

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:

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	Council of the University	
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	Academic Staff and Departments	
	Administrative Staff	
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9.	SCHOOL OF MATHEMATICAL AND NATURAL SCIENCES	PART 9
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OFFICERS OF THE SCHOOL OF EDUCATION

Dean (Ass. Professor) (acting)	T Runhare, Cert. in Personnel & Training Management (IPM Zimbabwe); C.E, B.ED, M.ED, (UZ); PhD (Pretoria)
Vice-Dean	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 DEPARTMENTS:

Heads of Departments are indicated 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)
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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), 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), MA, 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) *T Runhare, Cert. in Personnel & Training Management (IPM Zimbabwe); C.E, B.ED, M.ED, (UZ); PhD (Pretoria).
Lecturer: EN Thenga BA(Ed), BEDGC, MEd (Univen)
Teaching Assistant: Dean's Substitute: Vacant,
Vacant
Vacant
Postdoctoral Fellow: 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)
TE Tshiovhe, STD (Makhado), FDE, BEd (Hons) (RAU), MEd, D.Ed (Univen)
Lecturers MA Nenzhelele, (STD) (Soweto College of Education), B.Com (Hons) (Univen), MBA (MANCOSA)
NM Ndwamato, 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 Childhood
- 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

- 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.
- 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.
- 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

Date

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

- Other General Rules for Graduate Studies (G.18), including the format and declarations, apply.
- The PASS mark for a Master of Education degree is 50%. A mark of 75% or above is a PASS *cum laude*.
- A Master of Education degree shall be awarded after at least one academic year has passed since the candidate obtained an Honours degree.
- 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.

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

2.3.2 Duration of Programme

- 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

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
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E3.2 DIPLOMA

Advanced Diploma in School Leadership and Management	ADSLM
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E3.3 DEGREES

Bachelor of Education: Early Childhood/Foundation Phase	BEDTEF
Bachelor of Education: Further Education and Training	BEDFET
Bachelor of Education Honours in	BEd (Hons)
- Chemistry Education	B.Ed. (Hons)
- Comparative Education	B.Ed. (Hons)
- Curriculum Studies	B.Ed. (Hons)
- Early Childhood Education	B.Ed. (Hons)
- Educational Management	B.Ed. (Hons)
- Guidance and Counselling	B.Ed. (Hons)
- Life Sciences Education	B.Ed. (Hons)
- Philosophy of Education	B.Ed. (Hons)
- Physics Education	B.Ed. (Hons)
- Sociology of Education	B.Ed. (Hons)

Master of Education in	M.Ed.
- Chemistry Education	M.Ed.
- Comparative Education	M.Ed.
- Curriculum Studies	M.Ed.
- Early Childhood Education	M.Ed.
- Educational Management	M.Ed.
- Educational Management	M.Ed.
- Guidance and Counselling	M.Ed.
- Inclusive Education	M.Ed.
- Life Sciences Education	M.Ed.
- Philosophy of Education	M.Ed.
- Physics Education	M.Ed.
- Psychology of Education	M.Ed.
- Science Education	M.Ed.
- Sociology of Education	M.Ed.
Doctor of Education in	D.Ed.
- Chemistry Education	D.Ed.
- Childhood Education	D.Ed.
- Comparative Education	D.Ed.
- Curriculum Studies	D.Ed.
- Inclusive Education	D.Ed.
- Mathematics Education	D.Ed.
- Philosophy of Education	D.Ed.
- Physics Education	D.Ed.
- Psychology of Education	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 Activity ELM4121-Leading and Managing Learning EPC4121- Leading and Managing people and change EPP4121-Professional Portfolio	EPP 4221- Professional Portfolio EWC4221- Working with and for Community ESO 4221- Leading and Managing the school as an Organisation ESS 4221- Working within and for the school system

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

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

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

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 IEH 1521 ECS 1541	SFE 1621 EPH 1621 ECS 1642	SOE 2521 PHE 2521 ETL 2521	HDC 2621 ECT 2621 ETL 2621

THIRD YEAR		FOURTH YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
ESP 3521 EHC 3521 ETL 3521 ETL 3511 PSC 3521	ETE 3621 EMT 3621 ETL 3621 PSC 3621	ECT 4521 PSG 4521 HIV 4521 ETP 4521	ETP 4621 CTP 4621 One optional module from: 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 1631	AGR 2541 OR PPR 2541	ANS 2641 AGR 2631

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

BIOLOGY

FIRST YEAR		SECOND YEAR	
Semester 1	Semester 2	Semester 1	Semester 2
BIO 1541 BIO 1542	BIO 1643 BIO 1644	BOT 2544	BOT 2645 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 1622	CHE 2521 CHE 2522	CHE 2620 CHE 2623

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

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 3542	ENG 3641 ENG 3642 or ENG 3643	ENM 4541	ENM 4641

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 1541	GEO 1620 GEO 1641	GEO 2541 GEO 2542	GEO 2641 GEO 2642

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

NORTH SOTHO

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

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

PHYSICS

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

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

PSYCHOLOGY

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

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

TSHIVENDA

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

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

XITSONGA

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

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

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
 Bachelor of Education Honours in Curriculum Studies
 Master of Education in Curriculum Studies
 Doctor of Education in Curriculum Studies

PGCE
 SEHECS
 SEMECS
 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 Management | ADSLM |
| 2. | Bachelor of Education Honors in Educational Management | BEDEHE |
| 3. | Master of Education in Educational Management | SEMEEM |
| 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 Activity ELM4121-Leading and Managing Learning EPC4121- Leading and Managing people and change EPP4121-Professional Portfolio	EPP 4221- Professional Portfolio EWC4221- Working with and for Community ESO 4221- Leading and Managing the school as an Organisation ESS 4221- Working within and for the school 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 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.

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

EDR5121	Educational Research
EDF5121	Educational Leadership and Management
EDA5121	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 management

SEDEEM

Module

EDU 7001 Dissertation

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

- National Senior Certificate (NSC) with a Bachelor and an average of 36%, with a minimum percentage of 50% in English.
- 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 1

EHD 1521	Psychology of Education
IEH 1521	History of Education
ECS 1541	English Communication Skills

FIRST YEAR:

Semester 2

SFE 1621	Sociology of Education
EPH 1621	Philosophy of Education
ECS 1642	English Communication Skills

SECOND YEAR**Semester 1**

SOE 2521	Sociology of Education
<i>Prerequisite</i>	<i>SFE 1621</i>
PHE 2521	Philosophy of Education
<i>Prerequisite</i>	<i>EPH 1621</i>
ETL 2521	Preparation of Teaching Practice-Observation

Semester 2

HDC 2621	History of Education
<i>Prerequisite</i>	<i>IEH 1521</i>
ECT 2621	Psychology of Education
<i>Prerequisite</i>	<i>EHD 1521</i>
ETL 2621	Preparation of Teaching Practice-Observation

THIRD YEAR**Semester 1**

ESP 3521	Sociology of Education
<i>Prerequisite</i>	<i>SOE 2521</i>
EHC 3521	History of Education
<i>Prerequisite</i>	<i>HDC 2621</i>
ETL 3521	Preparation of Teaching Strategies
<i>Prerequisite</i>	<i>ETL 2521</i>
ETL 3511	Preparation of Teaching Practice-Observation
PSC 3521	Computer Literacy

Semester 2

ETE 3621	Psychology of Education
<i>Prerequisite</i>	<i>ECT 2621</i>
EMT 3621	Philosophy of Education
<i>Prerequisite</i>	<i>PHE 2521</i>
ETL 3621	Preparation of Teaching Practice-Observation
<i>Prerequisite</i>	<i>ETL 2621</i>
PSC 3621	computer literacy

FOURTH YEAR**Semester 1**

ECT 4521	English Competence for Teachers
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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

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

AGR 2531 Introduction to Plant Production **or**

Prerequisite GEN 1641 & AGR 1631

ANS 2541 Basic Principles of Nutrition

Prerequisite ANS 1541

Second Semester

AGR 2631 Dry land Farming Technology

Third year

First Semester

AGR 3541 Principles & Application of Plant Physiology in Plant Production

Prerequisite BIO 1643 and AGR 2631

Second Semester

AGR 3641 Introductory Plant Breeding and Seed Production

Prerequisite GEN 1641 and AGR 3541

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 1631	AGR 2541 OR PPR 2541	ANS 2641 AGR 2631

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

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 Semester

BOT 3543 Disturbance and Plant Ecology

Pre-requisites : BIO 2542 or BOT 2544

Second Semester

BOT 3646 Plant Physiology

BOT 3647 Plant Ecophysiology

Pre-requisites : BOT 2544 and BOT 2645

Fourth Year

MLS 4541 Methodology of Life Sciences: Biology

MLS 4641 Methodology 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 Semester

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

CHE 1622 Introductory Organic Chemistry

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

Pre-requisite : CHE 1540

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 4541 Methodology of Natural Sciences: Chemistry

MCS 4641 Methodology of Natural Sciences: Chemistry

ECONOMICS**First Year***First Semester*

ECO 1541 Basic Microeconomics

Second Semester

ECO 1641 Basic Macroeconomics

Second year*First Semester*

ECO 2541 Intermediate Microeconomics

Pre-requisites ECO 1541 & ECO 1641

Second Semester

ECO 2641 Intermediate Macroeconomics

Pre-requisites ECO 1541, ECO 1641 & ECO2541

Third year

First Semester

ECO 3541 ECO: International Trade and Finance

Pre-requisites ECO 2541 & ECO 2641

Second Semester

ECO 3641 ECO: The SA Economy

Pre-requisites ECO 2541 & ECO 2641

Fourth Year

ECM 4541 Methodology of Management Sciences: Economics

ECM 4641 Methodology 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

ENG 2561 English Structure and Usage: Intermediate Level

Pre-requisites 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

ENG 3542 Advanced English Usage

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

GEO 1541 Integrated Study of Major World Environments

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

ISINDEBELE

First year

First Semester

ISN 1541 Introduction to Isindebele Grammar

Semester 2

ISN 1641 Introduction to Isindebele Grammar

Second year

Semester 1

ISN 2541 Meaning, Sound, Word and sentence structure in Isindebele
 ISN 2542 Orthography and Terminology

Semester 2

ISN 2641 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

Pre-requisites : MAT 1542

Second year

First Semester

MAT 2541 Linear Algebra

Pre-requisites : MAT 1642

MAT 2542 Advanced Calculus

Pre-requisites : MAT 1641

Second Semester

MAT 2641 Real Analysis 1

Pre-requisites : MAT 1542

MAT 2642 Ordinary Differential Equations

Pre-requisites : MAT 1641

Third year

First Semester

MAT 3541 Real Analysis

Pre-requisites : MAT 2641

MAT 3542 Group Theory

Pre-requisites : MAT 2541

Second Semester

MAT 3641 Complex Analysis

Pre-requisites : MAT 2641

MAT 3642 Rings and Fields

Pre-requisites : MAT 3542

Fourth Year

MAM 4541 Methodology of Mathematics

MAM 4641 Methodology of Mathematics

NORTH SOTHO

First Year

First Semester

NSO 1541 Introduction to Northern Sotho Linguistics

Second Semester

NSO 1641 Introduction 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 Semester

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 Year

First Semester

PHY 1521 Mechanics 1521

Pre-requisites : As per admission requirement of the School of Maths & Natural Science

Co-requisites : MAT 1541

PHY 1522 Waves and Optics 1522

Pre-requisites : As per admission requirement of the School of Maths & Natural Science

Co-requisites : MAT 1541

Second Semester

PHY 1623 Properties of Matter and Thermal Physics
Pre-requisites : As per admission requirement of the School of Maths & Natural Science
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
Pre-requisites : PHY 1624, MAT 1541, MAT 1641
 PHY 2624 Modern Physics
Pre-requisites : PHY 1521, MAT 1541, MAT 1641

Third year

First Semester

PHY 3521 Atomic and Nuclear Physics
Pre-requisites : PHY 2624
 PHY 3522 Solid State Physics
Pre-requisites : PHY 2521 and PHY2624

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

PSY 1541 Introduction to Psychology

Second Semester

PSY 1641 Introduction to Applied Psychology

Second year

First Semester

PSY 2511 Research Proposal Writing Practical's
 PSY 2541 Basic Research Methodology
 PSY 2542 Human Development

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
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 Semester

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 Semester

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]

BEDABI= AGRICULTURE 3 + BIOLOGY 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>
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 2643 Anatomy and physiology of farm animals AGR 2631 Dry land farming technology Biology BOT 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	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 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		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	
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills <u>Accounting</u> ACC 1541 Introduction to Financial Accounting and <u>Computer Science</u> COM 1522 Introduction to Computer Systems COM 1524 Fundamentals of Computer Architecture COM1721 Object Oriented Programming	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills <u>Accounting</u> ACC 1641 Financial Accounting and <u>Computer Science</u> COM 1626 Computer Technology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation <u>Accounting</u> ACC 2541: Company Financial Statement and <u>Computer Science</u> COM 2523 Imperative Programming COM 2529 Database Fundamentals COM 2701 Computer Science Lab	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation <u>Accounting</u> ACC 2641 Introduction to Cost and Management Accounting and <u>Computer Science</u> COM 2624 Algorithms and Data Structures COM 2626 Data Communication and Computer Networks	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 <u>Accounting</u> ACC 3541: External Financial Acc.	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy <u>Accounting</u> ACC 3641: Managerial Acc and Finance	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 ACM 4541 Accounting Methodology MIT 4541 Methodology of Information Technology	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice and Practice CTP 4621 Curriculum Theory and Practice ACM 4641 Accounting Methodology MIT 4641 Methodology of Information Technology 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
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 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 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 2542Historical 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 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 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 3641Further Advanced Study of N. Sotho Literature NSO 3642Translation 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 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: Xitsonga NSM 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	

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
<p>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 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</p>	<p>SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Business Studies and one African Language Business Studies BMA 1641 Functional Areas of Business Management and Isiswati ISW 1641 Introduction to Isiswati Literature or Tshivenda 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</p>	<p>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 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 2541 An 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</p>	<p>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) Business Studies BMA 2641 Human Resource Management 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 2641 An Advanced Study of Northern Sotho Literature or IsiNdebele ISN 2641 Origin and Development of traditional and modern literature</p>	<p>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 3541 Further 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</p>	<p>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 Comperat. 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</p>	<p>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 Studies and one African Language) BEM 4641 Business Studies ISM 4641 Methodology of 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</p>	<p>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 ISM 4641 Methodology of 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</p>
Total credits = 120		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 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 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 English and one African Language English ENG 1661 Introduction to Literature Studies and Isiswati ISW 1641 Introduction to Isiswati Literature or Tshivenda 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 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 2541 An 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 English ENG2661 Post Coloniality and The African World in Lite 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 2641 An 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 3541 Further 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 Comperat. 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 ENM 4541 Methodology of First Additional Language: English and ISM 4541 Methodology of Isiswati or TVM 4541 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 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	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 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

BEDAFG = GEOGRAPHY 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
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose Geography and one African Language <u>Geography</u> GEO 1520 Geography: Cartography, Map Analysis, Air Photo GEO 1541 Integrated Study of Major World Environments <u>And Isiswati</u> 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 <u>Isindebele</u> ISN 1541 Introduction to Isindebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Geography and one African Language <u>Geography</u> GEO 1620 Geography: Elements of Remote Sensing GEO 1641 Geography: Major World Environments <u>And Isiswati</u> ISW 1641 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 <u>North Sotho</u> NSO 1641 Introduction to Northern Sotho Literature or <u>Isindebele</u> 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>Geography</u> GEO 2541 Spatial Organisation of Society GEO 2542 Quant. & Qualit. Research Methods <u>And Isiswati</u> ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology or <u>Tshivenda</u> TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantic or <u>Xitsonga</u> XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics or <u>North Sotho</u> NSO 2541 An 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 <u>Geography</u> GEO 2641 Patterns and Processer in Physical Geography GEO 2642 Themes in the Geography of Africa and <u>Isiswati</u> ISW 2641 Origin & Development of Modern Literature or <u>Tshivenda</u> TVE 2641 Advanced Study of Tshivenda Literature or <u>Xitsonga</u> XTS 2641 A Detailed Study of Xitsonga Literature or <u>North Sotho</u> NSO 2641 An Advanced Study of Northern Sotho Literature or <u>Isindebele</u> 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 <u>Isiswati</u> ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy or <u>Tshivenda</u> TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics or <u>Xitsonga</u> XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic or <u>North Sotho</u> NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology or <u>Isindebele</u> ISN 3541 Introduction to Translation, Interpretation and Editing ISN 3542 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 <u>Isiswati</u> ISW 3641 Society and Literature ISW 3642 Language and Society or <u>Tshivenda</u> TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. or <u>Xitsonga</u> XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. or <u>North Sotho</u> NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology or <u>Isindebele</u> 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 GEM 4541 Geography 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 Home Language: 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	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 GEM 4641 Geography Methodology ISM 4641 Methodology of 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 Home Language: 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	

BEDAFI = BIOLOGY 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
EHD1521Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose Biology and one African Language <u>Biology</u> BIO 1541 Diversity of Life BIO1542 Cell Biology I and <u>Isiswati</u> 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 <u>IsiNdebele</u> ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Biology and one African Language <u>Biology</u> BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology or <u>Isiswati</u> ISW 1641 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 <u>North Sotho</u> NSO 1641 Introduction to Northern Sotho Literature Or <u>IsiNdebele</u> 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>Biology</u> BOT 2544 Plant Anatomy and <u>Isiswati</u> ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology or <u>Tshivenda</u> TVE 2541 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 <u>North Sotho</u> NSO 2541An Advance Study to Northern Sotho Grammar NSO 2542Historical 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 <u>Biology</u> BOT 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny And <u>Isiswati</u> ISW 2641 Origin & Development of Modern Literature or <u>Tshivenda</u> TVE 2641 Advanced Study of Tshivenda Literature or <u>Xitsonga</u> XTS 2641 A Detailed Study of Xitsonga Literature or <u>North Sotho</u> NSO 2641An Advanced Study of Northern Sotho Literature or <u>IsiNdebele</u> 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 <u>Isiswati</u> ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy or <u>Tshivenda</u> TVE 3541 Further Advanced Study to Tshivenda Grammar TVE 3542 Comparative Linguistics and Semantics or <u>Xitsonga</u> XTS 3541 An in-depth study of Xitsonga Grammar XTS 3542 An in-depth study of aspects of Sociolinguistic or <u>North Sotho</u> 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	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy <u>Isiswati</u> ISW 3641 Society and Literature ISW 3642 Language and Society or <u>Tshivenda</u> TVE 3641 Further Advanced Study of TVE Literature TVE 3642 Language Planning Policies & Comparative Stud. or <u>Xitsonga</u> XTS 3641 An In-depth Study of Xitsonga Literature XTS 3642 An In-depth Study of Historical Comperat. Lin. or <u>North Sotho</u> NSO 3641Further Advanced Study of N. Sotho Literature NSO 3642Translation and Terminology or <u>IsiNdebele</u> 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 MLS 4541 Methodology of Life Sciences: Biology and ISM 4541 Methodology of Home Language: Tshivenda or XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Isiwati 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 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	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 MLS 4641 Methodology of Life Sciences: Biology ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda or XIM 4641 Methodology of Home Language: Xitsonga NSM 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	

BEDAFM = MATHEMATICS 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
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose Mathematics and one African Language <u>Mathematics</u> MAT 1541 Mathematics MAT 1542 Mathematics 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 Mathematics and one African Language <u>Mathematics</u> MAT 1641 Integral Calculus MAT 1642 Mathematics Foundation II and Isiwati ISW 1641 Introduction to Isiswati Literature or Tshivenda 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 (Mathematics and one African Language) <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced Calculus and Isiwati 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 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics and 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 (Mathematics and one African Language) <u>Mathematics</u> MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations and Isiwati 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 2641 An Advanced Study of Northern Sotho Literature and 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 <u>Isiswati</u> ISW 3541 Introduction to Translation ISW 3542 Language Planning and Policy or Tshivenda TVE 3541 Further 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 <u>Isiswati</u> 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 Comperat. Lin. or North Sotho NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology and 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 (Mathematics and one African Language) ISM 4641 Methodology of 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 Home Language: 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	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 (Mathematics and one African Language)
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	Total 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 level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose History and one African Language History HIS 1543 Twentieth Century Africa 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 History and one African Language History HIS 1644 contemporary Middle East and IsiSwati ISW 1641 Introduction to IsiSwati Literature or Tshivenda 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 History HIS 2541 The making of Modern South Africa 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 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics and 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 History HIS 2642 Europe Since 1945 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 2641 An Advanced Study of Northern Sotho Literature and 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 3541 Further 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 Comperat. Lin. or North Sotho NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology and 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 (History and one African Language) HSM 4541 Methodology of Social Sciences: History ISM 4641 Methodology of 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	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 (History and one African Language) HSM 4641 Methodology of Social Sciences: History ISM 4641 Methodology of 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	

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

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>
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 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 Economics and one African Language Economics ECO 1641 Basic Macroeconomics and Isiswati ISW 1641 Introduction to Isiswati Literature or Tshivenda 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 and 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 Economics ECO 2541 Intermediate Microeconomics 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 2541 An 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 Economics ECO 3541: International Trade and Finance 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 2641 An Advanced Study of Northern Sotho Literature and 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 3541 Further 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 Comperat. Lin. or North Sotho NSO 3641 Further Advanced Study of N. Sotho Literature NSO 3642 Translation and Terminology and 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 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 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	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: 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	

BEDAFF = PSYCHOLOGY (LIFE ORIENTATION) 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
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose Psychology and one African Language <u>Psychology</u> PSY 1541 Introduction to Psychology 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 Psychology and one African Language <u>Psychology</u> PSY 1641 Introduction to Applied Psychology and Isiswati ISW 1641 Introduction to Isiswati Literature or Tshivenda 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>Psychology</u> PSY 2511 Research Proposal Writing Practical's PSY 2541 Basic Research Methodology PSY 2542 Human Development 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 2542Historical 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 <u>Psychology</u> PSY 2641 Psychopathology PSY 2642 Introduction to Social Psychology and Isiswati ISW 2641Origin & 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 <u>Isiswati</u> ISW 3541Introduction to Translation ISW 3542 Language Planning and Policy or Tshivenda TVE 3541 Further 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 <u>Isiswati</u> 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 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	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 The two majors taken at year two will be taken as methodology modules ETP 4521 Teaching Practice MLO 4541 Methodology of Life Orientation ISM 4541 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Isiswati Tshivenda XIM 4641 Methodology of Home Language: Xitsonga_OR 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	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 MLO 4641 Methodology of Life Orientation ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Isiswati Tshivenda XIM 4641 Methodology of Home Language: Isiswati Xitsonga_OR 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	

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 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose Agriculture and any one African Language Isiswati ISW 1541 Introduction to Isiswati Grammar Tshivenda TVE 1541 Introduction to Tshivenda Grammar Xitsonga XTS 1541 Xitsonga: Introduction to Grammar North Sotho NSO 1541 Introduction to Northern Sotho Linguistics IsiNdebele ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Agriculture and any one African Language Agriculture GEN 1641 Principles of genetics AGR 1631 Agriculture and Humankind Isiswati ISW 1641 Introduction to Isiswati Literature Tshivenda TVE 1641 Introduction to Tshivenda Literature Xitsonga XTS 1641 Xitsonga: Intro. to the Study of Literature North Sotho NSO 1641 Introduction to Northern Sotho Literature 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 Agriculture AGR 2541 Introduction to plant production or PPR 2541 Introduction to plant protection Isiswati ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology Tshivenda TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics Xitsonga XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics North Sotho NSO 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics 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 Agriculture ANS 2643 Anatomy and physiology of farm animals AGR 2631 Dry land farming technology Isiswati ISW 2641 Origin & Development of Modern Literature Tshivenda TVE 2641 Advanced Study of Tshivenda Literature Xitsonga XTS 2641 A Detailed Study of Xitsonga Literature North Sotho NSO 2641 An Advanced Study of Northern Sotho Literature 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 3541 Further 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 NSO 3542 Semantics Or IsiNdebele ISN 3541 Introduction to Translation, Interpretation and Editing ISN 3542 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 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 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 ASM 4541 Methodology of Life Sciences: Agriculture ISM 4541 Methodology of Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho MLS 4541 Methodology of Life Sciences: Biology 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 ASM 4641 Methodology of Life Sciences: Agriculture ISM 4641 Methodology of Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho MLS 4641 Methodology of Life Sciences: Biology 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

BEDALF = ISISWATI 3 OR TSHIVENDA 3 OR XITSONGA 3 OR NORTH SOTHO 3 OR ISINDEBELE 3 + BIOLOGY 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 one African Language and Biology BIO 1541 Diversity of Life BIO1542 Cell Biology I 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 one African Language and Biology BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology and IsiSwati ISW 1641 Introduction to IsiSwati Literature or Tshivenda 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 Biology BOT 2544 Plant Anatomy and Morphology 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 2541 An 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 Biology BOT 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny 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 2641 An 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 3541 Further 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 NSO 3542 Semantics or IsiNdebele ISN 3541 Introduction to Translation, Interpretation and Editing ISN 3542 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 Comperat. 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 ISM 4541 Methodology of IsiSwati or TVM 4541 Methodology of Home OR Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga or NSM 4541 Methodology of Home Language: Northern Sotho or NMD 4541 Methodology of IsiNdebele and MLS 4541 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	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 ISM 4641 Methodology of IsiSwati or TVM 4641 Methodology of Home OR Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga or NSM 4641 Methodology of Home Language: Northern Sotho or NMD 4641 Methodology of IsiNdebele and 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	

BEDBCH= CHEMISTRY 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 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 264 5Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	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 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 BOT3647 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 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 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 = 120		Total credits = 120		Total credits = 120		Total credits = 120	Total credits for the Qualification = 480

BEDCBI= CHEMISTRY 3 + BIOLOGY 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 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 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	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 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 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	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 = 120		Total credits = 120		Total credits = 120		Total credits = 120 Total credits for the Qualification = 480	

BEDOAG= ECONOMICS 3 + 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 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 Agriculture ANS 2643 Anatomy and physiology of farm animals AGR 2631 Dry land farming technology	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 ASM 4541 Methodology of Life Sciences: Agriculture ECM 4541 Economics Methodology	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 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

BEDAON= AGRICULTURE 3 + ECONOMICS 2

Year 1 NQF level 5		Year 2 NQF level 6		Year 3 NQF level 7		Year 4 NQF level 8	
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills <u>Economics</u> ECO 1541 Basic Microeconomics and	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills <u>Economics</u> 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 <u>Economics</u> ECO 2541 Intermediate Microeconomics and <u>Agriculture</u> 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 <u>Economics</u> ECO 2641 Intermediate Macroeconomics and <u>Agriculture</u> ANS 2643 Anatomy and physiology of farm animals AGR 2631 Dry land farming technology	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 <u>Agriculture</u> 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 <u>Agriculture</u> 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 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 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

BEDBAF = BUSINESS MANAGEMENT 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 <u>Business Studies</u> BMA 1541 Intro to Business Management And Isiswati ISW 1541 Introduction to Isiswati Grammar <u>or Tshivenda</u> TVE 1541 Introduction to Tshivenda Grammar or Xitsonga XTS 1541 Xitsonga: Introduction to Grammar or <u>North Sotho</u> NSO 1541 Introduction to Northern Sotho Linguistics or <u>IsiNdebele</u> ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills <u>Business Studies</u> BMA 1641 Functional Areas of Business Management <u>And Isiswati</u> ISW 1641 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 <u>North Sotho</u> 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 <u>Business Studies</u> BMA 2541 Purchasing Management and <u>Isiswati</u> ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology or <u>Tshivenda</u> TVE 2541 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 <u>North Sotho</u> NSO 2541 An 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 <u>Business Studies</u> BMA 2641 Human Resource Management And Isiswati ISW 2641 Origin & Development of Modern Literature or <u>Tshivenda</u> TVE 2641 Advanced Study of Tshivenda Literature or <u>Xitsonga</u> XTS 2641 A Detailed Study of Xitsonga Literature or North Sotho NSO 2641 An Advanced Study of Northern Sotho Literature or <u>IsiNdebele</u> 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 <u>Business Studies</u> BMA 3541 Marketing Management	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy <u>Business Studies</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 BEM 4541 Business Economics Methodology and ISM 4541 Methodology of Home Language: IsiNdebele or TVM 4541 Methodology of Home Language: Tshivenda or XIM 4541 Methodology of Home Language: Xitsonga or NSM 4541 Methodology of Home Language: Northern Sotho or ISM 4541 Methodology of Home Language: 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	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 BEM 4641 Business Economics Methodology and ISM 4641 Methodology of Home Language: IsiNdebele or TVM 4641 Methodology of Home Language: Tshivenda or XIM 4641 Methodology of Home Language: Xitsonga or NSM 4641 Methodology of Home Language: Northern Sotho or ISM 4641 Methodology of Home Language: 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

BEDBAG= BIOLOGY 3 + 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 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 HISTORY 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 Biology and any one of the two majors <u>Biology</u> BIO 1541 Diversity of Life BIO1542 Cell Biology I <u>English</u> ENG 1561 English First Semester <u>History</u> 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 <u>Biology</u> BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology <u>English</u> ENG 1661 Introduction to Literature Studies <u>History</u> 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) <u>Biology</u> BOT 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny <u>English</u> ENG2661 Post Coloniality and The African World in Lite <u>History</u> HIS 2642 Europe Since 1945	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 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 Life Sciences: Agriculture ENM 4541 Methodology of First Additional Language: English HSM 4541 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	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 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

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 of Education IEH 1521 History of Education ECS 1541 English Communication Skills Mathematics MAT 1541 Mathematics MAT 1542 Mathematics 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 Mathematics MAT 1641 Integral 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 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations Biology BOT 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	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 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	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 Chose on teaching major 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 Chose on teaching major 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 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 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

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 of Education IEH 1521 History of Education ECS 1541 English Communication Skills <u>Accounting</u> ACC 1541 Introduction to Financial Accounting and <u>Computer Science</u> COM 1522 Introduction to Computer Systems COM 1524 Fundamentals of Computer Architecture COM1721 Object Oriented Programming	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills <u>Accounting</u> ACC 1641 Financial Accounting and <u>Computer Science</u> COM 1626 Computer Technology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation <u>Accounting</u> ACC 2541: Company Financial Statement and <u>Computer Science</u> COM 2523 Imperative Programming COM 2529 Database Fundamentals COM 2701 Computer Science Lab	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation <u>Accounting</u> ACC 2641 Introduction to Cost and Management Accounting and <u>Computer Science</u> COM 2624 Algorithms and Data Structures COM 2626 Data Communication and Computer Networks	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 <u>Computer Science</u> COM 3521 Distributed Operating Systems or COM 3520 Software Engineering or COM 3528 Systems Design and Implementation	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy <u>Computer Science</u> COM 3617 Professional Issues in Computing and Information Technology COM 3621 Advanced Algorithms COM 3629 Database Design and Implementation	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 ACM 4541 Accounting Methodology MIT 4541 Methodology of Information Technology	NB: All second semester modules are completed through portfolios ETP 4621 Teaching Practice CTP 4621 Curriculum Theory and Practice ACM 4641 Accounting Methodology MIT 4641 Methodology of Information Technology 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

BEDCMA= MATHEMATICS 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 of Education IEH 1521 History of Education ECS 1541 English Communication Skills <u>Mathematics</u> MAT 1541 Mathematics MAT 1542 Mathematics <u>Computer Science</u> COM 1522 Introduction to Computer Systems COM 1524 Fundamentals of Computer Architecture COM1721 Object Oriented Programming	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills <u>Mathematics</u> MAT 1641 Integral Calculus MAT 1642 Mathematics Foundation II <u>Computer Science</u> COM 1626 Computer Technology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced Calculus <u>Computer Science</u> COM 2523 Imperative Programming COM 2529 Database Fundamentals COM 2701 Computer Science Lab	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice-Observation <u>Mathematics</u> MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations <u>Computer Science</u> COM 2624 Algorithms and Data Structures COM 2626 Data Communication and Computer Networks	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 <u>Chose on teaching major Computer Science</u> COM 3521 Distributed Operating Systems or COM 3520 Software Engineering or COM 3528 Systems Design and Implementation	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy <u>Chose on teaching major Computer Science</u> COM 3617 Professional Issues in Computing and Information Technology COM 3621 Advanced Algorithms COM 3629 Database Design and Implementation	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 MIT 4541 Methodology of Information Technology	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 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	

BEDEAF = ENGLISH 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 Choose English and one African Language <u>IsiSwati</u> ISW 1541 Introduction to IsiSwati Grammar or Tshivenda TVE 1541 Introduction to Tshivenda Grammar or Xitsonga XTS 1541 Xitsonga: Introduction to Grammar or Isindebele ISN 1541 Introduction to IsiNdebele Grammar or North Sotho NSO 1541 Introduction to Northern Sotho Linguistics and English ENG 1561 English First Semester	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose English and one African Language <u>IsiSwati</u> ISW 1641 Introduction to IsiSwati Literature or Tshivenda TVE 1641 Introduction to Tshivenda Literature or Xitsonga XTS 1641 Xitsonga: Intro. to the Study of Literature or IsiNdebele ISN 1641 Introduction to IsiNdebele Literature or North Sotho NSO 1641 Introduction to Northern Sotho Literature and English ENG 1661 Introduction to Literature Stud	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 2541 An Advance Study to Northern Sotho Grammar NSO 2542 Historical Linguistics and Semantics and English ENG 2561 English Structure and Usage: Intermediate Level	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 <u>IsiSwati</u> 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 IsiNdebele ISN 2641 Origin and Development of traditional and modern literature or North Sotho NSO 2641 An Advanced Study of Northern Sotho Literature and English ENG 2661 Post Coloniality and The African World in Lite	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 Colonialist 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 and ISM 4541 Methodology of IsiSwati or TVM 4541 Methodology of Home Language: Tshivenda or XIM 4541 Methodology of Home Language: Xitsonga or NSM 4541 Methodology of Home Language: Northern Sotho or NMD 4541 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	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 or XIM 4641 Methodology of Home Language: Xitsonga or NSM 4641 Methodology of Home Language: Northern Sotho or NMD 4641 Methodology of IsiNdebele Total credits for the Qualification = 480
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	

BEDEHI = ENGLISH 3 + HISTORY 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 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 English ENG 1661 Introduction to Literature Stud History HIS 1644 Contemporary Middle 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 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 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 Qualification = 480	

BEDEOA = ENGLISH 3 + ECONOMIC 2 or ACCOUNTING 2 or BUSINESS MANAGEMENT 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 English and one Commerce Module English ENG 1561 English First Semester and Accounting ACC 1541 Introduction to Financial Accounting or Economics ECO 1541 Basic Microeconomics or Business Studies BMA 1541 Intro to Business Management	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) English ENG 2561 English Structure and Usage: Intermediate Level and Accounting ACC 2541: Company Financial Statement or Economics ECO 2541 Intermediate Microeconomics or Business Studies BMA 2541 Purchasing Management	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 Economics ECO 2641 Intermediate Macroeconomics or Business Studies 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 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 (English and one Commerce Module) ENM 4541 Methodology of First Additional Language: English ACM 4541 Accounting Methodology ECM 4541 Economics Methodology BEM 4541 Business Economics 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 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

BEDESG = ENGLISH 3 + MATHEMATICS 2 OR PHYSICS 2 OR GEOGRAPHY 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 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 MAT 1542 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 1620 Geography: Elements of Remote Sensing GEO 1641 Geography: Major World Environments or Mathematics MAT 1641 Integral 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 English ENG2661 Post Coloniality and The African World in Lite and Geography GEO 2641 Patterns and Processer in Physical Geography GEO 2642 Themes in the Geography of Africa or Mathematics MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations or Physics PHY 2623 Electrodynamics PHY 2624 Modern Physics	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 Geography GEO 2641 Patterns and Processer in Physical Geography GEO 2642 Themes in the Geography of Africa or Mathematics MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations or Physics 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 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	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 MPS 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		Total credits = 120		Total credits = 120		Total credits = 120	Total 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 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 Geography and one African Language Geography GEO 1520 Geography: Cartography, Map Analysis, Air Photo GEO 1541 Integrated Study of Major World Environments 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 Geography and one African Language Geography GEO 1620 Geography: Elements of Remote Sensing GEO 1641 Geography: Major World Environments And Isiswati ISW 1641 Introduction to Isiswati Literature or Tshivenda 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 Geography GEO 2541 Spatial Organisation of Society GEO 2542 Quant. & Qualit. Research Methods 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 2541 An 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 Geography GEO 2641 Patterns and Processes in Physical Geography GEO 2642 Themes in the Geography of Africa 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 2641 An 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 Geography GEO 3542 Geomorphology GEO 3543 Biogeography GEO 3544 Population and Demography GEO 3545 Settlement and Industrial Development GEO 3541 Geography of South Africa	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy Geography GEO 3642 Climatology GEO 3643 Geography of Tourism GEO 3644 Rural Geography and Development GEO 3641 Remote Sensing and Geographic Information Systems	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 GEM 4541 Geography 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 Home Language: 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	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 GEM 4641 Geography Methodology ISM 4641 Methodology of Home Language: Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga OR NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of Home Language: 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

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	
<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>	<i>Semester 1</i>	<i>Semester 2</i>
EHD1521 Psychology of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose History and one African Language <u>History</u> HIS 1543 Twentieth Century Africa and <u>Isiswati</u> 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 <u>IsiNdebele</u> ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose History and one African Language <u>History</u> HIS 1644 Contemporary Middle East and <u>Isiswati</u> ISW 1641 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 <u>North Sotho</u> NSO 1641 Introduction to Northern Sotho Literature or <u>IsiNdebele</u> 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 HIS 2541 The making of Modern South Africa and <u>Isiswati</u> ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology or <u>Tshivenda</u> TVE 2541 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 <u>North Sotho</u> NSO 2541 An 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 <u>History</u> HIS 2642 Europe Since 1945 and <u>Isiswati</u> ISW 2641 Origin & Development of Modern Literature or <u>Tshivenda</u> TVE 2641 Advanced Study of Tshivenda Literature or <u>Xitsonga</u> XTS 2641 A Detailed Study of Xitsonga Literature or <u>North Sotho</u> NSO 2641 An Advanced Study of Northern Sotho Literature or <u>IsiNdebele</u> 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 <u>History</u> HIS 3542 Inter African Relations	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy <u>History</u> HIS 3644 Africa and The World	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 HSM 4541 Methodology of Social Sciences: History and ISM 4541 Methodology of Home Language: Isiswati or TVM 4541 Methodology of Home Language: Tshivenda or XIM 4541 Methodology of Home Language: Xitsonga or NSM 4541 Methodology of Home Language: Northern Sotho or NMD 4541 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	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 HSM 4641 Methodology of Social Sciences: History and ISM 4641 Methodology of Home Language: Isiswati or TVM 4641 Methodology of Home Language: Tshivenda or XIM 4641 Methodology of Home Language: Xitsonga or NSM 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

BEDHEN =HISTORY 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 of Education IEH 1521 History of Education ECS 1541 English Communication Skills History HIS 1543 Twentieth Century Africa English ENG 1561 English First Semester	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills History HIS 1644 Contemporary Middle East English ENG 1661 Introduction to Literature Stud	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice- Observation History HIS 2541 The making of Modern South Africa English ENG 2561 English Structure and Usage: Intermediate Level	HDC 2621 History of Education ECT 2621 Psychology of Education ETL 2621 Preparation of Teaching Practice- Observation History HIS 2642 Europe Since 1945 English ENG2661 Post Coloniality and The African World in Lite	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 History HIS 3542 Inter African Relations	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice- Observation PSC 3621 Computer Literacy History HIS 3644 Africa and The World	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 Qualification = 480	

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 of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose Biology and any one of the four majors Biology BIO 1541 Diversity of Life BIO1542 Cell Biology I <u>Isiswati</u> ISW 1541 Introduction to Isiswati Grammar <u>Tshivenda</u> TVE 1541 Introduction to Tshivenda Grammar <u>Xitsonga</u> XTS 1541 Xitsonga: Introduction to Grammar <u>North Sotho</u> NSO 1541 Introduction to Northern Sotho Linguistics <u>IsiNdebele</u> ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Biology and any one of the four majors Biology BIO 1643 Ecology, Adaption and Evolution BIO 1644 Introductory Human Anatomy and Physiology <u>Isiswati</u> ISW 1641 Introduction to Isiswati Literature <u>Tshivenda</u> TVE 1641 Introduction to Tshivenda Literature <u>Xitsonga</u> XTS 1641 Xitsonga: Intro. to the Study of Literature <u>North Sotho</u> NSO 1641 Introduction to Northern Sotho Literature <u>IsiNdebele</u> 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 BOT 2544 Plant Anatomy and Morphology <u>Isiswati</u> ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology <u>Tshivenda</u> TVE 2541 Advanced Study to Tshivenda Grammar TVE 2542 Historical Linguistics and Semantics <u>Xitsonga</u> XTS 2541 A detailed study of Xitsonga Grammar XTS 2542 Semantics, Historical and Socio Linguistics <u>North Sotho</u> NSO 2541An Advance Study to Northern Sotho Grammar NSO 2542Historical Linguistics and Semantics <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 <u>Biology</u> BOT 2645Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny <u>Isiswati</u> ISW 2641 Origin & Development of Modern Literature <u>Tshivenda</u> TVE 2641 Advanced Study of Tshivenda Literature <u>Xitsonga</u> XTS 2641 A Detailed Study of Xitsonga Literature <u>North Sotho</u> NSO 2641An Advanced Study of Northern Sotho Literature <u>IsiNdebele</u> 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 <u>Biology</u> 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 <u>Biology</u> 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 The two majors taken at year two will be taken as methodology modules (Biology and the second major) ISM 4541 Methodology of Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho MLS 4541 Methodology of Life Sciences: Biology NMD 4541 Methodology of IsiNdebele Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho MLS 4541 Methodology of Life Sciences: Biology 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 (Biology and the second major) ISM 4641 Methodology of Isiswati TVM 4641 Methodology of Home Language: Tshivenda XIM 4641 Methodology of Home Language: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho MLS 4641 Methodology of Life Sciences: Biology 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

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 Choose Mathematics and one African Language <u>Mathematics</u> MAT 1541 Mathematics MAT 1542 Mathematics and <u>Isiswati</u> 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 <u>IsiNdebele</u> ISN 1541 Introduction to IsiNdebele Grammar	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Mathematics and one African Language <u>Mathematics</u> MAT 1641Integral Calculus MAT 1642 Mathematics Foundation II and <u>Isiswati</u> ISW 1641 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 <u>North Sotho</u> NSO 1641 Introduction to Northern Sotho Literature or <u>IsiNdebele</u> 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>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced Calculus and <u>Isiswati</u> ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology or <u>Tshivenda</u> TVE 2541 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 <u>North Sotho</u> NSO 2541An Advance Study to Northern Sotho Grammar NSO 2542Historical 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 <u>Mathematics</u> MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations or <u>Isiswati</u> ISW 2641 Origin & Development of Modern Literature or <u>Tshivenda</u> TVE 2641 Advanced Study of Tshivenda Literature or <u>Xitsonga</u> XTS 2641 A Detailed Study of Xitsonga Literature or <u>North Sotho</u> NSO 2641An Advanced Study of Northern Sotho Literature or <u>IsiNdebele</u> ISN 2641 Origin and Development of traditional and modern literature	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 <u>Mathematics</u> 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 <u>Mathematics</u> MAT 364 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 The two majors taken at year two will be taken as methodology modules MAM 4541 Mathematics Methodology ISM 4541 Methodology of Home Language: Isiswati TVM 4541 Methodology of Home Language: Tshivenda XIM 4541 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	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 MAM 4641 Mathematics Methodology ISM 4641 Methodology of 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

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	
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 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 Mathematics MAT 1641 Integral 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 2645 Plant Taxonomy & Reproductive Biology ZOO 2648 Animal Phylogeny	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 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 Mathematics MAT 364 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 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

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 Chemistry CHE 1540 General Chemistry for Applied Sciences Mathematics MAT 1541 Mathematics MAT 1542 Mathematics	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 Mathematics MAT 1641 Integral Calculus MAT 1642 Mathematics Foundation II	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 Mathematics MAT 2541 Linear Algebra MAT 2542 Advanced Calculus	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 Mathematics MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations	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 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 Mathematics MAT 364 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 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 MAM 4641 Mathematics Methodology 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 = 120		Total credits = 120		Total credits = 120		Total credits = 120 Total credits for the Qualification = 480	

BEDMCO= MATHEMATICS 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 Mathematics MAT 1541 Mathematics MAT 1542 Mathematics Computer Science COM 1522 Introduction to Computer Systems COM 1524 Fundamentals of Computer Architecture COM1721 Object Oriented Programming	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Mathematics MAT 1641 Integral Calculus MAT 1642 Mathematics Foundation II Computer Science COM 1626 Computer Technology	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 Computer Science COM 2523 Imperative Programming COM 2529 Database Fundamentals COM 2701 Computer Science Lab	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 COM 2626 Data Communication and Computer Networks	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 Chose on teaching major 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 Chose on teaching major Mathematics MAT 364 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 MIT 4541 Methodology of Information Technology	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 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

BEDMEA = MATHEMATICS 3 + ECONOMICS 2 or ACCOUNTING 2 or BUSINESS MANAGEMENT 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 Mathematics and one of the following Mathematics MAT 1541 Mathematics MAT 1542 Mathematics and Accounting ACC 1541 Introduction to Financial Accounting or Economics ECO 1541 Basic Microeconomics or Business Studies BMA 1541 Intro to Business Management	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Mathematics and one of the following Mathematics MAT 1641 Integral Calculus MAT 1642 Mathematics Foundation II 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 Mathematics MAT 2541 Linear Algebra MAT 2542 Advanced Calculus and Accounting ACC 2541: Company Financial Statement or Economics ECO 2541 Intermediate Microeconomics or Business Studies BMA 2541 Purchasing Management	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 MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations and Accounting ACC 2641 Introduction to Cost and Management Accounting or Economics ECO 2641 Intermediate Macroeconomics or Business Studies 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 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 Mathematics MAT 364 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 The two majors taken at year two will be taken as methodology modules MAM 4541 Mathematics Methodology ACM 4541 Accounting Methodology ECM 4541 Economics Methodology BEM 4541 Business Economics 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 MAM 4641 Mathematics Methodology 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 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

BEDMPG = MATHEMATICS 3 OR PHYSICS 3 OR GEOGRAPHY 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 of Education IEH 1521 History of Education ECS 1541 English Communication Skills Choose two teaching majors from <u>Geography</u> GEO 1520 Geography: Cartography, Map Analysis, Air Photo GEO 1541 Integrated Study of Major World Environments <u>Mathematics</u> MAT 1541 Mathematics MAT 1542 Mathematics <u>Physics</u> 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 two teaching majors from <u>Geography</u> GEO 1620 Geography: Elements of Remote Sensing GEO 1641 Geography: Major World Environments <u>Mathematics</u> MAT 1641 Integral Calculus MAT 1642 Mathematics Foundation II <u>Physics</u> 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>Geography</u> GEO 2541 Spatial Organisation of Society GEO 2542 Quant. & Qualit. Research Methods <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced Calculus <u>Physics</u> PHY 2521 Classical Mechanics PHY 2522 Waves and Optics	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 <u>Geography</u> GEO 2641 Patterns and Processer in Physical Geography GEO 2642 Themes in the Geography of Africa <u>Mathematics</u> MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations <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 From the two majors chosen at year two you took one at third year level <u>Geography</u> GEO 3542 Geomorphology GEO 3543 Biogeography GEO 3544 Population and Demography GEO 3545 Settlement and Industrial Development GEO 3541 Geography of South Africa <u>Mathematics</u> MAT 3541 Real Analysis MAT 3542 Group Theory <u>Physics</u> PHY 3521 Atomic and Nuclear Physics PHY 3522 Solid State Physics	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>Geography</u> GEO 3642 Climatology GEO 3643 Geography of Tourism GEO 3644 Rural Geography and Development GEO 3641 Remote Sensing and Geographic Information Systems <u>Mathematics</u> MAT 3641 Complex Analysis MAT 3642 Rings and Fields <u>Physics</u> PHY 3623 Thermal and Statistical Physics PHY 3624 Quantum Mechanics	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 GEM 4541 Geography Methodology MAM 4541 Mathematics Methodology MPS 4541 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	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 GEM 4641 Geography Methodology MAM 4641 Mathematics Methodology MPS 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		Total credits = 120		Total credits = 120		Total credits = 120 Total credits for the Qualification = 480	

BEDMPS = MATHEMATICS 3 + PSYCHOLOGY (LIFE ORIENTATION) 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 <u>Mathematics</u> MAT 1541 Mathematics MAT 1542 Mathematics <u>Psychology</u> PSY 1541 Introduction to Psychology	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills <u>Mathematics</u> MAT 1641 Integral Calculus MAT 1642 Mathematics Mathematics Foundation II <u>Psychology</u> PSY 1641 Introduction to Applied Psychology	SOE 2521 Sociology of Education PHE 2521 Philosophy of Education ETL 2521 Preparation of Teaching Practice-Observation <u>Mathematics</u> MAT 2541 Linear Algebra MAT 2542 Advanced Calculus <u>Psychology</u> PSY 2511 Research Proposal Writing Practicals 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 <u>Mathematics</u> MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations <u>Psychology</u> PSY 2641 Psychopathology PSY 2642 Introduction to Social Psychology	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 <u>Mathematics</u> 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 <u>Mathematics</u> MAT 3641 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 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		Total credits = 120 Total 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 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 <u>Accounting</u> ACC 1541 Introduction to Financial Accounting <u>Economics</u> ECO 1541 Basic Microeconomics <u>Business Management</u> 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 <u>Accounting</u> ACC 1641 Financial Accounting <u>Economics</u> ECO 1641 Basic Macroeconomics <u>Business Management</u> 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 <u>Accounting</u> ACC 2541: Company Financial Statement <u>Economics</u> ECO 2541 Intermediate Microeconomics <u>Business Management</u> BMA 2541 Purchasing Management	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 <u>Accounting</u> ACC 2641 Introduction to Cost and Management Accounting <u>Accounting</u> ECO 2641 Intermediate Macroeconomics <u>Business Management</u> 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 Management</u> BMA 3541 Marketing Management	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 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 The two majors taken at year two will be taken as methodology modules ACM 4541 Accounting Methodology ECM 4541 Economics Methodology BEM 4541 Business Economics 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	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 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	

BEDOAF = ECONOMICS 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 Choose Economics and one African Language <u>Economics</u> ECO 1541 Basic Microeconomics and <u>Isiswati</u> ISW 1541 Introduction to <u>Isiswati Grammar</u> or <u>Tshivenda</u> TVE 1541 Introduction to <u>Tshivenda Grammar</u> or <u>Xitsonga</u> XTS 1541 Xitsonga: Introduction to Grammar or <u>North Sotho</u> NSO 1541 Introduction to Northern Sotho Linguistics or <u>IsiNdebele</u> ISN 1541 Introduction to <u>IsiNdebele Grammar</u>	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Economics and one African Language <u>Economics</u> ECO 1641 Basic Macroeconomics And <u>Isiswati</u> ISW 1641 Introduction to <u>Isiswati Literature</u> or <u>Tshivenda</u> TVE 1641 Introduction to <u>Tshivenda Literature</u> or <u>Xitsonga</u> XTS 1641 Xitsonga: Intro. to the Study of Literature or <u>North Sotho</u> NSO 1641 Introduction to Northern Sotho Literature or <u>IsiNdebele</u> ISN 1641 Introduction to <u>IsiNdebele Literature</u>	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 <u>Isiswati</u> ISW 2541 Meaning, Sounds, Words & Sentence Structure ISW 2542 Orthography and Terminology or <u>Tshivenda</u> TVE 2541 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 <u>North Sotho</u> NSO 2541An Advance Study to Northern Sotho Grammar NSO 2542Historical 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 <u>Economics</u> ECO 2641 Intermediate Macroeconomics and <u>Isiswati</u> ISW 2641 Origin & Development of Modern Literature or <u>Tshivenda</u> TVE 2641 Advanced Study of Tshivenda Literature or <u>Xitsonga</u> XTS 2641 A Detailed Study of Xitsonga Literature or <u>North Sotho</u> NSO 2641An Advanced Study of Northern Sotho Literature or <u>IsiNdebele</u> 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: Tshivenda TVM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of Home Language: IsiNdebele XIM 4541 Methodology of Home Language: Xitsonga NSM 4541 Methodology of Home Language: Northern Sotho NMD 4541 Methodology of Home Language: 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: Xitsonga NSM 4641 Methodology of Home Language: Northern Sotho NMD 4641 Methodology of Home Language: 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

BEDOAM = ECONOMIC 3 or ACCOUNTING 3 or BUSINESS MANAGEMENT 3 + MATHEMATICS 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 Mathematics and one of the following Mathematics MAT 1541 Mathematics MAT 1542 Mathematics and Accounting ACC 1541 Introduction to Financial Accounting or Economics ECO 1541 Basic Microeconomics or Business Management BMA 1541 Intro to Business Management	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Choose Mathematics and one of the following Mathematics MAT 1641 Integral Calculus MAT 1642 Mathematics Foundation II and Accounting ACC 1641 Financial Accounting or Economics ECO 1641 Basic Macroeconomics or Business Management 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 Mathematics MAT 2541 Linear Algebra MAT 2542 Advanced Calculus and Accounting ACC 2541: Company Financial Statement or Economics ECO 2541 Intermediate Microeconomics or Business Management BMA 2541 Purchasing Management	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 MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations and Accounting ACC 2641 Introduction to Cost and Management Accounting or Economics ECO 2641 Intermediate Macroeconomics or Business Management BMA 2641 Human Resource Management or	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 Accounting ACC 3541: External Financial Acc. or Economics ECO 3541: International Trade and Finance or Business Management BMA 3541 Marketing Management	ETE 3621 Psychology of Education EMT 3621 Philosophy of Education ETL 3621 Preparation of Teaching Practice-Observation PSC 3621 Computer Literacy Accounting ACC 3641: Managerial Acc and Finance or Economics ECO 3641: The SA Economy or Business Management 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 Economics Methodology MAM 4541 Mathematics 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	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 MAM 4641 Mathematics 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		Total credits = 120		Total credits = 120		Total credits = 120	Total credits for the Qualification = 480

BEDPMA = PSYCHOLOGY (LIFE ORIENTATION) 3 + MATHEMATICS 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 Psychology PSY 1541 Introduction to Psychology	SFE 1621 Sociology of Education EPH 1621 Philosophy of Education ECS 1642 English Communication Skills Mathematics MAT 1641 Integral Calculus MAT 1642 Mathematics Foundation II Psychology PSY 1641 Introduction to Applied Psychology	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 Psychology 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 Mathematics MAT 2641 Real Analysis1 MAT 2642 Ordinary Differential Equations Psychology PSY 2641 Psychopathology PSY 2642 Introduction to Social Psychology	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 Psychology PSY 3511 Practicum: Basic Counselling Techniques PSY 3541 Personality Theories PSY 3542 Psychotherapy	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		Total credits = 120 Total credits for the Qualification = 480	

E5.3.2 BACHELOR OF EDUCATION HONOURS

Bachelor of Education Honours in Physics Education (SEHEPS)

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 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

Bachelor of Education in Comparative Education(SEHECE)

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

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 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

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

- | | | |
|----|--|--------|
| 1. | Bachelor of Education Foundation Phase | BEDTEF |
| 2. | Bachelor of Education Honours in Early Childhood Education | BEDHEC |
| | Bachelor of Education Honours in Guidance and Counselling | BEDHGC |
| 3. | Master of Early Childhood Education | SEDEEC |
| 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).

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:

- National Senior Certificate (NSC) with a Bachelor and an average of 36%, with a minimum percentage of 50 in English.
- 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

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

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

PSG 4521	School Management
ETP 4521	Teaching Practice

Semester 2

All second semester modules are completed through portfolios

EDL 4621	Curriculum Development
EMU 4621	Music for Young Children
ETP 4621	Teaching Practice

BEDTEF =BACHELOR OF EDUCATION FOUNDATION PHASE

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 2521 Numeracy Learning Programme <i>Prerequisites: 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 EDA2621 Administration and Management	ESP 3521 Sociology of Education EHC 3521 History of Education ETL 3521 Preparation of Teaching Strategies PSC 3521 Computer 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 4521 Curriculum Development PSG 4521 School Management ETP 4521 Teaching Practice	EDL 4621 Curriculum Development EMU 4621 Music for Young Children ETP 4621 Teaching Practice
Total credits = 120		Total credits = 120		Total credits = 120		Total credits = 120	Total credits for the Qualification = 480

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

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

EMC 5221	Mathematics And Young Child
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 5621	Educational Research
GVC 5621	Counseling Orphans and Vulnerable Children
GHD 5621	Human Growth and Development

YEAR 2

Semester 1

GDM 5521	Developing and Managing Schools Guidance Programme
GCA 5521	Counseling Children and Adolescents
GCD 5521	Careers Counseling and Development

Year Module

EDU 5000	Research Project
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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 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 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 CODE

MODULE DESCRIPTION

ACM 4541	Methodology of Management Sciences: Accounting
ACM 4641	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	Mathematics And Young Child
EER 5221	Educational Research
ECT 4521	English Competence for Teachers
ECT 7500	Thesis
EDA 2621	Administration and Management
EDA 5521	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
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
EW4221	Working with and for Community
EIE 4420	Environmental Crisis and Emerging Responses
ELB 3521	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	Methodology of First Additional Language: English
ENM 4641	Methodology of First Additional Language: English
EOF 4511	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
GCD 5521	Careers Counseling and Development
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
GVC 5621	Counseling Orphans and Vulnerable Children
HDC 2621	History of Education
HER 4521	Human Resource Management in Education
HER 5521	Human Resource Management in Education
HIV 4521	HIV/AIDS Education for Teachers
HIV 4611	HIV and AIDS Education
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
HSM 4641	Methodology of Social Sciences: History
IEH 1521	History of Education
ISM 4541	Methodology of Isiswati
ISM 4641	Methodology of Isiswati
ISN 4541	Methodology of Isindebele
ISN 4641	Methodology of Isindebele
MAM 4541	Methodology of Mathematics
MAM 4641	Methodology of Mathematics
MCE 4621	Music Education
MCS 4541	Methodology of Natural Sciences: Chemistry
MCS 4641	Methodology of Natural Sciences: Chemistry
MDS 6000	Research Project
MIT 4541	Methodology of Information Technology
MIT 4641	Methodology of Information Technology
MLO 4541	Methodology of Life Orientation
MLO 4641	Methodology of Life Orientation
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
MUM 4641	Methodology of Arts and Culture: Music
NMD 4541	Methodology of Home Language: Isindebele
NMD 4641	Methodology of Home Language: Isindebele
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
PME 6541	Project Management in Education
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 studied. 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' definition of the ideal type of learner; Nell Keddie's concept of streaming; Utility of 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 dysfunctionism; 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. **Micro-sociological 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 EDUCATION

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 (Adlerian 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, reading and writing, modes of communication and direction of communication; importance of Language skills; Comprehension skills, analytical skills; Communication skills and the art of Public 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 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 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: 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.

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 METHODOLOGY (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 Repertoires (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 deals with the definition of **assessment** as an integral part of teaching and learning. The nine principles of assessment are 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 Outcomes-based 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 real-life 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

NMD4541 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 Tshivenḡa HL (4H30 nga vhege). **Mañwalwa mabveledzwa: Vhurendi. Luambo kha Phojisi ya Pfunzo. Vhupuḡani.** Vhupuḡani ha vhuḡisumbedzi. Vhupuḡani ha Linia. Nḡila dza mafunzele na magudele. **Vhupuḡani ha ngudo: Ngudo dza Tsumbamaitele. Mveledziso ya Phothofolio. Ngudo ṡhukhu 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 phothifoljio vhukatinini ha nyito ya u funza: **Zwilavhelelwaho zwa ngudo.** Mafhedziseloni a modulu, matshedeni vha tea u U pfesesa thiori dzi ambaho na kharikhuḽamu, u funza

na u gudwa ha Luambo lwa ḡamuni kana hayani. U sumbedza magudele na ndivho ya murafho kha u guda Luambo lwa ḡamuni. U bvedza photofoljo kha ṭhodiṣiso dzo livhiswaho kha zwithu zwi kwamaho pfunzo dzapo na dza Jeveḡe dza liḡhasi hu tshi katelwa Luambo na ESD. U pfesesa u funza luambo kha mbetshelwa ya mirele 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 self-management, 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 and Transformational 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.

