



Policy on Credit Accumulation and Transfer (CAT)

Policy Information Page

The following information to be completed by the policy owner/custodian:	
Title	Policy on Credit Accumulation and Transfer (CAT)
Approving authority	Teaching and Learning Committee
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Policy Management	
Policy Owner	Prof Ina Joubert Executive Academic Director
Policy Co-owner	Ms Judite Ferreira-Prévost Head Academic Quality Enhancement
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Glossary of abbreviations and acronyms

BEd (Foundation Phase Teaching)	Bachelor of Education in Foundation Phase Teaching
BEd (Intermediate Phase Teaching)	Bachelor of Education in Intermediate Phase Teaching
CAT	Credit Accumulation and Transfer
CHE	Council on Higher Education
DHET	Department of Higher Education and Training
Dip (Grade R Teaching)	Diploma in Grade R Teaching
HEI	Higher Education Institution
HEQSF	Higher Education Qualification Sub Framework
MRTEQ	Minimum Requirements for Teacher Education Qualifications
NQF	National Qualifications Framework
RPL	Recognition of Prior Learning
SANTS	SANTS Private Higher Education Institution Pty. Ltd.
SAQA	South African Qualifications Authority
USAf	Universities South Africa

Glossary of terms

Credit Accumulation	The totalling of relevant credits required to complete a qualification or a part-qualification
Credit Transfer	The vertical, horizontal or diagonal relocation of credits towards a qualification or part-qualification on the same or different level, usually between different programmes, departments or institutions.
Credit Accumulation and Transfer (CAT)	An arrangement whereby the diverse features of both credit accumulation and credit transfer are combined to facilitate lifelong learning and access to the workplace. Credits previously obtained may be recognised as meeting the requirements for a different qualification, and, subject to identified limits, the credits achieved towards one qualification may be recognised as meeting part of the requirements for another qualification.

Contents

1. Introduction	1
2. Purpose and scope	1
3. Legislative Frameworks	1
4. Principles of Credit Accumulation and Transfer	1
5. Rules and procedures for Credit Accumulation and Transfer.....	3
6. Application for Credit Accumulation and Transfer into the BEd (Foundation Phase Teaching) or the BEd (Intermediate Phase Teaching) after completion of the Diploma in Grade R Teaching programme at SANTS.....	5
Addendum A: Application form for credits for modules passed at another higher education institution: SANTS Form CAT-01	7
Addendum B: Application form for change of programme and credits for modules passed at SANTS - form: CAT-02	8
Addendum C: BEd (Foundation Phase Teaching) overall programme outline indicating Credit Accumulation and Transfer (CAT) that can be awarded after completion of the old / revised Dip (Grade R Teaching): SAQA ID: 90660 and entering the BEd (Foundation Phase Teaching).....	9
Addendum D: BEd (Foundation Phase Teaching) overall programme outline indicating Credit Accumulation and Transfer (CAT) that can be awarded after completion of new Dip (Grade R Teaching): SAQA ID: 112487 and entering the BEd (Foundation Phase Teaching).....	11
Addendum E: BEd (Intermediate Phase Teaching) overall programme outline indicating Credit Accumulation and Transfer (CAT) that can be awarded after completion of the new Dip (Grade R Teaching): SAQA ID: 112487	13

1. Introduction

SANTS endorses the fundamental values of the continuous development of individuals, lifelong learning and the redress of inequalities. SANTS endorses the value of CAT as embodied in its purpose as described in the Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in Higher Education (CHE, 2016), “Credit Accumulation and Transfer (CAT) refers to the mechanism for promoting articulation between qualifications within a Sub-Framework of the NQF. The purpose of CAT is to provide for mobility of students and enhance their chances to successfully complete their qualifications. CAT also provides for articulation across the Sub-Frameworks of the NQF to facilitate lifelong learning and access to the workplace.”

Credit Accumulation and Transfer (CAT) is critical to ensure that students are able to receive formal recognition and certification of a learning achievement.

The CAT Policy is closely related to SANTS’ Recognition of Prior Learning (RPL) Policy.

2. Purpose and scope

The purpose of this policy is to provide alternative routes to access the programmes offered by SANTS through CAT, to guide and regulate the CAT procedures at SANTS and to ensure that all these procedures are aligned to the national higher education legislative and policy frameworks as described in section 3 below. The policy aims to ensure equity and inclusiveness; and to actively promote access to learning opportunities.

The policy applies to all SANTS qualifications. Any prospective student may apply for CAT, and the application will be reviewed for possible consideration.

3. Legislative Frameworks

The SANTS CAT Policy is informed by the following key legislation and guidelines:

- i. Council on Higher Education, Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in Higher Education, 2016.
- ii. South African Qualifications Authority, Policy for Credit Accumulation and Transfer within the National Qualifications Framework, 2014
- iii. Department of Higher Education and Training (DHET), Revised policy on the minimum requirements for Teacher Education Qualifications, 2016
- iv. National Qualifications Framework (NQF) Act 67 of 2008
- v. Council on Higher Education, Revised Higher Education Qualifications Sub-Framework, 2015

4. Principles of Credit Accumulation and Transfer

The following key principles set out below will be applied in the Credit Accumulation and Transfer process.

As described in the Policy for Credit Accumulation and Transfer within the National Qualifications Framework (SAQA, 2014), credit accumulation can take place in the following forms:

- i. In the case of systemic articulation:
 - National: The recognition and accumulation of credits across all institutions within South Africa.
- ii. In the case of specific articulation:
 - Intra-institutional: The totalling of credits within a specific institution, or department within an institution.
 - Inter-institutional: The recognition and accumulation of credits between two or more institutions. In these instances, the purpose of the qualification, the associated learning outcomes, the nature of the curriculum, and the value of the credits are taken into account.

Credit transfer is the process whereby credits awarded in one learning programme can count towards:

- i. The same learning programme in another institution.
- ii. Another learning programme on the same or a different level of the NQF, the same or a different Sub-Framework of the NQF, a different department in the same institution, or in a different institution.

The development of possible pathways for articulation during the design of new qualifications and part-qualifications contributes to effective CAT.

Furthermore, the revised policy on the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (Department of Higher Education and Training, 2015, p. 12) states:

- i. Prospective students holding relevant prior qualifications or part-qualifications could be considered for credit accumulation and transfer. For prospective students holding relevant prior qualifications, it is possible to provide recognition for credits earned in the prior qualification, provided that there is equivalence between the learning for which credits have been achieved in the prior qualification and the learning that will be 'credited' in the new qualification, both in terms of the learning content and the NQF level at which it is pitched.
- ii. The HEQSF (p.11) indicates that 'any and all credits for an incomplete qualification may be recognised by the same or different institutions as meeting part of the requirements for a different qualification or may be recognised by a different institution as meeting part of the requirements for the same qualification.'
- iii. The HEQSF (p.11) also indicates that 'a maximum of 50% of the credits of a completed qualification may be transferred to another qualification, provided also that no more than 50% of the credits required for the other qualification are credits that have been used for a completed qualification.'

The Council on Higher Education's Policies on the Recognition of Prior Learning, Credit Accumulation and Transfer, and Assessment in Higher Education, 2016 prescribes guidelines in relation to the application of CAT, some of which are described below:

- i. Credit accumulation can take place within institutions (total amount of credits within a specific institution/department) or between institutions (recognition of credits between two or more institutions).
- ii. Credit transfer means carrying over credits either horizontally at the same level of study or vertically from a lower to a higher level of study. Horizontal transfer refers to credits at the same level carried over between institutions where the outcome/curriculum statements (subject content) are identical or comparable. Vertical transfer is where credits of a preceding level of study at one institution are accepted for entry into the next level of study at another institution.
- iii. The recognition of credits for the purposes of transfer from one qualification to another is determined by the nature of the qualifications, the relationship between them, the nature, complexity, and extent of the curricula associated with the specific subjects to be recognised for exemption and/or inclusion, and the nature of the assessment used.
- iv. Credits obtained from studies that do not lead to a qualification (for example, non-degree studies comprising of modules or courses that are part of a programme which normally leads to qualifications registered on the HEQSF) should count for the credit accumulation and transfer mechanism towards relevant qualifications in the same or different institutions.
- v. Short courses offered outside the HEQSF are non-credit bearing and, thus, individuals who register for and attend such short courses are not awarded credits against any level on the National Qualification Framework (NQF). This means no credit will be accumulated and/or transferred from such short courses. However, the learning acquired counts for RPL.
- vi. Institutions should see to it that policies and procedures are in place to regulate the process of credit accumulation and transfer to ensure that the same set of credits cannot be transferred to more than one qualification within an institution, and that credits are not duplicated.
- vii. An open and transparent process for appealing credit accumulation and transfer decisions within the institution should be put in place. Institutions should also ensure that there are mechanisms in place to provide administrative support to the credit accumulation and transfer processes.
- viii. Admission and/or governance committees need to address the allocation of credits through CAT proactively. They should ensure that the process followed by the institution is transparent, valid and reliable.

5. Rules and procedures for Credit Accumulation and Transfer

- Students applying for Credit Accumulation or Credit Transfer for modules passed at other higher education institutions must do so on the prescribed form CAT-01 (Addendum A) and in accordance with the rules and procedures for processing applications for Credit Accumulation and Transfer.

- Modules passed by a student for an incomplete qualification at SANTS, may, where applicable, be transferred as credits for another qualification provided that the student qualifies for admission to the proposed qualification. The student shall forfeit such modules as credits for the original qualification. The student must apply the prescribed form CAT-02 (Addendum B) and in accordance with the rules and procedures for processing applications for Credit Accumulation and Transfer.
- A maximum of 50% of the credits of a completed qualification may be transferred to another qualification.
- Students must meet the minimum admission requirements of the qualification for which they are applying for credit accumulation or credit transfers.
- Credit transfer will only be granted if there is a substantial overlap between the curricula of the module passed at a different institution and the corresponding module at SANTS. Where the modular outcomes of a module completed successfully at another higher education institution that is registered and accredited, are similar or overlap by at least 80% the student will receive full credits for that module/s.
- NQF levels of the corresponding module at SANTS and the module presented for Credit Accumulation and Transfer may play a role during decision making.
- Credits can only be transferred if the credits form part of the curriculum of the qualification for which the student is applying.
- The same set of credits cannot be transferred to more than one qualification within SANTS and credits may not be duplicated.
- In circumstances where rules are not clear and or are yet to be determined, each application will be dealt with on its individual merits and will be evaluated on a case-by-case basis.
- Credit Accumulation and Transfer may be granted for modules passed under any accredited higher certificate or diploma completed at SANTS or any other accredited private or public institution even though the completed qualification was used to provide admission to the degree.
- All exemptions of modules passed with or without distinction from the previous institutions will appear as exempted (without marks) on the student's academic record. Credit transfer from modules passed at other higher institutions will disqualify a student from obtaining a qualification cum laude.
- A registered student may lodge an appeal when an application for Credit Accumulation and Transfer has been declined, provided they submit additional information or provide reasons

to the Assessment and Student Affairs Committee why the Credit Accumulation and Transfer should have been granted.

- In the case of Credit Accumulation and Transfer application for a qualification obtained at a South African Higher Education Institution, the Credit Accumulation and Transfer is only granted to a student who passed corresponding modules at an institution that is registered with the Department of Higher Education and Training.
- Students who completed a Diploma in Grade R Teaching at SANTS and are applying for entry specifically to the BEd (Foundation Phase Teaching) programme at SANTS must apply online in accordance with the rules and procedures for processing applications for Credit Accumulation and Transfer.
- Students who completed a Diploma in Grade R Teaching at SANTS and are applying for entry specifically to the BEd (Intermediate Phase Teaching) programme at SANTS must apply online in accordance with the rules and procedures for processing applications for Credit Accumulation and Transfer.

6. Application for Credit Accumulation and Transfer into the BEd (Foundation Phase Teaching) or the BEd (Intermediate Phase Teaching) after completion of the Diploma in Grade R Teaching programme at SANTS

The Diploma in Grade R Teaching offered by SANTS is registered on the National Qualifications Framework (NQF) by the South African Qualifications Authority (SAQA) with qualification ID number 90660 prior to 2020, and 112487 from 2020. This qualification articulates vertically with the Bachelor of Education in Foundation Phase Teaching and the Bachelor of Education in Intermediate Phase Teaching, both at NQF Level 7. The vertical articulation opportunity provides students therefore with the possibility to proceed into a BEd (Foundation Phase Teaching) programme or a BEd (Intermediate Phase Teaching) programme.

In the case of Diploma students applying for the BEd (Intermediate Phase Teaching) programme, application to and approval by Universities South Africa (USAf) for complete exemption must also be obtained, in accordance with the pre-requisites to this specific BEd degree.

Students with the Diploma in Grade R Teaching qualification who intend to register with a HEI will receive recognition of their prior learning or recognition of cognate modules completed in their diploma programme, upon application to the degree programme, to a maximum of 180 credits attained during their study in the diploma programme. This progression statement is in accordance with the *Revised Policy on the Minimum Requirements for Teacher Education Qualifications* (Department of Higher Education and Training, 2015, p. 52).

Students who enrolled on the Diploma in Grade R Teaching between the years 2013-2018 (SAQA ID:90660), will receive credit accumulation of 134 credits towards the BEd (Foundation Phase Teaching) programme.

Students who enrolled on the Dip (Grade R Teaching) from 2020 (SAQA ID: 112487) onwards will receive credit accumulation of between 172 and 185 credits (depending on the language electives taken) towards the BEd (Foundation Phase Teaching).

The document provided in Addendum C gives an indication of the BEd (Foundation Phase Teaching) programme outline (SAQA ID: 90660) with the credit accumulation awarded (in yellow).

The document provided in Addendum D gives an indication of the BEd (Foundation Phase Teaching) programme outline (SAQA ID: 112487) with the credit accumulation awarded (in yellow).

The document provided in Addendum E gives an indication of the BEd (Intermediate Phase Teaching) programme outline with the credit accumulation awarded (in green).

In summary:

SANTS applies CAT in line with the relevant policies as follows:

- Students who enrolled on the Dip (Grade R Teaching) programmes between the years 2013-2018 will receive credit accumulation of 134 credits towards the BEd (Foundation Phase Teaching).
- Students who enrolled on the Dip (Grade R Teaching) from 2020 onwards will receive credit accumulation of between 172 and 185 credits (depending on the language electives taken) towards the BEd (Foundation Phase Teaching).
- Students who enrolled on the Dip (Grade R Teaching) from 2020 onwards will receive credit accumulation of between 86 and 96 credits (depending on the language electives taken) towards the BEd (Intermediate Phase Teaching). Complete exemption from USAf is an additional requirement in the application to the BEd (Intermediate Phase Teaching).

Addendum A: Application form for credits for modules passed at another higher education institution: SANTS Form CAT-01

Supporting documentation that must be submitted with the application:

1. Certified copy of school qualification
2. Certified copy of the official academic record from previous institution.
3. Modules descriptions (content) of programme for module/s passed.

Full names and surname	
ID number	
Student number	
Proposed SANTS qualification	

Modules for which exemption must be considered				
Previous institution's name	Previous institution's module code	NQF level	Year passed at previous institution	Equivalent SANTS module code

Important information:

SANTS reserves the right to grant and / or decline any application for Credit Accumulation and Transfer. Prior to completing and submitting the form, ensure that you have read the information contained in SANTS' CAT policy.

A maximum of 50% of the credits of a completed qualification may be transferred to another qualification. All applications for Credit Accumulation and Transfer will only be processed if all supporting documents are submitted.

Exemptions from modules may disqualify you from obtaining a qualification with distinction.

Approved by:

Date:

Addendum B: Application form for change of programme and credits for modules passed at SANTS - form: CAT-02

Supporting documentation that must be submitted with the application:

SANTS' Academic Transcript

Full names and surname	
ID number	
Student number	
Proposed SANTS qualification	

Year passed at SANTS	Module codes	Modules to credit at SANTS

Important information:

This will be your only opportunity granted to change programmes.
SANTS reserves the right to grant and / or decline any application for Credit Accumulation and Transfer.
Prior to completing and submitting the form, ensure that you have read the information contained in SANTS' CAT policy.
A maximum of 50% of the credits of a completed qualification may be transferred to another qualification.
All applications for Credit Accumulation and Transfer will only be processed if all supporting documents are submitted.
Exemptions from modules may disqualify you from obtaining a qualification with distinction.

Signed by student:

Approved by:

Date:

Addendum C: BEd (Foundation Phase Teaching) overall programme outline indicating Credit Accumulation and Transfer (CAT) that can be awarded after completion of the old / revised Dip (Grade R Teaching): SAQA ID: 90660 and entering the BEd (Foundation Phase Teaching)

Modules highlighted in YELLOW can be credited.

Module name	Code	NQF L	Credits	Module name	Code	NQF L	Credits
YEAR 1							
SEMESTER 1				SEMESTER 2			
Academic Literacy	B-ALI 110	5	10	Critical Literacies for Teachers	B-CLT 120	5	10
Fundamental Mathematics	B-FMA 110	5	10	Introduction to Mathematics Teaching in the Foundation Phase	F-MAT 120	5	10
Computer Literacy	B-CLI 110	5	10	Professional Studies in the Foundation Phase 1: Classroom Practice	F-PFS 121	5	10
Education Studies 1: Theories of Child Development	B-EDS 111	5	10	Education Studies 2: Theories of Learning and Teaching	B-EDS 122	6	12
Introduction to the Language and Literacy Landscape in the Foundation Phase	F-LLL 110	5	10	Introduction to Life Skills Teaching in the Foundation Phase	F-LSK 120	5	10
				Compulsory for students who choose both Afr and Eng as HL or FAL: Language of Conversational Competence: isiXhosa / isiZulu / Sepedi / Setswana	C-LCX 120 C-LCZ 120 C-LCS 120 C-LCT 120	5	10
			50				52-62
Workplace Integrated Learning Year 1					F-WIL 101 (A&B)	5	18
Sub-total credits for Year 1:						120 - 130	
YEAR 2							
SEMESTER 1				SEMESTER 2			
Students need to choose at least 1 Home Language: English Home and First Additional Language and Literacy Teaching in the Foundation Phase 1, or Home Language and Literacy Teaching in the Foundation Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 211 or F-HLA 211 F-HLX 211 F-HLZ 211 F-HLS 211 F-HLT 211	6	15	Students need to choose at least 1 Home Language: English Home and First Additional Language and Literacy Teaching in the Foundation Phase 2, or Home Language and Literacy Teaching in the Foundation Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 222 or F-HLA 222 F-HLX 222 F-HLZ 222 F-HLS 222 F-HLT 222	6	15
Professional Studies in the Foundation Phase 2: School and Classroom Management	F-PFS 212	6	12	Professional Studies in the Foundation Phase 3: Social Justice and Current Issues in Education	F-PFS 223	6	12
Education Studies 3: Curriculum, Pedagogy and Assessment	B-EDS 213	6	12	Education Studies 4: History of Education and Education Policies	B-EDS 224	6	12
Life Skills Teaching in the Foundation Phase 1: Personal and Social Well-being	F-LSK 211	6	12	Mathematics Teaching in the Foundation Phase 1	F-MAT 221	6	12
				Students who did not choose English as HL (F-EHF 211, 222), must do F-FLE 221 English First Additional Language and Literacy Teaching in the Foundation Phase 1	F-FLE 221	6	12
				Students who choose English as HL, must choose another Language as FAL: First Additional Language and Literacy Teaching in the Foundation Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-FLA 221 F-FLX 221 F-FLZ 221 F-FLS 221 F-FLT 221	6	12
			48-63				60-63
Workplace Integrated Learning Year 2					F-WIL 202 (A&B)	6	20
Sub-total credits for Year 2:						128 - 146	

Module name	Code	NQF L	Credits	Module name	Code	NQF L	Credits
YEAR 3							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 2: English Home and First Additional Language and Literacy Teaching in the Foundation Phase 3, or Home Language and Literacy Teaching in the Foundation Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 313 F-HLA 313 F-HLX 313 F-HLZ 313 F-HLS 313 F-HLT 313	6 6	15 12	Continue with Language chosen in Year 2: First Additional Language and Literacy Teaching in the Foundation Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi/ Setswana, or English First Additional Language and Literacy Teaching in the Foundation Phase 2	F-FLA 322 F-FLX 322 F-FLZ 322 F-FLS 322 F-FLT 322 F-FLE 322	6 12	6 12
Mathematics Teaching in the Foundation Phase 2	F-MAT 312	6	12	Mathematics Teaching in the Foundation Phase 3	F-MAT 323	6	12
Life Skills Teaching in the Foundation Phase 2: Physical Education	F-LSK 312	6	12	Life Skills Teaching in the Foundation Phase 3: Creative Arts	F-LSK 323	6	12
Education Studies 5: Sociology of Education	B-EDS 315	7	14	Professional Studies in the Foundation Phase 4: Teacher Identity and the Profession	F-PFS 324	7	14
			50-65				38-50
Workplace Integrated Learning Year 3					F-WIL 303 (A&B)	6	22
Sub-total credits for Year 3:						122 - 125	
YEAR 4							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 3 : English Home and First Additional Language and Literacy Teaching in the Foundation Phase 4, or Home Language and Literacy Teaching in the Foundation Phase 4: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 414 F-HLA 414 F-HLX 414 F-HLZ 414 F-HLS 414 F-HLT 414	7 7	14 14	Continue with Language chosen in Year 3: First Additional Language and Literacy Teaching in the Foundation Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana, or English First Additional Language and Literacy Teaching in the Foundation Phase 3	F-FLA 423 F-FLX 423 F-FLZ 423 F-FLS 423 F-FLT 423 F-FLE 423	7 7	14 14
Digital Pedagogies for Teachers	B-DPT 410	5	10	Mathematics Teaching in the Foundation Phase 4	F-MAT 424	7	14
Life Skills Teaching in the Foundation Phase 4: Natural Sciences and Technology	F-LSK 414	7	14	Life Skills Teaching in the Foundation Phase 5: Social Sciences	F-LSK 425	7	14
			38-52				28-42
Research in Education					B-RED 400 (A&B)	7	22
Workplace Integrated Learning Year 4					F-WIL 404 (A&B)	7	26
Sub-total credits for Year 4:						128 - 128	
Total credits for the programme:						495 - 529	

Addendum D: BEd (Foundation Phase Teaching) overall programme outline indicating Credit Accumulation and Transfer (CAT) that can be awarded after completion of new Dip (Grade R Teaching): SAQA ID: 112487 and entering the BEd (Foundation Phase Teaching)

Modules highlighted in YELLOW can be credited depending on language electives

Module name	Code	NQFL	Credits	Module name	Code	NQFL	Credits
YEAR 1							
SEMESTER 1				SEMESTER 2			
Academic Literacy	B-ALI 110	5	10	Critical Literacies for Teachers	B-CLT 120	5	10
Fundamental Mathematics	B-FMA 110	5	10	Introduction to Mathematics Teaching in the Foundation Phase	F-MAT 120	5	10
Computer Literacy	B-CLI 110	5	10	Professional Studies in the Foundation Phase 1: Classroom Practice	F-PFS 121	5	10
Education Studies 1: Theories of Child Development	B-EDS 111	5	10	Education Studies 2: Theories of Learning and Teaching	B-EDS 122	6	12
Introduction to the Language and Literacy Landscape in the Foundation Phase	F-LLL 110	5	10	Introduction to Life Skills Teaching in the Foundation Phase	F-LSK 120	5	10
				Language of Conversational Competence: isiXhosa / isiZulu / Sepedi / Setswana	C-LCX 120 C-LCZ 120 C-LCS 120 C-LCT 120	5	10
			50				52-62
Workplace Integrated Learning Year 1					F-WIL 101 (A&B)	5	18
Sub-total credits for Year 1:						120 - 130	
YEAR 2							
SEMESTER 1				SEMESTER 2			
English Home and First Additional Language and Literacy Teaching in the Foundation Phase 1	F-EHF 211	6	15	English Home and First Additional Language and Literacy Teaching in the Foundation Phase 2	F-EHF 222	6	15
Home Language and Literacy Teaching in the Foundation Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-HLA 211 F-HLX 211 F-HLZ 211 F-HLS 211 F-HLT 211	6	12	Home Language and Literacy Teaching in the Foundation Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-HLA 222 F-HLX 222 F-HLZ 222 F-HLS 222 F-HLT 222	6	12
Professional Studies in the Foundation Phase 2: School and Classroom Management	F-PFS 212	6	12	Professional Studies in the Foundation Phase 3: Social Justice and Current Issues in Education	F-PFS 223	6	12
Education Studies 3: Curriculum, Pedagogy and Assessment	B-EDS 213	6	12	Education Studies 4: History of Education and Education Policies	B-EDS 224	6	12
Life Skills Teaching in the Foundation Phase 1: Personal and Social Well-being	F-LSK 211	6	12	Mathematics Teaching in the Foundation Phase 1	F-MAT 221	6	12
				English First Additional Language and Literacy Teaching in the Foundation Phase 1	F-FLE 221	6	12
				First Additional Language and Literacy Teaching in the Foundation Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-FLA 221 F-FLX 221 F-FLZ 221 F-FLS 221 F-FLT 221	6	12
			48-63				60-63
Workplace Integrated Learning Year 2					F-WIL 202 (A&B)	6	20
Sub-total credits for Year 2:						128 - 146	

YEAR 3							
SEMESTER 1				SEMESTER 2			
English Home and First Additional Language and Literacy Teaching in the Foundation Phase 3	F-EHF 313	6	15	First Additional Language and Literacy Teaching in the Foundation Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-FLA 322 F-FLX 322 F-FLZ 322 F-FLS 322 F-FLT 322	6	12
Home Language and Literacy Teaching in the Foundation Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-HLA 313 F-HLX 313 F-HLZ 313 F-HLS 313 F-HLT 313	6	12	English First Additional Language and Literacy Teaching in the Foundation Phase 2	F-FLE 322	6	12
Mathematics Teaching in the Foundation Phase 2	F-MAT 312	6	12	Mathematics Teaching in the Foundation Phase 3	F-MAT 323	6	12
Life Skills Teaching in the Foundation Phase 2: Physical Education	F-LSK 312	6	12	Life Skills Teaching in the Foundation Phase 3: Creative Arts	F-LSK 323	6	12
Education Studies 5: Sociology of Education	B-EDS 315	7	14	Professional Studies in the Foundation Phase 4: Teacher Identity and the Profession	F-PFS 324	7	14
			50-65				38-50
Workplace Integrated Learning Year 3					F-WIL 303 (A&B)	6	22
Sub-total credits for Year 3:						122 - 125	
YEAR 4							
SEMESTER 1				SEMESTER 2			
English Home and First Additional Language and Literacy Teaching in the Foundation Phase 4	F-EHF 414	7	14	First Additional Language and Literacy Teaching in the Foundation Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-FLA 423 F-FLX 423 F-FLZ 423 F-FLS 423 F-FLT 423	7	14
Home Language and Literacy Teaching in the Foundation Phase 4: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-HLA 414 F-HLX 414 F-HLZ 414 F-HLS 414 F-HLT 414	7	14	English First Additional Language and Literacy Teaching in the Foundation Phase 3	F-FLE 423	7	14
Digital Pedagogies for Teachers	B-DPT 410	5	10	Mathematics Teaching in the Foundation Phase 4	F-MAT 424	7	14
Life Skills Teaching in the Foundation Phase 4: Natural Sciences and Technology	F-LSK 414	7	14	Life Skills Teaching in the Foundation Phase 5: Social Sciences	F-LSK 425	7	14
			38-52				28-42
Research in Education					B-RED 400 (A&B)	7	22
Workplace Integrated Learning Year 4					F-WIL 404 (A&B)	7	26
Sub-total credits for Year 4:						128 - 128	
Total credits for programme:						498 - 529	

Addendum E: BEd (Intermediate Phase Teaching) overall programme outline indicating Credit Accumulation and Transfer (CAT) that can be awarded after completion of the new Dip (Grade R Teaching): SAQA ID: 112487

Modules highlighted in Green can be credited

Module name	Code	NQFL	Credits	Module name	Code	NQFL	Credits
YEAR 1							
SEMESTER 1				SEMESTER 2			
Academic Literacy	B-ALI 110	5	10	Critical Literacies for Teachers	B-CLT 120	5	10
Fundamental Mathematics	B-FMA 110	5	10	Introduction to Mathematics Teaching in the Intermediate Phase	I-MAT 120	5	10
Computer Literacy	B-CLI 110	5	10	Professional Studies in the Intermediate Phase 1: Classroom Practice	I-PFS 121	5	10
Education Studies 1: Theories of Child Development	B-EDS 111	5	10	Education Studies 2: Theories of Learning and Teaching	B-EDS 122	6	12
Introduction to the Language and Literacy Landscape in the Intermediate Phase	I-LLL 110	5	10	Introduction to Natural Sciences and Technology Teaching in the Intermediate Phase	I-NST 120	5	10
				<u>Compulsory for students who choose both Afr and Eng as HL or FAL:</u> Language of Conversational Competence: isiXhosa / isiZulu / Sepedi / Setswana	C-LCX 120 C-LCZ 120 C-LCS 120 C-LCT 120	5	10
			50				52-62
Workplace Integrated Learning Year 1					I-WIL 101 (A&B)	5	18
Sub-total credits for Year 1:							120-130
YEAR 2							
SEMESTER 1				SEMESTER 2			
Students need to choose at least 1 Home Language: English Home and First Additional Language and Literacy Learning in Grade R 1, or Home Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-EHF 211 I-HLA 211 I-HLX 211 I-HLZ 211 I-HLS 211 I-HLT 211	6 6	19 12	Continue with the Home Language chosen in the previous semester: English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 2, or Home Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-EHF 222 I-HLA 222 I-HLX 222 I-HLZ 222 I-HLS 222 I-HLT 222	6 6	15 12
Education Studies 3: Curriculum, Pedagogy and Assessment	B-EDS 213	6	12	Education Studies 4: History of Education and Education Policies	B-EDS 224	6	12
Professional Studies in the Intermediate Phase 2: School and Classroom Management	I-PFS 212	6	12	Professional Studies in the Intermediate Phase 3: Social Justice and Current Issues in Education	I-PFS 223	6	12
Natural Sciences and Technology Teaching in the Intermediate Phase 1	I-NST 211	6	12	Mathematics Teaching in the Intermediate Phase 1	I-MAT 221	6	12
				English First Additional Language and Literacy Teaching in the Intermediate Phase 1	I-FLE 221	6	12
				Students who did not choose English as HL (I-EHF 211, 222), must do I-FLE 221 First Additional Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-FLA 221 I-FLX 221 I-FLZ 221 I-FLS 221 I-FLT 221	6	12
			48-63				60-63
Workplace Integrated Learning Year 2					I-WIL 202 (A&B)	6	20
Sub-total credits for Year 2:							128-146

Module name	Code	NQFL	Credits	Module name	Code	NQFL	Credits
YEAR 3							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 2: English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 3, or Home Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-EHF 313 I-HLA 313 I-HLX 313 I-HLZ 313 I-HLS 313 I-HLT 313	6 6	15 12	Continue with Language chosen in Year 2: First Additional Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana, or English First Additional Language and Literacy Teaching in the Intermediate Phase 2	I-FLA 322 I-FLX 322 I-FLZ 322 I-FLS 322 I-FLT 322 I-FLE 322	6 6	12 12
Natural Sciences and Technology Teaching in the Intermediate Phase 2	I-NST 312	6	12	Natural Sciences and Technology Teaching in the Intermediate Phase 3	I-NST 323	6	12
Education Studies 5: Sociology of Education	B-EDS 315	7	14	Professional Studies in the Intermediate Phase 4: Teacher Identity and the Profession	I-PFS 324	7	14
Mathematics Teaching in the Intermediate Phase 2	I-MAT 312	6	12	Mathematics Teaching in the Intermediate Phase 3	I-MAT 323	6	12
			50-65				38-50
Workplace Integrated Learning Year 3					I-WIL 303 (A&B)	6	22
Sub-total credits for Year 3:							122-125
YEAR 4							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 3: English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 4, or Home Language and Literacy Teaching in the Intermediate Phase 4: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-EHF 414 I-HLA 414 I-HLX 414 I-HLZ 414 I-HLS 414 I-HLT 414	7 7	15 15	Continue with Language chosen in Year 3: First Additional Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana, or English First Additional Language and Literacy Teaching in the Intermediate Phase 3	I-FLA 423 I-FLX 423 I-FLZ 423 I-FLS 423 I-FLT 423 I-FLE 423	7 7	15 15
Natural Sciences and Technology Teaching in the Intermediate Phase 4	I-NST 414	7	15	Mathematics Teaching in the Intermediate Phase 4	I-MAT 424	7	15
Digital Pedagogies for Teachers	B-DPT 410	5	10	Economic and Management Sciences	I-EMS 420	5	10
			40-55				25-40
Research in Education					B-RED 400 (A&B)	7	22
Workplace Integrated Learning Year 4					I-WIL 404 (A&B)	7	26
Sub-total credits for Year 4:							128-128
Total credits for programme:							498-529