; Abstract; Statement of the problem; Aim or purpose of the study; Research questions; Literature review; Research design and methodology; Methodological paradigms in educational research-Quantitative paradigm, Qualitative paradigm, Mixed paradigm; Data analysis; Ethical Considerations; Significance of the study; Delimitation of the study; Division of Chapters.

GHD 5521: HUMAN GROWTH AND DEVELOPMENT

Introduction to Human Development theories: Freud's psychosexual theory; Erikson's psychosocial theory; Piaget's cognitive theory, Vygotsky sociocultural theory, Gesell's maturational theory, Kohlberg's moral development theory, Parenting styles and their educational implications. Gender. Self-Concept and its impact on schooling. Attachment. Discipline problems and their causes. Educating Exceptional Learners.Assessment criteria: Assignments and Tests.

GTP 5521: COUNSELLING THEORY AND PRACTICE

THIS MODULE INTRODUCES STUDENTS IN GENERAL ORIENTATION TO THE PROCESS OF COUNSELLING. THE COUNSELLING PROCESS

Working Definition of Counselling, Counselling Theory, How useful are counselling theories? Classification of Counselling Theories, The Counselling Process, Qualities of an effective counsellor and Basic Communication Skills. **BRIEF OUTLINES OF SELECTED COUNSELLING APPROACHES RATIONAL-EMOTIVE BEHAVIOURAL THERAPY** [**REBT**]. The nature of the people, Nature of anxiety, the role of the counsellor, Counselling goals and the counselling Method. **BEHAVIOURAL COUNSELLING**, The nature of the people, Nature of anxiety, Counselling goals, the counselling Method and The role of the counsellor. **CLIENT-CENTRED APPROACH**, The nature of the people, the role of the counsellor, Nature of anxiety, Counselling goals and the counselling Method

EDR 5621: RESEARCH METHODOLOGY

CONTENT: Research Methods in Education: Importance of research; Abstract; Statement of the problem; Aim or purpose of the study; Research questions; Literature review; Research design and methodology; Methodological paradigms in educational research-Quantitative paradigm, Qualitative paradigm, Mixed paradigm; Data analysis; Ethical Considerations; Significance of the study; Delimitation of the study; Division of Chapters.

GHD 5621: HUMAN GROWTH AND DEVELOPMENT

Adolescence and Young adulthood: Identity development, interpersonal relations, risk taking behaviour and mate selection. Adulthood: work and family, stress, parenting, midlife crises, health and cognition. Social development: gender development and gender schema theory, gender roles, self – concept and abuse and neglect. Atypical development: antisocial behaviour, asocial behaviours, chronic illness and disabilities and mood disorders. Assessment criteria: Assignments and Tests. Introduction to Human Development theories: Freud's psychosexual theory; Erikson's psychosocial theory; Piaget's cognitive theory, Vygotsky sociocultural theory, Gesell's maturational theory, Kohlberg's moral development theory, Parenting styles and their educational implications. Gender. Self-Concept and its impact on schooling. Attachment. Discipline problems and their causes. Educating Exceptional Learners.Assessment criteria: Assignments and Tests.

GVC 5621: COUNSELLING ORPHANS AND VULNERABLE CHILDREN

Legislative framework, The Role of a Counsellor, Child abuse and neglect, Myths and facts about child abuse and neglect, Effects of child abuse and neglect, Types of child abuse, Warning signs of child abuse and neglect, Risk factors for child abuse and neglect. Helping the abused or neglected child, Trauma, Child protection.

GCA 5521: COUNSELLING CHILDREN AND ADOLESCENTS

Psychological Premises, Confrontation techniques for psychological disclosure, Four goals of disturbing behaviour, **Recognition Reflex,** Confrontation Techniques, Reaction to correction, Guessing the Hidden Reason, Use of Long Range Goals of the Life Style, Shulman's Typology of Confrontation, **Corrective Measures,** Encouragement- Mutual Respect, Equality, Understanding as encouragement, Having Faith as encouragement, Asking For Help as Encouragement, Logical Consequences as Encouragement, Honesty as Encouragement, Right to decision as Encouragement, Setting goals as Encouragement, Myths as Encouragement, Consistency as Encouragement, Misplaced Competition, Praise and Encouragement, **Training the Child with Natural and Logical Consequences**, Parent Dilemma in Child Rearing, Basic principles of Natural and Logical Consequences (Principles 1-9), **Counselling Adolescents**, Help parents Understand Teenager, Counselling the Defiant Adolescents, Counselling Juvenile Delinquency.

GDM 5521: DEVELOPING AND MANAGING SCHOOLS GUIDANCE PROGRAMME

Career Development: Basis Concepts and Application; Definition of and scope of career development; Definition of counseling and support services; Objectives of Career Counseling and Career Development. **Elements of career counseling and guidance**: Self-awareness of interests, values, personal styles and abilities; Provision of job related information; Decision making process; career management. **Perspectives in Career Decisions and Career Choice**: Trait and Factor Theory; A Sociological Perspective. **Career Development Theories**: Theory of Work Adjustment; Holland's Theory of Career Development; Theory of Circumscription and Compromise; Social Cognitive Theory.

GCD 5521: CAREERS COUNSELING AND DEVELOPMENT

Guidance in Schools; Guidance activities that assist to make students to make prudent life and career choices; Guidance activities that assist students to make transmissions to the next levels; Key elements of the school guidance plan; Role of the school management, staff and the education partners; The role of the guidance counselor; Timeframe and key stages; Starting the planning process roles; Consultative mechanism-staff.