

MTHATHA CAMPUS

FACULTY OF EDUCATION



PROSPECTUS 2024



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1. HOW TO USE THIS PROSPECTUS

Note this prospectus contains material and information applicable to the whole Faculty.

It does not, however, contain the detailed information and specific requirements applicable to programmes that are offered by the Faculty. These can be found in the Department handbooks

This prospectus should be read in conjunction with the General Prospectus which includes the University's General Rules & Regulations, which is a valuable source of information, and the relevant Department handbooks

Students are encouraged to contact the Academic Heads of the relevant Department if they are unsure of a rule or an interpretation.

Disclaimer

Although the information contained in this prospectus has been compiled as accurately as possible, WSU accepts no responsibility for any errors or omissions. WSU reserves the right to make any necessary alterations to this prospectus as and when the need may arise. This prospectus is published for the 2024 academic year.

The offering of programmes and/or courses is not guaranteed

Students should note that the offering of programmes and/or courses as described in this prospectus is not guaranteed and may be subject to change. The offering of programmes and/or courses is dependent on viable student enrolment numbers being met (as determined by HOD) and physical and human resources being available.

2. WELCOME FROM EXECUTIVE DEAN (Vacant)

You are all welcome in the Faculty of Education to study your chosen teacher education programme to become competent, professional, and impactful teachers. All the teacher education programmes offered in the Faculty of Education are approved by Department of Higher Education and Training (DHET), accredited by Council for Higher Education (CHE) and registered by South African Qualifications Authority (SAQA). Your commitment and adherence to Faculty and University academic project, rules and regulations will enable to accomplish your dreams to be professional teachers. On that note, you are implored to know why have you come for and commit to work in pursuit of excellence towards completion of your studies.

Faculty of Education has six departments duplicated in two Campuses (Komani and Mthatha) namely:

1. Business and Management Education (BME) for the following programmes:
BEd SP & FET EMS and BEd SP & FET Consumer Sciences
2. Humanities & Creative Arts Education (HCAE) for the following programmes:
BEd SP & FET Humanities; BEd SP & FET Languages and BEd SP & FET Creative arts
3. Mathematics, Science & Technical Education (MSTE) for the following programmes:
BEd SP & FET Natural Sciences and BEd SP & FET Technical and Vocational Education
4. Initial Primary Teacher Education (IPrimTed) for the following programmes:
BEd Foundation Phase Teaching
5. Continuing Professional Teacher Development (CPTD) for the following programmes:
BEd Hons, B Ed Hons IE, PGDip IE, MEd and DEd
6. Adult & Education Foundations (AEF) for the following programmes:
Dip: ACET, all Educational Foundation Modules in the undergraduate programmes mentioned in number 1 to number 4 above, PGCE SP & FET

3. FACULTY STAFF DETAILS

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Snr Secretary	Vacant				
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Quality Assurance Officer	Vacant				
WIL Administrator	Vacant				
Teaching Development Specialist	Vacant				
Academic Advisor	Vacant				
Instructional Desinger	Vacant				
Tutor Develoment Coordinator	Vacant				

Name	Title	Contact No.	Email	Site	Office No.
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Note: Staff in the various programmes are listed under the relevant Department's section of the prospectus

4. FACULTY OVERVIEW

4.1 General information

Walter Sisulu University has four campuses across the Eastern Cape offering a wide range of qualifications in Buffalo City, Butterworth, Komani and Mthatha. The Faculty of Education is one of the 7 Faculties in Walter Sisulu University. The Faculty operations of Teaching and Learning, Research and Innovation, and Community Engagement are guided by Standard Operations Procedures (SoPs).

The Faculty prides itself on having prominent researchers, one of whom is NRF rated, who have published articles in accredited journals and book chapters in textbooks that are currently used nationally. Also, the Faculty is engaged in research that is helping to discover new knowledge, resulting in the empowerment of world-class professionals from rural and developing communities, in pursuit of addressing the societal needs as per the mission of the university.

4.2 Quality is ensured through:

- Learning and teaching methodologies that promote learner-centredness
- Periodic evaluation of teaching and learning by peers, students and the University Quality Assurance Directorate and the Directorate of Learning and Teaching.
- Reviewing of the programmes in every five-year cycle led by the University Quality Management Directorate and the Directorate of Learning and Teaching
- The application of both formative and summative assessments to inform teaching and learning practices
- Application of external examiners' recommendations

4.3 Research niche areas:

- STEAM Research and Innovation for Sustainable Development
- Education development and the pedagogy of teaching and learning
- Diversity and Inclusion in society
- Transformative Education.
- Community Engagement and Rural Development
- Higher Education Studies
- African Socio-ecological Justice and Heritage Dynamics
- Indigenous Knowledge Systems
- Sustainable Development and Contemporary Issues in Society and Education (SDCISE)

4.4 Information about the faculty

- The Faculty of Education offers both undergraduate and postgraduate teacher education programmes at the Mthatha and Komani Campus.
- In the 2018 academic year, it ensured that all the teacher education programmes offered were approved by DHET, accredited by CHE and registered by SAQA.
- It comprises the Department of Adult and Education Foundations, Business Management Education, Professional Teacher Development, Humanities and Creative Arts and Maths, Science and Technology Education as well as Initial Primary Teacher Education. It offers undergraduate and postgraduate programmes, ranging from Diplomas, Bachelor of Education, Bachelor of Education (Honours), Master of Education and Doctorate in Education degrees.
- Its niche research areas (NRAs) are Mathematics, Science and Technology; A problem-based model for teacher education at WSU; Infusion of HIV/AIDS in teacher education programmes; An investigation into the nature, scope and significance of Indigenous Knowledge Systems; Striking a balance between Professional Content Knowledge (PCK), Academic Content Knowledge (ACK) and School-Based Experience (SBE) in initial teacher education programmes; Development challenges of rural – urban communities; Development of reflective and reflexive teachers.
- The Faculty is involved in several community projects such as the Siemens-WSU Science Project, Department of Transport (DoT), Department of Basic Education and WSU Mathematics and Science Project, NMU- WSU-DBE Gamma Tutor Project, UFS- WSU – DBE Key Concepts in Science & Family Maths, Nelson Mandela Legacy Project and School-Based Experience. Through these projects, the Faculty prides itself in making a sterling contribution to the communities around WSU. By so doing, the Faculty becomes a stakeholder in the sustainable development of such communities.
- It also participates in SoLT programmes and workshops.
- It has qualified staff members to perform their duties optimally, efficiently and effectively as it is expected by WSU's slogan: In pursuit of excellence.
- Graduates are capable of being promoted to any levels of employment in the Basic Department of Education - for example, as Subject Education Specialists.

4.5 VISION, MISSION, AND VALUES

4.5.1 Vision

A technology infused faculty that meet the educational needs of communities in African and global context.

4.1.1 Mission

To offer undergraduate and postgraduate programmes that focus on developing creative, critical and reflective competencies for graduates to be agents of change in pursuit of excellence.

4.1.2 Goals

- To be a leading technology fused teacher education faculty in the Eastern Cape and beyond.
- To be a hub and custodian of diverse teacher education programmes of the highest quality, which address the full range of teacher education needs in the education system, with emphasis on Mathematics, Science and Technology as well as other critical school learning subjects.
- To uphold and advance the socio-economic developmental role of teacher education through effective conscientisation of teachers, community development agencies and community development workers.
- To nurture, through the study of social scientific knowledge and research skills, innovative, creative and critical skills required to improve the quality of life of society.
- To reflect, represent and express, both in deed and outlook, the epitome of teacher professional ethical standards of the highest quality.

4.2 FACULTY STUDENT SOCIETIES AND THEIR ROLES

The Faculty Student Society is an elected structure comprised of class representatives from various departments. Their roles include:

Representing the student body of the Faculty in academic-related

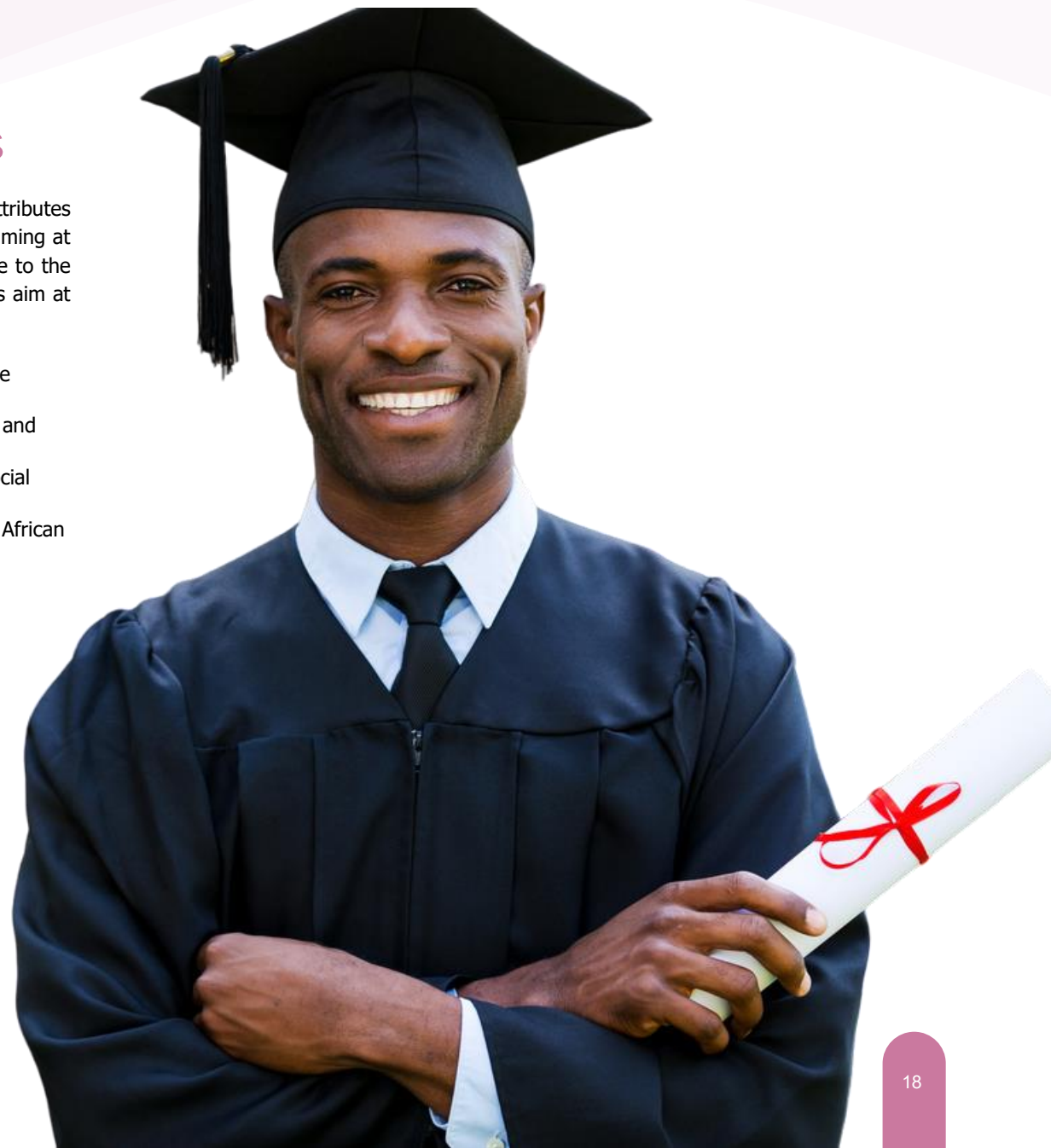
matters. Liaising with the SRC on matters that affect the student body.

Addressing the challenges that are related to academic matters with the Head of Department (HoD)

5. STUDENT GRADUATE ATTRIBUTES

As per the WSU Graduate Attributes Policy, Faculty student graduate attributes include the SAQA critical cross outcomes and developmental outcomes, aiming at enhancing personal development of each student to be able to contribute to the social and economic development of society at large. Faculty programmes aim at making an individual student aware of the importance of:

- Reflecting on and exploring a variety of strategies to learn more effectively.
- Participating as responsible citizens in the life of local, national and global communities.
- Being culturally and aesthetically sensitive across a range of social contexts.
- Contributing to the social and economic development of South African society.



6. ACADEMIC QUALIFICATIONS OFFERED IN THE FACULTY

Qualification Code	Qualification Name	NQF	SAQA ID	Credits	Duration	Campus
UNDERGRADUATE QUALIFICATIONS						
W62001	Diploma in Adult and Community Education and Training (ACET)	6	118146	360	3 Years	Mthatha
W62003	Postgraduate Certificate in Senior Phase and Further Education and Training Teaching (Humanities)	7	111322	120	1 year Full-time 2 years Part-time	Mthatha
W62004	Postgraduate Certificate in Senior Phase and Further Education and Training Teaching (Languages)	7	111322	120	1 year Full-time 2 years Part-time	Mthatha
W62005	Postgraduate Certificate in Senior Phase and Further Education and Training Teaching (Maths, Science and Technology)	7	111322	120	1 year Full-time 2 years Part-time	Mthatha & Komani
W62006	Bachelor of Education in Foundation Phase Teaching BEd (Foundation Phase Teaching)	7	99749	480	4 Years	Mthatha & Komani
W62007	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Creative Arts History)	7	117038	480	4 Years	Mthatha
W62008	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Consumer and Management Sciences)	7	117038	480	4 Years	Mthatha
W62009	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Economic & Management Sciences)	7	117038	480	4 Years	Mthatha & Komani
W62010	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Humanities)	7	117038	480	4 Years	Mthatha & Komani

Qualification Code	Qualification Name	NQF	SAQA ID	Credits	Duration	Campus
W62011	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Languages)	7	117038	480	4 Years	Mthatha & Komani
W62012	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Mathematics, Science & Technology)	7	117038	480	4 Years	Mthatha & Komani
W62018	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Technical and Vocational Education)	7	117038	480	4 Years	Mthatha
W62019	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Creative Arts English)	7	117038	480	4 Years	Mthatha
POSTGRADUATE QUALIFCAITONS						
W62013	Bachelor of Education Honours	8	80202	120	2 Years Full-time 3 Years Part-time	Mthatha & Komani
W62014	Bachelor of Education Honours in Inclusive Education	8	117945	120	2 Years Full-time 3 Years Part-time	Komani
W62015	Postgraduate Diploma in Inclusive Education	8	117065	120	1 Year Full-time 2 Years Part-time	Mthatha
W62016	Master of Education	9	80205	180	2 Years Full-time 4 Years Part-time	Mthatha
W62017	Doctor of Education	10	80195	360	4 Years Full-time 6 Years Part-time	Mthatha

7. DETAILS ON ACADEMIC QUALIFICATIONS CURRENTLY OFFERED

Comments on entry requirements

- The minimum entry requirements do not necessarily guarantee admission to any qualifications offered by the university. Admission depends on the availability of space and the student's overall performance.
- Please refer to section 14 of this prospectus for the entry requirements for students who possess a Senior Certificate (SC) or a National Certificate (Vocational) NC(V), N4, N5 and N6 Certificate/National N Diploma.
- A Higher or Advanced Certificate in a cognate field may be considered as an entry route into a diploma qualification.
- A 360-credit diploma in a cognate field may be considered as an entry route into a bachelor's degree qualification.
- Recognition of prior learning (RPL) may be considered an alternate qualification entry route.
- Applications from students with international school leaving results are considered in terms of:
 - Higher Education South Africa (HESA) guideline document, "A guide to application for exemption certificates" and where required a submission of international qualification to SAQA for benchmarking in terms of HEQC.
- Applicants who do not fully meet the minimum requirements for a specific qualification may be granted entry into the qualification under special circumstances subject to Senate endorsement/approval

APS table

NSC Levels	Percentage	APS	Status of achievement
7	90 - 100%	7	Outstanding achievement
7	80 - 90%	7	Outstanding achievement
6	70 - 79%	6	Meritorious achievement
5	60 - 69%	5	Substantial achievement
4	50 - 59%	4	Moderate achievement
3	40 - 49%	3	Adequate achievement
2	30 - 39%	2	Elementary achievement
1	0 - 29%	1	Not achieved - Fail

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
W62001	Diploma in Adult and Community Education and Training	<p>A National Senior Certificate (NSC) with a diploma or bachelor's endorsement and achievement in the subjects as follows:</p> <ul style="list-style-type: none"> English level 3 IsiXhosa level 3 Mathematics or Mathematical Literacy level 2 <p>• Achievement rating of 3 for any two subjects and 3 for the remaining two</p> <p>Admission point score of 21</p>	To prepare students to become reflective and competent lecturers in Community Colleges. It articulates vertically to teacher education programmes pitching at NQF level 7.	<ul style="list-style-type: none"> Teachers Lecturers in Community Colleges, Community development workers
W62006	Bachelor of Education in Foundation Phase Teaching	<p>A National Senior Certificate (NSC) with a bachelors' endorsement and achievement in the subjects as follows:</p> <ul style="list-style-type: none"> Mathematics level 2 or Mathematical Literacy level 4 English level 4 IsiXhosa level 4 Life Orientation level 5 	This is an initial professional teacher qualification with specialization linked to Grades R – 3. It provides specific depth and specialised knowledge, practical skills through research and workplace experience to enable successful students to enter teaching well grounded.	<ul style="list-style-type: none"> Foundation Phase Teachers Early Childhood Development (ECD) teachers in public or private schools Youth workers in Community-based or Non-Profit Organisations TVET College lecturer in ECD

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
		<ul style="list-style-type: none"> and any other two subjects, at level 3 <p>Appointment point score: 26</p>		<ul style="list-style-type: none"> Subject Education Specialist (SES)
W62009	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Economic & Management Sciences)	<p>A National Senior Certificate (NSC) with a bachelors’ endorsement and achievement in the subjects as follows:</p> <ul style="list-style-type: none"> English level 4 IsiXhosa or IsiZulu of Afrikaans or SeSotho level 4 Any Two from Accounting level 4 or Business Studies level 4 or Economics level 4 Mathematics level 2 or Mathematical Literacy level 4 and any other two subjects, at level 3 <p>Admission point score: 26</p>	<p>The primary purpose of the Bachelor of Education in Senior Phase and Further Education and Training Teaching (SP & FET) is to provide a well-rounded education that equips graduates with the required subject content knowledge base, educational theory, and methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified beginner teachers.</p>	<ul style="list-style-type: none"> Teachers Subject Education Specialist (SES) Deputy Chief Education Specialist (DCES) Chief Education Specialist (CES)
W62008	Bachelor of Education in Senior Phase and Further education and Training Teaching (Consumer and Management Sciences)	<p>A National Senior Certificate (NSC) with a bachelor’s endorsement and achievement in the subjects as follows:</p> <ul style="list-style-type: none"> English level 4 	<p>The primary purpose of the Bachelor of Education in Senior Phase and Further Education and Training Teaching (SP & FET) is to provide a well-</p>	<ul style="list-style-type: none"> Teachers Subject Education Specialist (SES) Deputy Chief Education Specialist (DCES)

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
		<ul style="list-style-type: none"> • Consumer Studies level 4 • Hospitality Studies level 4 or Tourism level 4 • IsiXhosa, IsiZulu, Afrikaans or Sotho level 4 • Any other two remaining subjects at level 3 	rounded education that equips graduates with the required subject content knowledge base, educational theory, and methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified beginner teachers.	<ul style="list-style-type: none"> • Chief Education Specialist (CES)
W62007	Bachelor of Education in Senior Phase and Further Education and Training (Creative Arts)	<p>A National Senior Certificate (NSC) with a bachelors’ endorsement and achievement in the subjects as follows:</p> <ul style="list-style-type: none"> • English level 4 • Music level 4 • IsiXhosa or IsiZulu or Afrikaans or Sotho level 4 • level 4 in any TWO of the following subjects • Dramatic Arts level 4 or Visual Arts level 4 or Dance Studies level 4 or History level 4 or Life Orientation level 4 	The primary purpose of the Bachelor of Education in Senior Phase and Further Education and Training Teaching (SP & FET) is to provide a well- rounded education that equips graduates with the required subject content knowledge base, educational theory, and methodology that will enable them to demonstrate competence and responsibility as academically and	<ul style="list-style-type: none"> • Teachers • Subject Education Specialist (SES) • Deputy Chief Education Specialist (DCES) • Chief Education Specialist (CES)

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
		<ul style="list-style-type: none"> and any other two subjects, at level 3 <p>Appointment point score: 26</p>	professionally qualified beginner teachers.	
W62010	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Humanities)	<p>A National Senior Certificate (NSC) with a bachelors’ endorsement and achievement in the subjects as follows:</p> <ul style="list-style-type: none"> English level 4 IsiXhosa or IsiZulu or Afrikaans or Sotho level 4 History level 4 Geography level 4 Life Orientation level 4 and any other two subjects, at level 3 <p>Appointment point score: 26</p>	The primary purpose of the Bachelor of Education in Senior Phase and Further Education and Training Teaching (SP & FET) is to provide a well- rounded education that equips graduates with the required subject content knowledge base, educational theory, and methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified beginner teachers.	<ul style="list-style-type: none"> Teachers Subject Education Specialist (SES) Deputy Chief Education Specialist (DCES) Chief Education Specialist (CES)
W62011	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Languages)	<p>A National Senior Certificate (NSC) with a bachelors’ endorsement and achievement in the subjects as follows:</p>	The primary purpose of the Bachelor of Education in Senior Phase and Further Education and Training Teaching (SP &	<ul style="list-style-type: none"> Teachers Subject Education Specialist (SES)

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
		<ul style="list-style-type: none"> English level 5 IsiXhosa or IsiZulu or Afrikaans or SeSotho level 4 Life Orientation level 4 and any other two subjects, at level <p>3 Appointment point score: 26</p>	FET) is to provide a well-rounded education that equips graduates with the required subject content knowledge base, educational theory, and methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified beginner teachers.	<ul style="list-style-type: none"> Deputy Chief Education Specialist (DCES) Chief Education Specialist (CES)
W62012	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Mathematics, Science & Technology)	<p>A National Senior Certificate (NSC) with a bachelors' endorsement and achievement in the subjects as follows:</p> <ul style="list-style-type: none"> English level 4 IsiXhosa or IsiZulu or Afrikaans or Sotho level 4 <p>and any TWO of the following</p> <ul style="list-style-type: none"> Life Sciences level 4, Mathematics level 4 and 	The primary purpose of the Bachelor of Education in Senior Phase and Further Education and Training Teaching (SP & FET) is to provide a well- rounded education that equips graduates with the required subject content knowledge base, educational theory, and methodology that will enable them to demonstrate competence and responsibility	<ul style="list-style-type: none"> Teachers Subject Education Specialist (SES) Deputy Chief Education Specialist (DCES) Chief Education Specialist (CES)

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
		<ul style="list-style-type: none"> Physical Sciences level 4 and any other 2 subjects, at level 3 Admission point score: 26	as academically and professionally qualified beginner teachers.	
W62018	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Teaching (Technical and Vocational))	A National Senior Certificate (NSC), with Bachelor's endorsement with minimum achievement levels: 4 (50% - 59%) in English and 3 (40% - 49%) in any TWO of the following subjects: Technical Mathematics, Mathematics, Technical Sciences, Physical Sciences, Engineering Graphics and Design, Civil Technology (Civil Service), Civil Technology (Construction), Civil Technology (Woodworking), Electrical Technology (Digital), Electrical Technology (Electronics), Electrical Technology (Power Systems), Mechanical Technology (Automotive), Mechanical Technology (Fitting & Machining), Mechanical Technology (Welding & Metalwork) OR A Senior Certificate (SC) with matriculation exemption or mature age exemption with at	The degree is a 480credit qualification, offered over a period of 4 years, full-time. A student needs to study 3 modules/courses as Majors: namely, A, Major B and Major C Major A is the main FET Major which has content and teaching up to Level III Major B is the second FET Major which has content and teaching up to Level II Major C is the third Senior Phase Major which has content and teaching up to Level 11 Students are allowed to select one from the following subject combinations: Civil Technology and Engineering Graphics &	<ul style="list-style-type: none"> Professionally qualified technical and vocational teachers for the Senior, and Further Education phases. Specialists in the fields of technological education, curriculum studies, inclusive education, support teaching, and technological education policy. Experts in technological education related careers, such as instructors, trainers, workshop managers in technology-related industries, education policy analysts, lecturers in the higher education sector and

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
		least 40% or E symbol on HG or 50% or D symbol on SG in English and 40% or E (HG) or 50% or D on SG in ANY TWO of the following subjects: Technical Mathematics, Mathematics, Technical Sciences, Physical Sciences, Engineering Graphics and Design, Civil Technology (Civil Service), Civil Technology (Construction), Civil Technology (Woodworking), Electrical Technology (Digital), Electrical Technology (Electronics), Electrical Technology (Power Systems), Mechanical Technology (Automotive), Mechanical Technology (Fitting & Machining), Mechanical Technology (Welding & Metalwork) OR A National Certificate Vocational (NCV) Level 4 Certificate with Bachelor's endorsement with at least 50% in fundamental subjects in English and 60% in ANY TWO of the following Technical Mathematics, Mathematics, Technical Sciences, Physical Sciences, Engineering Graphics and Design, Civil Technology (Civil Service), Civil Technology (Construction), Civil Technology (Woodworking), Electrical Technology (Digital),	Design; Electrical Technology (FET), Technical Mathematics (FET) and Technology Electrical Technology (FET), Engineering Graphics & Design (FET) and Technology (SP); Mechanical Technology (FET), Engineering Graphics & Design (FET) and Technology (SP); Mechanical Technology (FET), Technical Mathematics (FET) and Technology Technical Sciences (FET), Technical Mathematics (FET) and Technology In ALL the above options Technology (SP) is compulsory and it must be studied up to Level II, i.e. it must be	scholars.

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
		Electrical Technology (Electronics), Electrical Technology (Power Systems), Mechanical Technology (Automotive), Mechanical Technology (Fitting & Machining), Mechanical Technology (Welding & Metalwork)	selected as Major C	
W62003	Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching (Humanities)	NQF level 6 or NQF level 7 qualification in appropriate disciplines, which allow the prospective teacher to specialise in at least two subjects	The purpose of the qualification is to equip students who want to become qualified classroom teachers of Grades 8 - 12. The qualification accredits the development of professional competence informed by sound knowledge and understanding of the areas of specialisation and educational theory.	<ul style="list-style-type: none"> • Teachers • Subject Education Specialist (SES) • Deputy Chief Education Specialist (DCES) • Chief Education Specialist (CES)
W62004	Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching (Languages)	NQF level 6 or NQF level 7 qualification in appropriate disciplines, which allow the prospective teacher to specialise in at least two subjects	The purpose of the qualification is to equip students who want to become qualified classroom teachers of Grades 8 - 12. The qualification accredits the development of professional	<ul style="list-style-type: none"> • Teachers • Subject Education Specialist (SES) • Deputy Chief Education Specialist (DCES) • Chief

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
			competence informed by sound knowledge and understanding	Education Specialist (CES)
			of the areas of specialisation and educational theory.	
W62005	Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching (Maths, Science and Technology)	NQF level 6 or NQF level 7 qualification in appropriate disciplines, which allow the prospective teacher to specialise in at least two subjects	The purpose of the qualification is to equip students who want to become qualified classroom teachers of Grades 8 - 12. The qualification accredits the development of professional competence informed by sound knowledge and understanding of the areas of specialisation and educational theory.	<ul style="list-style-type: none"> • Teachers • Subject Education Specialist (SES) • Deputy Chief Education Specialist (DCES) • Chief Education Specialist (CES)
POSTGRADUATE QUALIFICATIONS CURRENTLY OFFERED				

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
W62013	Bachelor of Education Honours	NQF level 7 qualification in a cognate discipline with an achievement not less than 60% in the major subjects	Primarily, this qualification provides professional educators and leaders at postgraduate level with a clear understanding of theories and theoretical frameworks, which underwrite education systems. This qualification also develops research capacity and broaden	<ul style="list-style-type: none"> • Teachers • Subject Education Specialist • Deputy Chief Education Specialist (DCES) • Assessor and or Moderator • District Manager
			leadership base in the field of education, and training and development.	
W62014	Bachelor of Education Honours in Inclusive Education	NQF level 7 qualification in a cognate discipline with an achievement not less than 60% in the major subjects	The qualification offers intellectual enrichment and intensive focus on inclusivity in education thus meeting the requirements of a specific niche in education, Inclusive education.	<ul style="list-style-type: none"> • Teachers • Subject Education Specialist (SES) • Deputy Chief Education Specialist (DCES) • Chief Education Specialist (CES)

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
W62015	Postgraduate Diploma in Inclusive Education	NQF level 7 qualification in a cognate discipline with an achievement not less than 60% in the major subjects	Postgraduate Diploma in Inclusive Education further strengthen educators' knowledge, skills and competence to teach in diverse classrooms, or to develop a new role or practice to support teaching and learning in a inclusive environments.	<ul style="list-style-type: none"> • Teachers • Subject Education Specialist (SES: Inclusive Education) • Chief Education Specialist (DCES) • Deputy Chief Education Specialist (DCES) • Curriculum Planner
W62016	Master of Education	NQF Level 8 qualification in a cognate discipline or Honour's degree with a teaching qualification and average achievement of 60%.	The purpose of the programme is to accredits candidates' capacity to undertake well- founded and independent inquiry in the field of education, training and development, and	<ul style="list-style-type: none"> • Teachers • Subject Education Specialist (SES) • Deputy Chief Education Specialist (DCES) • Chief Education Specialist (CES)

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
			to provide candidates with advanced professional and academic knowledge in education.	<ul style="list-style-type: none"> Lecturer
W62017	Doctor of Education	NQF Level 9 qualification in a cognate discipline or Master of Education degree with a teaching qualification with an average of 60%.	The programme provides an opportunity for candidates to pursue research on a variety of education related issues at doctoral level. It is a professional doctoral qualification geared towards professionalizing research in education.	<ul style="list-style-type: none"> Teachers Subject Education Specialist (SES) Deputy Chief Education Specialist (DCES) Chief Education Specialist (CES) Lecturer Researcher Curriculum Planner Moderator and or Assessor District Manager

8. PHASING OUT OF NON-HEQSF ALIGNED QUALIFICATIONS

The last year of enrolments into non-HEQSF aligned qualifications was 2019. Students who enrolled into these programmes are currently in the pipeline and the last cohort is being afforded the opportunity to complete its studies in 2023/2024. Students who fail to complete in the allotted period will be subjected to normal university exclusion rules and processed and, if re-admitted, will be articulated into the new HEQSF aligned programmes.

QUALIFICATION CODE	QUALIFICATION NAME	NQF LEVEL	SAQA ID	CREDITS	DURATION
MT5582	Bachelor of Education in Further Education and Training (BEd FET)	7	80201	488	4 Years
MT5546	Bachelor of Education Honours	8	20474	120	2 years
MT5549	Master of Education (by Coursework and dissertation)	9	20475	180	2 years

9. FACULTY COMMITTEES

9.1 Role and objectives of Committees

The Faculty committees have administrative services for providing information to faculty activities such as; TnL, RnI, CE etc. These committees deal with the diverse academic needs of students in ensuring the integrity of faculty operations. Composition of these committees are as per Senate sub-committees.

FACULTY COMMITTEE	OBJECTIVES	FUNCTIONS
LEARNING AND TEACHING	An improved teaching and learning environment Engaged SoTL Tools of trade An HEQSF aligned and or a reviewed programme	<ul style="list-style-type: none"> •To monitor teaching and learning •To organize tools of trade •To design or review programmes
RESEARCH & HIGHER DEGREES	An improved publication research output An increased graduation output	Monitor the research related activities Provide support to improve the postgraduate supervision capacity Process the submission of research proposals for approval of Faculty and Senate
RESEARCH AND ETHICS COMMITTEE	Ethically approved research proposals Well-trained ethics committee members	Issue ethical clearance certificates Allocate supervisors Monitor the supervision progress
ENGAGEMENT AND PARTNERSHIP	An engaged faculty in the improvement of the community living standards.	To create or forge active partnership with Stakeholders
LANGUAGE	To adopt a systematic approach to achieve multilingual teaching through equitable treatment of African languages	To ensure and monitor the adoption of African languages (isiXhosa and Sesotho) to assist the transformation and decolonization agenda.
SHORT LEARNING PROGRAMMES	To coordinate faculty Short Learning Programmes processes and procedures	To act as a liaison body between the faculty and other university relevant units and external stakeholders.

9.2 Membership of Committees

FACULTY COMMITTEE	SUPPORT DEPARTMENT	FACULTYCHAIR
LEARNING AND TEACHING	Prof C Ndebele cndebele@wsu.ac.za	Mr A Ncokazi ancokazi@wsu.ac.za
RESEARCH & HIGHER DEGREES	Prof C Ndebele cndebele@wsu.ac.za	Prof S Chiphambo schiphambo@wsu.ac.za
RESEARCH ETHICS	Prof T Ncanywa tncanywa@wsu.ac.za	Dr N E Mpahla nmpahla@wsu.ac.za
ENGAGEMENT AND PARTNERSHIP	Mr M Payi mpayi@wsu.ac.za	Ms N Ngubane nngubane@wsu.ac.za
LANGUAGE	Mr S Nokutywa snokutywa@wsu.ac.za	Ms N F Hlungulu
SHORT LEARNING PROGRAMMES	Ms L Bobi lbobi@wsu.ac.za	Ms N Mpondwana nmpondwana@wsu.ac.za

10. STUDENT SUPPORT SERVICES

Directorate of Learning and Teaching

Academic Advisor

- Capacitates students of all levels on graduate attributes
- Co-ordinates and implements First Year students' orientation
- Pools resources with faculties to address the findings on students' academic challenges.
- Provides academic advisory services in collaboration with relevant internal and external stakeholders to address students' academic challenges.
- Capacitates final year students with necessary employability and graduate skills
- Participates in the University Career Exhibition

Programme Contact details

Ms T Mthengi

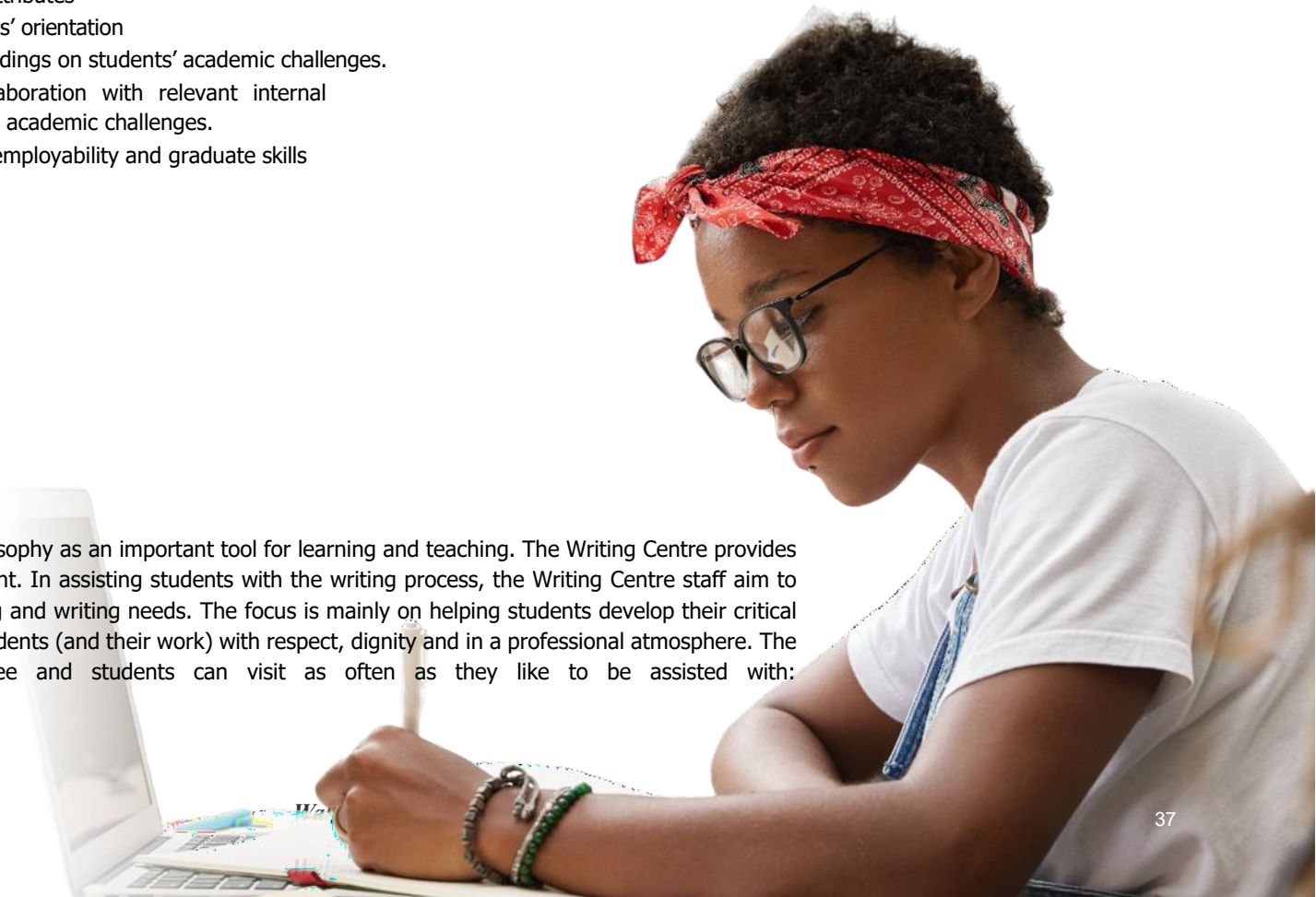
Academic Advisor: Mthatha Campus

Mr R Lekhehle

Academic Advisor: Komani Campus

Writing Centre

The Writing Centre promotes a learner-centred philosophy as an important tool for learning and teaching. The Writing Centre provides an open and supportive student learning environment. In assisting students with the writing process, the Writing Centre staff aim to develop each student according to individual reading and writing needs. The focus is mainly on helping students develop their critical and reflective thinking skills. Its aim is to treat all students (and their work) with respect, dignity and in a professional atmosphere. The services offered in the Writing Centre are free and students can visit as often as they like to be assisted with:



Interpreting assignment topics

- Planning and structuring an assignment task
- Referencing (citations, bibliography, plagiarism)
- Assistance with oral presentations skills
- Workshops on academic writing
- Collaborative research
- Academic writing skills for postgraduate students
- Language development programmes

Contact details Ms T Ncube

- Writing Centre Co-ordinator: Mthatha Campus
- Tel: +27 (0)47 501 1415

Mr B Bomela

- Writing Centre Co-ordinator: Komani Campus
- Tel: +27 (0)40 842 6836



11. FACULTY SPECIFIC RULES

The Faculty is offering programmes across the two campuses. The Standard Operating Procedures guide the Teaching and Learning activities across the two campuses.

11.1 FACULTY BOARDS

- All faculty academic staff members, SRC and members as determined by University Statute and the rules are members of the Faculty Board.
- The Faculty Board meets four times a year i.e., one meeting in each term.
- Academic staff members are to attend at least 50% of these meetings.
- Missing 75% of these meeting will result in a disciplinary hearing for that staff member.

11.2 FACULTY EXECUTIVE (FACEX)

A Faculty Executive Committee comprises of the Executive Dean, Deputy Executive Dean, HoDs, and the Faculty Manager. Extended FACEX comprises of Departmental senior staff members as delegated and Committee co-ordinators. FACEX meets and deals with urgent matters that cannot wait for the Faculty Board, the Faculty's highest decision-making body.

11.3. FACULTY EXAMINATION BOARD

The Faculty Exam Board comprises of the Executive Dean, Deputy Executive Dean, HODs, Faculty Manager and Faculty Officer. The Committee meets twice a year before publication of results.

11.4. FACULTY ACADEMIC ADMINISTRATION COMMITTEE

The Faculty Manager to develop the Terms of Reference.

11.5. STUDENT MATTERS

- Student society is a sub-structure of the SRC and works with the class representatives and HoDs on student matters.

NB:

Admission rules

No student will be admitted into a programme without having the minimum admission requirements.

Lectures and SBE attendance

All registered students are compelled to attend lectures as prescribed in the timetable of the modules. Student-teachers are compelled to attend teaching practice or School-Based Experience (SBE) as per the prescribed period of the programme.

Code of conduct

All registered students are expected to abide by all the policies of the University.

Status of available PGCE offering

The PGCE in SP and FET is now available in three streams; Humanities, Languages and Maths, Science & Technology. The commerce (Accounting, Economics, Business Studies) and service streams (Tourism, Consumer Studies and Hospitality) are no longer available due to an oversupply of teachers in these subject areas.

Assessment

Students are expected to abide by the University assessment rules by complying as per the requirements of the module, lecturer and programme.

Formative Assessment: written and oral tests, assignments, simulations, role play, case studies, presentations, micro-teaching, evaluations of experiential learning. Summative Assessment: written final examinations; teaching practice is assessed through continuous evaluation.

Submission of teaching files or logbooks by student-teachers is compulsory.

Determination of year of study

A student shall be deemed to be in the second year of study when he/she has passed two thirds (2/3) of the subjects prescribed for the first year

of study. A student shall be deemed to be in the third year of study when he/she has passed two thirds (2/3) of the subjects prescribed for the second year of study.

A student shall be deemed to be in the fourth year of study when he/she has passed all the module/course prescribed for 1st to 3rd year. In order to qualify for the award of the diploma/degree, a candidate must pass all the prescribed subjects for the programme.

11.5. School Based Experience (SBE)/WIL

The Faculty of Education operates under a new curriculum. It has become imperative that all levels, namely, 1 to 4 go on SBE (Teaching Practice). This has been spread over the semesters.

First Semester SBE

- Postgraduate Certificate in Education (PGCE) Students (3 weeks)

Second Semester SBE

- PGCE Students (5weeks)
- ACET (3 weeks SBE & 2 weeks WIL)

ALL B.Ed. students, level 1-4

- SBE

schedule – 2024

SCHOOL BASED EXPERIENCE (SBE) SCHEDULE -2024			
Name of Department	Level	Number of SBE Modules	Duration of SBE
BME (Business Management Education)	1	Observation	24th July-2nd August 2024 (2 weeks)
	2	3	24th July – 9th August 2024 (3 weeks)
	3	2	24th July- 23rd August (5 weeks)
	4	2	24th July – 27th September (10 weeks)
Humanities/CA/Languages	1	Observation	24th July – 2nd August 2024 (2 weeks)
	2	3	24th July- 9th August 2024 (3 weeks)
	3	2	24 th July- 23 rd August 2024 (5 weeks)
	4	2	24th July – 27th September (10 weeks)
Natural Sc. & Maths	1	Observation	24th July – 2nd August 2024 (2 weeks)
	2	3	24th July- 9th August 2024 (3 weeks)
	3	2	24th July- 23rd August 2024 (5 weeks)
	4	2	24th July – 27th September (10 weeks)
Foundation Phase	1	Observation	24th July-2nd August 2024 (2 weeks)
	2	1	24th July- 23rd August 2024 (5 weeks)

SCHOOL BASED EXPERIENCE (SBE) SCHEDULE -2024			
Name of Department	Level	Number of SBE Modules	Duration of SBE
	3	1	24th July – 13th September (8 weeks)
	4	1	24th July – 10th September (12 weeks)
ACET	1	Observation	24th July-2nd August 2024 (2 weeks)
	2	Teaching Practice & WILL	24th July -23rd August 2024 (5 weeks)
			15th April- 3rd May 2023 (4 weeks)
	3	Teaching Practice & WILL	24th July- 23rd August 2024 (5 weeks)
			27th May- 28th June 2024 (5 weeks)

12. FACULTY CALENDAR

12.1. Summary of key Dates for Faculty Committee Meetings

FACULTY COMMITTEES	FACEX	FACULTY BOARDS
TERM 1	TERM 1	TERM 1
23 January 2024	30 January 2024	06 Feb 2024
26 January 2024		
TERM 2	TERM 2	TERM 2
10 April 2024	18 April 2024	25 April 2024
12 July 2024		
TERM 3	TERM 3	TERM 3
17 July 2024	23 July 2024	30 July 2024
19 July 2024		
TERM 4	TERM 4	TERM 4
October 2024	Oct 2024	Oct 2024

12.2 Academic Calendar

- THE OBJECTIVE OF THIS SCHEDULE IS TO PROPOSE HOW THE FACULTY OF EDUCATION (FEDS) SHOULD USE THE AVAILABLE TUITION TIME IN THE 2024 ACADEMIC YEAR TO EFFECTIVELY EXECUTE ITS ACADEMIC MANDATE.
- THE UNIVERSITY PROSPECTUS PROVIDES FOR THE FOLLOWING:
 - SEMESTER 1/YEAR REGISTRATION TO COMMENCE ON 10 JANUARY 2024 FOR ALL RETURNING STUDENTS AND FTENs.
 - SEMESTER 1 TUITION TO COMMENCE ON 12 FEBRUARY FOR YEAR-LONG MODULES AND FOR SEMESTER COURSES AND MODULES.
 - SEMESTER 2 TUITION TO COMMENCE ON 15 JULY FOR SEMESTER COURSES AND MODULES.

THE FACULTY OF EDUCATION OFFERS A COMBINATION OF YEAR AND SEMESTER MODULES WHICH ARE NOT MUTUALLY EXCLUSIVE AND WILL THEREFORE COMMENCE FOR BOTH YEAR AND FIRST SEMESTER MODULES ON 12 FEBRUARY 2024.

WEEK	DATES	ACADEMIC ACTIVITIES	MANAGEMENT AND STAKEHOLDERS
PLANNING WEEK 1	8 JAN- 12 JAN	<ul style="list-style-type: none"> • FACULTY/DEPARTMENTAL PLANNING • CHE AUDIT COMPLETION 	<ul style="list-style-type: none"> • DLT WORKSHOPS • DEPARTMENT PLANNING WORKSHOPS • SMGS, ASSESSMENT PLANS ETC. (FORMS TO BE COMPLETED). • MODULE FORMS, ASSESSMENT PLANS ETC. (FORMS TO BE COMPLETED) • RESEARCH PROPOSAL DEFENCE • REGISTRATION OF ALL RETURNING AND FTENs COMMENCES
PLANNING WEEK 2	22 JAN	<ul style="list-style-type: none"> • SPECIAL EXAMINATION 	<ul style="list-style-type: none"> • AFFECTED LECTURERS. • DEPARTMENT PLANNING WORKSHOPS • SPECIAL EXAM MARKING • POSSIBLE SITE MEETINGS: KOM AND MTH
PLANNING WEEK 3	19 JAN – 22 JAN	<ul style="list-style-type: none"> • LEARNING AND TEACHING COMMITTEE MEETING • COMMUNITY ENGAGEMENT COMMITTEE • RESEARCH & INNOVATION COMMITTEE 	<ul style="list-style-type: none"> • FACULTY PLANNING WORKSHOPS • DEPARTMENT PLANNING WORKSHOPS

		<ul style="list-style-type: none"> • CURRICULUM COMMITTEE MEETING • LIBRARY COMMITTEE MEETING • QUALITY ASSURANCE COMMITTEE • SHORT LEARNING PROGRAMME COMMITTEE 	<ul style="list-style-type: none"> • SMGS, ASSESSMENT PLANS ETC. (FORMS TO BE COMPLETED). • REGISTRATION ENDS
PLANNING WEEK 4	29 JAN – 2 FEB	<ul style="list-style-type: none"> • FACULTY/DEPARTMENTAL PLANNING • ADMISSION AND REGISTRATION 	<ul style="list-style-type: none"> • FINALISATION OF TEACHING PLANS, STUDENT MODULE GUIDES • MOODLE SITE PREP, VIDEO RECORDING AND UPLOADING • STAFF DEVELOPMENTAL PLANS • ORIENTATION OF FTENS
PLANNING WEEK 5	5 FEB- 9 FEB 30 JAN 6 FEB	<ul style="list-style-type: none"> • BLENDED TUITION TEACHING AND LEARNING • FACEX MEETING • FACULTY BOARD MEETING 	<ul style="list-style-type: none"> • LECTURES COMMENCE
WEEK 1	12 FEB – 16 FEB 12 FEB – 15 FEB	<ul style="list-style-type: none"> • BLENDED TUITION • WELCOMING OF FTENS • BLENDED TUITION 	<ul style="list-style-type: none"> • TUITION WEEK 1
WEEK 2	19 FEB – 23 FEB	<ul style="list-style-type: none"> • BLENDED TUITION 	<ul style="list-style-type: none"> • TUITION WEEK 2
WEEK 3	26 FEB – 1 MAR	<ul style="list-style-type: none"> • BLENDED TUITION 	<ul style="list-style-type: none"> • TUITION WEEK 3
WEEK 4	4 MAR- 8 MAR	<ul style="list-style-type: none"> • BLENDED TUITION 	<ul style="list-style-type: none"> • TUITION WEEK 4
WEEK 5	11 MAR -15 MAR	<ul style="list-style-type: none"> • BLENDED TUITION – ASSESSMENT WEEK 	<ul style="list-style-type: none"> • WRITING OF 1ST ASSESSMENT
WEEK 6	18 MAR – 20 MAR	<ul style="list-style-type: none"> • BLENDED TUITION – ASSESSMENT WEEK 	<ul style="list-style-type: none"> • WRITING OF 1ST ASSESSMENT
WEEK 7	25 MAR – 28 MAR 28 MARCH	<ul style="list-style-type: none"> • BLENDED TUITION • FIRST TERM ENDS 	<ul style="list-style-type: none"> • SENATE • FIRST TERM ENDS

	29 MAR – 5 APRIL	FIRST TERM BREAK	
WEEK 8	8 APRIL -12 APRIL	<ul style="list-style-type: none"> • SECOND TERM COMMENCES/ LECTURES COMMENCE • BLENDED TUITION 	<ul style="list-style-type: none"> • TUITION WEEK 8
WEEK 9	15 APRIL-19 APRIL	<ul style="list-style-type: none"> • BLENDED TUITION 	<ul style="list-style-type: none"> • TUITION WEEK 09
WEEK 10	22 APRIL -26 APRIL 22 APRIL 26 APRIL	<ul style="list-style-type: none"> • BLENDED TUITION - ASSESSMENT WEEK • LEARNING AND TEACHING COMMITTEE MEETING • COMMUNITY ENGAGEMENT COMMITTEE MEETING • RESEARCH & INNOVATION COMMITTEE MEETING • CURRICULUM COMMITTEE MEETING • LIBRARY COMMITTEE MEETING • QUALITY ASSURANCE COMMITTEE • SHORT LEARNING PROGRAMME COMMITTEE 	<ul style="list-style-type: none"> • TUITION WEEK 10 • WRITING OF 2ND ASSESSMENT
WEEK 11	29 APRIL – 3 MAY 18 APRIL 25 APRIL	<ul style="list-style-type: none"> • BLENDED TUITION- ASSESSMENT WEEK • FACEX MEETING • FACULTY BOARD MEETING 	<ul style="list-style-type: none"> • TUITION WEEK 11 • WRITING OF 2ND ASSESSMENT
WEEK 12	6 MAY -10 MAY	<ul style="list-style-type: none"> • GRADUATION WEEK 	<ul style="list-style-type: none"> • TUITION WEEK 12 • COMPLETION OF OUTSTANDING TESTS ADMINISTRATIVE DUTIES FOR STAFF
WEEK 13	13 MAY- 17 MAY	<ul style="list-style-type: none"> • BLENDED TUITION 	<ul style="list-style-type: none"> • TUITION WEEK 13 • FINALIZATION OF DPs FOR SEMESTER MODULES AND DP APPEALS
WEEK 14	20 MAY- 24 MAY	<ul style="list-style-type: none"> • STUDY WEEK 	<ul style="list-style-type: none"> • SELF-STUDY AND EXAM PREP
WEEK 15	27 MAY- 31 MAY	<ul style="list-style-type: none"> • EXAM WEEK 	<ul style="list-style-type: none"> • EXAMINATIONS

WEEK 16	3 JUNE -7 JUNE	<ul style="list-style-type: none"> EXAM WEEK 	<ul style="list-style-type: none"> EXAMINATIONS/ MARKING
WEEK 17	10 JUNE – 14 JUNE	<ul style="list-style-type: none"> EXAM WEEK 	<ul style="list-style-type: none"> MARKING AND SUBMISSION OF MARKS
WEEK 20	14 JUNE	<ul style="list-style-type: none"> EXAMINATIONS END 	
WEEK 21	20 JUNE 21 JUNE	<ul style="list-style-type: none"> LAST DATE FOR SUBMISSION OF EXAM MARKS FACULTY EXAMINATION BOARD 	
	21 JUNE	SECOND TERM ENDS	
WEEK 23	24 JUNE -12 JULY	FIRST SEMESTER BREAK	
	24 JUNE	PUBLICATION OF RESULTS	
WEEK 1	15 JULY -19 JULY 15 JULY 08 JULY – 12 JULY	<ul style="list-style-type: none"> 3RD TERM COMMENCES SCHOOL BASED EXPERIENCE (SBE) COMMENCES FOR B.ED FP; B.ED SP/FET AND B.ED FET SUPPLEMENTARY EXAMINATIONS COMMENCE SECOND SEMESTER ONLINE REGISTRATION COMMENCES 	<ul style="list-style-type: none"> TUITION WEEK 1 SUPP EXAMINATIONS
WEEK 2	22 JULY -26 JULY 22 JULY 23 JULY 19 JULY 26 JULY	<ul style="list-style-type: none"> FACEX LEARNING AND TEACHING COMMITTEE MEETING COMMUNITY ENGAGEMENT COMMITTEE RESEARCH & INNOVATION COMMITTEE CURRICULUM COMMITTEE MEETING LIBRARY COMMITTEE MEETING QUALITY ASSURANCE COMMITTEE MEETING SHORT LEARNING PROGRAMME COMMITTEE MEETING PUBLICATION OF SUPPLEMENTARY EXAM RESULTS SBE FOR B.ED (FP) I AND B.ED (SP/FET) I ENDS. 	<ul style="list-style-type: none"> TUITION WEEK 2
WEEK 3	29 JULY- 2 AUG	<ul style="list-style-type: none"> BLENDED TUITION 	<ul style="list-style-type: none"> TUITION WEEK 3

	30 JULY	<ul style="list-style-type: none"> FACULTY BOARD MEETING 	
WEEK 4	5 AUG- 8 AUG	<ul style="list-style-type: none"> BLENDED TUITION 	<ul style="list-style-type: none"> TUITION WEEK 4
WEEK 5	12 AUG - 16 AUG	<ul style="list-style-type: none"> BLENDED TUITION 	<ul style="list-style-type: none"> TUITION WEEK 5
WEEK 6	19 AUG – 23 AUG	<ul style="list-style-type: none"> BLENDED TUITION 	<ul style="list-style-type: none"> WRITING OF 1ST ASSESSMENT TUITION WEEK 6
WEEK 7	26 AUG – 30 AUG	<ul style="list-style-type: none"> BLENDED TUITION 	<ul style="list-style-type: none"> TUITION WEEK 7 WRITING OF 1ST ASSESSMENT
WEEK 8	2 SEPT-06 SEPT	<ul style="list-style-type: none"> BLENDED TUITION 	<ul style="list-style-type: none"> TUITION WEEK 8 COMPLETION OF OUTSTANDING TESTS ADMINISTRATIVE DUTIES FOR STAFF
WEEK 9	9 SEPT – 13 SEPT	<ul style="list-style-type: none"> BLENDED TUITION 	<ul style="list-style-type: none"> TUITION WEEK 9
WEEK 10	16 SEPT – 20 SEPT	<ul style="list-style-type: none"> BLENDED TUITION 	<ul style="list-style-type: none"> TUITION WEEK 10 WRITING OF 2ND TESTS
	18 SEPT	<ul style="list-style-type: none"> FINAL DATE: SUBMISSION OF YEAR END EXAM QUESTION PAPERS AND MEMOS. 	
WEEK 11	25 SEP - 27 SEPT 26 SEPT – 27 SEPT	<ul style="list-style-type: none"> BLENDED TUITION CENTRAL GRADUATION CEREMONY: ALL CAMPUSES 	<ul style="list-style-type: none"> TUITION WEEK 11 WRITING OF 2ND TESTS
	30 AUG	<ul style="list-style-type: none"> THIRD TERM ENDS 	
	2 SEP – 6 SEPT	TERM BREAK	
WEEK 12	9 SEPT - 14 SEPT OCT 3 OCT 4 OCT 17 OCT	<ul style="list-style-type: none"> FOURTH TERM COMMENCES FACEX MEETING LEARNING AND TEACHING COMMITTEE MEETING COMMUNITY ENGAGEMENT COMMITTEE MEETING RESEARCH & INNOVATION COMMITTEE MEETING 	<ul style="list-style-type: none"> TUITION WEEK 12 COMPLETION OF OUTSTANDING TESTS ADMINISTRATIVE DUTIES FOR STAFF

		<ul style="list-style-type: none"> • CURRICULUM COMMITTEE MEETING • LIBRARY COMMITTEE MEETING • QUALITY ASSURANCE COMMITTEE • SHORT LEARNING PROGRAMME COMMITTEE MEETING • PUBLICATION OF DPs 	
WEEK 13	17 OCT – 23 OCT OCT	<ul style="list-style-type: none"> • STUDY WEEK • FACULTY BOARD MEETING 	<ul style="list-style-type: none"> • STUDY WEEK
WEEK 14	24 OCT- 25 OCT	<ul style="list-style-type: none"> • EXAMINATIONS COMMENCE 	<ul style="list-style-type: none"> • EXAMINATIONS
WEEK 15	28 OCT – 31 OCT	<ul style="list-style-type: none"> • EXAMINATIONS 	<ul style="list-style-type: none"> • EXAMINATIONS
WEEK 16	11 NOV - 15 NOV	<ul style="list-style-type: none"> • EXAMINATIONS END 	<ul style="list-style-type: none"> • EXAMINATIONS
WEEK 17	18 NOV - 22 NOV	<ul style="list-style-type: none"> • LAST DATE FOR EXAMINATION MARKS 	
WEEK 18	25 NOV – 29 NOV 25 NOV	<ul style="list-style-type: none"> • EXAMINATION-RELATED ADMINISTRATION • FACULTY EXAMINATION BOARD 	
	27 NOV 27 NOV	<ul style="list-style-type: none"> • PUBLICATION OF MARKS AND ACADEMIC EXCLUSIONS 	
WEEK 19	5 DEC – 11 DEC	<ul style="list-style-type: none"> • SUPPLEMENTARY EXAMS 	<ul style="list-style-type: none"> • EXAMINATIONS
WEEK 20	17 DEC – 19 DEC	<ul style="list-style-type: none"> • FINAL DATES FOR SUBMISSION OF MARKS 	<ul style="list-style-type: none"> • MARKING AND SUBMISSION OF MARKS
	19 DEC	<ul style="list-style-type: none"> • PUBLICATION OF SUPPLEMENTARY RESULTS • TERM FOUR ENDS 	<ul style="list-style-type: none"> • PUBLICATION OF SEMESTER RESULTS

13. SENATE NOTES – INSTITUTIONAL RULES

G7 READMISSION OF STUDENTS TO UNDERGRADUATE PROGRAMMES

The following rules and procedures shall apply to all undergraduate students to determine their eligibility for readmission to academic programmes according to Section 37(4) of the Higher Education Act, Act 101 of 1997 as amended:

G7.1 A first year student who does not obtain sufficient credits to proceed to the second year of study will not be readmitted to the university on academic grounds. G7.1.1 **FACULTY RULES GOVERNING STUDENT PROGRESSION AND EXCLUSION**

In support of the Senate rule, the Faculty has accepted the following accumulation of credits by students.

(NOTE: While these credit accumulation standards apply across the Faculty, certain Departments may, at their discretion, apply additional requirements. Where applicable, these are stipulated under the various qualifications).

Students who fail to maintain the following minimum rate of progress will not be readmitted to the University on academic grounds:

A One-year programme (120 credits)

After 1 semester
After 2 semesters
After 3 semesters
After 4 semesters

(120 divided by 2 years)

30 credits
An accumulated total of 60 credits
An accumulated total of 90 credits
An accumulated total of 120 credits

A Two-year programme (240 credits)

After 1 semester
After 2 semesters
After 3 semesters
After 4 semesters

(240 divided by 3 years)

40 credits
An accumulated total of 80 credits
An accumulated total of 120 credits
An accumulated total of 160 credits

After 5 semesters
After 6 semesters

A Three-year programme (360 credits)

After 1 semester
After 2 semesters
After 4 semesters
After 6 semesters
After 8 semesters
After 10 semesters

A Four-year programme (480 credits)

After 1 semester
After 2 semesters
After 4 semesters
After 6 semesters
After 8 semesters
After 10 semesters
After 12 semesters

An accumulated total of 200 credits
An accumulated total of 240 credits

(360 divided by 5 years)

36 credits
An accumulated total of 72 credits
An accumulated total of 144 credits
An accumulated total of 216 credits
An accumulated total of 288 credits
An accumulated total of 360 credits

(480 divided by 6 years)

40 credits
An accumulated total of 80 credits
An accumulated total of 160 credits
An accumulated total of 240 credits
An accumulated total of 320 credits
An accumulated total of 400 credits
An accumulated total of 480 credits

- G7.2 A student who fails a course twice will not be readmitted to that course provided that the Head of Department (HoD) may, if the course is a prerequisite or a final course needed for the degree/diploma purposes, require the student to satisfy other specific academic requirements before allowing a student to register for the third time.
- G7.3 A full-time student, who fails to complete the degree, diploma or certificate within the prescribed number of years, will be allowed an extra year for a certificate and extra two years for a diploma and degree. Should the student fail to complete by the end of the expected period, then the student may be refused readmission on academic grounds.
- G7.4 Students not readmitted in terms of these rules will not be allowed to register for degree, diploma and certificate programmes of the university for at least one year.

G7.5 Refusal of readmission of students from other universities on academic grounds shall be upheld and readmission will only be considered after the year period as in G7.4 for another programme.

G8 Application of the Rules

G8.1 Readmission rules will apply to undergraduate students in all Faculties.

G8.2 Students at risk will be those who score below the Faculty's minimum progression requirements.

G8.3 Exclusion will hold for a minimum of one year unless otherwise stipulated. G8.4 A student may apply for readmission in the same Faculty or another Faculty.

G8.5 Each Faculty will develop a process to review the academic performance of students at a module and/or programme level. G8.6 This process of reviewing academic performance from each Faculty will be developed by each Faculty and approved by Senate.

G9 Determination of Minimum Requirements for Readmission

G9.1 Minimum requirements for readmission will be determined by Faculties, submitted to Senate for approval and published in the Faculty prospectus.

G9.2 Faculties will decide to determine generic faculty readmission requirements for all programmes or for each programme in the Faculty.

G10 Process to determine if readmission requirements have been met and to refuse readmission. The following process must be followed when reaching a decision that a student has not met the readmission requirements:

G10.1 The academic performance of all registered students in a programme will be reviewed against the readmission requirements by the Faculty Board Executive at the end of each semester examinations and year-end examinations.

G10.2 The Heads of Departments will identify the students who do not meet the readmission requirements and submit them to the Faculty Board Executive at the end of each semester and year-end examinations for approval.

G10.3 The Dean will inform the students who fail to meet the readmission requirements in writing.

G11 Appeal Procedures

G11.1 All students have a right to appeal.

G11.2 Each Faculty will have a Faculty Readmission Appeals Committee (FRAC).

G11.3 A student will submit his/her appeal in writing with full motivation and supporting documentation to the Dean's Office.

G11.4 The Faculty Readmission Appeals Committee shall convene to look, inter-alia, at the following factors:

G11.4.1 The student's academic record.

G11.4.2 The appropriateness of the reasons for the refusal to readmit the student.

G11.4.3 Whether there are any special circumstances related to the student's unsatisfactory academic performance to be taken into account. G11.5 The FRAC decision will be final.

G11.6 All documents will be filed in the student's file.

General rules Class Attendance

- Students are expected to attend all lectures, seminars, tutorials, practical classes and excursions as determined by the relevant programme regulations. A minimum of 80% class attendance (theory and practical) is compulsory for all students. This rule becomes effective from the date the student gets registered. Upon late registration, a student may be allowed to attend classes provided he/she has missed less than 20% of the total tuition of that particular course. An attendance register must be signed by the student during the first part of the lecture. This register will either be distributed by the lecturer(s) or tutor(s) or demonstrator(s).
- If absence from class is unavoidable, the Lecturer and Head of Department should be notified: This includes instances where a student is absent for more than three consecutive days due to illness or fails to write a test or examination due to sickness at the time a test or examination was written.
- Students should take note of institutional rules stipulated in **Section 13 of the University General Prospectus** on attendance of lectures and general conduct with regard to teaching and learning.

Assessments and examinations

- Assessment and examination of all undergraduate programmes shall take place on a continual basis throughout the course of each module culminating in a written or oral examination at the end of each semester. A student **must be officially registered and attain a minimum semester mark of 40% in a course** to be allowed to write examinations in it.
- A student with a semester mark (DP) of not less than 60% may apply to **retain** it for one academic year only (**G32**).
- Weighting shall be in the ratio of 60% continuous assessment to 40% written or oral examination. The overall aggregate pass mark shall be 50%.

- Papers of exit-level courses are sent to external examiners for moderation.
- A student who obtains an overall mark of 40% - 48% and obtains a minimum mark of 40% for both continuous assessment and final examination qualifies for **asupplementary examination**.
- A student who obtains **75% of the marks at first attempt** in a course/module shall be awarded a pass with a distinction in that course/module.
- A student who obtains a weighted mark of 49% in a module and obtains a minimum mark of 40% in the continuous assessment qualifies for an **automatic condonation**.
- A student qualifies to write an **automatic supplementary (special) examination** for a course in a particular semester if the course is the last outstanding course for the student to complete his/her studies and has written the final examination in the course.
- A student who misses an examination due to illness or family circumstances can apply for an **aegrotat examination** to the Registrar's office provided satisfactory evidence of such circumstances is produced as per university rules.
- For a student **to graduate** he/she must have passed a minimum of 360 credits for the programme of study throughout his/her period of study, passed all the major courses within the programme and maintained a minimum of 120 credits for each year of study.
- In the case of a student who fails to meet the minimum of 120 credits per year, the student will be required to make up for the shortfall.
- The extra credits taken beyond the minimum of 120 credits for each programme year do not necessarily contribute to the overall total of 360.
- Students should take note of the institutional rules **G24-G31** stipulated in the University General Prospectus on admission of students to examinations, supplementary examinations, aegrotat examinations, special examinations, access to examination scripts i.e. viewing of scripts, remarking of scripts and awarding of qualifications, as well as **G36** on violation of examination rules and regulations.

Retaining of DP

A student with a semester mark (DP) of not less than 60% may apply to retain it for one academic year only. The request must be accompanied by a compelling justification for such request which will be considered by the respective HOD and if approved submitted to the Dean for final approval.

14. ALTERNATE ADMISSION CRITERIA

Admission of Students with a Senior Certificate, National Certificate (or Vocational level 4), International Students and Mature Age Students

In terms of the Government Gazette of 07 December 26 November 2018, WSU accepts applications from prospective students who have a National Certificate (Vocational- Level 4) and who wish to register for Higher Certificate, Diploma or Degree programmes.

The minimum entry requirements do not necessarily guarantee admission to any qualifications offered by the university. Admission depends on the availability of space and the student's overall performance.

APS point system for the Senior Certificate

The calculation of an Admission Point Score (APS) is based on a candidate's achievement in all recognised subjects by using the seven-point rating scale.

Percentage HG	APS	Percentage SG	APS	Symbol	Status of achievement
90 - 100%	8	90 - 100%	7	A+	Outstanding achievement
80 - 90%	8	80 - 90%	7	A	Outstanding achievement
70 - 79%	7	70 - 79%	6	B	Meritorious achievement
60 - 69%	6	60 - 69%	5	C	Substantial achievement
50 - 59%	5	50 - 59%	4	D	Moderate achievement
40 - 49%	4	40 - 49%	3	E	Adequate achievement
30 - 39%	3	30 - 39%	2	F	Elementary achievement
0 - 29%	2	0 - 29%	1	G	Not achieved - Fail

ADMISSION REQUIREMENTS

#	Qualifications	SAQA ID	Entry requirements	
			Senior Certificate	NC(V)
1	Bachelor of Education in Foundation Phase Teaching	99749	<p>Grade 12 pass with achievement in the subjects as follows.</p> <ul style="list-style-type: none"> English with 60%-69% (C) isiXhosa with 60%-69% (C) Mathematics with 50% -59% (D) HG or 60%-69% (C) on SG and a pass in any two other school subjects <p>Admission point score: 26</p>	<p>Bachelor's Degree</p> <p>Subject to institutional admission requirements, the minimum admission requirement to a Bachelor's Degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training.</p> <p>In addition, a student must (a) achieve 50% in three fundamental subjects, including the language of learning and teaching in the higher education institution, and (b) achieve at least 60% in four vocational subjects chosen from the NC (V) Level 4 Subjects.</p> <p>Applicants with level 5 EDTP SETA qualifications for Foundation Phase or Early Childhood Development (ECD)</p>
2	Bachelor of Education in Senior Phase and Further Education and Training Teaching	117038	<p>Grade 12 pass with achievement in the subjects as follows.</p> <ul style="list-style-type: none"> English with 60%-69% (C) isiXhosa with 60%-69% (C) Two major subjects specialisation with 50% -59% (D) HG or 60%-69% (C) on SG and a pass in any two other school subjects <p>Admission point score: 26</p>	<p>Subject to institutional admission requirements, the minimum admission requirement to a Bachelor's Degree programme is a National Certificate (Vocational) Level 4 issued by Council for General and Further Education and Training.</p> <p>In addition, a student must (a) achieve 50% in three fundamental subjects, including the language of learning and teaching in the higher education institution, and (b) achieve at least 60% in four vocational subjects chosen from the NC (V) Level 4 Subjects.</p>

#	Qualifications	SAQA ID	Entry requirements	
			Senior Certificate	NC(V)
3	Diploma in Adult and Community Education and Training (ACET)	101205	Grade 12 pass with achievement in the subjects as follows. <ul style="list-style-type: none"> • English with 50%-59% (D) • isiXhosa with 50%-59% (D) • Mathematics with at least (F) 30% -39% HG • and a pass in any two other school subjects Admission point score: 21	A National Certificate Vocational (NCV) Level 4 with Diploma endorsement with at least 40% in fundamental subjects including English and 50% in any two of the following vocation.

Mature Age of students

Admission in terms of Mature Age Endorsement will be in terms of Rule G1.13 in the general prospectus.

15. GENERAL READMISSION RULES

- That no students be re-admitted to any programme in the faculty if they have not been registered in that programme for five years before the current year of registration
- That no students be re-admitted to any Degree programme if they have not been registered in the last 2 years preceding the year of registration.
- Students who were previously registered within the last 3 to 5 years of the current year of registration will have to write an examination in the pre-requisite subject. This examination will be written at the same time as the Special Examinations.
- The Head of Department may, if the student has been working in a related field and or related employment, allow the student to write the entrance examination. This applies to students who were registered more than 5 years before the current year.