

UNIVERSITY OF ZULULAND

FACULTY OF EDUCATION



FACULTY VISION

To be a renowned centre of excellence for teacher education, relevant to local and global needs and characterised by dynamic partnerships and scholarship.

FACULTY MISSION

To provide high quality education, training and support to students from diverse backgrounds using best practices in a caring and stimulating environment, incorporating the culture of research, partnerships and community engagement.

VALUES

The interaction amongst the staff of the Faculty, as well as with stakeholders and partners, will reflect the following values: Excellence, Commitment, Honesty, Transparency, Integrity, Professionalism and Customer orientation.

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STAFF OF THE FACULTY OF EDUCATION

Staff organogram

Executive Dean
(Prof. SN Imenda)
Faculty Secretary
(Ms. AS Mhlongo)
Administrative Assistant
(Mr MP Manyoni)

&

2 Vice-Deans

(Prof. RV Gabela: Teaching and Learning)

(Prof. DP Ngidi: Research, Higher Degrees & Community Engagement)

Academic Departments

Educational Psychology	Mathematics, Science and Technology	Foundations of Education	Educational Planning and Administration	Curriculum and Instructional Studies	Education Professional Practice Unit	Languages and Arts Education	Social Sciences Education
Prof DR Nzima Prof MS Vos Dr JD Adams Dr S Govender Ms BP Seodi Vacant Mr EXS Zwane Mrs LNC Ngubane-Mbatha Ms SP Zulu Mrs NN Mbatha Mrs IE Kolawole Vacant Co-ordinator: <i>Psychology Clinics</i> Ms VH Khanyile	Dr DC Sibaya Dr ET Dlamini Dr HB Khuzwayo Mr NH Ngwenya Ms CN Luthuli Mr MM Chili Mr PJ Kok Mrs ECA Kok Mr NA Dhlomo Mrs BG Ndawonde-Nene Mr MP Rankhumise Vacant <i>Senior Laboratory Assistant</i> Mr M Mlambo Ms RG Mpungose	Dr SA Vilakazi Dr NH Shezi Ms LP Sibisi Vacant Vacant	Prof RV Gabela Mr MS Ntuli Dr MAN Duma Vacant Mr DD Matsane Mrs SI Kapeuja Vacant	Prof DP Ngidi Dr MC Maphalala Ms MS Mabusela Mrs S Govender Dr ME Khuzwayo +Mr K Konar +Mr HR Mhlongo Vacant Vacant	Teaching Practice Coordinator: Mr MM Mngomezulu Lecturer: Professional Practice Mrs NH Ndaba Mrs RG Mkhasibe Practicum Laboratory Technician Mr LS Ncube	Mr PD Khanyile Mrs WNZ Mthembu-Funeka Mrs P Pillay *Vacant Ms ZV Hlatshwayo Ms TF Mngomezulu Vacant	Ms MN Chalufu Mr HZM Jamile Mr BB Ndlovu Mr BT Gamede Mr ASD Mkhwanazi Mr DW Mncube Vacant
Secretary Ms MS Ntuli		Secretary Mrs NP Sithole		Secretary Ms F Mlambo		Secretary Vacant	

+ Denotes Temporary Staff

Resources Centre

Ms U Langeni

Academic Administration

Mrs SSP Makhunga

FACULTY BOARD

Paragraph 43 of the Statute of the University of Zululand (Government Notice 819 of 24 June 1999) provides for the establishment of senate committees called faculty boards, for regulating academic activities of the various divisions. The faculty board functions in collaboration with the allied departments, the office of the Executive Dean, and committees that may be set up for standing or ad hoc tasks. The faculty board of education is made up of all members of the academic staff.

Student representative on SRC**Sub-committees of the Faculty Board**

Examinations	Educational resources
Teaching practice	Teaching and Learning
Time-table	Research and Community Engagement
Calendar and rules	

Assessor Member on Faculty Board: University Librarian/Representative

Other Faculty Committees

Recreation/Social activities

Faculty representative on Senate

Mr EX Zwane

IMPORTANT NOTES

Clarification of Codes

Modules have the following six characters:

The first letter indicates the faculty affiliation
 The second letter indicates the department or combination of department
 The third and fourth letters indicate the subject
 The fifth character indicates the term/semester the linked or non-linked modules
 The sixth character indicates the year of study
 The seven character indicates the term/semester

In the Faculty of Education the first term/semester extends from Jan/Feb. to June/July of each year, and the second term/semester extends from June/July to December of each year.

Recognised school teaching subjects/learning areas

The following are the designated school subjects:

Subject	Subject
English	History
Afrikaans	Consumer Studies
Isizulu	Hospitality and Tourism Studies
SiSwati	Mathematics
Economics	Music
Business Studies	Physical Studies
Accounting	Physical Sciences
Manufacturing, Engineering and Technology	Biology
Life Orientation	Chemistry
Agricultural Science	Geography
Information Technology	Dramatic Arts
Life Sciences	Engineering graphics and design
Mathematical Literacy	Music
Religion Studies	Visual Arts
Language (one language of learning and teaching at HE + 2 other recognized language subjects)	

Supportive Subjects

The following are supportive courses:

Course	
Applied Mathematics	Biochemistry
Computer Science	French
General Linguistics	German
Mathematical Statistics	Nutrition
Practical Afrikaans	Practical English
Industrial Psychology	Commercial Law
Special Accounting	Auditing

PROGRAMMES

E1 The following are the Programmes offered in the Faculty, leading to the award of the corresponding Certificates, Diplomas and Degrees:

Qualifications	Qualification Code
Certificates	EDCRT00
Diplomas	EDDIP00/ EEDIP00
Degrees	Degree Code
BACHELOR OF EDUCATION (B.ED)	
Early Childhood Development and Foundation Phase	EBEDEF
Intermediate and Senior Phase	EBEDIS0
♦ Economic and Management Sciences (EMS) and Language Education	EBEDIS1
♦ Economic and Management Sciences (EMS) and Life Orientation	EBEDIS2
♦ Mathematics, Science and Technology Education	EBEDIS3
♦ Life Orientation and Language Education	EBEDIS4
Foundation and Intermediate Phases	EIDEG0
♦ Mathematics Literacy, Mathematics	EIDEG1
♦ Human, Social, Economic and Management	EIDEG2
♦ Science Education and Technology	EIDEG3
♦ Language Education	EIDEG4
♦ Arts, Culture and Life Orientation	EIDEG5
Senior and Further Education and Training (FET) Phases	EFDEG
♦ Science and Mathematics	EFDEG5
♦ Science Education and Language	EFDEG6
♦ Language Education/Human	EFDEG7
♦ Life Orientation/Arts and Culture	EFDEG8
♦ Economic and Management/Human Sciences	EFDEG9
♦ Economic and Management/Mathematics	EFDEG10
♦ Life Orientation and Language Education	EBEDFTI
BACHELOR OF EDUCATION HONOURS (B.ED) (HONOURS)	302/304*
♦ Educational Psychology	
♦ Special Educational Needs	
♦ Science	
♦ Primary Education Science	
♦ Educational Support Services	
♦ Multicultural Education	
♦ Educational Management	
MASTER OF EDUCATION (M.ED)	
♦ General (Various Options)	EDM700
♦ Educational Psychology	EDU700
♦ Educational Management	EEP700
♦ Research Methodology	EMC700
♦ Comparative Education / Philosophy of Education / Sociology of Education	EER700
♦ Curriculum and Instructional Studies	ECI 700
♦ Foundations of Education	EFE 700
♦ Mathematics / Science / Technology / Environmental Education	EST700
DOCTOR OF EDUCATION (D. ED)	
♦ Various Options	EDU800
♦ Comparative Education, Philosophy of Education and Sociology of Education	EFE800
♦ Mathematics / Science / Technology / Environmental Education	EST 800
♦ Curriculum and Instructional Studies	ECI 800
♦ Foundations of Education	EFE 800
DOCTOR OF PHILOSOPHY (Ph.D) (Community Psychology)	EPE800

304* as part-time

Diplomas/Certificates

National Professional Diploma in Education (NPDE) (Mathematics & Science) (Senior Phase)

NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (NPDE)

◆ Physical Sciences and Technology (FET Phase)	EDDIP1
◆ Physical Sciences Mathematics (FET Phase)	EDDIP2
◆ Physical Sciences and Life Orientation (FET Phase)	EDDIP3
◆ Accounting and Mathematics (FET Phase)	EDDIP4
◆ Accounting and Economics (FET Phase)	EDDIP5
◆ Business Studies and Economics (FET Phase)	EDDIP6
◆ Computer applications Education and Technology (FET Phase)	EDDIP7
◆ History and Geography (FET Phase)	EDDIP8
◆ Life Orientation and Language Education (FET Phase)	EDDIP9
◆ Senior Phase	EEDIP1
◆ Intermediate Phase	EEDIP2
◆ Foundation Phase	EEDIP3

ADVANCED CERTIFICATE IN EDUCATION (ACE)

◆ Outcomes Based Education	EDCRT1
◆ Whole school development	EDCRT3
Family life and sexuality education	EDCRT4
◆ Life skills	EDCRT5
◆ Basic adult education	EDCRT6
◆ Resource management	EDCRT7
◆ Gender education	EDCRT8
◆ Mathematics / Natural Science – Senior Phase	EDCRT9
◆ Mathematics /Technology – Senior Phase	EDCR10
◆ Natural Science/Technology – Senior Phase	EDCR11
◆ Natural Science Education – Senior Phase	EDCR12
◆ Mathematics Education - Senior Phase	EDCR13
◆ Mathematics Education - FET Phase	EDCR14
◆ Physical Science – FET Phase	EDCR15
◆ Life Sciences – FET Phase	EDCR16
◆ Agricultural Sciences (FET Phase)	EDCR17
◆ Whole School Development – Arts and Culture	EDCR18

POST GRADUATE CERTIFICATE IN EDUCATION (PGCE)

EDCRT2

PROGRAMMES

A. National Professional Diploma in Education (NPDE) Programmes

1. Purpose of the NPDE Programme

This qualification has its purpose the upgrading of currently un-and under-qualified school educators with a view to improving the quality of teaching and learning in schools. This qualification will provide educator- learners with the opportunity of becoming fully qualified professionals (REQV13). The qualification will be practice-based, have a strong classroom focus and will equip educators with foundational, practical and reflexive competences required for further study at NQF Level 6. Educators who have successfully completed the NPDE Programme will qualify for registration with the South African Council of Educators (SACE), and will be eligible for employment in independent and state schools in the Republic of South Africa.

2. Admission Requirements

This qualification is meant for currently serving educators in schools who are classified as

- REQV 10 with at least five years of teaching experience.
- REQV 11 and 12, and
- Candidates from other subfields (e.g. ABET. ECD) classified as REQV11.

3. General Structure of the NPDE Programme

The following is the general structure of the NPDE Programme:

Table 1

YEAR1		YEAR 2		YEAR3	
SEM1	SEM2	SEM1	SEM2	SEM1	SEM2
Module 1	Module 6	Module 11	Module 16	Module 21	Module 26
Module 2	Module 7	Module 12	Module 17	Module 22	Module 27
Module 3	Module 8	Module 13	Module 18	Module 23	Module 28
Module 4	Module 9	Module 14	Module 19	Module 24	Module 29
Module 5	Module 10	Module 15	Module 20	Module 25	Module 30

- **Duration of the programme (Full-Time and Part- Time)**

For Full-Time students the programme can be taken over three years with five modules taken in each semester. For Part-Time students this programme can be taken over six years with five modules taken over a period of a year. Given that this programme is meant for practicing educators with five or more years of teaching experience, some educators will earn the first 120 credits (year one) through RPL (REQV 10) and others will simply be credited with the first 120 credits (year one) without any RPL (REQV 11 and 12).

Given that students enrolled for this programme are funded by the Department of Education, and the Department can only fund students for a period of three years, arrangements have been made to make sure that the programme is delivered within that period, and this has been made practically possible because of the year one credits that can be earned through RPL or credited to students as explained above. The following table indicates how the programme will be delivered within three years for Part-Time students.

Table 2.

YEAR 1	YEAR 2	YEAR 3
Module 16	Module 21	Module 26
Module 11	Module 22	Module 27
Module 12	Module 17	Module 28
Module 13	Module 18	Module 29
Module 14	Module 19	Module 30
Module 15	Module 20	Module 24
		Module 25

4. Programme Description

4.1 Modular System

Programmes are based on a modular system. Each module carries 12 credits and will be offered over a semester. Modules are divided into three components: core and elective modules Fundamental and Core modules are compulsory. Elective modules are those which a student chooses for his/her specialisation.

Time allocated for each module shall be 120 notional hours, devoted to lecturing, self-study assessment and practicals. A student may take a minimum of 5 modules per semester, or per year in the case of a part-time study.

5. Assessment Procedures

Each module will be assessed using various methods, tools and strategies. There will be both formal and informal assessment.

5.1 Informal Assessment

Through self-assessment and peer-assessment, educators will be expected to continually assess their progress on the module through activities that lead to the achievement of learning outcomes as indicated for each module. The lecturer will give feedback on the progress of the students through informal baseline, formative and summative assessment strategies.

5.2 Formal Assessment

Various formative and summative assessment strategies will be used and will include the following: Assignments, Projects, Portfolios, Tests, Case studies, Worksheets and Examination

A minimum of three tasks will be given to students will count 60% towards the final mark.

5.2.1 Examination

Examination will take place in January of each year. Each module will have a two-hour examination. The examination mark will count 40% towards the final mark.

5.2.2 Supplementary/Aegrotat Examination

Educators will have two chances to write an examination in any particular module. Failure to write or missing the examination in both chances will require the educator to re-register for the module. The educator will be expected to pay for the re-registration of the module, as the Department of education will not fund a module done for the second time

6. Recognition of Prior Learning (RPL)

REQV 10 Candidates will undergo RPL to receive 120 credits associated with the ten modules at year level one through the development of a Portfolio of evidence. Otherwise they will do all the remaining twenty modules (240 credits).

REQV 11 Candidates will receive 120 credits associated with the ten modules at year level one without any Portfolio development. Candidates will also earn 72 credits for five modules at semester one of year level two plus one module at semester two of year level 2 i.e. Functional use of language, through development of Portfolio of evidence. This means they will only do the remaining fourteen modules (168 credits).

REQV 12 Candidates will receive 192 credits associated with the ten modules at year level one, five modules at semester one of year level two plus one module at semester two of year two level two i.e. functional use of Language.

NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION - EDDIP00 : FET PHASE (Three-year programme)

1. PHYSICAL SCIENCES AND TECHNOLOGY (EDDIP1)

YEAR 1				YEAR 2				YEAR 3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communication Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	ESPD03B	Pictorial Drawings
EDPU01A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	ESKD02A	Understanding Mechanics	ESEO02B	Thermal properties of Matter	ESMP03A	Electrical and Magnetic properties of matter	ESAC03B	Understanding advanced Chemistry Principles
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	ESGC02A	Introduction to General Chemistry Principles	ESCA02B	Computer Aided Drawing	ESFE03A	Fundamental engineering Graphics	ESEG03B	Advanced Engineering Graphics
ESTF01A	Introduction to Life Sciences	ESLD01B	Scientific Literacy Development	EDTL02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development
ESSL01A	Understanding Basic Science Language	ESLU01B	Basic concepts in Life Sciences	ESDS02A	Descriptive and Solid Geometry	EPAE02B	HIV/AIDS Education	ECCT03A	Classroom Management Techniques	ECAP03B	Assessment practices in OBE

2. PHYSICAL SCIENCES AND MATHEMATICS (EDDIP2)

YEAR1				YEAR 2				YEAR3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communication Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	ESCI03B	Introduction to Calculus
EDPU01A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	ESKD02A	Understanding Mechanics	ESEO02B	Thermal properties of Matter	ESMP03A	Electrical and Magnetic properties of matter	ESAC03B	Understanding advanced Chemistry Principles
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	ESGC02A	Introduction to General Chemistry Principles	ESAY02B	Misconceptions in Algebra	ESMT03A	Mathematics Teaching	ESAG03B	Teaching of geometry and Trigonometry
ESTF01A	Introduction to Life Sciences	ESLD01B	Scientific Literacy Development	EDTL02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development
ESSL01A	Understanding Basic Science Language	ESLU01B	Basic concepts in Life Sciences	ESLA02B	Teaching of Algebra	EPAE02B	HIV/AIDS Education	ECCT03A	Classroom Management Techniques	ECAP03B	Assessment practices in OBE

3. PHYSICAL SCIENCES AND LIFE SCIENCES (EDDIP3)

YEAR1				YEAR 2				YEAR3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communication Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	ESAG03B	Evolution and Genetics
EDPEU1A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	ESKD02A	Understanding Mechanics	ESEO02B	Thermal properties of Matter	ESMP03A	Electrical and Magnetic properties of matter	ESAC03B	Understanding advanced Chemistry Principles
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	ESGC02A	Introduction to General Chemistry Principles	ESAB02B	Animal Biology	ESPB03A	Plant Biology	ESLS03B	Teaching life Sciences
ESTF01A	Introduction to Life Sciences	ESLD01B	Scientific Literacy Development	EDTL02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development
ESSL01A	Understanding Basic science Language	ESLU01B	Basic concepts in Life Sciences	ESSL02A	Science of the Living World	EPAE02B	HIV/AIDS Education	ECCT03A	Classroom Management Techniques	ECAP03B	Assessment practices in OBE

4. ACCOUNTING AND MATHEMATICS (EDDIP4)

YEAR1				YEAR 2				YEAR3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communication Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	ESCI03B	Introduction to Calculus
EDPU01A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	EFAC02A	The special Journals	EFAF02B	Adjustments and Financial Statements	EFPC03A	Partnerships and Company Accounts	EFCM03B	Club accounts and Management Accounting
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	EFSJ02A	Introduction to Accounting	ESAY02B	Misconceptions in Algebra	ESMT03A	Mathematics Teaching	ESAG03B	Teaching of Geometry and Trigonometry
EFED01A	Economic Literacy	EFLF01B	Creating a Business Environment	EDTL02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development
EFES01A	The Economy and Society	EFEM01B	Establishment, Finalization and Management of a Business	ESLA02B	Teaching of Algebra	EPAE02B	HIV/AIDS Education	ECCT03A	Classroom Management Techniques	ECAP03B	Assessment practices in OBE

5. ACCOUNTING AND ECONOMICS (EDDIP5)

YEAR1				YEAR 2				YEAR3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communication Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	EFMB03B	Money, Banks and Economy
EDPU01A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	EFAC02A	The special Journals	EFAF02B	Adjustments and Financial Statements	EFPC03A	Partnerships and Company Accounts	EFCM03B	Club accounts and Management Accounting
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	EFSJ02A	Introduction to Accounting	EFMS02B	Micro economic Studies	EFMP03A	Macro economics	EFIG03B	International Economics
EFED01A	Economic Literacy	EFLF01B	Creating a Business Environment	EDTL02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development
EFES01A	The Economy and Society	EFEM01B	Establishment, Finalization and Management of a Business	EFIE02A	Introduction to Economics	EPAE02B	HIV/AIDS Education	ECCT03A	Classroom Management Techniques	ECAP03B	Assessment practices in OBE

6. BUSINESS STUDIES AND ECONOMICS (EDDIP6)

YEAR1				YEAR 2				YEAR3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communication Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	EFMB03B	Money, Banks and Economy
EDPU01A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	EFIM02A	Introduction to Business management	EFGP02B	General Production and Purchasing Management	EFFB03A	Functions of Business	EFBS03B	Business Studies in Perspective
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	EFES02A	The enterprise as an Establishment	EFMS02B	Micro economic Studies	EFMP03A	Macro economics	EFIG03B	International Economics
EFED01A	Economic Literacy	EFLF01B	Creating a Business Environment	EDTL 02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development
EFES01A	The Economy and Society	EFEM01B	Establishment, Finalization and Management of a Business	EFIE02A	Introduction to Economics	EPAE02B	HIV/AIDS Education	ECCT03A	Classroom Management Techniques	ECAP03B	Assessment practices in OBE

7. COMPUTER APPLICATIONS EDUCATION AND TECHNOLOGY EDUCATION (EDDIP7)

YEAR 1				YEAR 2				YEAR 3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communication Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	ESPD03B	Pictorial Drawings
EDPU01A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	ESCL02A	Computers in our Lives	ESCP02B	Advanced computer processing	ESIG03A	Information and Communication management	ESCE03B	Computers in Education
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	ESBP02A	Basic Computer processing	ESCA02B	Computer Aided Drawing	ESFE03A	Fundamental engineering Graphics	ESEG03B	Advanced Engineering Graphics
ESPW01A	Energy and Power	ESPM01B	Principles, Methods and Techniques of Technology Education	EDTL02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development
ESUA01A	Understanding Basic Technology	ESSD01B	Structures, Design and Forces	ESDS02A	Descriptive and Solid Geometry	EPAE02B	HIV/AIDS Education	ECCT03B	Classroom Management Techniques	ECAP03B	Assessment practices in OBE

8. HISTORY AND GEOGRAPHY (EDDIP8)

YEAR1				YEAR 2				YEAR3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communicatio n Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	ECDL03B	Designing and Teaching Lessons in History
EDPU01A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	ECPH02A	Perspectives in Historical Studies	ECHR02B	Human rights and law	ECHT03A	Heritage Studies	ECPY03B	Physical Geography
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	ECGV02A	Government and law	ECEE02B	Environment al Education	ECSM03A	Settlement Geography	ECDT03B	Designing and Teaching Lessons in Geography
ECPG01A	Historical studies in Perspective	ECUP01B	Geographical Studies in Perspective	EDTL02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development
ECPI01A	Processes of Politics and Institutions	ECPG01B	Understandin g Physical Geography	ECUG02A	Understanding Geographical Studies	EPAE02B	HIV/AIDS Education	ECCT03B	Classroom Management Techniques	ECAP03B	Assessment practices in OBE

9. LIFE ORIENTATION AND LANGUAGE EDUCATION (EDDIP9)

YEAR1				YEAR 2				YEAR3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communication Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	ECAP03B	Assessment practices in OBE
EDPU01A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	EPPW02A	Personal Wellness	EATS02B	Approaches to Language Teaching in the FET Phase	EALC03A	Language of Learning and Teaching and Cross Curricular Teaching	EAEC02B Or EAAC03B	Processing English FET Phase Language Curriculum Or Processing FET Senior Phase Language Curriculum
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	EFSI02A	Social Issues	EPHW02B	Health and Physical Wellness	EPCG03A	Career Guidance	EFCZ03B	Citizenship Education
EFET01A	Society and Education	EAGU01B	Grammatical aspects of Language	EDTL02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development
EALM01A	Language Literacy	EFDD01B	Education, Democracy and Development	EAIZ02A Or EAIE02A Or EAIA02A	Interpreting IsiZulu FET Curricula Or English Language Teaching and Learning in FET Or Interpreting Afrikaans FET Curricula	EPAE02B	HIV/AIDS Education	ECCT03A	Classroom Management Techniques	EAFZ03B Or EAFA03B Or EALS03B	Implementing IsiZulu FET Curricula Or Implementing Afrikaans FET Curricula Or English Literature Studies in FET

NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION - EEDIP00 : SENIOR PHASE (EEDIP1) (Three-year programme)

YEAR 1				YEAR 2				YEAR 3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communication Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	ESFS03B	Fundamentals of Structures in Technology
EDPU01A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	ESIC02A	Information and communication technology	ESBG02B Or ESMI02B Or ESNR02B	Basic Graphic Communication Or Measurement in Science Education Or Number systems	ESUS03A Or ESFG03A Or ESBB03A	Understanding structures in Technology Or Interpreting Graphs Or Basic Biology Education	ESPM03B	Principles, methods and Techniques of Technology Education
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	EDTL02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies	ECCT03A	Classroom Management Techniques	ECAP03B	Assessment practices in OBE
ESTF01A	Introduction to Life Sciences	EFCM01B	Contextualizing Mathematics	ESPE02A Or ESLT02A Or EFEB02A Or ECUH02A	Applications of energy and Power Or Living things in our World Or Introduction to Economics and Business Studies Or Understanding Historical Studies	EPAE02B	HIV/AIDS Education	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development

				Or EAZC02A Or EFSD02A Or ESPA02A	Or Processing IsiZulu Senior Phase Language Curriculum Or Social Development Or Principles of Algebra						
ESTU01A	Understanding Basic Science Language	ESLU01B	Basic concepts in Life Sciences	ESBM02A Or ESBC02A Or EFAU02A Or ECOG02A Or EAXL02A Or EPDP02A Or ESPT02A	Basic materials and processing Or Basic Concepts in Physical Sciences Or Introduction to Accounting Or Orientation to Geographical Studies Or Exploring Language Skills Or Personal Development Or Planning for Mathematics Teaching)	ESGC02B Or ESUC02B Or EAEC02B Or EFFC02B Or ECER02B Or EPPH02B Or ESPO02B	Graphic communica tion and Design Or Understandi ng Chemistry concepts Or English Teaching and Learning in the Senior Phase Or Functions of Managemen t Or Environment al and Historical Studies Or Health and Physical Education	ESTD03A Or ESBA03A Or EAAS03A Or ECPI03A Or EFEP03A Or EFCE03A Or ESAA02A	Technological systems and designs Or Biology concepts and Applications Or Approaches and Skills in Language Teaching Or Political institutions Or Policy instruments Or Civic Education Or Mathematics and assessment	ESWP03B Or ESUP03B Or ECED03B Or EFSP03B Or EATS03B Or EPEC03B Or ESTN03B	Workshop Practice Or Understanding Physics concepts Or Economy and Human Development Or Financial accounting insole Proprietorship Or Teaching and Learning Languages in the Senior Phase Or Careers Education Or Number theory and Statistics

							Or Problem solving in Mathematics				
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NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION - EEDIP00: INTERMEDIATE PHASE (EEDIP2) (Three-year programme)

YEAR 1				YEAR 2				YEAR 3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communication Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	EDTE03B	Teaching the EMS and LO
EDPU01A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	EFTA 02A	The art of drawing and painting	ESBY02B	Energy and systems	ESMC03A	Mathematics Across the Curriculum	ECEN03B	Environmental awareness and human rights issues
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	EAEL02A	Experiencing Language and communication skills	EPAE02B	HIV/AIDS Education	EALT03A	Language teaching and Learning	ECAP03B	Assessment practices in OBE
ECGE01A	Geographical and Environmental Studies	ESSE01B	Understanding Science and Technology Education	EDTL02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies EDTS	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development
EALU01A	Language and Understanding	EFSU01B	The Sociology of the School	ECOR02A Or EAZC02A Or EDMO02A Or ESNT02A Or ESST02A	Orientation to Social Sciences Or Processing IsiZulu: Intermediate Phase Language Curriculum Or Orientation to EMS and LO Or Introduction to number Theory	EDTT02B Or ECHL02B Or EAEO02B Or EAAC02B	Theory and Practice of EMS/LO Or History teaching and learning Or Orientation to English as an additional Language Or Processing Afrikaans Intermediate Phase	ECCM03A	Classroom Management Techniques	EAZI03B Or ECPG03B Or EFWL03B Or ESIS03B Or	Teaching Isizulu in the Intermediate Phase Or Perspectives in Geographical Studies Or The world of commerce Or Introductory Statistics Or Introductory Statistics or

					Or Introduction to Science and Technology	Or ESUA02B Or ESUS02B	Language Curriculum Or Understandi ng Algebra Or Living systems and technologica l structures			ESML03B	Earth and graphic communication
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NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION - EEDIP00: FOUNDATION PHASE (EEDIP3) (Three-year programme)

YEAR 1				YEAR 2				YEAR 3			
CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2	CODE	SEM1	CODE	SEM2
EDCB01A	Basic Communication Concepts	EASM01B	School Management	EDIN02A	Introduction to Numeracy, Statistics and Computer Literacy	EDFU02B	Functional use of Language	EDAL03A	Academic Literacy	ECUS03B	Understanding Social, Economic and Management Sciences
EDPU01A	Perspectives in Education	EDTU01B	Theory and Practice of Learning Materials Design	EPLL02A	Life Skills Education	ESBM02B	Basic Mathematics	EPSL03A	Skills for Life	ESFM03B	Foundation Mathematics
EFTF01A	Teaching the Foundations of Numeration	EDLP01B	Learning Processes	EALC02A	Literacy Across the Curriculum	EAAL02B	Approaches to Language Literacy Teaching in the Foundation Phase	EATL03A	Developing Additional Language Literacy	ESBT03B	Basic Technology and Science
EAAL01A	An Introduction to Language	EFSH01B	Learning the Skills of Handling Numbers	EDTL02A	Teaching and Learning Theories	EDTS02B	Teaching and Learning Strategies	EDGE03A	Governance and Management of Education	EDMD03B	Managing Educator's Professional Development
EDLD01A	Life Skills for all Disciplines	EADP01B	Literacy from different Perspectives	EFVT02A	VISUAL ART	EPAE02B	HIV/AIDS Education	ECCT03A	Classroom Management Techniques	ECAP03B	Assessment practices in OBE

B. ADVANCED CERTIFICATE IN EDUCATION (ACE) – EDCRT00

The following rules apply to all Advanced Certificate in Education

1. **Admission to the programme:**
 - A student shall be admitted to the programme if he/she holds a Diploma in Education at NQF level 6 or RPL equivalent.
 - A student who holds a diploma in Education at NQF level 5 (NPDE) in scarce subjects shall also be admitted to this programme.
2. **Duration of the programme**
 - ◆ The programme shall extend over at least a minimum of one year full-time or two years part-time.
3. **MODULAR SYSTEM**
 - Programmes are based on a modular system. Each module carries 12 credits and will last for a semester. Modules are divided into two components: core and elective. Core modules are compulsory. Elective modules are those which a student chooses for his/her specialisation.
 - Time allocated for each module shall be 120 notional hours, devoted to lecturing, self-study, assessment, and practicals.
 - A full-time student may take a minimum of 5 modules per semester. Part-time students must take a minimum of five modules per year.
4. **ASSESSMENT**
 - Students will be continuously assessed using different modes of assessment. Students may have to write an examination at the end of each semester. A student shall be able to demonstrate horizontal and vertical competencies.
5. **PROMOTION**
 - To obtain a certificate a student shall have passed all prescribed modules.
 - Failed modules can be repeated in the following year.

ACE (WHOLE SCHOOL DEVELOPMENT) (EDCRT3)

Curriculum

- The curriculum shall consist of the following modules

CORE MODULES	CODE
Communication skills	EDCS 01A
Research in education	EDRE 01A
Assessment and evaluation	EDAS 01A
Computer literacy	EDCL 01A
The concept of WDS in perspective	EDWD 01A
Employment, Orientation and induction	EDEO 01B
Communication and conflict resolution	EDCC 01B
Financial Management for schools	EDFM 01B
Human resources management and development	EDHM 01B
Managing the curriculum: instructional leadership	EDIL 01B

Year 1

1 st Semester		2 nd Semester	
EDCS 01A	Communication skills	EDEO01B	Employment, Orientation and induction
EDRE 01A	Research in education	EDCC01B	Communication and Conflict Resolution
EDAS 01A	Assessment and evaluation	EDFM01B	Financial Management for Schools

EDCL 01A	Computer literacy	EDHM01B	Human resources management and development
EDWD01A	The concept of WDS in perspective	EDIL01B	Managing the curriculum : instructional leadership

ACE (FAMILY LIFE AND SEXUALITY EDUCATION) (EDCRT4)

Curriculum

- The curriculum shall consists of the following modules

CORE MODULES	CODE
Communication skills	EDCS 01A
Research in education	EDRE 01A
Assessment and evaluation	EDAS 01A
Computer literacy	EDCL 01A
Introduction to Sexuality Education	EPIS 01A
Sexuality and growth	EPSX 01B
Sexual behaviour problems	EPSB 01B
Sexuality and health problems	EPSH 01B
Family life	EPFL 01B
Marriage and family relationships	EPMF 01B

Year 1

1 st Semester		2 nd Semester	
EDCS01A	Communication skills	EPSX 01B	Sexuality and growth
EDRE01A	Research in education	EPSB 01B	Sexuality behaviour problems
EDAS01A	Assessment and evaluation	EPSH 01B	Sexuality and health problems
EDCL01A	Computer literacy	EPFL 01B	Family life
EPIS01A	Introduction to sexuality education	EPMF01B	Marriage and family relationships

ACE (LIFE SKILLS) (EDCRT5)

Curriculum

- The curriculum shall consists of the following modules

CORE MODULES	CODE
Communication skills	EDCS 01A
Research in education	EDRE 01A
Assessment and evaluation	EDAS 01A
Computer literacy	EDCL 01A
Study skills	EDSS 01A
You and your skills	EDYY 01B
Coping with crisis	EDCW 01B
Physical health and safety	EDHS 01B
Work and career development	EDWC 01B
Social Development	EDSO 01B

Year 1

1 st Semester		2 nd Semester	
EDCS 01A	Communication skills	EDYY 01B	You and your skills
EDRE 01A	Research in Education	EDCW 01B	Coping with crisis.
EDAS 01A	Assessment and evaluation	EDHS 01B	Physical health and safety
EDCL 01A	Computer literacy	EDWC 01B	Work and career development
EDSS 01A	Study skills	EDSO 01B	Social development

ACE (BASIC ADULT EDUCATION) (EDCRT6)**Curriculum**

- The curriculum shall consists of the following modules

CORE MODULES

Communication skills
 Research in education
 Assessment and evaluation
 Computer literacy
 Adult learning
 Course development
 Management of ABET programme
 Community development
 ABET in the workplace
 Entrepreneurship

CODE

EDCS 01A
 EDRE 01A
 EDAS 01A
 EDCL 01A
 EDAL 01A
 EDCL 01B
 EDMA 01B
 EDCT 01B
 EDAW 01B
 EDEN 01B

Year 1

1 st Semester		2 nd Semester	
EDCS 01A	Communication skills	EDCD 01B	Course development
EDRE 01A	Research in education	EDMA 01B	Management of ABET programme
EDAS 01A	Assessment and evaluation	EDCT 01B	Community development
EDCL 01A	Computer literacy	EDAW 01B	ABET in the workplace
EDAL 01A	Adult learning	EDEN 01B	Entrepreneurship

ACE (EDUCATIONAL RESOURCE MANAGEMENT) (EDCRT7)**Curriculum**

- The curriculum shall consists of the following modules

CORE MODULES

Communication skills
 Research in education
 Assessment and evaluation
 Computer literacy
 Resources media and equipment
 Resource management
 Information technology
 Educational technology
 Instructional management and readers science
 Documentation and application

CODE

EDCS 01A
 EDRE 01A
 EDAS 01A
 EDCL 01A
 EDRQ 01A
 EARM 01B
 EAIT 01B
 EAET 01B
 EAIM 01B
 EADO 01B

Year 1

1 st Semester		2 nd Semester	
EDCS01A	Communication skills	EARM01B	Resource management
EDRE 01A	Research in education	EAIT01B	Information technology
EDAS 01A	Assessment and evaluation	EAET01B	Educational technology
EDCL 01A	Computer literacy	EAIM01B	Instructional management and readers science
EDRQ01A	Resources media and equipment	EADO01B	Documentation and application

ACE (GENDER EDUCATION) (EDCRT8)**Curriculum**

- The curriculum shall consists of the following modules

CORE MODULES

Communication skills	EDCS 01A
Research in education	EDRE 01A
Assessment and evaluation	EDAS 01A
Computer literacy	EDCL 01A
Origins and sources of gender differences	EDGD 01B
Gender relations in education	EDGR 01B
Gender and curriculum	EDGC 01B
Gender issues in leadership	EDGI 01B
Gender religion	EDGN 01B

Year 1

1 st Semester		2 nd Semester	
EDCS 01A	Communication skills	EDGR 01B	Gender relations in education
EDRE 01A	Research in education	EDGC 01B	Gender and curriculum
EDAS 01A	Assessment and evaluation	EDGA 01B	Gender in learning areas
EDCL01A	Computer literacy	EDGI 01B	Gender issues in leadership
EDGD 01A	Origins and sources of gender differences	EDGN 01B	Gender and religion

ADVANCED CERTIFICATE IN EDUCATION (ACE)**MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION (SENIOR PHASE)**

- Admission to the programme:**
 - A student shall be admitted to this programme if he/she holds a Teacher's Diploma in Mathematics/Science Education, REQV 13, NQF level 6 or RPL or the equivalent qualification.
 - A student who holds a diploma in Education at NQF level 5 (NPDE) in scarce subjects shall also be admitted to this programme.
- Duration of the programme**
 - The programme shall extend over a least a minimum of one year full-time or two years part-time.
 - General Faculty of Education rules for new programmes apply mutatis mutandis.
- Modular structure**
A student shall register for modules as shown in the table outline below:

FULL TIME		PART-TIME	
1 st Semester	2 nd Semester	YEAR 1	YEAR 2
Core 1	Core 3	Core 1	Core 3
Core 2	Core 4	Core 2	Core 4
Elective 1 (Mod. 1)	Elective 1 (mod. 3)	Elective 1	Elective 4
Elective 1 (Mod. 2)	Elective 2 (mod. 2)	Elective 2	Elective 5
Elective 2 (Mod. 1)	Elective 2 (mod. 3)	Elective 3	Elective 6

ACE (Mathematics & Natural Science Education) Senior Phase (EDCRT9)

- The curriculum shall consist of the following modules:-

CORE (COMPULSORY) MODULES

Information Literacy	ESER 04A
Advanced communication skills in Science & Mathematics Education	EDAC04A
Computer and technological skills	ESSC04B
Professional development	ESPD04B

CODE**ELECTIVES (OPTIONAL MODULES)**

Everyday Physics	ESEP 04A
Geometry	ESGE 04A
Algebra	ESAA 04A
Mathematics teaching & Learning	ESMT 04B
Science for the Living	ESSL 04B
Chemistry & Life	ESAL 04B

CODES

1 st Semester		2 nd Semester	
ESER04A	Information Literacy	ESSC 04B	Computer and technological skills
EDAC04A	Advanced Communication skills in science and Mathematical Education	ESMT 04B	Mathematics teaching and learning
ESEP04A	Everyday Physics	ESSL 04B	Science teaching and learning
ESGE04A	Geometry	ESPD 04B	Professional development
ESAA04A	Algebra	ESAL 04B	Chemistry and life

ACE (Mathematics & Technology Education) Senior Phase (EDCR10)

- The curriculum shall consist of the following modules.

CORE (COMPULSORY MODULES)

Information Literacy	ESER 04A
Advanced communication skills in Science & Mathematics	EDAC 04A
Classification in Science	ESCS 04A
Professional development	ESPD 04B

CORE**ELECTIVES (OPTIONAL MODULES)**

Geometry	ESGE04A
Technology Education in perspective	ESTC04A
Algebra	ESAA04A
Material and technological processing	ESPT04B
Mathematics teaching and learning	ESMT04B
Systems and design in technology	ESSD04B

CORE

1 st Semester		2 nd Semester	
ESER04A	Information literacy	ESSC 04B	Computer and technological skills
EDAC 04A	Advance communication skills in science and mathematics education	ESPT 04B	Material and technological processing Materials
ESGE 04A	Geometry	ESPD 04B	Professional development

ESTC 04A	Technology Education in perspective	ESMT 04B	Mathematics teaching and learning
ESAA 04A	Algebra	ESSD 04B	Systems and design in technology

ACE (Natural Science and Technology Education) Senior Phase (EDCR11)

- The curriculum shall consist of the following modules:-

CORE (COMPULSORY) MODULES

Information Literacy	ESER 04A
Advanced communication skills in Science & Mathematics education	EDAC 04A
Computer and technological skills	ESSC 04B
Assessment and evaluation	ESAE 04B

ELECTIVES (OPTIONAL) MODULES

Everyday physics	ESEP04A
Technology education in perspective	ESTC04A
Chemistry and life	ESAL04A
Technology principles and technique	ESPT04B
System and design in technology	ESSD04B
Science teaching and learning	ESSL04B
Professional development	ESPD04B

1 st Semester		2 nd Semester	
ESER 04A	Information Literacy	ESSC 04B	Computer and technological skills
EDAC 04A	Advanced communication skills in science & maths education	ESPT 04B	Materials and technological processing
ESEP 04A	Everyday physics	ESSD 04B	Systems and design in technology
ESTC 04A	Technology education in perspective	ESSL 04B	Science teaching and learning
ESAL 04A	Chemistry and life	ESPD 04B	Professional development

ACE (Natural Sciences Education) Senior Phase (EDCR12)

- The curriculum shall consist of the following modules.

CORE (COMPULSORY) MODULES

Information literacy	ESER04A
Advanced communication skills in Science & Mathematics education	EDAC04A
Computer and technological skills	ESSC04B
Professional development	ESPD04B

ELECTIVE (OPTIONAL) MODULES

Everyday physics	ESEP04A
Classification in science	ESCL04A
Chemistry in life	ESAL04A
Understanding electricity	ESUE04B
Life science	ESLS04B
Science teaching and learning	ESSL04B

1 st Semester		2 nd Semester	
ESER 04A	Information literacy	ESSC04B	Computer and technological skills
EDAC 04A	Advances communication skills in science & mathematics education	ESLS 04B	Life sciences

ESEP 04A	Everyday physics	ESUE 04B	Understanding electricity
ESCL 04A	Classification in science	ESSL 04B	Science teaching and learning
ESAL 04A	Chemistry and life	ESPD 04B	Professional development

ACE (Mathematics Education) Senior Phase (EDCR13)

The curriculum shall consist of the following modules.

CORE (COMPULSORY) MODULES

Information literacy

Advanced communication skills in

Science & Mathematics education

Computer and technological skills

Assessment and evaluation

CORE

ESER04A

EDAC04A

ESSC04B

ESAE04B

ELECTIVES (OPTIONAL) MODULES

Geometry

Problem solving in mathematics

Methodological issues in mathematics education

Advanced algebra

Mathematics teaching and learning

Algebra

CORE

ESGE04A

ESMO04A

ESMI04B

ESAG04B

ESMT04B

ESAA04A

1 st Semester		2 nd Semester	
ESER04A	Information literacy	ESSC04B	Computer and technological skills
EDAC04A	Advanced communication skills in science and mathematics	ESMI04B	Methodology issues in mathematics education
ESGE04A	Geometry	ESAG04B	Advanced algebra
ESMO04A	Problem solving in mathematics	ESPD04B	Professional development
ESAA04A	Algebra	ESMT04B	Mathematics teaching and learning

ADVANCED CERTIFICATES IN EDUCATION (ACE) MATHEMATICS AND SCIENCE EDUCATION (FURTHER EDUCATION AND TRAINING (FET) PHASE)

ACE (Mathematics Education) FET Phase (EDCR14)

- The curriculum shall consist of the following modules

CORE (COMPULSORY) MODULES

Information literacy

Advanced communication skills in

Science & Mathematics education

Computer and technological skills

CODE

ESER04A

EDAC04A

ESSC04B

ELECTIVES (OPTIONAL) MODULES

Advanced algebra

Issues in mathematics and approaches

Analytical geometry

Complex numbers

Calculus

CODE

ESAG 04A

ESIO 04A

ESAN 04B

ESCN 04B

ESCA 04A

1 st Semester		2 nd Semester	
ESER 04A	Information literacy	ESSC04B	Computer and technological skills
EDAC 04A	Advanced communication skills in science and	ESPD 04B	Professional development

	mathematics education		
ESAS 04A	Advanced algebra	ESAN 04B	Analytical geometry
ESID 04A	Issues in mathematics and approaches	ESCN 04B	Complex numbers
ESCA 04A	Calculus	ESSS 04B	Studies in shapes and figures

ACE (Physical Science Education) FET Phase (EDCR15)

- The curriculum shall consist of the following modules.

CORE (COMPULSORY) MODULES

Information literacy	CODE ESER 04A
Advanced communication skills in Science and mathematics education	EDAC 04A
Computer and technological skills	ESSC 04B

ELECTIVES (OPTIONAL) MODULES

Electricity	CODE ESEL 04A
Science education and mechanics	ESIM 04A
Science education in inorganic chemistry	ESIC 04B
Understanding matter and its properties	ESUM 04B
Basic organic chemistry	ESBO 04B
Science education-chemical methods of analysis	ESSC 04A

1 st Semester		2 nd Semester	
ESER 04A	Information literacy	ESSC 04B	Computer and technological skills
EDAC 04A	Advanced communication skills in science & mathematics education	ESPD 04B	Professional development
ESEL 04A	Electricity	ESUM 04B	Chemicals and its properties
ESIM 04A	Science education and mechanics	ESBO 04B	Basic organic chemistry
ESSC 04A	Science education chemical methods of analysis	ESIC 04B	Science education in inorganic chemistry

ACE (Life Sciences) FET Phase (EDCR16)

- The curriculum shall consists of the following modules.

CORE (COMPULSORY) MODULES

Information literacy	CODE ESER 04A
Advanced communication skills in Science and Mathematics education	EDAC 04A
Computer and technological skills	ESSC 04B

ELECTIVES (OPTIONAL) MODULES

Evaluation and genetics	CODE ESEG 04A
Teaching biology	ESTB 04A
Biology project	ESBP 04A
Ecology	ESEC 04B
Principles and applications in life sciences	ESBR 04B
Methods and techniques in biology	ESMB 04B

1 st Semester		2 nd Semester	
ESER 04A	Information literacy	ESSC04B	Computer and technological skills
EDAC 04A	Advanced communication skills in science and mathematics education	ESPD 04B	Professional development
ESEV 04A	Evolution and genetics	ESEO 04B	Ecology

ESTB 04A	Teaching life science	ESBR 04B	Principles and applications in life sciences
ESBP 04A	Biology project	ESMB 04B	Methods and techniques in life sciences

ACE (Agricultural Sciences) FET Phase (EDCR17)

CORE (COMPULSORY) MODULES

Information literacy	ESER 04A
Advanced communication skills in Science and Mathematics education	EDAC 04A
Computer and technological skills	ESSC 04B
Professional Development	ESPD04B

ELECTIVES (OPTIONAL) MODULES

Soil Sciences	ESSS04A
Agricultural Technology	ESAT04A
Animal Sciences	ESAN04B
Plant sciences	ESPS04B
Agricultural Management	ESAM04B
Methods and techniques in Agricultural Science	ESTA04A

1 st Semester		2 nd Semester	
ESER 04A	Information literacy	ESSC04B	Computer and technological skills
EDAC 04A	Advanced communication skills in science and mathematics education	ESPD04B	Professional Development
ESSS04A	Soil Sciences	ESAN04B	Animal Science
ESTA04A	Methods and Techniques in Agricultural Science	ESPS04B	Plant Sciences
ESAT04A	Agricultural Technology	ESAM04B	Agricultural Management

ACE (Whole School Development Arts and Culture) (EDCR18)

CORE (COMPULSORY) MODULES

Communication skills	EDCS01A
Research in Education	EDRE01A
Assessment and Evaluation	EDAS 01A
Computer Literacy	EDCL 01A
The Concept Arts and Culture in Perspective	EDWD011

ELECTIVES (OPTIONAL) MODULES

Drama and Theatre Studies	APVA112
African and Contemporary Dance Studies	APVA122
Visual Arts Studies Theory and Practice	APVA132
Music Studies	APVA142
Community Arts	APVA152

1 st Semester		2 nd Semester	
EDCS01A	Communication skills	APVA112	Drama and Theatre Studies
EDRE01A	Research in Education	APVA122	African and Contemporary Dance Studies
EDAS01A	Assessment and Evaluation	APVA132	Visual Arts Studies Theory and Practice
EDCL01A	Computer Literacy	APVA142	Music Studies
ADWD011	The Concept Arts and Culture in Perspective	APVA152	Community Arts

C. UNDERGRADUATE DEGREES

Bachelor of Education: Early Childhood Development and Foundation Phase (B.Ed. ECD & F) – (EBEDEF)

Purpose

The introduction of the B.Ed - ECD/ FP programme has come about as part of the restructuring process of the Faculty's programme qualification mix (PQM). The vision of the institution entails, *inter alia*, the provision of programmes that are relevant to the needs and expectations of the community it serves. It is envisaged that this programme will meet the needs of the community and those of the Department of Education (as the majority employer of our graduates) by producing specialised ECD and Foundation Phase educators for the national curriculum. The closing down of colleges of education created a challenge for students who intend to be educators for Early Childhood Development and Foundation phase learners. This programme is intended to fill that gap.

Articulation

After meeting the requirements of this four year degree, graduates could proceed to B.Ed (Honours) at this or other institutions.

Entry Requirements: a student may be admitted as a candidate for this degree if she/he has obtained a grade 12 National Senior Certificate (NSC), with an aggregate symbol S and passes in English and a First language. Students with evidence of teaching experience in ECD/Foundation phase may qualify for recognition of prior learning (RPL), for which they may earn up to 60 credits. Such students will be required to produce a letter signed by the School Governing body, the principal and the circuit manager as part of the required portfolio of evidence. In addition to portfolios, the following instruments may also be used to get a fuller understanding of the learning a particular candidate brings to the programme: interviews, written tests, role play scenarios, demonstrations and exhibitions, oral presentations and case studies.

Mode of learning: Contact and fulltime. Classes offered during week days.

Programme Outcomes

On completion of this programme, the student will be expected to demonstrate a high level of pedagogic content knowledge, skill and expertise as a:

- (a) mediator of learning in numeracy, literacy and life skills for ECD and Foundation Phase learners, using diverse and appropriate interactive approaches and related disciplinary rules;
- (b) competent practitioner with regard to the design and interpretation of learning programmes, with specific reference to numeracy, literacy and life skills for ECD and Foundation Phase learners;
- (c) practitioner with applied competence related to the principles, strategies and resources appropriate for teaching ECD and Foundation Phase learners;

- (d) professional, community leader, pastoral care giver and model citizen, with the ability to develop supportive relations with parents, other key persons and organisations based on a critical understanding of community and environmental development issues – paying particular attention to critical community concerns, such as HIV and AIDS.
- (e) scholar, researcher and lifelong learner imbued with the ethos to engage in on-going personal, academic, occupational and professional growth through pursuing reflective study and research in his/her learning area (s), in broader professional and educational matters, and in other related fields.
- (f) professional with sound knowledge and understanding of the subject content in numeracy, literacy and life skills; and
- (g) professional, demonstrating applied competence with regard to assessment, including:
 - ◆ the importance of providing helpful and timely feedback to learners;
 - ◆ designing and managing diagnostic, formative and summative forms of assessment in ways that are appropriate to the level and purpose of the learning, and which meet the requirements of accrediting bodies;
 - ◆ keeping detailed and accurate assessment records on each learner; and
 - ◆ the ability to interpret and use assessment results to feed into processes for the improvement of learning programmes and end-of-learning cycle reporting.

YEAR ONE

FIRST SEMESTER		SECOND SEMESTER	
ELLL 01A	Academic Literacy (1a) (Language)	ESCL 01B	Academic Literacy (1B) (Computer)
EFIT 01A	Ideologies And Trends In Education	EPHA 01B	Health And Hiv/Aids Education
ELLZ 01A	Language, Literacy And Communication 1A (Home Language) (Isizulu) Or	ELLZ01B	Language, Literacy And Communication 1B (First Additional Language) (Isizulu) Or
ELLG 01A	Language, Literacy And Communication 1A (Home Language) (English) Or	ELLG 01B	Language, Literacy And Communication 1B (First Additional Language) (English) Or
ELLF 01A	Language, Literacy And Communication 1A (Home Language) (Afrikaans)	ELLF 01B	Language, Literacy And Communication 1B (First Additional Language) (Afrikaans)
EEHS 01A	Human And Social Sciences 1A (History)	EEHS 01B	Human And Social Sciences 1B (Geography)
ESFN 01A	Numeracy, Natural Sciences And Technology Education 1A	ESFN 01B	Numeracy, Natural Sciences And Technology Education 1B

YEAR TWO

SEMESTER 1		SEMESTER 2	
ELLL 02A	Academic Literacy (2A) (Language literacy)	ECEM 02B	Educational Media
EPDL 02A	Human Development And Learning	ECTL 02B	Teaching And Learning Strategies
ELLZ 02A	Language, Literacy and Communication 2A (Home Language) (Isizulu) OR	ELLZ 02B	Language, Literacy and Communication 2B (First Additional Language) (Isizulu) OR
ELLG 02A	Language, Literacy and Communication 2A (Home Language) (English) OR	ELLG 02B	Language, Literacy And Communication 2B (First Additional Language) (English) OR
ELLF 02A	Language, Literacy and Communication 2A (Home Language) (Afrikaans)	ELLF 02B	Language, Literacy And Communication 2B (First Additional Language) (Afrikaans)
EEHS 02A	Human And Social Sciences 2A (Arts And Culture)	EEHS 02B	Human And Social Sciences 2B (Life Orientation)
ESFN 02A	Numeracy, Natural Sciences And Technology Education 2A	ESFN 02B	Numeracy, Natural Sciences And Technology Education 2B
ETTP 120	Teaching Practicum	ETTP 120	Teaching Practicum

YEAR THREE

SEMESTER 1		SEMESTER 2	
EALM 03A	School Leadership And Management	EDSE 03B	Society, Educational Law And School Governance

ECAE 03A	Assessment In Education	ESEE 03B	Environmental Education
ELLZ 03A	Integrated Approach To Teaching And Learning Literacy : IsiZulu 3A	ELLZ 03B	Integrated Approach To Teaching And Learning Literacy : IsiZulu 3B
ELLG 03A	OR Integrated Approach To Teaching And Learning Literacy : English 3A	ELLG 03B	OR Integrated Approach To Teaching And Learning Literacy : English 3B
ELLF 03A	OR Integrated Approach To Teaching And Learning Literacy : Afrikaans 3A	ELLF 03B	OR Integrated Approach To Teaching And Learning Literacy : Afrikaans 3B
EPIL 03A	Integrated Approach To Teaching And Learning Of Life Skills 3A	EPIL 03B	Integrated Approach To Teaching And Learning Of Life Skills 3B
ESIN 03A	Integrated Approach To Teaching And Learning Of Numeracy 3A	ESIN 03B	Integrated Approach To Teaching And Learning Of Numeracy 3B
ETTE 130	Teaching Experience 3A	ETTE 130	Teaching Experience 3B

YEAR FOUR

SEMESTER 1		SEMESTER 2	
EPIE 04A	Inclusive Education Studies	EAMS 04B	Management Of School Systems And Extra Curricular Activities
ECTP 04A	Theory And Practice Of Curriculum Development	EPRE 04B	Introduction To Research In Education
ELLZ 04A	Language, Literacy And Communication 4A (Home Language) (Isizulu)	ELLZ 04B	Language, Literacy And Communication 4B (First Additional Language) (IsiZulu)
ELLG 04A	OR Language, Literacy And Communication 4A (Home Language) (English)	ELLG 04B	OR Language, Literacy And Communication 4B (First Additional Language) (English)
ELLF 04A	OR Language, Literacy And Communication 4A (Home Language) (Afrikaans)	ELLF 04B	OR Language, Literacy And Communication 4B (First Additional Language) (Afrikaans)
EEHS 04A	Human And Social Sciences 4A (History And Geography)	EEHS 04B	Human And Social Sciences 4B (Life Orientation)
ESFN 04A	Numeracy, Natural Sciences And Technology Education 4A	ESFN 04B	Numeracy, Natural Sciences and Technology Education 4B
ETPS 140	Professional And School Experience	ETPS 140	Professional And School Experience

Bachelor of Education: Intermediate and Senior Phases (B.Ed: I&S) – (EBEDIS)

Purpose

The introduction of the B.Ed - ECD/ FP programme has come about as part of the restructuring process of the Faculty's programme qualification mix (PQM). The vision of the institution entails, *inter alia*, the provision of programmes that are relevant to the

needs and expectations of the community it serves. It is envisaged that this programme will meet the needs of the community and those of the Department of Education (as the majority employer of our graduates) by producing specialised ECD and Foundation Phase educators for the national curriculum. The closing down of colleges of education created a challenge for students who intend to be educators for Early Childhood Development and Foundation phase learners. This programme is intended to fill that gap.

Articulation

After meeting the requirements of this four year degree, graduates could proceed to B.Ed (Honours) at this or other institutions.

Entry Requirements: a student may be admitted as a candidate for this degree if she/he has obtained a grade 12 National Senior Certificate (NSC), with an aggregate symbol S and passes in English and a First language. Students with evidence of teaching experience in ECD/Foundation phase may qualify for recognition of prior learning (RPL), for which they may earn up to 60 credits. Such students will be required to produce a letter signed by the School Governing body, the principal and the circuit manager as part of the required portfolio of evidence. In addition to portfolios, the following instruments may also be used to get a fuller understanding of the learning a particular candidate brings to the programme: interviews, written tests, role play scenarios, demonstrations and exhibitions, oral presentations and case studies.

Mode of learning: Contact and fulltime. Classes offered during week days.

Programme Outcomes

On completion of this programme, the student will be expected to demonstrate a high level of pedagogic content knowledge, skill and expertise as a:

- (a) mediator of learning, using diverse and appropriate interactive approaches and related disciplinary rules, in at least four of the learning areas at the Intermediate and Senior Phases, and specialising in two of the four;
- (b) competent practitioner with regard to the design and interpretation of learning programmes at the Intermediate and Senior levels of the school system;
- (c) practitioner with applied competence related to the principles, strategies and resources appropriate for teaching Intermediate and Senior Phase learners;
- (d) professional, community leader, pastoral care giver and model citizen, with the ability to develop supportive relations with parents, other key persons and organisations, based on a critical understanding of community and environmental development issues – paying particular attention to critical community concerns, such as HIV and AIDS.
- (e) scholar, researcher and lifelong learner imbued with the ethos to engage in on-going personal, academic, occupational and professional growth through pursuing reflective study and research in his/her learning area (s), in broader professional and educational matters, and in other related fields.

- (f) professional with sound knowledge and understanding of the subject content in at least four of the learning areas at the Intermediate and Senior Phases, and specialisation in two of them; and
- (g) professional, demonstrating applied competence with regard to assessment, including:
- ◆ the importance of providing helpful and timely feedback to learners;
 - ◆ designing and managing diagnostic, formative and summative forms of assessment in ways that are appropriate to the level and purpose of the learning, and which meet the requirements of accrediting bodies;
 - ◆ keeping detailed and accurate assessment records on each learner;
 - ◆ the ability to interpret and use assessment results to feed into processes for the improvement of learning programmes and end-of-learning cycle reporting.

EMS & LANGUAGE EDUCATION EBEDIS1

YEAR ONE

<i>FIRST SEMESTER</i>		<i>SECOND SEMESTER</i>	
ELLL 01A	Academic Literacy (1A) (Language)	ESCL 01B	Academic Literacy (1B) (Computer)
EFIT 01A	Ideologies And Trends In Education	EPHA 01B	Health And Hiv/Aids Education
EESE 01A	Economic And Management Sciences 1A	EESE 01B	Economic And Management Sciences 1B
Any one of : ELGN 01A ELFN01A ELZM 01A	English Language Education 1A Afrikaans Language Education 1A Isizulu Language Education 1A	Any one of: ELGN01B ELFN01B ELZN01B	English Language Education 1B Afrikaans Language Education 1B Isizulu Language Education 1B
ESMA 01A ESML 01A	Mathematics 1a Or Mathematical Literacy	ESMA 01B ESML 01B	Mathematics 1B (Figures And Shapes) Or Mathematical Literacy 1B

YEAR TWO

<i>FIRST SEMESTER</i>		<i>SECOND SEMESTER</i>	
ELLL 02A	Academic Literacy (2A) (Language)	ECEM 02B	Educational Media
EPDL 02A	Human Development And Learning	ECTL 02B	Teaching And Learning Strategies
Any one of:		Any one of:	

ELGN02A	English Language Education	ELGN02B	English Language Education 2B
ELFN02A	Afrikaans Language Education	ELFN02B	Afrikaans Language Education 2B
ELZN02A	Isizulu Language Education	ELZN02B	IsiZulu Language Education 2B
EESE02A	Economic And Management Sciences 2A	EESE	Economic And Management Sciences 2B
ESMA02A	Mathematics 2A (Set Theory and Functions) OR	ESMA2B	Mathematics 2B (Vector algebra and matrices) OR
ESML02A	Mathematical Literacy 2A	ESML 02B	Mathematical Literacy 2B
ETTP 120	Teaching Practicum	ETTP 120	Teaching Practicum

YEAR THREE

FIRST SEMESTER		SECOND SEMESTER	
EALM 03A	School Leadership And Management	EDSE 03B	Society, Educational Law And School Governance
ECAE 03A	Assessment In Education	ESEE 03B	Environmental Education
Any one of: ELGN03A ELFN03A ELZN03A	English Language Method 3A Afrikaans Language Method 3A IsiZulu Language Method 3A	Any one of: ELGN03B ELFN03B ELZN03B	English Language Method 3B Afrikaans Language Method 3B IsiZulu Language Method 3B
EESE03A	Economic and Management Sciences Method 3A	EESE03B	Economic and Management Sciences Method 3B
ESMA03A	Mathematics Method 3A OR	ESMA03B ESML03B	Mathematics Method 3B Mathematical Literacy Method 3B
ESML03A	Mathematical Literacy Method 3A		
ETTE 130	Teaching Experience 3A	ETTE 130	Teaching Experience 3B

YEAR FOUR

FIRST SEMESTER		SECOND SEMESTER	
EPIE 04A	Inclusive Education Studies	EAMS 04B	Management Of School Systems and Extra Curricular Activities
ECTP 04A	Theory and Practice Of Curriculum Development	EPRE 04B	Introduction To Research In Education
Any two of: EESA04A EESB04A EESE04A ELDN04A ELFN04A ELZN04A	Accounting 4A Business Management 4A Economics 4A English Language Education 4A Afrikaans Language 4A IsiZulu Language 4A	Any two of: EESA04B EESB04B EESE04B ELGN04B ELFN04B ELZN04B	Accounting 4B Business Management 4B Economics 4B English Language Education 4B Afrikaans Language 4B IsiZulu Language 4B
Any one of: EESA05A EESB05A EESE05A ELGN05A ELFN05A ELZN05A	Accounting 5A Business Management 5A Economics 5A English Language Education 5A Afrikaans Language 5A IsiZulu Language 5A	Any one of: EESA05B EESB05B EESE05B ELGN05B ELFN05B ELZN05B	Accounting 5B Business Management 5B Economics 5B English Language Education 5B Afrikaans Language 5B IsiZulu Language 5B
ETPS 140	Professional And School Experience	ETPS 140	Professional And School Experience

EMS & LIFE ORIENTATION EBEDIS2**YEAR ONE**

FIRST SEMESTER		SECOND SEMESTER	
ELLL 01A	Academic Literacy (1A) (Language)	ESCL 01B	Academic Literacy (1B) (Computer)
EFIT 01A	Ideologies And Trends In Education	EPHA 01B	Health and HIV/AIDS Education
EESE 01A	Economic And Management Sciences 1A	EESE 01B	Economic And Management Sciences 1B
Any one of : ELGN 01A ELFN01A ELZM 01A	English Language Education 1A Afrikaans Language Education 1A Isizulu Language Education 1A	Any one of: ELGN01B ELFN01B ELZN01B	English Language Education 1B Afrikaans Language Education 1B Isizulu Language Education 1B
ESMA 01A OR ESML 01A	Mathematics 1A OR Mathematical Literacy	ESMA 01B OR ESML 01B	Mathematics 1B (Figures and Shapes) OR Mathematical Literacy 1B

YEAR TWO

FIRST SEMESTER		SECOND SEMESTER	
ELLL 02A	Academic Literacy (2A) (Language)	ECEM 02B	Educational Media
EPDL 02A	Human Development and Learning	ECTL 02B	Teaching and Learning Strategies
EPPM02A	Life orientation – Physical and Motor Development 2A	EPHE02B	Life Orientation – Health Education 2B
EESE02A	Economic and Management Sciences 2A	EESE02B	Economic and Management Sciences 2B
ESMA02A OR ESML02A	Mathematics 2A (Theory and Functions) OR Mathematical Literacy 2A	ESMA2B OR ESML 02B	Mathematics 2B (Vector algebra and matrices) OR Mathematical Literacy 2B
ETTP 120	Teaching Practicum	ETTP 120	Teaching Practicum

YEAR THREE

FIRST SEMESTER		SECOND SEMESTER	
EALM 03A	School Leadership and Management	EDSE 03B	Society, Educational Law and School Governance
ECAE 03A	Assessment In Education	ESEE 03B	Environmental Education
EPLO03A	Life Orientation Method 3A	EPLO03B	Life Orientation Method 3B
EESE03A	Economic and Management Sciences Method 3A	EESE03B	Economic And Management Sciences Method 3B
ESMA03A OR ESML03A	Mathematics Method 3A OR Mathematical Literacy Method 3A	ESMA03B OR ESML03B	Mathematics Method 3B OR Mathematical Literacy Method 3B
ETTE 130	Teaching Experience 3A	ETTE 130	Teaching Experience 3B

YEAR FOUR

FIRST SEMESTER		SECOND SEMESTER	
EPIE 04A	Inclusive Education Studies	EAMS 04B	Management Of School Systems and Extra Curricular Activities
ECTP 04A	Theory And Practice Of Curriculum Development	EPRE 04B	Introduction To Research In Education
Any two of: EESA04A EESB04A EESB04A EPECO04A	Accounting 4A Business Management 4A Economics 4A Life Orientation: Civic Education	Any two of: EESA04B EESB04B EESB04B EPECO04B ELFN04B ELZN04B	Accounting 4B Business Management 4B Economics 4B Life Orientation: Career Guidance Afrikaans Language 4B IsiZulu Language 4AB
Any one of: EESA05A EESB05A EESB05A EPECO05A	Accounting 5A Business Management 5A Economics 5A Life Orientation: Personal and Social Development	Any one of: EESA05B EESB05B EESB05B EPECO05B	Accounting 5B Business Management 5B Economics 5B Life Orientation: Citizenship Education
ETPS 140	Professional and School Experience	ETPS 140	Professional and School Experience

MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION EBEDIS3

YEAR ONE

Semester 1		Semester 2	
ELLL01A	Academic literacy 1a	ESCL01B	Academic Literacy 1B (Computer)
EFIT01A	Ideologies and Trends in Education 1A	EPHA01B	Health and HIV/AIDS Education 1B
ESPS01A	Natural Science and Technology 1A (Process skills, Technology and Society)	ESGC01B	Natural Science and Technology 1B (Graphic and Communication Design)
ESPC01A	Natural Science and Technology 1C (Physical and Chemical Properties of Matter)	ESMM01B	Natural Science and Technology 1D (Mechanics and Mechanical systems)
ESMA01A	Mathematics 1A (Algebra)	ESMA01B	Mathematics 1B (Figures and Shapes)

YEAR TWO

SEMESTER 1		SEMESTER 2	
ELLL02A	Academic Literacy 2A	ECEM02B	Educational Media
EPDL02A	Human Development and learning	ECTL02B	Teaching and Learning Strategies
ESEE02A	Natural Science and Technology 2A (Energy and Energy Transfers)	ESWS02B	Natural Science and Technology 2B (Waves, Sound and Light)
ESTE02A	Natural Science and Technology 2C (The Earth and Chemical Processes)	ESEM02B	Natural Science and Technology 2D (Electromagnetism)
ESMA02A	Mathematics 2A (Set Theory and Functions)	ESMA02B	Mathematics 2B (Vector Algebra and Matrices)
ETTP120	Orientation to Professional Experience	ETTP120	Orientation to Professional Experience

YEAR THREE

SEMESTER 1		SEMESTER 2	
EALM03A	School Leadership and Management	EDSE03B	Society, Education Law and School Governance
ECAE03A	Assessment in Education	ESEE03B	Environmental Education
ESMN03A	Natural Science Method 3A	ESMN03B	Natural Science Method 3B
ESTM03A	Technology Method 3A	ESTM03B	Technology Method 3B
ESMA03A	Mathematics Method 3A	ESMA03B	Mathematics Method 3B
ETTE130	Teaching Experience	ETTE130	Teaching Experience

YEAR FOUR

SEMESTER 1		SEMESTER 2	
EPIE04A	Inclusive Education Studies	EAMS04B	Management of School Systems and Extra-curricular Activities
ECTP04A	Theory and Practice of Curriculum Development	EPRE04B	Introduction to Educational Research
ESCB04A ESPB04B ESDF04A ESMA04A	Any TWO of : Physical Science 4A Life Sciences 4A Technology 4A Mathematics 4A	ESCR04B ESPG04B ESEC04B ESMA04B	Any TWO of: Physical Science 4B Life Sciences 4B Technology 4B Mathematics 4B
ESAE04A ESBS04A ESIT04A ESMM04A	Any ONE of: PHYSICAL Science 5A Life Sciences 5A Technology 5A Mathematics 5A	ESMP04B ESBP04B ESAT04B ESMM04B	Any ONE of: Physical Science 5B Life Science 5B Technology 5B Mathematics 5B
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

LIFE ORIENTATION AND LANGUAGE EDUCATION EBEDIS4

YEAR ONE

FIRST SEMESTER		SECOND SEMESTER	
ELLL 01A	Academic Literacy (1A) (Language)	ESCL 01B	Academic Literacy (1B) (Computer)
EFIT 01A	Ideologies And Trends In Education	EPHA 01B	Health And HIV/AIDS Education
EDIP 01A	Life Orientation: Introduction To Psychology 1A Or	EPIP01B	Life Orientation: Introduction To Psychology 1B Or
ESML 01A	Mathematical Literacy	ESML 01B	Mathematical Literacy 1B

YEAR TWO

SEMESTER 1		SEMESTER 2	
ELLL 02A	Academic Literacy (2A) (Language)	ECEM 02B	Educational Media
EPDL 02A	Human Development and Learning	ECTL 02B	Teaching And Learning Strategies
Any two of: ELGN02A ELFN02A ELZN02A	English Language Education Afrikaans Language Education IsiZulu Language Education	Any two of: ELGN02B ELFN02B ELZN02B	English Language Education 2B Afrikaans Language Education 2B IsiZulu Language Education 2B

EPPM02A	Life Orientation 2A (Physical and Motor Development) OR	EPPM02B	Life Orientation 2B: (Physical and Motor Development) OR
ESML02A	Mathematical Literacy 2A	ESML 02B	Mathematical Literacy 2B
ETTP 120	Teaching Practicum	ETTP 120	Teaching Practicum

YEAR THREE

EALM 03A	School Leadership and Management	EDSE 03B	Society, Educational Law and School Governance
ECAE 03A	Assessment In Education	ESEE 03B	Environmental Education
Any two of: ELGN03A	English Language Method	Any TWO of: ELGN03B	English Language Method 3B Afrikaans Language Method 3B IsiZulu Language Method 3B
ELFN03A	Afrikaans Language Method IsiZulu Language Method	ELFN03B	
ELZN03A		ELZN03B	
EPLO03A	Life Orientation Method 3A OR	EPLO03B	Life Orientation Method 3B Mathematical Literacy Method 3B
ESML03A	Mathematical Literacy Method 3A	ESML03B	
ETTE 130	Teaching Experience 3A	ETTE 130	Teaching Experience 3B

YEAR FOUR

SEMESTER 1		SEMESTER 2	
EPIE 04A	Inclusive Education Studies	EAMS 04B	Management of School Systems and Extra Curricular Activities
ECTP 04A	Theory and Practice of Curriculum Development	EPRE 04B	Introduction to Research in Education
Any two of: EESA04A EESB04A EESE04A ELDN04A ELFN04A ELZN04A	Accounting 4A Business Management 4A Economics 4A English Language Education 4A Afrikaans Language 4A Isizulu Language 4A	Any two of: EPCE04B ELGN04B ELFN04B ELZN04B	Life Orientation 4B (Career Education) English Language Education 4B Afrikaans Language 4B Isizulu Language 4AB
Any one of: EPSP05A	Life Orientation 5A(Personal & Social Development)	Any one of: EPCE05B	Life Orientation 5B (Citizenship Education)
ELGN05A ELFN05A ELZN05A	English Language Education 5A Afrikaans Language 5A IsiZulu Language 5A	ELGN05B ELFN05B ELZN05B	English Language Education 5B Afrikaans Language 5B Isizulu Language 5B
ETPS 140	Professional and School Experience	ETPS 140	Professional and School Experience

BACHELOR OF EDUCATION: FOUNDATION AND INTERMEDIATE – EIDIG0 (THIS IS BEING PHASED OUT AS FROM 2010)

- (i) Language education
- (ii) Mathematical Literacy, Mathematics and Mathematical Sciences
- (iii) Science Education and Technology
- (iv) Human, Social, Economic and Management Sciences
- (v) Arts, Culture and Life Orientation

1. Admission Requirements : *No student will be admitted in the second semester.*

Students shall study at the beginning of each calendar year.

- Recognition of Prior Learning (RPL).
- NQF level 4, Further Education and Training Certificate with at a least Matric Exemption.
- The National School Certificate
- Any other criteria approved by the Senate.

2. Duration of the programme

- The curriculum shall extend over a period of at least four years full-time.

3. Teaching Practice (TP)

- For all undergraduate degrees TP is compulsory at all years of study, B.Ed year one (1); B.Ed year two (2) B.Ed year three (3); and B.Ed year four (4). With some school based practicum , campus practicum is sine qua non component at all year levels .All Education students are required to attend planned campus - based group tutorials from 16h 00 to 18h 00.
- Year one: Institute Practicum – micro-teaching and laboratory school practicals linked to method module tutorials/practicals. Schools observation plus limited teaching, 6 weeks
- Year two: Year 1 work plus school practicum including observation and teaching
School based practicum 6 weeks
- Year three: Year two work plus school practicum evaluation. School based practicum and evaluation
- Year four: Year three work plus refined evaluation. Plus refined school based practicum and evaluation.
- B.Ed year one and year two whole year TP modules carry 6 credits each.
- Candidates due for year three and year four school practicum undergo preparatory training and apply for placement according to Practicum policy, plus
- Register whole year twelve credit practicum module at each year of study.

4. Programme Description

4.1 Modular System

Programmes are based on a modular system. Each module carries 12 credits and is taught over a semester. Modules are divided into three components, i.e. fundamental, elective and core modules. Fundamental modules deal with learning form the basis/grounding needed to undertake further learning required in obtaining a qualification. Core modules deal with compulsory learning required in situations contextually relevant to the particular qualification. Elective modules are modules which a student chooses for his/her specialisation. Elective modules integrate both theoretical foundation (content) methodology.

Fundamental and core modules are compulsory. Time allocated for each module shall be 120 notional hours, devoted to lecturing, self-study assessment and practicals. A student may take a minimum of 5 modules per semester.

4.2 Assessment

- Students will be continuously assessed using different modes of assessment. Students may have to write an examination at the end of each semester. A student shall be able to demonstrate horizontal and vertical competencies. Practice teaching is compulsory for all B.Ed students.
- Checklists, Journals, rubrics, reflection essays and portfolios of evidence will be requirements for assessment in TP.

4.3 Promotion

- To be able to proceed to the SECOND year of study, a student shall have passed at least EIGHT modules, two of which shall be core modules passed in each semester, plus the compulsory TP module.
- To be able to proceed to the THIRD year of study, a student shall have passed at least EIGHT modules (at 200 level), two of which shall be core modules passed in each semester plus the compulsory TP module.
- To be able to proceed to the FOURTH year of study, a student shall have passed at least EIGHT modules (at 300 level) plus the compulsory TP module.

5. Curriculum:

The curriculum shall consist of the following modules:

LEARNING AREA/ ELECTIVE (SPECIALISATION) MODULES

1. MATHEMATICS LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES.

CODE	TITLE
ESIP 03B	Investigation, problem solving and Pedagogy
ESIC 04A	Introduction to Algebra
ESEG 01A	Euclidian Geometry and Tessellation
ESLM 03A	Learning Mathematics
ESEQ 04B	Statistics and Graphical Representation
ESSS 02A	Statistics: An Introduction

2. HUMAN, SOCIAL, ECONOMIC AND MANAGEMENT SCIENCES

ECOH 03B	Orientation to Human, Social, Economic and Management Science
ECIE 02A	Introduction to entrepreneurship
ECSE 04A	Social and economic development
ECLG 03A	Law and government
ECEA 01A	Environmental awareness
ECOS 04B	Orientation to skills and techniques in Human, Social, Economic and Management science

3. SCIENCE EDUCATION AND TECHNOLOGY

ESCL 03B	Chemistry in life
ESMA 03B	Magnetism and Electricity
ESMM 01A	Matter and materials
ESCS 04B	Classification in Science
ESIL 01B	An Introduction to life on earth
ESEC 04A	Intermediate phase technology

4. LANGUAGE EDUCATION

EAFI 04A	Foundations of language teaching
EACP 04A	Classroom research for primary language teaching

EABP 03B	Basic principles of second or foreign language teaching
EALI01B	Literacy Studies
EABC 04B	Basic communication studies for language teachers
EACH 02B	Children's literature studies in language teaching

5. **ARTS, CULTURE AND LIFE ORIENTATION**

EPIL 02B	Introduction to life skills
ESPS04A	Social and personal guidance
EFDM 03B	Music, drama and dance
EFCI 01B	Culture and identity
EPHP 04B	Health and physical education
EFTH 04B	Tangible and intangible heritage resources

CORE MODULES

1. **MODULES FOR THE ROLE OF MEDIATOR OF LEARNING**

EDTL01B	Teaching and learning process
EDCO02A	Communication and presentation skills
EDME 03B	Media in education
EDLC 04A	Language across the curriculum
EDEE 04B	Education and equality

2. **MODULES FOR THE ROLE OF LEADER, ADMINISTRATOR AND MANAGER**

EDIS02A	Introduction to school administration
EDLF03A	Legal foundations of school practice
EDMS04A	Managing the school as an organisation

3. **MODULES FOR THE ROLE OF SCHOLAR, RESEARCHER AND LIFELONG LEARNING**

EDPE01A	The Philosophy of educational research
EDBE02B	Basic elements of research
EDPL03A	Planning your research projects
EDDP03B	Data presentation and publication
EDRD04A	Research design

4. **MODULES FOR THE ROLE OF INTERPRETER AND DESIGNER OF LEARNING PROGRAMMES AND MATERIALS**

EDID01A	Introduction to design and interpretation of learning programmes and materials
EDDI04B	Design and interpretation of learning programmes
EDTP02B	Theory and practice of learning programme design

5. **MODULES FOR THE ROLE OF COMMUNITY, CITIZENSHIP AND PASTORAL CARE**

EDHE04B	Health and environmental education
EDEC03B	Education for citizenship
EDEH02B	Education for human development
EPHA01B	HIV/AIDS Education

6. **MODULES FOR THE ROLE OF AN ASSESSOR**

EDIA02A	Introduction to assessment
EDAO03A	Assessment in OBE

7. **TEACHING PRACTICE MODULES**

ETOP110	Orientation to professional experience
ETTP120	Teaching practicum
ETTE130	Teaching experience
ETPS140	Professional and school experience

Second Semester School Practicum

B.Ed 1 4 weeks

B.Ed II 4 weeks

B.Ed III 4 weeks

B.Ed IV 6 weeks

Attendance of all institute practicum modules and related activities is compulsory.

MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES (EIDEG1)

Year 1

1 st Semester		2 nd Semester	
*EDPE01A	The philosophy of Education Research	*EPHA01B	HIV/AIDS Education
*EDID 01A	Introduction to design and interpretation of learning programmes and materials	*EDTL 01B	Teaching and learning process
ESEG 01A	Euclidian geometry and tessellation	ESIL 01B	An introduction to life on earth
ECEA 01A	Environmental awareness	EALI 01B	Literacy studies
ESMM 01A	Matter and materials	EFCI 01B	Culture and identity
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

* = core module

Year 2

1 st Semester		2 nd Semester	
*EDCO02A	Communication and presentation skills	EDEH 02B	Education for human development
*EDIS 02A	Introduction to school administration	*EDBE 02B	Basic elements of research
EDIA02A	Introduction to assessment	*EDTP02B	Theory and practice of learning programme design
ESSS02A	Statistics : an introduction	EACH 02B	Children's literature studies in language teaching
ECIE 02A	Introduction to entrepreneurship	EPIL 02B	Introduction to life skills
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

* = core module

Year 3

1 st Semester		2 nd Semester	
EDPL03A	Planning your research projects	EDDP 03B	Data presentation and publication
*EDLF03A	Legal foundation of school practice	EDME 03B	Media in education
ECCA 03A	Classroom assessment	*EDEC 03B	Education for citizenship
ESLM 03A	Learning mathematics	ESIP 03B	Investigation, problem solving and pedagogy
ECLG 03A	Law and government	ESMA 03B	Magnetism and electricity
ETTE130	Teaching experience	ETTE130	Teaching experience

Year 4

1 st Semester		2 nd Semester	
*EDRD04A	Research design	*EDHE 04B	Health and environmental

			education
*EDLC04A	Language across the curriculum	*EDEE 04B	Education and equality
*EDMS04A	Managing the school as an organisation	*EDDI 04B	Design and interpretation of learning programmes
EAFL 04A	Foundations for language teaching	EPHP 04B	Health and physical education
ESIC 04A	Introduction to algebra	ESEQ 04B	Equations , graphics and absolute value
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

HUMAN, SOCIAL, ECONOMIC AND MANAGEMENT SCIENCES (EIDEG2)

Year 1

1 st Semester		2 nd Semester	
EPMC01A	The philosophy of Educational Research	*EPHA01B	HIV/AIDS Education
EDID01A	Introduction to design and interpretation of learning programmes and materials	EDTL01B	Teaching and learning process
ESEG 01A	Euclidian geometry and tessellation	ESIL 01B	An introduction to life on earth
ECEA01A	Environmental awareness	EALI 01B	Literacy studies
ESMM 01A	Matter and materials	EFCI 01B	Culture and Identity
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

* = core module

Year 2

1 st Semester		2 nd Semester	
*EDCO02A	Communication and presentation skills	*EDEH 02B	Education for human development
*EDIS 02A	Introduction to school administration	*EDBE 02B	Basic elements of research
*EDIA 02A	Introduction to assessment	*EDTP 02B	Theory and practice of learning programme design
ESSS 02A	Statistics : an introduction	EACH 02B	Children's' literature studies in language teaching
ECIE02A	Introduction to entrepreneurship	EPILB 02B	Introduction to life skills
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

Year 3

1 st Semester		2 nd Semester	
*EDPL 03A	Planning your research projects	*EDDP 03B	Data presentation and publication
*EDLF 03A	Legal foundation of school practice	*EDME 03B	Media in education
*EDAO 03A	Assessment in OBE	*EDEC03B	Education for citizenship
EFLM 03A	Learning mathematics	ECOH 03B	Orientation to human, social, economic and management science
ECLG03A	Law and government	ESMA 03B	Magnetism and electricity
ETTE130	Teaching experience	ETTE130	Teaching experience

Year 4

1 st Semester		2 nd Semester	
*EDRD 04A	Research design	*EDHE 04B	Health and environmental education
*EDLC 04A	Language across the curriculum	*EDEE 04B	Education and equality
*EDMS 04A	Managing the school as an organization	*EDDI 04B	Design and interpretation of learning programmes
EAF 04A	Foundations of language teaching	ECOS 04B	Orientation to skills and techniques in Human, Social, Economic and management science
ECSE04A	Social and economic development	EPHP 24	Health and Physical Education
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

SCIENCE EDUCATION AND TECHNOLOGY (EIDEG3)

Year 1

1 st Semester		2 nd Semester	
*EDPE01A	The philosophy of Educational Research	*EPA01B	HIV/AIDS Education
*EDID 01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
ESEG 01A	Euclidian geometry and tessellation	ESIL 01B	An introduction to life on earth
ECEA01A	Environmental awareness	EALI 01B	Literacy studies
ESMM 01A	Matter and materials	EFCI 01B	Culture and identity
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

Year 2

1 st Semester		2 nd Semester	
*EDCO 02A	Communication and presentation skills	*EDEH 02B	Education for human development
*EDIS 02A	Introduction to school administration	*EDBE 02B	Basic elements of research
*EDIA 02A	Introduction to assessment	*EDTP 02B	Theory and practice of learning programme design
ESSS02A	Statistics : an introduction	EACH 02B	Childrens' literature studies in language teaching
ECIE02A	Introduction to entrepreneurship	EPIL 02B	Introduction to life skills
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

* = core module

Year 3

1 st Semester		2 nd Semester	
*EDPL03A	Planning your research projects	*EDDP 03B	Data presentation and publication
*EDLF03A	Legal foundations for school practice	*EDME 03B	Media in education

*EDAO03A	Assessment in OBE	*EDEC 03B	Education for citizenship
ESLM 03A	Learning mathematics	ESMA 03B	Magnetism and electricity
ECLG03A	Law and government	ESCL 03B	Chemistry in life
ETTE130	Teaching experience	ETTE130	Teaching experience

* = core module

Year 4

1 st Semester		2 nd Semester	
*EDRD 04A	Research design	*EDHE 04 B	Health and environmental education
*EDLC 04A	Language across the curriculum	*EDEE 04B	Education and equality
*EDMS 04A	Managing the school as an organisation	*EDDI 04B	Design and interpretation of learning programmes
EAF 04A	Foundation of language teaching	EPHP 04B	Health and Physical Education
ESEC 04A	Intermediate phase technology	ESCS 04B	Classification in Science
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

LANGUAGE EDUCATION (EIDEG4)

Year 1

1 st Semester		2 nd Semester	
*EDPE 01A	The philosophy of Educational Research	*EPHA01B	HIV/AIDS Education
*EDID 01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
ESEG 01A	Euclidian geometry and tessellation	ESIL01B	An introduction to life on earth
ECEA 01A	Environmental awareness	EALI01B	Literacy studies
ESMM 01A	Matter and materials	EFCI 01B	Culture and identity
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

Year 2

1 st Semester		2 nd Semester	
*EDCO 02A	Communication and presentation skills	*EDEH 02B	Education for human development
*EDIS 02A	Introduction to school administration	*EDBE 02B	Basic elements of research
*EDIA 02A	Introduction to assessment	*EDTP02B	Theory and practice of learning programme design
ESSS02A	Statistics : an introduction	EACH02B	Childrens' literature studies in language teaching
ECIE02A	Introduction to entrepreneurship	EPIL02B	Introduction to life skills
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

Year 3

1 st Semester		2 nd Semester	
*EDPL 03A	Planning your research projects	*EDDP 03B	Data presentation and publication
*EDLF 03A	Legal foundations for school	*EDME03B	Media in education

	practice		
*EDAO 03A	Assessment in OBE	*EDEC 03B	Education for citizenship
EFLM 03A	Learning mathematics	EAPB 03B	Basic principles of second or foreign language teaching
ECLG03A	Law and government	ESMA 03B	Magnetism and electricity
ETTE130	Teaching Experience	ETTE130	Teaching Experience

*= core module

Year 4

1 st Semester		2 nd Semester	
*EDRD 04A	Research design	*EDHE04B	Health and environmental education
*EDLC 04A	Language across the curriculum	*EDEE04B	Education and equality
*EDMS 04A	Managing the school as an organisation	*EDDI04B	Design and interpretation of learning programmes
EAFL 04A	Foundation of language teaching	EPHP04B	Health and Physical Education
EACP 04A	Classroom research for primary language teachers	EABC04B	Basic communication studies for language teachers
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

ARTS, CULTURE AND LIFE ORIENTATION (EIDEG5)

Year 1

1 st Semester		2 nd Semester	
*EDPE 01A	The philosophy of Educational Research	*EPHA01B	HIV/AIDS Education
*EDID 01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
ESEG01A	Euclidian geometry and tessellation	ESIL 01B	An introduction to life on earth
ECEA01A	Environmental awareness	EALI 01B	Literacy studies
ESMM01A	Matter and materials	EFCI 01B	Culture and identity
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

Year 2

1 st Semester		2 nd Semester	
*EDCO 02A	Communication and presentation skills	*EDEH 02B	Education for human development
*EDIS 02A	Introduction to school administration	*EDBE 02B	Basic elements of research
*EDIA 02A	Introduction to assessment	*EDTP 02B	Theory and practice of learning programme design
ESSS02A	Statistics : an introduction	EACH 02B	Childrens' literature studies in language teaching
ECIE02A	Introduction to entrepreneurship	EPIL 02B	Introduction to life skills
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

* = core module

Year 3

1 st Semester		2 nd Semester	
*EDPL 03A	Planning your research projects	*EDDP 03B	Data presentation and publication
*EDLF 03A	Legal foundations for school practice	*EDME 03B	Media in education
*EDAO 03A	Assessment in OBE	*EDEC 03B	Education for citizenship
ESLM 03A	Learning mathematics	EFDM 03B	Music drama and dance
ECLG03A	Law and government	ESMA 03B	Magnetism and electricity
ETTE130	Teaching experience	ETTE130	Teaching experience

Year 4

1 st Semester		2 nd Semester	
*EDRD 04A	Research design	*EDHE 04B	Health and environmental education
*EDLC 04A	Language across the curriculum	*EDEE 04B	Education and equality
*EDMS 04A	Managing the school as an organisation	*EDDI 04B	Design and interpretation of learning programmes
EAF 04 A	Foundations of language teaching	EPHP 04B	Health and Physical education
EPDE 04A	Diversity in education	EFTH 04B	Tangible and Intangible heritage resources
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

D. BACHELOR OF EDUCATION : (Senior and Further Education and Training) - EFDEG00 (this programme is being phased out as from 2010)

- (i) Human and Social Sciences and Language Education
- (ii) Science Education and Mathematics Education
- (iii) Sciences Education and Technology
- (iv) Life Orientation and Language Education
- (v) Arts and Culture and Language Education
- (vi) Economic and Management and Human and Social Sciences

1. Admission to the programme:

Students shall be admitted to the programme of study at the beginning of each calendar year.

- Recognition of Prior Learning (RPL credits will determine points).
- NQF level 4, Further Education and Training Certificate with at least Matric Exemption
- The National School Certificate
- Any other criteria approved by the Senate.

2. Duration of the programme

- The curriculum shall extend over a period of at least four years full-time and shall consist of the following modules:

3. Curriculum:

The curriculum shall consist of the following modules:

ELECTIVE/ LEARNING AREA/ SPECIALIST MODULES**1. SCIENCE EDUCATION**

CODE	TITLE
ESSY01A	Systematics
ESMS01A	Kinematics and dynamics
ESES01B	Energy and energy sources
ESCR02A	Chemicals and Chemical reactions
ESAP02B	Advanced ecological principles
ESEM03A	Electricity and Magnetism
ESPA03B	Plant and animal life
ESWP04A	Waves and perception
ESME 04B	Material in our environment

2. ECONOMIC AND MANAGEMENT SCIENCES

EFIB01A	An introduction to business management
EFME01A	Micro-economics
EFFM 01B	Functions of Business management
EFMA02A	Macro-economics
EFIA02B	Introduction to accounting
EFAB03A	Accounting for specific types of business
EFPU03B	Purchasing
EFIN04A	Insurance
EFEN04B	Entrepreneurship

3. HUMAN AND SOCIAL SCIENCES

ECGO01A	General Orientation to Human and Social Science
ECHS01B	Historical Studies
ECIP01B	Institutions and Processes of Politics
ECLH02A	Law and Human Rights
ECEH02B	Economy and Human Development
ECEV03A	Ethics and Values
ECGS03B	Geographical Studies
ECGES03B	Environmental Studies
ECAG04B	Aspects in Geography and Geographical Education

4. LANGUAGE EDUCATION

EANL01A	The nature of language teaching
EALL01B	Language, Literacy and communication methodology
EAHL01B	History of language teaching
EACL02A	Communication studies for language teachers
EAPF02B	Principles/techniques of second or foreign languages teaching
EALA03A	Language and literacy
EACR03B	Classroom research for language teachers
EALS04A	Literature studies in language teaching
EACA04B	Computer-assisted language learning

5. LIFE ORIENTATION

EFMU01A	Multiculturalism and education in South Africa
EFEO01A	Equality of Educational opportunities
EFER01B	Education for responsible citizenship
EFHR02A	Human rights Education
EFES02B	Education and social change
EFUE03A	Understanding environmental issues
EFPA03B	Education for partnership
EFDV04A	Education and development
EFDE04B	Democracy and education

OR

EPLF01A	Life orientation in the framework of education
EPFB01A	Foundations of behaviour
EPAPA1A	Applied psychology
EPPS02A	Personality
EPSR02B	Social relations
EPSQ03A	Special education
EPHE03B	Health education
EPPM04A	Physical and motor development
EPGE04B	Career education

6. MATHEMATICS EDUCATION

ESAL01A	Algebra
ESEP01B	Error patterns in computation
ESFS01B	Figures and shapes
ESMI02A	Mathematics instruction
ESCL02B	Calculus
ESDI 03A	Differentiation and integration
ESPT03B	Planning for teaching mathematics
ESNT04A	Number theory and statistics
ESAS04B	Assessment in mathematics

7. TECHNOLOGY

ESCA01A	Technology Education: Orientation
ESCR01B	Materials and Technological Processing
ESMT01B	Graphic Communication and Design
ESEL02A	Workshop Practice
ESIC02B	Structures in Technology Education
ESCP03A	Principles, Methods and Techniques of Technology Education
ESPN03B	Systems and Control
ESMC04A	Advanced Technological Applications and Designs
ESEG04B	Information Technology

8. ARTS AND CULTURE

EFVA01A	Visual arts
EFMS01B	Music
EFDR01B	Drama
EFDA02A	Dance
EFHF02B	Heritage resources
EFMC03A	Marginalised culture and heritage
EFNH03B	Natural History
EFHC04A	History and Culture
EFEC04B	Entrepreneurship and culture

CORE MODULES**1. MODULES FOR THE ROLE OF MEDIATOR OF LEARNING**

EDTL01B	Teaching and learning process
EDCO02A	Communication and presentation skills
EDME03B	Media in education
EDLC04A	Language across the curriculum
EDEE04B	Education and equality

2. MODULES FOR THE ROLE OF LEADER, ADMINISTRATOR AND MANAGER

EDIS02A	Introduction to school administration
EDLF03A	Legal foundations of school practice
EDMS04A	Managing the school as an organisation

3. MODULES FOR THE ROLE OF SCHOLAR, RESEARCHER AND LIFELONG LEARNING

EDPE01A	The Philosophy of educational research
EDBE02B	Basic elements of research
EDPL03A	Planning your research projects
EDDP03B	Data presentation and publication
EDRD04A	Research design

4. MODULES FOR THE ROLE OF INTERPRETER AND DESIGNER OF LEARNING PROGRAMMES AND MATERIALS

EDID01A	Introduction to design and interpretation of learning programmes and materials
EDDI04B	Design and interpretation of learning programmes
EDTP02B	Theory and practice of learning programme design

5. MODULES FOR THE ROLE OF COMMUNITY, CITIZENSHIP AND PASTORAL CARE

EDHE04B	Health and environmental education
EDEC03B	Education for citizenship
EDEH02B	Education for Human development
EPHA01B	HIV/AIDS Education

6. MODULES FOR THE ROLE OF AN ASSESSOR

EDIA02A	Introduction to assessment
EDAO03A	Assessment in OBE

7 TEACHING PRACTICE MODULES

ETOP110	Orientation to professional experience
ETTP120	Teaching practicum
ETTE130	Teaching experience
ETPS140	Professional and school experience

LIFE ORIENTATION/ LANGUAGE EDUCATION (EFDEG1)

Year 1

1 st Semester		2 nd Semester	
*EDPE01A	The philosophy of Educational Research	*EPHA01B	HIV/AIDS Education
*EDID 01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
EFMU00A Or EPLF00A	Multiculturalism and education in South Africa Life orientation in the framework of education	EFER01B Or EPAP01B	Education for responsible citizenship Applied psychology
EFEO 01A Or EPFB01A	Equality of educational opportunities Foundations of behaviour	EALL01B	Language, literacy and communication methodology
EANL01A	The nature of language teaching	EAHL01B	History of language teaching
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

Year 2

1 st Semester		2 nd Semester	
*EDCO02A	Communication and presentation skills	*EDEH02B	Education for human development
*EDIS02A	Introduction to school administration	*EDBE02B	Basic elements of research
*EDIA02A	Introduction to assessment	*EDTP02B	Theory and practice of learning programme design
EFHR02A Or EPPS02A	Human rights education Personality	EFES02B Or EPSR02B	Education and social change Social relations
EACL02A	Communication studies for language teachers	EAPF02B	Principles/ techniques of second or Foreign languages teaching
ETTP130	Teaching Practicum	ETTP130	Teaching Practicum

Year 3

1 st Semester		2 nd Semester	
*EDPL03A	Planning your research projects	*EDDP03B	Data presentation and publication
*EDLF03A	Legal foundations for school practice	*EDME03B	Media in education
*EDAO03A	Assessment in OBE	*EDEC03B	Education for citizenship
EFUE03A Or EPSQ03A	Understanding environmental issues Special education	EFPA03B Or EPHE03B	Education for partnership Health education
EALA03A	Language and literacy	EACR03B	Classroom research for language teachers
ETTE130	Teaching experience	ETTE130	Teaching experience

Year 4

1 st Semester		2 nd Semester	
*EDRD 04A	Research design	*EDHE 04B	Health and environmental education
*EDLC 04A	Language across the curriculum	*EDEE 04B	Education and equality
*EDMS 04A	Managing the school as an organization	*EDDI 04B	Design and interpretation of learning programmes
EFDV 04A Or EPPM 04A	Education and development Physical and motor development	EFDE 04B Or EPGE 04B	Democracy and education Career Education
EALS 04A	Literature studies in language teaching	EACA 04B	Computer-assisted language learning
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

* = core module

LIFE ORIENTATION/ HUMAN AND SOCIAL SCIENCES (EFDEG2)

Year 1

1 st Semester		2 nd Semester	
*EDPE 01A	The philosophy of Educational Research	*EPAH01B	HIV/AIDS Education
*EDID 01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
EFMU 01A	Multiculturalism and education in	EFER 01B	Education for responsible

Or EPLF 01A	South Africa Life orientation in the framework of education	Or EPAP 01B	citizenship Applied psychology
EFE0 01A Or EPFB 01A	Equality of educational opportunities Foundations of behaviour	ECHS01B	Historical studies
ECGO01A	General orientation to human and social science	ECIP 01B	Institutions and processes of politics
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

* = Core Module

Year 2

1 st Semester		2 nd Semester	
*EDCO 02A	Communication and presentation skills	*EDEH 02B	Education for human development
*EDIS 02A	Introduction to school administration	*EDBE 02B	Basic elements of research
*EDIA 02A	Introduction to assessment	*EDTP 02B	Theory and practice of learning programme design
EFHR 02A OR EPPS 02A	Human rights education Personality	EFES 02B OR EPSR 02B	Education and social change Social relations
ECLH02A	Law and human rights	ECEH02B	Economy and human development
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

* = Core Module

Year 3

1 st Semester		2 nd Semester	
*EDPL 03A	Planning your research projects	*EDDP03B	Data presentation and publication
*EDLF 03A	Legal foundation of school practice	*EDME 03B	Media in education
*EDAO 03A	Assessment in OBE	*EDEC 03B	Education for citizenship
EFUE 03A Or EPSQ 03A	Understanding environmental issues Special education	EFPA 03B Or EPHE 03B	Education for Partnership Health education
ECEV 03A	Ethics and values	ECGS 03B	Geographical Studies
ETTE130	Teaching experience	ETTE130	Teaching experience

Year 4

1 st Semester		2 nd Semester	
*EDRD04A	Research design	*EDHE 04B	Health and environmental education
*EDLC 04A	Language across the curriculum	*EDEE 04B	Education and equality
*EDMS 04A	Managing the school as an organisation	*EDDI 04B	Design and interpretation of learning programmes
EFDV 04A Or EPPM 04A	Education and development Physical and motor development	EFDE 04B Or EPGE 04B	Democracy and education Career Education
ECES04A	Environmental studies	ECAG 04B	Aspects in Geography and Geographical Education
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

ECONOMIC AND MANAGEMENT SCIENCES/LANGUAGE EDUCATION (EFDEG3)

Year 1

1 st Semester		2 nd Semester	
*EDPE01A	The philosophy of Educational Research	*EPHA01B	HIV/AIDS Education
*EDID 01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
EFIB 01A	An introduction to business management	EFFM 01B	Functions of business management
EFME 01A	Micro economics	EALL 01B	Language, Literacy and Communication Methodology
EANL 01A	The nature of language teaching	EAHL 01B	History of language teaching
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

Year 2

1 st Semester		2 nd Semester	
*EDCO 02A	Communication and presentation skills	*EDEH 02B	Education for human development
*EDIS 02A	Introduction to school administration	*EDBE 02B	Basic elements of research
*EDIA 02A	Introduction to assessment	*EDTP 02B	Theory and practice of learning programme design
EFMA 02A	Macro-economics	EFIA 02B	Introduction to accounting
EACL 02A	Communication studies for language teachers	EAPF 02B	Principles /techniques of second or foreign language teaching
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

* = Core Module

Year 3

1 st Semester		2 nd Semester	
*EDPL 03A	Planning your research projects	*EDDP 03B	Data presentation and publication
*EDLF 03A	Legal foundation of school practice	*EDME 03B	Media in education
*EDAO 03A	Assessment in OBE	*EDEC 03B	Education for citizenship
EFAB 03A	Accounting for specific types of business	FFPU 03B	Purchasing
EALA 03A	Language and literacy	EACR 03B	Classroom research for language teachers
ETTE130	Teaching experience	ETTE130	Teaching experience

* = Core Module

Year 4

1 st Semester		2 nd Semester	
*EDRD04A	Research design	*EDHE04B	Health and environmental education
*EDLC04A	Language across the curriculum	*EDEE04B	Education and equality
*EDMS04A	Managing the school as an organisation	*EDDI04B	Design and interpretation of learning programmes
EFIN04A	Insurance	EFEN04B	Entrepreneurship
EALS04A	Literature studies in language teaching	EACA04B	Computer –assisted language learning
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

* = Core Module

SCIENCE EDUCATION /TECHNOLOGY (EFDEG4)

Year 1

1 st Semester		2 nd Semester	
*EDPE01A	The philosophy of educational research	*EPHA01B	HIV/AIDS Education
*EDID01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
ESSY01A	Systematics	ESES01B	Energy and energy sources
ESMS01A	Kinematics and dynamics	ESTR01B	Materials and Technological processing
ESCA01A	Technology education: Orientation	ESMT01B	Graphic communication and design
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

* = Core Module

Year 2

1 st Semester		2 nd Semester	
*EDCO02A	Communication and presentation skills	*EDEH 02B	Education for human development
*EDIS 02A	Introduction to school administration	*EDBE 02B	Basic elements of research
*EDIA 02A	Introduction to assessment	*EDTP 02B	Theory and practice of learning programme design
ESCR 02A	Chemicals and chemical reactions	ESAP 02B	Advanced ecological principles
ESEL02A	Workshop practice	ESIC02B	Structures in technology education
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

* = Core Module

Year 3

1 st Semester		2 nd Semester	
*EDPL03A	Planning your research projects	*EDDP03B	Data presentation and publication
*EDLF03A	Legal foundations for school practice	*EDME03B	Media in education
*EDAO03A	Assessment in OBE	*EDEC03B	Education for citizenship
ESEM03A	Electricity and magnetism	ESPA03B	Plant and animal life
ESCP03A	Principles, methods and techniques of technology education	ESPN03B	Systems and control
ETTE130	Teaching experience	ETTE130	Teaching experience

* = Core Module

Year 4

1 st Semester		2 nd Semester	
*EDRD04A	Research design	*EDHE04B	Health and environmental education
*EDLC04A	Language across the curriculum	*EDEE04B	Education and equality
*EDMS04A	Managing the school as an organisation	*EDDI04B	Design and interpretation of learning programmes
ESWP04A	Waves and perception	ESME04B	Material in our environment
ESMC04A	Advanced technological applications and design	ESEG04B	Information technology
ETPS140	Professional and School	ETPS140	Professional and School Experience

	Experience		
*	=	Core Module	

SCIENCE EDUCATION /MATHEMATICS EDUCATION (EFDEG5)

Year 1

1 st Semester		2 nd Semester	
*EDPE01A	The philosophy of Educational Research	*EPHA01B	HIV/AIDS Education
*EDID01A	Introduction to design and interpretation of learning programmes and materials	*EDTL 01B	Teaching and learning process
ESSY01A	Systematics	ESES 01B	Energy and energy sources
ESMS01A	Kinematics and dynamics	ESEP 01B	Error patterns in computation
ESAL 01A	Algebra	ESFS 01B	Figures and shapes
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

* = Core Module

Year 2

1 st Semester		2 nd Semester	
*EDCO02A	Communication and presentation skills	*EDEH02B	Education for human development
*EDIS02A	Introduction to school administration	*EDBE02 B	Basic elements of research
*EDIA02A	Introduction to assessment	*EDTP 02B	Theory and practice of learning programme design
ESCR02A	Chemicals and chemical reactions	ESAP 02B	Advanced ecological principles
ESMI02A	Mathematics instructions	ESCL 02B	Calculus
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

* = Core Module

Year 3

1 st Semester		2 nd Semester	
*EDPL03A	Planning your research projects	*EDDP 03B	Data presentation and publication
*EDLF03A	Legal foundation of school practice	*EDME03B	Media in education
*EDAO03A	Assessment in OBE	*EDEC03B	Education for citizenship
ESEM 03A	Electricity and magnetism	ESPA 03B	Plant and animal life
ESDI 03A	Differentiation and integration	ESPT03B	Planning for teaching mathematics
ETTE130	Teaching experience	ETTE130	Teaching experience

* = Core Module

Year 4

1 st Semester		2 nd Semester	
*EDRD04A	Research design	*EDHE04B	Health and environmental education
*EDLC04A	Language across the curriculum	*EDEE04B	Education and equality
*EDMS04A	Managing the school as an organization	*EDDI 04B	Design and interpretation of learning programmes
ESWP04A	Waves and perception	ESME 04B	Material in our environment
ESNT 04A	Number theory and	ESAS 04B	Assessment in mathematics

	statistics		
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

SCIENCE EDUCATION /LANGUAGE EDUCATION (EFDEG6)

Year 1

1 st Semester		2 nd Semester	
*EDPE01A	The philosophy of Educational Research	*EPHA01B	HIV/AIDS Education
*EDID 01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
ESSY 01A	Systematics	ESES 01B	Energy and energy sources
ESMS 01A	Kinematics and dynamics	EALL 01B	Language, literacy and communication methodology
EANL 01A	The nature of language teaching	EAHL 01B	History of language teaching
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

* = Core Module

Year 2

1 st Semester		2 nd Semester	
*EDCO02A	Communication and presentation skills	*EDEH02B	Education for human development
*EDIS02A	Introduction to school administration	*EDBE02B	Basic elements of research
*EDIA02A	Introduction to assessment	*EDTP02B	Theory and practice of learning programme design
ESCR02A	Chemicals and chemical reactions	ESAP02B	Advanced ecological principles
EACL02A	Communication studies for language teachers	EAPF02B	Principles /techniques of second or foreign language teaching
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

Year 3

1 st Semester		2 nd Semester	
*EDPL03A	Planning your research projects	*EDDP03B	Data presentation and publication
*EDLF03A	Legal foundation of school practice	*EDME03B	Media in education
*EDAO03A	Assessment in OBE	*EDEC 03B	Education for citizenship
ESEM 03A	Electricity and magnetism	ESPA 03B	Plant and animal life
EALA 03A	Language and literacy	EACR 03B	Classroom research for language teachers
ETTE130	Teaching experience	ETTE130	Teaching experience

Year 4

1 st Semester		2 nd Semester	
*EDRD04A	Research design	*EDHE 04B	Health and environmental education
*EDLC 04A	Language across the curriculum	*EDEE 04B	Education and equality
*EDMS04A	Managing the school as an organisation	*EDDI 04B	Design and interpretation of learning programmes
ESWP04A	Waves and perception	ESME 04B	Material in our environmental
EALS 04A	Literature studies in language teaching	EACA 04B	Computer –assisted language learning
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

* = Core Module

LANGUAGE EDUCATION / HUMAN AND SOCIAL SCIENCES (EFDEG7)

Year 1

1 st Semester		2 nd Semester	
*EDPE01A	The philosophy of Educational Research	*EPA01B	HIV/AIDS Education
*EDID01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
EANL 01A	The nature of language teaching	EALL01B	Language, literacy and communication methodology
ECGO01A	General orientation to human and social science	EAHL01B	History of language teaching
		ECHS01B	Historical studies
		ECIP01B	Institutions and processes of politics
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

* = Core Module

Year 2

1 st Semester		2 nd Semester	
*EDCO 02A	Communication and presentation skills	*EDEH02B	Education for human development
*EDIS 02A	Introduction to school administration	*EDBE 02B	Basic elements of research
*EDIA 02A	Introduction to assessment	*EDTP 02B	Theory and practice of learning programme design
EACL02A	Communication studies for language teachers	EAPF 02B	Principles/ techniques of second or foreign language teaching
ECLH02A	Law and human rights	ECEH02B	Economy and human development
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

Year 3

1 st Semester		2 nd Semester	
*EDPL03A	Planning your research projects	*EDDP03B	Data presentation and publication
*EDLF03A	Legal foundation of school practice	*EDME03B	Media in education
*EDAO03A	Assessment in OBE	*EDEC 03B	Education for citizenship
EALA 03A	Language and literacy	EACR 03B	Classroom research for language teachers
ECEV03A	Ethics and values	ECAG04B	Geographical studies
ETTE130	Teaching experience	ETTE130	Teaching experience

* = Core Module

Year 4

1 st Semester		2 nd Semester	
*EDRD 04A	Research design	*EDHE04B	Health and environmental education
*EDLC04A	Language across the curriculum	*EDEE04B	Education and equality

*EDMS04A	Managing the school as an organisation	*EDDI 04B	Design and interpretation of learning programmes
EALS 04A	Literature studies in language teaching	EACA 04B	Computer –assisted language learning
ECES04A	Environmental studies	ECAG04B	Aspects in Geography and Geographical Education
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

* = Core Module

LIFE ORIENTATION/ ARTS AND CULTURE (EFDEG8)

Year 1

1 st Semester		2 nd Semester	
*EDPE01A	The philosophy of Educational Research	*EPHA01B	HIV/AIDS Education
*EDID01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
EFMU01A Or EPLF01A	Multiculturalism and education in South Africa Life orientation in the framework of education	EFER 01B Or EPAP01B	Education for responsible citizenship Applied psychology
EFEO01A Or EPFB 01A	Equality of educational opportunities Foundations of behaviour	EFMS01B	Music
EFVA 01A	Visual arts	EFDR01B	Drama
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

* = Core module

Year 2

1 st Semester		2 nd Semester	
*EDCO02A	Communication and presentation skills	*EDEH02B	Education for human development
*EDIS02A	Introduction to school administration	*EDBE02B	Basic elements of research
*EDIA02A	Introduction to assessment	*EDTP02B	Theory and practice of learning programme design
EFHR02A Or EPPS02A	Human rights education Personality	EFES02B Or EPSR02B	Education for social change Social relations
EFDA02A	Dance	EFHF02B	Heritage resources
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

* = Core module

Year 3

1 st Semester		2 nd Semester	
*EDPL03A	Planning your research projects	*EDDP03B	Data presentation and publication
*EDLF03A	Legal foundation of school practice	*EDME03B	Media in education

*EDAO03A	Assessment in OBE	*EDEC03B	Education for citizenship
EFUE 03A Or EPSQ03A	Understanding environmental issues Special education	EFPA 03B Or EPHE03B	Education for partnership Health Education
EFMC03A	Marginalised culture and heritage	EFNH 03B	Natural history
ETTE130	Teaching experience	ETTE130	Teaching experience

* = Core module

Year 4

1 st Semester		2 nd Semester	
*EDRD04A	Research design	*EDHE04B	Health and environmental education
*EDLC04A	Language across the curriculum	*EDEE04B	Education and equality
*EDMS04A	Managing the school as an organisation	*EDDI 04B	Design and interpretation of learning programmes
EFDV04A Or EPPM04A	Education and development Physical and motor development	EFDE04B Or EPGE04B	Democracy and education Career education
EFHC04A	History and culture	EFEC04B	Entrepreneurship and culture
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

* = Core module

ECONOMIC AND MANAGEMENT SCIENCE/HUMAN AND SOCIAL SCIENCES (EFDEG9)

Year 1

1 st Semester		2 nd Semester	
*EDPE 01A	The philosophy of Educational Research	*EPHA01B	HIV/AIDS Education
*EDID 01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
EFIB 01A	An introduction to business management	EFFM 01B	Functions of business management
EFME 01A	Micro economics	ECHS 01B	Historical studies
ECGO01A	General orientation to human and social science	ECIP01B	Institutions and processes of politics
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

Year 2

1 st Semester		2 nd Semester	
*EDCO 02A	Communication and presentation skills	*EDEH 02B	Education for human development
*EDIS 02A	Introduction to school administration	*EDBE 02B	Basic elements of research
*EDIA 02A	Introduction to assessment	*EDTP 02B	Theory and practice of learning programme design
EFMA 02A	Macro – economics	EFIA 02B	Introduction to accounting
ECLH02A	Law and human rights	ECEH02B	Economy and human development
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

Year 3

1 st Semester		2 nd Semester	
*EDPL03A	Planning your research projects	*EDDP03B	Data presentation and publication
*EDLF03A	Legal foundation of school practice	*EDME03B	Media in education
*EDAO03A	Assessment in OBE	*EDEC03B	Education for citizenship
EFAB03A	Reconciliation, financial statements and partnerships	EFPU03B	Accounting for specific types of business
ECEV03A	Ethics and values	ECGS03B	Geographical Studies
ETTE130	Teaching experience	ETTE130	Teaching experience

Year 4

1 st Semester		2 nd Semester	
*EDRD04A	Research design	*EDHE04B	Health and environmental education
*EDLC04A	Language across the curriculum	*EDEE04B	Education and equality
*EDMS04A	Managing the school as an organisation	*EDDI 04B	Design and interpretation of learning programmes
EFIN04A	Insurance	EFEN04B	Entrepreneurship
ECES04A	Environmental studies	ECAG04B	Aspects in Geography and Geographical Education
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

ECONOMIC AND MANAGEMENT SCIENCES/MATHEMATICS EDUCATION (EFDE10)

Year 1

1 st Semester		2 nd Semester	
*EDPE01A	The philosophy of Educational Research	*EPHA01B	HIV/AIDS Education
*EDID 01A	Introduction to design and interpretation of learning programmes and materials	*EDTL01B	Teaching and learning process
EFIB 01A	An introduction to business management	EFFM 01B	Functions of business management
EFME 01A	Micro economics	EFEP 01B	Error patterns in computation
ESAL 01A	Algebra	ESFS 01B	Figures and shapes
ETOP110	Orientation to Professional Experience	ETOP110	Orientation to Professional Experience

* = Core module

Year 2

1 st Semester		2 nd Semester	
*EDCO02A	Communication and presentation skills	*EDEH02B	Education for human development
*EDIS 02A	Introduction to school administration	*EDBE 02B	Basic elements of research
*EDIA 02A	Introduction to assessment	*EDTP02B	Theory and practice of learning programme design
EFMA 02A	Macro – economics	EFIA 02B	Introduction to accounting
ESMI02A	Mathematics instructions	ESCL02B	Calculus
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

* = Core module

Year 3

1 st Semester		2 nd Semester	
*EDPL03A	Planning your research projects	*EDDP03B	Data presentation and publication
*EDLF 03A	Legal foundation of school practice	*EDME 03B	Media in education
*EDAO03A	Assessment in OBE	*EDEC 03B	Education for citizenship
EFAB 03A	Reconciliation, financial statements and partnerships	EFPU 03B	Accounting for specific types of business
ESDI 03A	Differentiation and integration	ESPT03B	Planning for teaching mathematics
ETTE130	Teaching experience	ETTE130	Teaching experience

Year 4

1 st Semester		2 nd Semester	
*EDRD04A	Research design	*EDHE04B	Health and environmental education
*EDLC 04A	Language across the curriculum	*EDEE 04B	Education and equality
*EDMS04A	Managing the school as an organisation	*EDDI 04B	Design and interpretation of learning programmes
EFIN 04A	Insurance	EFEN 04B	Entrepreneurship
ESNT 04A	Number theory and statistics	ESAS 04B	Assessment in mathematics
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

E. BACHELOR OF EDUCATION – FURTHER EDUCATION AND TRAINING (FET): EBEDFT

Bachelor of Education: Further Education and Training Phase (B.Ed: FET): (EBEDFT)

Purpose

The introduction of the B.Ed – FET programme has come about as a result of the need to produce graduates for Grade Levels 10-12 who are very strong in both pedagogic content knowledge and in the subject matter content of the subjects they have chosen to teach. In this regard, it is envisaged that this programme will meet the needs of the community and those of the Department of Education (as the majority employer of our graduates) by producing proficient subject specialist educators for the FET phase.

Articulation

On completion of this programme, candidates will be eligible for consideration to pursue B.Ed (Honours) at this or other institutions in their areas of specialisation.

Entry Requirements

A student may be admitted as a candidate for this degree if she/he has obtained a grade 12 National Senior Certificate (NSC), with an aggregate symbol S and passes in English, First language, and the school subjects in which the candidate wishes to specialise.

Mode of learning: Contact and fulltime. Classes offered during week days.

Programme Outcomes

On completion of this programme, the student will be expected to demonstrate a high level of pedagogic content knowledge, skill and expertise as a:

- (a) mediator of learning in the chosen school teaching subjects in the FET band, using diverse and appropriate interactive approaches and related disciplinary rules;
- (b) competent practitioner with regard to the design and interpretation of learning programmes in the chosen subject areas in the FET band;
- (c) practitioner with applied competence related to the principles, strategies and resources appropriate for teaching the chosen subject areas in the FET band;
- (d) professional, community leader, pastoral care giver and model citizen, with the ability to develop supportive relations with parents, other key persons and organisations, based on a critical understanding of community and environmental development issues – paying particular attention to critical community concerns, such as HIV and AIDS.
- (e) scholar, researcher and lifelong learner imbued with the ethos to engage in on-going personal, academic, occupational and professional growth through pursuing reflective study and research in his/her learning area (s), in broader professional and educational matters, and in other related fields.
- (f) Professional, with sound knowledge and understanding of the subject content in the chosen school subjects; and
- (g) Professional, demonstrating applied competence with regard to assessment, including:
 - ◆ the importance of providing helpful and timely feedback to learners;
 - ◆ designing and managing diagnostic, formative and summative forms of assessment in ways that are appropriate to the level and purpose of the learning, and which meet the requirements of accrediting bodies;
 - ◆ keeping detailed and accurate assessment records on each learner;
 - ◆ the ability to interpret and use assessment results to feed into processes for the improvement of learning programmes, end-of-learning cycle reporting.

Life Orientation and Language Education – EBEDFT1

YEAR ONE

FIRST SEMESTER		SECOND SEMESTER	
ELLL01A	Academic Literacy 1A (Language literacy)	ELLL01B	Academic Literacy 1B (Computer literacy)
EFIT01A	Ideologies and trends in education	EPHA01B	HIV/AIDS Life Skills Education
AZUL 111 or AENG 111 or AAFR 111	Language and Literature A (isiZulu) Or Language and Literature A (English) Or Language and Literature A (Afrikaans)	AZUL 132 or AGEN 112 or AAFR 112	Introduction to isiZulu Language Or Introduction to English Language Or Introduction to Afrikaans Language
APSY111	Introduction to psychology 1	APSY112	Applied Psychology
SHMS01A	Games in Physical Education	EFCS01B	Citizenship Education

YEAR 2

CODE	1ST SEMESTER	CODE	2ND SEMESTER
ELLL02A	Academic literacy 2A (Language literacy)	ECEM02B	Education Media
EPDL02A	Human development and learning	ECTL02B	Teaching and Learning Strategies
AZUL 211 or AGEN 211 or AAFR 311	Introduction to Morphology and Syntax or Introduction to Morphology and Syntax or Introduction to Morphology and Syntax	AZUL 212 or AGEN 212 or AAFR 312	Language and Learning or Language and Learning or Language and Learning
APSY211	Personality Theories	APSY212	Social Psychology
SHMS02A	Physical & Motor Development	SHMS02B	Health & Physical Education
ETTP120	Teaching Practicum	ETTP120	Teaching Practicum

YEAR 3

CODE	1ST SEMESTER	CODE	2ND SEMESTER
EALM03A	School Leadership and Management		Society, Education Law & School Governance
ECAE03A	Assessment in Education	ECTP03B	Theory and practice of curriculum development
ELZH 03A or ELGF 03A or ELFF 03A	Method of IsiZulu or Method of English or Method of Afrikaans	ELZH 03B or ELGF 03B or ELFF 03B	Method of IsiZulu or Method of English or Method of Afrikaans
EMLO03A	Method of Life orientation education	EMLO03B	Method of Life orientation education

ETTE130	Teaching Experience	ETTE130	Teaching Experience
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YEAR 4

CODE	1 ST SEMESTER	CODE	2 ND SEMESTER
EPIE04A	<u>Inclusive Education Studies</u>	EAMS04A	Management of School System & Extra-Curricula Activities
ESEEO4A	Environmental Education	EPREO4B	Introduction to research in education
AZUL 421 or AENG 411 or AAFR 421	Advanced IsiZulu Method Or Advanced English Method Or Advanced Afrikaans Method	AZUL 421 or AENG 421 or AAFR 421	Advanced IsiZulu Method Or Advanced English Method Or Advanced Afrikaans Method
EPPE04A	Career education	EPCE04B	Social justice & human rights
ETPS140	Professional and School Experience	ETPS140	Professional and School Experience

F. POST GRADUATE CERTIFICATES

Postgraduate Certificate in Education - EDCRT2

Purpose

KwaZulu-Natal is a largely rural province. When colleges of education were closed down, the province was left with only two institutions that were expected to deliver on teacher education. Unizulu is one such institution, situated in a deep rural environment where there is a significant shortage of trained teachers. The PGCE programme, therefore, seeks to produce a cadre of well trained educators to contribute towards improving the standard of education in the immediate surroundings, as well as throughout the province and country, at large – both for the GET and FET education bands.

The PGCE (FET) programme aims at producing subject educators who can teach effectively at the FET level. The PGCE (Intermediate and Senior) programme focuses on training educators who can teach at the GET level.

Articulation

On completion of this programme, candidates will be eligible for consideration to pursue B.Ed (Honours) at this or other institutions in their areas of specialisation.

Entry Requirements

A student may be admitted as a candidate for this degree if she/he has obtained a National Diploma or Bachelor's degree with at least two recognised school subjects passed at the second year level for teaching in the FET band. In this regard, the PGCE serves as a professional 'capping' qualification for candidates who have completed an appropriate 360 or 480 credit Bachelor's degree other than the B. Ed. The qualification cultivates the development of professional competence reflexively grounded in educational theory.

Mode of learning

Contact and fulltime. Classes offered during week days.

Programme Outcomes

On completion of this programme, the student will be expected to demonstrate a high level of pedagogic content knowledge, skill and expertise as a:

- (h) mediator of learning in the chosen school teaching subjects or learning areas, using diverse and appropriate interactive approaches and related disciplinary rules;
- (i) competent practitioner with regard to the design and interpretation of learning programmes in the chosen school subjects or learning areas;
- (j) practitioner with applied competence related to the principles, strategies and resources appropriate for teaching the chosen school subjects or learning areas;
- (k) professional, community leader, pastoral care giver and model citizen, with the ability to develop supportive relations with parents, other key persons and organisations, based on a critical understanding of community and environmental development issues – paying particular attention to critical community concerns, such as HIV and AIDS.
- (l) scholar, researcher and lifelong learner imbued with the ethos to engage in on-going personal, academic, occupational and professional growth through pursuing reflective study and research in his/her chosen school subjects or learning areas, in broader professional and educational matters, and in other related fields; and
- (m) professional, demonstrating applied competence with regard to assessment, including:
 - ◆ the importance of providing helpful and timely feedback to learners;
 - ◆ designing and managing diagnostic, formative and summative forms of assessment in ways that are appropriate to the level and

purpose of the learning, and which meet the requirements of accrediting bodies;

- ◆ keeping detailed and accurate assessment records on each learner;
- ◆ the ability to interpret and use assessment results to feed into processes for the improvement of learning programmes, end-of-learning cycle reporting.

Admission Requirements

Students shall be admitted to the programme at the beginning of each calendar year.

- A student shall be admitted to the programme if he/she holds an undergraduate university or technikon degree at NQF level 6 or
- Recognition of prior learning as laid down by the Senate.
- A student shall have passed two teaching subject/learning area at second year at undergraduate level.
- The student has to undergo two week observation at a high school near his/her home before registering.

2. Duration of the programme

- The programme shall extend over at least a minimum of one year full-time or two years part-time.
- A full time student may take a minimum of 6 modules plus a teaching practice module per term, and a part-time student may take 3 modules plus a teaching practice module per term.
- Teaching Practice is compulsory for all PGCE students.

3. MODULAR SYSTEM

- Programmes are based on a modular system. Each module carries 12 credits and will last for a semester. Modules are divided into three components i.e. fundamental, elective and core modules. Fundamental and modules are compulsory. Elective modules are those which a student chooses for his/her specialisation.
- Time allocated for each module shall be 120 notional hours, devoted to lecturing, self-study, assessment, and practicals.

4. ASSESSMENT

- Students will be assessed continuously through different modes of assessment. Students may have to write an examination at the end of each semester. A student shall be able to demonstrate horizontal and vertical competencies.
- Cheklis, Journals, rubrics, reflection essays and portfolios of evidence will be requirements for assessment in TP.

5. PROMOTION

- To obtain a certificate a student shall have passed all prescribed modules plus practice teaching.
- Failed modules and practice teaching can be repeated in the following year.

6. Curriculum

- The curriculum shall consist of the following modules:

ELECTIVES/ METHOD MODULES

MODULE CODE	MODULE TITLE
EMLS00A/00B	Method of Life Sciences
EMPS00A/00B	Method of Physical Science
EMMA00A/00B	Method of Mathematics
EMCD00A/00B	Method of Consumer Studies
EMTO00A/00B	Method of Tourism
EMTK00A/00B	Method of Technology
EMCS00A/00B	Method of Computer Studies
EMEC00A/00B	Method of Economics
EMBS00A/00B	Method of Business Studies
EMAC00A/00B	Method of Accounting
EMZU00A/00B	Method of IsiZulu
EMEN00A/00B	Method of English
EMAF00A/00B	Method of Afrikaans
EMGE00A/00B	Method of Geography
EMHY00A/00B	Method of History
EML00A/00B	Method of Life Orientation
EMMU00A/00B	Method of Music
EMDR00A/00B	Method of Dramatic Art
EMAG00A/00B	Method of Agriculture

CORE MODULES

CODES

Communication and research skills	ELCR00A
Educational studies	EFES00A
Teaching, learning and assessment	ECTL00A
Theories of development and learning	EPTD00A
Media in education	ECME00B
Curriculum development: Theory and practice	ECCD00B
HIV/AIDS and life skills education	EPHL00B
Educational management	EAEM00B

TEACHING PRACTICE MODULES

CODES

School experience	ETSE14A
School practicum	ETSP14B

FIRST SEMESTER		SECOND SEMESTER	
MODULE CODE	DESCRIPTION	MODULE CODE	DESCRIPTION
ELCR 00A	Communication and research skills	ECME 00B	Media in Education
EFES 00A	Educational studies	ECCD 00B	Curriculum development: Theory and Practice
ECTL 00A	Teaching, learning and assessment	EPHL 00B	HIV/AIDS and Life skills Education
EPTD 00A	Theories of development and learning	EAEM 00B	Educational management
Method		Method	
Method		Method	

ETSE 14A	School experience	ETSP 14B	School practicum
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TEACHING PRACTICE

- Compulsory for all PGCE students.
- They must register for Teaching Practice modules
- 1st year (PGCE – Full time)
- 1st year (PGCE – Part time)
- 2nd year (PGCE – Part time)
- First semester – School Practicum 4 weeks
- Second Semester – School Practicum 6 weeks

Attendance of all institute – Practicum modules and related activities are compulsory

Semester 1		Semester 2	
*EDPO00A	Communication and presentation skills	*EDIN 00B	School management and curriculum development
*EDLT 00A	Learning and teaching processes	*EDMD00B	Media education
*EDIN00A	Interpreting and designing learning programme	*EDER00B	Educational research
*EDAE00A	Assessment in education	*EDLO00B	Life orientation
Elective		Elective	
Elective		Elective	
ETSE14A	School Experience	ETSP14B	School Practicum

- ACCOUNTING**
 EFAE 00A Approaches and methods in accounting education
 EFSA 00B Skills training in accounting education
- BUSINESS MANAGEMENT**
 EFBM 00A Approaches and methods in business management studies
 EFSB 00B Skills training in business management studies
- ECONOMICS**
 EFEE 00A Approaches and methods in economics education
 EFST 00B Skills training in economics education
- MATHEMATICS**
 ESTM 00A Teaching and learning mathematics
 ESMT00B Mathematics issues
- PHYSICAL SCIENCE**
 ESUL00A Understanding learning and teaching principles in Physical Science
 ESSM00B Strategies of mediating content in physical science
- BIOLOGY**
 ESLB 00A Learning and teaching in Biology
 ESPL 00B Presentation of learning content and laboratory techniques
- CONSUMER STUDIES**
 ESNC00A Teaching and learning in consumer studies
 ESFC 00B Skills training in consumer studies
- INFORMATION TECHNOLOGY**
 ESSDT00A Data processing techniques

ESDP00B Data processing and programming methods

15. **COMPUTER APPLICATIONS TECHNOLOGY**
 ESDM00A Data processing methods
 ESCE00B Computing essentials

F. POST GRADUATE DEGREES

THE DEGREE OF BACHELOR OF EDUCATIONIS (HONOURS): BED (HONS) (EDU 591)

Admission to the course of studies

To be admitted to B.Ed (Hons) a student must

- hold a Bachelors' degree.
- be at NQF level 6

Duration and Curriculum (BEd) (Hons) General

E29 The curriculum shall extend over a period of at least one year and shall consist of the following subjects:

- (i) Compulsory subjects:
- | | | | |
|---|--------------------------------------|-----|-----|
| 1 | Philosophy of Education | EPE | 591 |
| 2 | Educational Psychology | EEP | 591 |
| 3 | Curriculum and Instructional Studies | ECI | 591 |
- (ii) Any three of the following subjects:
- | | | | |
|---|------------------------------|-----|-----|
| 4 | Educational Planning | EPL | 591 |
| 5 | Comparative Education | ECE | 591 |
| 6 | Educational Research Methods | EER | 591 |
| 7 | Special Education | ESE | 591 |
| 8 | Sociology of Education | ESY | 591 |
| 9 | Educational Management | EMC | 591 |

Examination

E30

- 1 The examination shall be held in January and may be written in two parts consisting of three papers each.
- 2 (a) To pass, a candidate who writes the required six subjects in the same examination shall obtain a minimum of 50% in each subject.
 (b) A candidate who does not comply with the requirements set out in 2(a) but who obtains at least 50% in one or more subjects shall retain credit for the subjects passed and shall repeat only those subjects which she/he has failed.
 (c) A candidate who does not comply with the requirements set out in either 2(a) or 2(b) shall repeat the course as a whole – (all six subjects).
3. (a) A pass, a candidate who writes the examination in two parts shall obtain a minimum of 50% in each subject.
 (b) A candidate shall retain credit for the subjects passed and shall repeat only subject(s), which she/he has failed.
 (c) A candidate who does not comply with the requirements set out in either 3 (a) or 3 (b) shall repeat all three subjects.
4. Papers which have to be repeated shall be rewritten at the normal examinations held for BEd (Hons) students (i.e. January of each year).
5. A candidate who writes the examination in two parts and who fails one part of the examination must pass this part within five years. This rule is subject to rule G33, which reads.

“No student may present himself more than twice for a similar examination in the same department without the permission of the Senate; this applies also to each of the two parts where the examination is taken in two parts”.

6. A year mark is only taken into account for the purpose of admission to the examination.
7. To obtain the degree with first-class a student shall have obtained first-class pass marks in four or more papers.
8. To obtain the degree with distinction, a student shall have obtained distinction marks in four or more papers.

DEGREE OF BACHELOR OF EDUCATION HONOURS (EDUCATIONAL PSYCHOLOGY) BEd (Hons) (Psych) (EDU 591) (302/304)

Upon successful completion of this degree, all prospective psychometrists will be required to sit for a national psychometry examination of the Professional Board for Psychology (HPCSA).

Admission to the course of study

- E31** In order to be admitted to the study for the degree BEd (Educational Psychology option), a student should have obtained either –
- (a) A BPaed degree with Psychology III or Educational Psychology III as one of his/her major subjects, or
 - (b) A three-year Baccalaureus degree with Psychology III or Educational Psychology III as major subjects and a recognised teachers' diploma.

Duration and Curriculum

- E32** The curriculum shall extend over at least one year and shall consist of the following subjects:
1. Childhood and adolescence problems (ECA 591)
 2. Psychological assessment and measurement (APS 509)
 3. Educational Psychology (EEP 591)
 4. Special Education (ESE 591)
 5. Guidance and Counselling (EGC 591)
 6. Educational Research Methods (EER 591)
 7. A minimum period of 150 hours practical is required in Special Education, Guidance and Counselling.

Practicals can be done during the year of full-time study. If, for whatever reason, a student fails to complete his/her 150 hours of practicals during his/her year of full-time study, he/she will have to return the following year, on either a part-time or a full-time basis to complete his/her practical in order to qualify for the degree BEd, (Educational Psychology option). A student who fails to complete the required period of 150 hours practical but passes six subjects in his/her examinations will qualify for an ordinary BEd degree.

Examination

- E33** Rule E30 shall apply as it applies to the full-time BEd degree.

VARIANT QUALIFICATION (302/304)

BACHELOR OF EDUCATION HONOURS (EDUCATIONAL PSYCHOLOGY) DEGREE

1. **BED (Hons) (Psych) EDU 591)**
2. **FOCUS AREAS**
 - 2.1 Registered counsellor (school counselling) (HPCSA).
 - 2.2 Registered counsellor (psychometry) (HPCSA)
3. **ADMISSION TO THE COURSE OF STUDY**

In order to be admitted to the study for the degree BEd Hons. (Psychology) (EDU 591) a student should have obtained:

- 3.1 A degree with Psychology III as a major
- 3.2 A recognised teacher's diploma
- 3.3 These subjects/papers at undergraduate level; Psychopathology, Therapeutic psychology and Psychological Assessment or their equivalents.

NB: RPL applies to academic subject and not to professional practice.

4. **DURATION AND CURRICULUM**

The curriculum shall extend over at least one year full time and two years part time and shall consist of the following subjects:

- 4.1 Childhood and Adolescence Psychopathology (ECA 591)
- 4.2 Psychological Assessment and Psychometry (EPA 591)
- 4.3 Educational and Child Psychology (EEP 591)
- 4.4 Educational Code of Professional Conduct (EEE 591)
- 4.5 Guidance and Counselling (EGC 591)
- 4.6 Educational Research Methods (EER 591)

5. **INTERNSHIP**

- 5.1 A minimum of 6 months unbroken internship in one practice field or focus area. **This University guarantees internship placements at its accredited Child Guidance Clinic.**
- 5.2 Upon completion of both the degree and internship, the candidate **can at the appropriate time** apply to write the National Board Examination which takes place during the **2nd Wednesday of March or September each year**. A declaration **FORM 140-A** must be submitted in December and June preceding examination months respectively. The pass mark for this examination is 70%.
- 5.3 Then and only then can a candidate **apply for registration** with the H.P.C.S.A.

6. **EXAMINATION**

Each unit or subject counts as 100%. The pass mark is 50% and the student retains credits for unit or subject passed.

7. **SCOPE OF PRACTICE**

Specifically, the registered Counsellor may:

- 7.1 Manage complete sub-elements of intervention programmes with associated interventions,
- 7.2 Design sub-elements of intervention programmes and process,
- 7.3 Execute less intense, more formalised/routine interventions,
- 7.4 Experience compulsory individual statutory board oversight,
- 7.5 Be self-employed, part of a psychological practice or employed by corporations or institutions such as State Departments, NGO's and CBO's.

BACHELOR OF EDUCATION (HONOURS) (EDUCATION SUPPORT SERVICES) (302/304)

HONS. B.Ed (ESS)

Admission Requirements

- (a) A recognised Teachers' Diploma
- (b) A bachelor's degree
- (c) Psychology III or Psychology as a major subject is not a prerequisite for this degree

Curriculum

- 1. Inclusive Education (EIE 591)
- 2. Childhood and Adolescence Problems (ECA 591)
- 3. Educational Psychology (EEP 591)
- 4. Special Education (ESE 591)

5. Guidance and Counselling (EGC 591)
6. Educational Research Methods (EER 591)
- (a) The subject papers covered for this course are the same as for the existing B.Ed (Educational Psychology) degree except for one paper namely, Psychological Assessment and Measurement (APS 509).
- (b) Instead of APS 509, the recommended substitution is the subject/paper called INCLUSIVE EDUCATION (EIE 591).
- (c) This degree excludes 150/200 hours PRACTICUM required for registration as a psychometrist or psychological counsellor with the Health Professions Council of South Africa (HPCSA).
- (d) All the other rules and regulations related to B.Ed (Educational Psychology) degree are also applicable to Hons. B.Ed (ESS) degree. B.Ed (Educational Psychology) is registered with SAQA and has the accreditation of HPCSA.

THE DEGREE OF BACHELOR OF EDUCATION (Honours) (Science)

– BEd (Hons) (Science) (302/304)

Admission to the Course of Studies

- E34** In order to be admitted to the study for the degree Bed (Hons)(Science), a student should have obtained one of the following:
- (a) BPaed degree in Mathematics/Science/Technology
 - (b) BSc plus Teacher's Certificate/Diploma
 - (c) BA plus Teacher's Certificate/Diploma (Mathematics/Science/Technology)
 - (d) Teacher's Diploma (Mathematics/Science) plus further Diploma in Education
 - (e) B.Ed (Undergraduate)/Senior & FET with relevant subject combination

Duration and Curriculum

- E35** The course will extend over one year for full-time students and two years for part-time students, and shall consist of the following subjects:
- (a) Foundations of Education (EFE 591)
 - (b) Cognitive Psychology (ECP 591)
 - (c) Curriculum Development in Mathematics/Science (ECD 591)
 - (d) Instructional Management (EIM 519)
 - (e) Educational Computing (EEC 591)
 - (f) Research Methods in Mathematics and Science (ERM 591)

Examination

- E36** Rule E30 shall apply as it applies to BEd degree.

VARIANT QUALIFICATION

The Degree of Baccalaureus Educationis Honours (Primary Education Science) – BED (Hons) (Primary Education Science) (302/304)

Admission to the course of study

In order to be admitted to study for the degree B.Ed (Hons) (Primary Education Science) have obtained one of the following:

- a) A B.Paed in Primary Education
- b) A B.Ed (undergraduate) F & I
- c) A B.Sc plus Teacher's Certificate/Diploma

Duration and Curriculum

Rule E 35 shall apply. A student shall take four core modules and six electives.

NB: The last column consists of the new module codes, which are active. The additions

to the document modules linked to the Dean's office are typed in red.

CORE MODULE		CORE
1.	Teaching and Learning issues	EST 591
2.	Educational Research	ERE 591
3.	Advance computing	ESA591
4.	Curriculum Development	ESC591
SCIENCE & TECHNOLOGY CURRICULUM		CORE
5.	Science and the world	ESS591
6.	Environmental education	ESE591
7.	Advanced studies in science	ESV591
8.	Advanced graphic communication & design	ESD591
9.	Information technology and systems	ESI591
10.	Material design in technology	ESM591
MATHEMATICS AND TECHNOLOGY CURRICULUM		
11.	Geometry and its application	ESG591
12.	Algebra	ESB591
13.	Working with numbers	ESW591
14.	Advanced graphic communication & design	ESD591
15.	Information technology and systems	ESIM591
16.	Material design in technology	ESM591

OTHER BACHELOR OF EDUCATION HONOURS PROGRAMMES

The Degree Bachelor of Education Honours (Special Education Needs) (302/304)

Admission Requirements

- NQF level 6
- Diploma in Education and Further Diploma in Education (Special Educational Needs)
- Bachelor of Education degree or
- Bachelors degree

Duration of the curriculum

- The curriculum shall extend over at least one year full-time or two years part-time.

Curriculum

FOUNDATIONAL MODULES

Foundations of Special Education

Code

ESE 501

CORE MODULES

Curriculum development

ESE 508

Learning and Teaching

ESE 507

Educational research

ESE 509

Research project

ESE 510

ELECTIVE MODULES (Choose any five)

Assessment and evaluation

ESE 506

Learning and communication disorders

ESE 502

Learners with sensor-neurological disorders

ESE 505

Learners with behavioural /emotional disorders

ESE 503

Learners with mental challenges

ESE 504

II Learners with physical and motor disorders

ESE 505

Examination

Students will be assessed continuously:

- using school based tasks, practicals, case studies and assignments
- writing examination at the end of semesters

The Degree Bachelor of Education Honours (Multicultural Education) (302/304)

Admission Requirements

- NQF level 6
- Diploma in Education and Further Diploma in Education (Special Educational Needs)
- Bachelor of Education degree or
- Bachelors degree

Duration of the curriculum

- The curriculum shall extend over at least one year full-time or two years part-time.

Curriculum:

CORE MODULES

Curriculum development
Learning and teaching
Educational research
Research project

CODES

EDCD 01A
EDLT 01A
EDER 01A
EPRP 01B

ELECTIVE MODULES

Multicultural education
Development of multicultural education
Learning styles and instructional materials
Language and religion diversity
Parent involvement in social intervention
Gifted education/multicultural education

CODES

EFME 01A
EFDM 01A
EFLS 01B
EFLR 01B
EFPI 01B
EFMC 01B

Examination

Students will be assessed continuously:

- using school based tasks, practicals, case studies and assignments
- writing examination at the end of semesters

The Bachelor of Education Honours Degrees Offered In Collaboration with the University of South Africa (UNISA) (Pipeline Students Only) (302/304)

- | | | | | |
|---|---|------------|--------------------------|--------------------------|
| * | Bachelor of Education Honours
(Educational Management) | BEd | (Hons) | (Educational Management) |
| * | Bachelor of Education Honours
(Gifted Child Education) | BEd (Hons) | (Gifted Child Education) | |

THE DEGREE OF MAGISTER EDUCATIONIS – M.ED EMC 700, EEP 700, ECE 700)

Examination

- E37** The examination consists of an oral examination on prescribed works chosen in consultation with the head of the Department concerned, and a dissertation dealing with a subject in the field of education.
- E38** Successful completion of the oral examination is a prerequisite for beginning the dissertation.

Registration of title

E39 The title of a dissertation is registered for a period of five years. After expiry of this period, a student shall apply each year for an extension of time, if necessary.

THE DEGREE OF MAGISTER EDUCATIONIS (EDUCATIONAL PSYCHOLOGY)

- **M. Ed (PSYCH) (EEP 700)**

The M.Ed (Psych) degree is an applied or directed Masters course of study leading towards registration with the Professional Board for Psychology of the Health Professional Council of South Africa (HPCSA) as an Educational Psychologist.

Duration of the course

E40 The course extends over two years: One full time academic year plus an internship of twelve months.

Admission Requirements

E41 To be admitted to the degree of M.Ed. in Educational Psychology

- A candidate must be in possession of an Honours degree in Psychology ,or a 4-year B Psych degree, or B Ed Honours (Educational Psychology) with appropriate Subjects/papers, i.e. Psychological Assessment, Clinical/Counselling, and Research Methodology;
- A teacher certificate will be an advantage but not a requirement,
- A minimum of 65% average at Honours level will be required.

A limited number of students will be selected for enrolment each year. Each student is interviewed in the Faculty of Education as Part of the selection procedure. Students will be selected in terms of both academic merit and personal suitability.

Course Requirements**E42**

When admitted to the course, the candidate must register with HPCSA as a psychology student. After completing the first year of study the student must register as an intern educational psychologist. Upon completion of all course requirements, the candidate must apply for registration with the HPCSA as an Educational Psychologist. A requirement for this course is 80% attendance of lectures, of seminars, of practical work, and of visits to institutions.

Tests and assessment of practical work are undertaken at intervals during the course of the year i.e. continuous assessment. Examinations shall be conducted at the end of the first year by means of: written papers, oral examination and a mini-dissertation. A high standard is required, and failure to obtain at least 50 percent in each of the written papers, the oral examination and the mini-dissertation at the end of the first year, will preclude a student from proceeding to the second year of study. The degree is conferred only after the successful completion of all the components of the course, namely the theoretical component, the practical component, a mini-dissertation and internship. No exemptions shall be granted to the student, on the requirements for M.Ed (Psych) degree as a consequence of previously acquired qualifications. The examination consists of the following:

	PAPER SUBJECT	CODE
1	Childhood and adolescence problems	ECA 701
2	Psychological assessment	EPA 702
3	Therapeutic intervention procedures	ETP 703
4	Oral examination	EOE 704
5	Dissertation	EMD 705

Registration of title

Rule E39 applies.

**MASTERS DEGREE IN PSYCHOLOGICAL EDUCATION SUPPORT SERVICES
M.Ed (PESS) (EEP 700)**

The degree of Magister Educationis (Psychological Education Support Services) M.Ed (Psychological ESS) (EEP 700).

The key purpose of the M.Ed (Psychological ESS) degree is to develop competencies among school specialists who will be capable of rendering services in the Full Service Schools, Resource Centers and District Support Teams. This is made in response to the national imperatives and Government White Paper 6. This qualification articulates into PhD or D.Ed degree.

DURATION OF THE COURSE

The course shall extend over one year full-time and two years part-time.

ADMISSION REQUIREMENTS

This is a career focused degree. Its focus areas are :

- a) psychological services
- b) guidance – services
- c) special needs education
- d) life skills-services

A candidate shall be admitted to the degree of M.Ed (Psychological ESS) if he/she in possession of :

- i) Honours Bachelor of Education or its equivalent
- ii) Honours B.Ed (Education Support Services).
- iii) Honours B.Ed (Special Needs Education)

COURSE REQUIREMENTS

- i) This course requires 80% attendance of lecturers of seminars, of practical work and of visits to institutions.
- ii) A candidate shall sit for an examination if he/she complies with all paper requirements such as submission of assignments and passing of continuous assessment activities.
- iii) Each unit/component/paper carries a pass mark of 50%.
- iv) A dissertation constitutes 100% on its own.
- v) No exemptions shall be granted to the student, on the requirements for this degree as a consequence of previously acquired qualifications.

EXAMINATION CONSISTS OF THE FOLLOWING:

PAPER	SUBJECT	CODE	CREDIT
1	Education Support Services Policy	ESS 701	24
2	Inclusive Education	ESS 702	24
3	Educational and Child Psychology	ESS 703	24
4	Social Pathology and Education System	ESS 704	24
5	Intervention models	ESS 705	24
6	Dissertation	ESS 706	120

Rule E 39 applies.

**THE DEGREE OF MASTER OF EDUCATION
- M.Ed(Research Methodology) (EEP 700)**

This is an applied master's degree in research. The degree equips students with advanced knowledge/research methodology required to do independent work at a

doctoral level. To ensure continuity in the direction of study, the candidate for the M.Ed (Research Methodology) degree must choose topics of investigation for paper 4 (Article for publication) and paper 5 (A Dissertation) from the field in which he or she obtained an honours degree or its equivalent. The supervisor for these papers will be a specialist or expert in the field of study.

Admission requirements

1. Prospective candidates should have passed a paper on Research Methodology at honours level or will be interviewed in the department of Educational Psychology.
2. Any Honours or B.Ed degree or its equivalent.

Duration of study

The M.Ed (Research Methodology) degree extends over two years: one full-time academic year plus a year for completion of a dissertation.

Examination

Each unit in the programme constitutes 100%. Students must complete all the required examination papers at the end of the year of study. All examination papers will also involve external examiners from other universities.

PAPER SUBJECT

		CODE
1	Test Construction Theory and Project Management Skills	ETC 701
2	Research Methods	ERM 702
3	Computer Applications	ECA 703
4	Article for Publication	EAP 704
5	A Dissertation for Master's degree	EDM 705

The degree M.Ed (Research Methodology) will be awarded after all the abovementioned courses or papers and dissertation have been passed.

Rule E39 applies.

APPLIED MASTER'S DEGREE IN EDUCATIONAL MANAGEMENT - MED (EMC 700)

The M.Ed (EMC 700) degree is an applied course of study which integrates academic grounding with professional relevance.

E44 Admission Requirements

A candidate may be admitted to the MEd (EMC 700) degree if he or she is in possession of a BEd degree. A limited number of students will be selected for enrolment each year. Each student is interviewed in the Department of Educational Planning and Administration, Faculty of Education, as part of the selection procedure.

E45 Duration and Curriculum

The course extends over two years and consists of the following subjects or modules:

1. Theoretical perspectives in educational management (EMC 701)
2. Human resource management (EMC 702)
3. Leadership and strategic management (EMC 703)
4. Managing the curriculum (EMC 704)
5. School governance and management (EMC 705)
6. Mini-dissertation on an appropriate subject (EMC 706).

E46 Examination

The examination shall be held in January/February. It shall consist of five papers written in two parts, plus a mini-dissertation, which shall be presented for examination in the final year of study. A minimum pass mark of 50% is required in each paper as well as in the dissertation. The candidate shall

retain credit obtained for each paper and repeat the outstanding part of the course, subject to rule E33.

Registration of title

Rule E39 applies.

THE DEGREE OF MASTER OF EDUCATION – CURRICULUM AND INSTRUCTIONAL STUDIES- MASTERS (M.Ed) (ECI 700)

Admission requirements

* A candidate may be admitted to M.Ed (M.Ed (ECI 700) if he/she is in possession of an Honours degree/BEd .

Duration of course

The course extends over a period of one year full time and two years part-time.

OF MASTER OF EDUCATION - FOUNDATIONS OF EDUCATION- MASTERS (M.Ed) (EFE 700)

It includes Comparative Education; Philosophy of Education and Sociology of Education

THE DEGREE OF MASTER OF EDUCATION (MATHS, SCIENCE AND TECHNOLOGY EDUCATION) – M.Ed (EST 700) (DISSERTATION)

Includes Maths, Science, Technology Education and Environmental Education

Admission requirements

* A candidates may be admitted to M.Ed (M.Ed (EST 700) if he/she is in possession of an Honours degree/BEd (Science) or its equivalent.

Duration of course

The course extends over a period of one year full time and two years part-time.

Registration of title

Rule E39 applies.

MASTERS DEGREES OFFERED IN COLLABORATION WITH UNIVERSITY OF SOUTH AFRICA (Unisa)

Master of Education M.Ed (Environmental Education)

THE DEGREE OF DOCTOR EDUCATIONIS –CURRICULUM AND INSTRUCTIONAL STUDIES - DED (ECI 800)

Admission requirements

- A candidate may be admitted to D.Ed if he/she is in possession of M.Ed.

THE DEGREE OF DOCTOR EDUCATIONIS -FOUNDATIONS OF EDUCATION-DED (EFE 800)

It includes Comparative Education; Philosophy of Education and Sociology of Education

Admission requirements

- A candidate may be admitted to D.Ed if he/she is in possession of M.Ed.

THE DEGREE OF DOCTOR EDUCATIONIS (MATHS, SCIENCE AND TECHNOLOGY EDUCATION) – (D.Ed EST 800)

Includes Maths, Science, Technology Education and Environmental Education

RulesE47- E50 also apply to this course.

Admission requirements

- A candidate may be admitted to D.Ed if he/she is in possession of M.Ed (Science).

**THE DEGREE OF DOCTOR EDUCATIONIS – EDUCATIONAL MANAGEMENT
D.ED (EMC 800, EEP 800, EFE 800, EST 800, ECI 800) (EDU 800)**

Duration of study

E47 The degree shall not be conferred on a student unless he/she is a Master of Education of at least two years' standing.

Examination

E48 The examination consists of an oral examination on prescribed works chosen in

consultation with the Head of the Department concerned, and a thesis dealing with a subject in the field of education.

E49 Successful completion of the oral examination is a prerequisite for the commencement of the thesis.

Registration of title

E50 The title of a thesis is registered for a period of five years. After expiry of this period a student shall apply each year for an extension of time, if necessary.

THE DEGREE OF DOCTOR OF PHILOSOPHY

– PHD (COMMUNITY PSYCHOLOGY) (EEP 800)

- This course is recognised by the Professional Board for Psychology (HPCSA) as an additional qualification to registered psychologists.
- It is the responsibility of M.Ed (Psych) and PhD (Community Psychology) students to register with the Professional Board for Psychology.

Duration of study

E51 The course will extend over a minimum period of **Two Years** full-time.

Admission requirement

E52 Admissible candidates

- A candidate must hold a directed masters course in Educational Psychology
- Educational Psychologists qualify for admission and upon successful completion of this course, the degree will be conferred by the Faculty of Education.
- Other categories of registered psychologists (HPCSA) will be considered for admission on the basis of their masters' degree faculty affiliations.
- Students will be selected on the basis of academic merit and personal suitabilities.

Examination

The three parts, thesis, theoretical part and practical part each carry equal weight. Candidates must pass all three parts before the degree PhD (Community Psychology) is conferred.

PAPER:

PAPER:	SUBJECT	CODE
1.	Community Psychology Theory & Models	AEC 801
2.	Community Psychology Research Methods.....	AEC 802
3.	Community Psychology Interventions.....	AEC 803
4.	Community Psychology Publication	AEC 804
5.	Thesis.....	AEC 805

Registration of title

Rule E50 applies.

SYLLABUSES
Syllabuses for BEd (Hons) General**EPE 591 : Philosophy of Education**

(Compulsory) (One 3-hour paper)

- 1 Philosophy of Education as compared to other philosophies.
- 2 The study of a variety of ideologies influencing philosophy of education in South Africa.
- 3 Anti-racism and Education.
- 4 Outcomes based education and paradigms influencing it.
- 5 The South African educational issues and problems e.g. Multicultural education.
- 6 African Philosophy Afrocentrism in the South African educational system. Afrokology, African Renaissance.
- 7 Recent trends in Philosophy of Education e.g. Reconstructionism and Liberalism, Post-modernism, etc.
- 8 Metatheories and education.
- 9 Critical Pedagogy.

EEP 591 : Educational Psychology

(Compulsory)

(One 3-hour paper)

- 1 Terminology used to designate Educational Psychology.
- 2 How the study of Educational Psychology developed?
- 3 Approaches to and areas of specialization within Educational Psychology.
- 4 Why Educational Psychology is an essential area of study for prospective teachers?
- 5 Empirical studies on cognitive, affective and conative aspects of the child.
- 6 Empirical studies relating to the preschool, primary school and secondary school child in respect of social development, learning and contemporary issues in education in the South African context.
- 7 An in-depth study of the exponents of the following theories of learning:
 - Behavioural view of learning
 - Cognitive view of learning.
 - Gestalt view of learning.
 - Humanistic view of learning.
 - Phenomenological/Psychopedagogic view of learning.
 - Emphasis on learning theorists like Bruner, Vygotsky, Feuerstein and Sternberg.
- 8 Research trends and paradigms in Educational Psychology.

ECI 591 : Curriculum and Instructional Studies

(Compulsory)

(One 3-hour paper)

- 1 Background to educational transformation related to curriculum in South Africa: NQF, Curriculum 2005, OBE, NCS.
- 2 Curriculum Studies as a field of study: description, definitions (conceptions) of curriculum.
- 3 The processes of curriculum development: phases, approaches and orientations of curriculum development.
- 4 Curriculum design: levels, process, models, components of curriculum design.
- 5 Classroom management: Approaches to classroom management, general classroom management principles, maintaining effective teaching and learning environment.

ECE 591: Comparative Education

(One 3-hour paper)

Part 1

- 1 The study of a variety of influences on education systems, e.g. politics, economy, socio-cultural, demography, history and religion.
- 2 The impact of ideologies on the components of the education system, i.e. purpose of education, administration and control, finance, the structure of education and supporting services.
- 3 Recent trends in research methodology.

Part 2

The focus is on the comparative study of contemporary educational issues and problems, e.g. equality of educational opportunities (including gender issues and multicultural education); linking formal and non-formal education, curriculum reform; adult education.

International comparisons (with selected countries) will be done with the intention of looking at similarities and differences with regard to educational aims, policies and practice.

ESY 591 : Sociology of Education

(One 3-hour paper)

Theoretical approaches to sociology of education. The open systems approach. Sociological perspectives and the study of education. The process of socialization in an African society. The changing society and education. Education and Nation Building. Education and Development in Africa. Alternative systems of education. The issue of structure and rigour in education. Fears and risks of transformation. Desegregation, school practices and student race relations. Education and negotiation skills.

ESE 591 : Special Education

(One 3-hour paper)

1. The foundations of special education:
 - defining special education.
 - scope and task of special education.
 - professionals in special education.
 - defining normality and abnormality: statistical, medical and social models; the third world approach.
 - the legal basis for special education : administration, social political and economic realities of special education.
2. Categories of exceptionality:
 - high prevalence categories of exceptionality.
 - moderate-prevalence categories of exceptionality.
 - Low-prevalence categories of exceptionality.
- 3 Teaching exceptional children:
 - delivering services to students with special needs.
 - concepts guiding placement decisions : least restrictive environment and mainstreaming.
 - special education programmes : instruction in a resource room; special schools; residential schools; home-based instruction; 'pull-out' and stay-put' programmes.
 - Individualized education programmes (IEP).
 - Special teaching methods: precision teaching; co-operative learning; peer-directed learning, learning strategies training; social skills training; cognitive skills training; remedial teaching and education.
 - Behaviour therapy and child therapy.
- 4 Helping parents cope with specific problems of children.
- 5 Research trends and paradigms in special education.
- 6 Practicum (6 hours per week).

EER 591 : Educational Research Methods

(One 3-hour paper)

- 1 Principles and methods in educational research:
 - the nature and meaning of educational research.
 - classification of research: applied versus basic research.
 - Approaches to research: experimental, descriptive, historical, philosophical, ethnography, action-research etc.
 - planning or designing of educational research: steps in the planning of research; guidelines for writing a research proposal.
- 2 Samples and sampling designs.
- 3 Tools and techniques of research: research instruments.
- 4 Validity and reliability of a research instrument.
- 5 Quantitative and qualitative methods in research.
- 6 Research and experimental designs.
- 7 Descriptive statistics: levels of measurements; organization and presentation of data; measures of central tendency; variability and relative performance; the normal distribution curve and its deviations, correlation techniques and their computations.
- 8 Inferential statistics : statistical inference, sampling distribution and test of significance; testing hypotheses about proportions and the use of appropriate statistics; testing hypotheses about more than two means and the use of appropriate statistics; multivariate statistics.
- 9 The use of a computer in research.
- 10 Practicum : students are expected to review articles from scientific journals e.g. SAJE and SAJP to enhance their level of understanding of scientific parlance and technical literature.

EPL 591 : Educational Planning

(One 3-hour paper)

- 1 Educational Planning : Concept, Field, Task and Purpose
- 2 Educational Planning and Educational Policy.
- 3 Economics and Educational Planning.
 - (i) Educational Planning in relation to social and economic planning
 - (ii) Educational Planning and development
 - (iii) Education, manpower and employment.
- 4 The process of planning.
- 5 Current educational issues
 - (i) Education, race and cultural pluralism
 - (ii) Education and inequalities
 - (iii) Non-formal education
 - (iv) Reconstruction and transformation
- 6 A study of Educational Planning in one of the following:
Zimbabwe, Mozambique, Namibia, Botswana

EGC 591 : Guidance and Counselling

(One 3-hour paper)

- 1 The nature of guidance and counselling.
- 2 Principles and approaches to guidance and counselling: a study of theoretical models upon which guidance and counselling processes are based.
- 3 Organisation and administration of guidance and counselling services in South Africa.
- 4 Guidance and counselling procedures: specific techniques for obtaining relevant information; relationship techniques; special relationship problems.
- 5 Guidance and counselling process: preparation stage; meet and greet stage; exploratory stage; action stage and termination.

- 6 Communication skills in guidance and counselling : active listening and non-verbal communication.
- 7 Areas of application:
 - Strategies and tactics of parent guidance and counselling.
 - Functions, tasks and stresses of parenting: implications for guidance.
 - Students problems : educational, personal, social, vocation/career guidance.
- 8 Practical work (6 hours per week); students are expected to carry out guidance and counselling activities and to gain experience in guidance and counselling skills.
- 9 Research trends and paradigms in guidance and counselling.

EMC 591 : Educational Management

(Paper 1 : sub-minimum 40%)

- 1 Clarification of terms: administration, management. The task and terrain of management.
- 2 Organizational theory.
- 3 The Administrative process.
- 4 Leadership theories principalship.
- 5 Communication, motivation, school community relations.
- 6 Decision making and problem solving. Conflict management.
- 7 Management of change.
- 8 Supervision. Staff development; Pupils development.

(Paper 2 : subminimum 40%)

A practical project in educational management reported in the form of a long essay of mini-thesis.

ECA 591 : Childhood and Adolescence Problems

(One 3-hour paper)

- 1 Introduction to childhood and adolescence problems.
- 2 The context of childhood in South Africa; the ecological and socio-political context of education and development; cross-cultural studies.
- 3 Normal growth problems e.g. enuresis and encorpresis.
- 4 Social, political upheavals and youth problems.
 - sociopolitical problems and the needs of youth.
 - pupils, peer-group and family problems and learning.
 - Street children, environmentally-deprived child and learning.
 - Behaviour problems, impulsivity and violence in society.
- 5 Some prominent youth PROBLEMS:
 - emotional problems e.g. school phobia, school refusal etc.
 - conduct disorders e.g. truancy, juvenile delinquency, maladjustment, teenage pregnancy and sex education.
 - substance abuse and addiction e.g. glue sniffing, alcoholism, smoking, drugs etc.
 - school discipline e.g. failure rate and attrition, classroom problems, attention deficit etc.
- 6 Systems-level assessment and interventions.
- 7 Research trends and paradigms in social pathology.

EIE 591

Inclusive Education (EIE 591)

1. A theoretical framework for inclusive education.
2. International and South African perspectives on inclusive education.
3. Education of learners with special educational needs.
4. Education Support Services.
5. The inclusive school and inclusive classroom.
6. Formal and informal sources of learning support
7. New Perceptions on:

- Academic skills and communication
 - Human rights and equality
 - Social problems
8. Administration of Education Support Services.
 9. Barriers to Learning and Development
 10. Curriculum, Institutional Development and Assessment.
 11. Research on quality education for all.

Syllabus for BEd (Hons) (Science)

(One 3-hour paper)

1. Approaches to the study of Philosophy of Education in the South African context.
2. The nature of mathematics/science (historical/philosophical).
3. Social, cultural, and political considerations in mathematics and science education.
4. Epistemology of mathematics and science.
5. The philosophy and history of mathematics and science education.
 - aims and ideologies of mathematics and science education.
 - the social change ideologies of public educators.
 - issues of power in mathematics and science.
 - mathematics and science values and equal opportunities.
6. Gender issues in mathematics and science education.
7. Multiculturalism and ethnomathematics.

ECP 591 : Cognitive Psychology

(One 3-hour paper)

1. Stage theories of cognitive development.
2. The social origins of thoughts.
3. Information-processing theorists.
4. Concept mapping.

ECD 591 : Curriculum Development in Mathematics and Science

(One 3-hour paper plus portfolio contextualized lessons)

1. Principles of curriculum design.
2. Models of curriculum development.
3. Developing contextualized teaching materials in mathematics and science.

EIM 591 : Instructional Management in Mathematics and Science

(One 3-hour paper)

- 1 Learning theories
- 2 Mainstreaming
- 3 Classroom discourse: group process; constructivist classrooms; problem solving
- 4 Thinking skills
- 5 Authentic assessment

EEC 591 : Educational Computing

(One 3-hour paper plus 4 hour practical examination)

- 1 Theory of computers
- 2 Basic computing knowledge
- 3 The use of a computer as a tool
- 4 The use of a computer as a tutor
- 5 Introducing computing systems in the school environment

ERM 591 : Research Methods in Mathematics and Science

(One 3-hour paper plus research project)

- 1 Mathematics and science research-concepts
- 2 Research proposals.
- 3 Research instruments
- 4 Sampling
- 5 Quantitative research methods
- 6 Qualitative research methods.

Syllabus for Applied MEd (Educational Management)
EMC 701 : Theoretical perspectives in educational management

- Theory and practice in educational management
- Management in educational organizations
- Structures, roles and culture

EMC 702 : Human Resource Management

- Team management and organizational development
- Staff selection, induction, development and appraisal
- Motivation
- Stress management
- Women in educational management
- Negotiation and conflict resolution

EMC 703 : Leadership and Strategies Management

- Leadership and strategic management
- Strategic management
- Total quality management
- Development planning
- Effectiveness, improvement and quality
- Time management

EMC 704 : Managing Curriculum

- Models of curriculum management
- Role of curriculum co-ordinator
- Curriculum planning
- Quality, supervision and evaluation

EMC 705 : School Governance and Management

- Governance and management
- Financial resource management
- Managing external relations
- Interface with local government
- Marketing in education

EMC 706 : Research methods in educational management plus mini-dissertation.

Syllabus for M.Ed (Research Methodology)
Test Construction Theory and Project Management Skills (ETC 701)

- 1 Principles of test construction:
Item formats and generalisability theory, Methods of item analysis and test construction, Selecting a published standardised test..
- 2 Determining validity and reliability of a measuring device.
- 3 The place of measurement in natural and social sciences.
- 4 Variables and measurement: Levels of measurement and scaling.
- 5 Experimental and research designs.
- 6 Quasi-experimental designs.
- 7 Sampling distribution and sampling designs.
- 8 Developing skills for academic scientific writing.
- 9 The importance of student-supervisor relationship.
- 10 Developing skills for creative thinking.
- 11 Planning Research: formation of a research problem.
- 12 Writing a research proposal and guidelines for writing a dissertation or thesis.
- 13 Budget for a research project (budgeting plan), tenders and funding proposals.
- 14 **Research and Marketing in industry.**
- 15 Scientific report writing and dissemination of results
- 16 Implementation, monitoring and evaluation of a project.
- 17 **Community-based research project.**
- 18 The practice of research in relation to:
Consultancy, networking and contract research
Organizational development
Interpersonal and facilitation skills
Preparing for oral or viva examination.

Research Methodology (ERM 702)

- 1 Research approaches/Type of research.
- 2 Philosophy of Science: The logic of discovery, causes and reasons realism
- 3 Data gathering techniques/Questionnaires designs/Instrumentation
- 4 Qualitative methods of research:
The logic of quantitative approaches to research, A biography or life history, A phenomenology, A grounded theory, An ethnography, A case Study, Qualitative methods of research, Qualitative data analysis techniques.
- 5 Quantitative methods of research
Assumptions behind a wide range of quantitative methods of research, Univariate and bivariate statistical analysis techniques, Multivariate statistical

analysis techniques, Multiple regression analysis, Discriminant analysis, Data organisation

- 5 Students will have to prepare an article for publication as part of their practical work during their first year of study.

Computer Application (ECA 703)

Operating Systems, Hardware, Word processing, Spreadsheets, Statistical packages, Databases, Wide area network, Local area network, E-mail and Internet, Graphics.

Article of Publication and Applied Work (EAP 704)

The MPhil (Research Methodology) degree students will have to prepare and present at an oral examination a paper and publish this paper in a refereed journal.

A Dissertation for Master's Degree (EDM 705)

A Dissertation must be submitted and must comply with all the requirements as set out in the calendar of the University of Zululand.

Syllabuses for M.Ed (Educational Psychology)

- 1 THEORETICAL COMPONENT
- 1.1 The field of educational psychology and special education
- Educational psychology as a **science and profession**.
 - Developmental psychology – styles and practices of parental upbringing, including a cross-cultural perspective, adoption and fostering, developmental problems of children, adolescents, adults and the aged.
 - Physiological psychology - with special reference to psychological aspects of chronic diseases.
 - Personality psychology – with special reference to temperamental and individual differences.
 - Cognitive psychology - learning theories and cognitive processes and development in primary, secondary and tertiary levels, intelligence metal retardation, gifted and creative children, metacognition.
 - Education support services
 - Community and school psychology
 - In-service training and consultation – teacher training, adult education and study of major South African policy documents e.g. (NEPI report, COTEP, etc) consultation techniques.
- 1.2 Abnormal psychology, psychopathology, childhood and adolescence problems:
Insight into normal and abnormal development, viewing psychopathology within a developmental and socio-cultural context, normal growth problems; abnormal psychology with reference to child deviations in the toddler, preschool, childhood and adolescence years (DSM IV and International Classification of Diseases).
- attention-deficit disorders and disruptive behaviour
 - elimination disorders (enuresis and encopresis)
 - feeding and eating disorders (infancy and childhood as well as anorexia nervosa and bulimia nervosa)
 - mood disorders, school refusal and school phobia
 - mental retardation
 - learning disorders reading and other problems
 - communication disorders (speech and language problems)
 - substance related disorder
 - motor skills disorder
 - emotional and behavioural disturbance
 - juvenile delinquency
 - atypical sexual development, child and sexual abuse.

- 1.3 Therapeutic intervention procedures
- Psychotherapeutic procedures: psychodynamic, cognitive behaviour, systematic therapies, client-centred therapy, reality, rational emotive and family therapies
 - Intervention models : primary and secondary prevention, primary health care, inclusive education, mainstreaming and education support services. Education support services. Education of learning with special needs.
 - Various modalities of psychotherapy : individual, group, child, family
 - Couples, community work and prevention.
 - Behaviour therapy and behaviour modification programmes.
 - Life skills training : crises intervention and consultation models, thinking skills.
- 1.4 Forensic Psychology : professions practice and ethics
- 1.5 Psychometric testing and psychological assessment
- psychometric evaluation and diagnosis with special reference to child diagnosis
 - * identification and assessment of children with learning difficulties.
 - * Selection and application of a relevant series of psychological test, interpretation and integration of results.
 - * Intellectual evaluation, including a differentiated evaluation and analysis of specific cognitive functions such as perceptual motoric, language, memory and social skills.
 - * Conducting personality evaluations
 - * Neuro-psychological evaluations and adequate identification of possible organic pathology to be able to make suitable referral(s) to a neuro-psychologist or neurologist.
 - An understanding of the limitations of psychological evaluation in terms of the presenting problem and/or diagnosis.
 - Writing of a clinical/psychological report : linking assessment with intervention.

2 PRACTICAL COMPONENT

- 2.1 At least 15 hours per week will be spent on practical work including : aspects listed under paragraph 1.5 above, assessment, individual, group, couple and family therapy; consultation; in-service training; preventing programmes; support services.
- 2.2 Visit to institution
- 2.3 A dissertation
A dissertation must be submitted and must comply with all the requirements as set out in the calendar of the University of Zululand, KwaZulu-Natal, in the Republic of South Africa.

3. INTERNSHIP

A candidate must complete an internship programme as approved by the Professional Board for Psychology in the Republic of South Africa.

Title of Dissertation : Rule E39 applies

Syllabuses for M.Ed (Support Services)

1. **EDUCATION SUPPORT SERVICES POLICY (ESS 701)**
This module is intended to develop competencies in providing support services.
 - 1.1 Education support services defined:
 What is the core purpose of ESS in Education
 What are the needs and challenges facing educational institutions in South Africa
 - 1.2 A South African framework for education support services
 - 1.3 An international historical and current status of education support services
 - 1.4 Current national policy on education support services
 - 1.5 Management and provisioning of education support services/special education
 - 1.6 Full service schools, Resource Centers and District teams.

2. **INCLUSIVE EDUCATION (ESS 702)**
This module is intended to develop competencies in helping exceptional children
 - 2.1 Barriers to learning and development
 - 2.2 The paradigm shift toward inclusion; definition and framework;
 - 2.3 Inclusion in action in South Africa.
 - 2.4 Preferred and prevailing inclusive practices
 - 2.5 Teacher preparation for inclusive education
 - 2.6 The resource teacher
 - 2.7 Working together: principles and guidelines for intersectoral collaboration; building effective teams; building community-based support system; school-community partnerships; institutional support teams; inter-professional collaboration within District Support Teams; working together with Government Departments, parents, care-givers, community organisations, non-traditional Education Support Providers.
 - 2.8 Guidelines for inclusion in South African classrooms
 - 2.9 Stages of development and inclusive education system: early childhood development; adult basic education and training, further education and training
 - 2.10 Information and advocacy campaign on inclusion education

3. **EDUCATIONAL AND CHILD PSYCHOLOGY (ESS 703)**
This module is intended to develop competencies in diagnostic skills
 - 3.1 Developmental psychology
 - 3.2 Cognitive processes
 - 3.3 Assessment: chronological age and phase appropriate behaviours
 - 3.4 Constructing a formulation based on a developmental approach
 - 3.5 Scholastic tests and assessment
 - 3.6 The clinical interview/diagnostic play with the child
 - 3.7 Scholastic problems: learning disability, underachievement, specific learning disability etc.
 - 3.8 Guidelines for theoretical development and practice:
 - Developing special schools as resource centres
 - Towards full-service schools
 - Developing

4. **SOCIAL PATHOLOGY AND EDUCATION SYSTEM (ESS 704)**
This module is intended to develop competencies in analysis of pathology.
 - 4.1 Multicultural issues : poverty and impoverished educational environment
 - 4.2 Violence, substance abuse and trauma

- 4.3 Child abuse, molestation and rape
 - 4.4 Single parenthood
 - 4.5 Street children
 - 4.6 HIV/AIDS and sexuality issues among school going population
 - 4.7 Ecological theory in special education
5. **INTERVENTION MODELS (ESS 705)**
This module is intended to develop competencies in therapeutic intervention.
- 5.1 Intervention models in education support service delivery
 - 5.2 Psycho-educational programmes for preventing childhood disorders
 - 5.3 Psycho-educational programmes for helping parents of children with specific problems
 - 5.4 Dealing with parents of a handicapped child: specific strategies
 - 5.5 Career Guidance and school counselling
 - 5.6 Children's right in South Africa
 - 5.7 An ecosystemic perspective
 - 5.8 Cognitive therapy of substance abuse.
 - 5.9 Education support mechanisms
 - 5.10 Whole school development
 - 5.11 Creating responsive learning environment
 - 5.12 Teaching academic skills
 - 5.13 Crisis intervention models in the school system
 - 5.14 Lifeskills workshops
 - 5.15 Specialist education support services in full service schools, Resource Centers and District Support teams.

Syllabus for Internship

*Minimum requirements for internship training in Educational Psychology – A FORTY-HOUR WEEK FOR TWELVE MONTHS

Nature Of Training:	Time* Allocation per week % LPW Hrs			Description of Activities
Assessment PSYCHOLOGY	30	6	12	PSYCHOMETRIC TESTING, ASSESSMENT AND REPORT WRITING: Intelligence Test/cognitive functioning , e.g. SSAISR; JSAIS; SAWAIS; RAVENS MATRICES, etc. Perceptual functioning diagnosis tests , e.g. Bender Gestalt, Wepman auditory discrimination test, Beery test, The S-test, Marianne Frosting Developmental test. Scholastic and Educational diagnostic test , e.g. (i) Reading tests – standardised Schonell, Daniels & Neale Analyses and Holborn Reading Scale, Informal Reading Inventories. (ii) Spelling tests. (iii) Mathematics tests. (iv) Handwriting tests. (v) HSRC Scholastic Achievement tests. (vii) Aptitude tests – JAT, SAT, ASAT & ASB. (vii) Types of assessment procedures used in classroom instruction: placement, formative, diagnostic and summative.

Vocational/Interest Inventories, e.g. Kodus, 19 Field, The Interpersonal Relations Questionnaire, HSPQ and CPQ, Jung Personality Questionnaire, Brown-Holzman Survey of Study Habits and Attitudes, Rotter E Scale, 16PF. The Career Development Questionnaire (CDQ), The Value Scale, The Life Roles Inventory (LR), The Self-Directed Search (SDS).

Personality/Projective Techniques, e.g. The Hand Test, TAT, TATZ, CAT, DAP, Bene-Anthony Family Relations Test, KFD, Vineland Social Maturing Scale, SAPAT, The Columbus Picture Analysis of Growth towards maturity, Duss Test, Beck Depression Inventory, MMPI, CPQ, PHSF, PMT.

Interviewing and other forms of information gathering, e.g. (i) Diagnostic interviews with teachers, parents, children, at different age levels. (ii) Observation of children's behaviour during play and in the classroom. (iii) Behaviour assessment.

Therapeutic Intervention 30 6 12

Individual & Group Psychotherapy Child & Play Therapy, Career Counselling, Family Therapy, Parental Counselling, Intervention in Crisis and Trauma, Corporate Programme and

Training e.g. Life skills training, stress management, psycho-education career guidance and seminars, community, counselling.

Remedial education, Orthodidactics and Orthopedagogics: Training in this area entails treatment of learners with learning, behavioural, emotional and education problems. The training programme must include access to a variety of cases for sufficient exposure. Children of pre-school through to secondary school level, including counselling of tertiary students, will be dealt with. The range will include learners in normal education, special education and inclusive education. In addition, counselling of parents will provide experience with adult clients.

Community-based Interventions: Consultation-various models of consultation must be carried out in schools.

Schools Organisation Development (SOD) : Location of educational psychology within eco-systemic world view/framework: teacher empowerment, school development, enhancement of processes of change.

Community Psychology: Role functions as a community agent in the South African Context.

Personal 25 5 10

Personal and Professional Development

Moulding Attendance of case conferences, courses, seminars & **Tuition** or workshops associated with role functions and the **by a mentor** field of educational psychologists.

Participation in inter-disciplinary discussions with representatives from other disciplines, e.g. medical doctors, psychologists, social workers, occupational and speech therapists, teachers, principals, education support services staff, psychiatrists, paediatricians, marital and vocational counsellors, and other specialists relevant to his/her work.

Visits to educational psychology institutions: Department of school psychological services, education support services, life line, educational psychologists' private practices, special schools, remedial schools, schools for specialised education, clinic schools, inclusive education centres, mainstream schools, hospital schools, training centres, correctional schools.

Report Writing: Focusing on the relevance and usefulness and confidentiality of material in the report.

Administrative Procedures: Relationships and consultations with other professional personnel, teachers, parents and clients; discussion of ethical codes, professional responsibility and role functions of the educational psychologists; Contents of the Medical, Dental and Supplementary Health Services Professional Act, No. 56 of 1974 to be discussed.

Policy matters: Policy formulation regarding education support services.

*LPW Supervision	=	LECTURE PERIOD PER WEEK, i.e.
		by Senior Psychologist
*%	=	PERCENTAGE
*HRS	=	HOURS
*VARIABLE TIME ALLOCATION=		SUBJECT TO APPROVAL BY THE PROFESSIONAL BOARD FOR PSYCHOLOGY

Syllabus for PhD (Community Psychology)

The curriculum consists of three Parts :

1. **Thesis**

The thesis satisfies all academic requirements of a doctorate degree as stated in the University Calendar of the University of Zululand.

2. **Theoretical Part**

This consists of supervised course-work and examinations in the following areas:-

- Research methods used in community psychology
- Community psychology theory, models and development, e.g. ..., community psychology and the school education; community organizational psychology, community mental health; special focus on rural development.
- Psychology in Africa, e.g..., the importance of social change, models explaining human disturbance or illness, traditional healing; African folklores and their psychodynamics.
- Psychotherapy: psychology in context; western-traditional integrative perspective; transcultural counselling; dialogical, directive and depth therapies – psychodynamic oriented therapies, cognitive – behavioural intervention strategies, community-based multidisciplinary models; consultation models; crises, disaster, violence and mental health intervention models.

3. **Practical Part**

This consists of practical work in a variety of community centres and settings. The practical Part is distinguishable but inseparable from the thesis and theoretical Part in that the community centres and settings provide the resources, direction and context for the thesis and theoretical Part. The formal requirement for completion of the practical part is the submission of a scientific paper based upon the community psychological practice.