



Policy on Credit Accumulation and Transfer (CAT)

Policy Information Page

The following information to be completed by the policy owner/custodian:	
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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
Cross-reference	Recognition of Prior Learning Policy and Procedures
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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
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

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.

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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 in order 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 and Procedures.

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 so as 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 complete the prescribed form CAT-03 (Addendum C) and 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 any other Higher Education Institution and are applying for entry specifically to the BEd (Foundation Phase Teaching) programme at SANTS must complete the prescribed form CAT-04 (Addendum D) and 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) 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. This qualification articulates vertically with the Bachelor of Education in Foundation Phase Teaching at NQF Level 7. The vertical articulation opportunity provides students with the possibility to proceed into a BEd (Foundation Phase Teaching) programme. Students with this 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 Bachelor of Education in Foundation Phase Teaching 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). Application for Credit Accumulation and Transfer into the BEd (Foundation Phase Teaching) after completion of the Diploma in Grade R Teaching programme at SANTS

Students who enrolled on the Diploma in Grade R Teaching between the years 2013-2018 will receive credit accumulation of 134 credits towards the BEd (Foundation Phase Teaching) programme. The student must apply using the prescribed form CAT-03 (Addendum C) and in accordance with the rules and procedures for processing applications for Credit Accumulation and Transfer.

The document provided in Addendum E gives an indication of the BEd (Foundation Phase Teaching) programme outline with the credit accumulation awarded (in yellow). Addenda E, F and G are examples of the process applied in determining the credit accumulation for SANTS student cohorts **2013-2016** and **2017-2018** respectively.

Addendum A: Application form for Credit Accumulation and Transfer: Form CAT-01

ID number	
Title, initials & surname	
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
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Supporting documentation to accompany application:

1. Certified copy of school qualification
2. Certified copy of official academic record from previous institution.
3. Curriculum of programme for module passed.

Important information:

SANTS reserves the right to grant and / or decline any application for Credit Accumulation and Transfer.
 Prior to completing and submitting the CAT-01 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 will disqualify you from obtaining a qualification cum laude in the future.

Addendum B: Application form for Credit Accumulation and Transfer: Form CAT-02

ID number	
SANTS Student number	
Title, initials & surname	
Proposed SANTS qualification	

Modules for which exemption must be considered	
Module Code	Year passed
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Supporting documentation to accompany application:

1. Academic record

Important information:

SANTS reserves the right to grant and / or decline any application for Credit Accumulation and Transfer.

Prior to completing and submitting the CAT-02 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 will disqualify you from obtaining a qualification cum laude in the future.

Addendum C: Application for Credit Accumulation and Transfer into the BEd (Foundation Phase Teaching) after completion of the Diploma in Grade R Teaching programme at SANTS: Form CAT-03

ID number	
Title, initials & surname	
Previous institution's name	

Supporting documentation to accompany application:

1. Academic record Dip (Grade R Teaching)
2. Completed application form BEd (Foundation Phase Teaching)

Important information:

SANTS reserves the right to grant and / or decline any application for Credit Accumulation and Transfer.

Prior to completing and submitting the CAT-03 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 will disqualify you from obtaining a qualification cum laude in the future.

**Addendum D: Application for Credit Accumulation and Transfer into the BEd (Foundation Phase Teaching) after completion of the Diploma in Grade R Teaching programme at another institution:
Form CAT-04**

ID number	
Title, initials & surname	
Name of Institution	

Supporting documentation to accompany application:

1. Academic record Dip (Grade R Teaching)
2. Curriculum of Dip (Grade R Teaching completed)
3. Completed application form BEd (Foundation Phase Teaching)

Important information:

SANTS reserves the right to grant and / or decline any application for Credit Accumulation and Transfer.
Prior to completing and submitting the CAT-04 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 will disqualify you from obtaining a qualification cum laude in the future.

Addendum E: BEd (Foundation Phase Teaching) programme outline showing awarded Credit Accumulation and Transfer after completion of Dip (Grade R Teaching)

English Home Language Teaching; Home Language Teaching: Afrikaans / isiXhosa / isiZulu / Sepedi; English First Additional Language Teaching; First Additional Language Teaching: Afrikaans / isiXhosa / isiZulu / Sepedi;
Language of Conversational Competence isiXhosa / isiZulu / Sepedi

Modules highlighted in YELLOW will 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 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	C-LCX 120 C-LCZ 120 C-LCS 120	5	10
			50				52-62
Workplace Integrated Learning Year 1					F-WIL 101	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	F-HLA 211 F-HLX 211 F-HLZ 211 F-HLS 211	6	12	Home Language and Literacy Teaching in the Foundation Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi	F-HLA 222 F-HLX 222 F-HLZ 222 F-HLS 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	F-FLA 221 F-FLX 221 F-FLZ 221 F-FLS 221	6	12
			48-63				60-63
Workplace Integrated Learning Year 2					F-WIL 202	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			
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	F-FLA 322 F-FLX 322 F-FLZ 322 F-FLS 322	6	12
Home Language and Literacy Teaching in the Foundation Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi	F-HLA 313 F-HLX 313 F-HLZ 313 F-HLS 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	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	F-FLA 423 F-FLX 423 F-FLZ 423 F-FLS 423	7	14
Home Language and Literacy Teaching in the Foundation Phase 4: Afrikaans / isiXhosa / isiZulu / Sepedi	F-HLA 414 F-HLX 414 F-HLZ 414 F-HLS 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	7	22
Workplace Integrated Learning Year 4					F-WIL 404	7	26
Sub-total credits for Year 4:						128 - 128	
Total credits for programme:						498 - 529	

Addendum F: Process applied in determining the credit awards for SANTS student cohort 2013-2016

Summary: Findings of credit award for students with completed Diploma in Grade R Teaching, requesting CAT when applying for registration for BEd (Foundation Phase Teaching).

Student cohort enrolment with SANTS from **2013-2016**.

YEAR 1 BEd (Foundation Phase Teaching)

BEd (Foundation Phase Teaching)	Diploma in Grade R Teaching		
Module name, code, year, semester, NQF level, credits	Module name, code, year, semester, NQF level, credits CAT awarded but content still to be mastered for BEd applicants.		
ACADEMIC LITERACY, ALI310 B-ALI 110 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	MODULE 1: ACADEMIC LITERACY, ALI515 YEAR 1 NQF LEVEL 5 CREDITS 20 SEMESTER 1	MODULE 2: ACADEMIC LITERACY, ALI425 YEAR 2 NQF LEVEL 5 CREDITS 20 SEMESTER 1	
COMPUTER LITERACY, B-CLI 110 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	COMPUTER LITERACY, CLI 515 YEAR 1 NQF LEVEL 5 CREDITS 6 SEMESTER 2 IN NEED OF 4 CREDITS TO BE ADDRESSED (ONLINE COMPUTER COURSE)		
EDUCATION STUDIES 1: THEORIES OF CHILD DEVELOPMENT, B-EDS 111 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	MODULE 1: WHOLE CHILD DEVELOPMENT, WCD416 YEAR 1 NQF LEVEL 6 CREDITS 12 SEMESTER 2		
EDUCATION STUDIES 2: THEORIES OF LEARNING AND TEACHING, B-EDS 122 YEAR 1 NQF LEVEL 6 CREDITS 12	LEARNING AND TEACHING THEORIES, LTT517 YEAR 2 NQF LEVEL 7 CREDITS 12		

BEd (Foundation Phase Teaching)	Diploma in Grade R Teaching		
Module name, code, year, semester, NQF level, credits	Module name, code, year, semester, NQF level, credits CAT awarded but content still to be mastered for BEd applicants.		
SEMESTER 2	SEMESTER 1		
FUNDAMENTAL MATHEMATICS, B-FMA 110 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	MODULE 1: ACADEMIC NUMERACY, ANU515 YEAR 1 NQF LEVEL 5 CREDITS 12 SEMESTER 1	MODULE 2: ACADEMIC NUMERACY, ANU425 YEAR 3 NQF LEVEL 5 CREDITS 12 SEMESTER 2	
INTRODUCTION TO LIFE SKILLS TEACHING IN THE FOUNDATION PHASE, F-LSK 120 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 2	MODULE 1: LIFE SKILLS TEACHING IN GRADE R, LSR416 YEAR 1 NQF LEVEL 6 CREDITS 10 SEMESTER 2	MODULE 2: LIFE SKILLS TEACHING IN GRADE R, LSR426 YEAR 2 NQF LEVEL 6 CREDITS 8 SEMESTER 1	
INTRODUCTION TO LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE, F-LLL 110 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	MODULE 2: LITERACY TEACHING IN GRADE R, LGR426 YEAR 2 NQF LEVEL 6 CREDITS 12 SEMESTER 1	MODULE 1: LITERACY TEACHING IN GRADE R, LGR415 YEAR 1 NQF LEVEL 5 CREDITS 12 SEMESTER 1	
PROFESSIONAL STUDIES 1: FOUNDATION PHASE CLASSROOM PRACTICE, F-PFS 121 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 2	MODULE 1: EFFECTIVE CLASSROOM PRACTICE, ECP416 YEAR 1 NQF LEVEL 6 CREDITS 12 SEMESTER 2	MODULE 1: INCLUSIVE EDUCATION AND LEARNING SUPPORT, ILS416 YEAR 3 NQF LEVEL 6 CREDITS 12 SEMESTER 1	MODULE 1: STUDIES OF EDUCATION IN SOUTH AFRICA, SED516 YEAR 2 NQF LEVEL 6 CREDITS 12 SEMESTER 2
INTRODUCTION TO MATHEMATICS TEACHING IN THE FOUNDATION PHASE 1, F-MAT 120 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	MODULE 1 NUMERACY TEACHING IN GRADE R, NGR415 YEAR 1 NQF LEVEL 5 CREDITS 12 SEMESTER 1	MODULE 2: NUMERACY TEACHING IN GRADE R, NGR426 YEAR 2 NQF LEVEL 6 CREDITS 12 SEMESTER 2	

BEd (Foundation Phase Teaching)	Diploma in Grade R Teaching		
Module name, code, year, semester, NQF level, credits	Module name, code, year, semester, NQF level, credits CAT awarded but content still to be mastered for BEd applicants.		
WORKPLACE INTEGRATED LEARNING, F-WIL 101 YEAR 1 NQF LEVEL 5 CREDITS 18 SEMESTER 1	MODULE 1: WIL I; WIL416 YEAR 1 NQF LEVEL 6 CREDITS 18 SEMESTER 1	MODULE 2: WIL II, WIL426 YEAR 2 NQF LEVEL 6 CREDITS 24 SEMESTER 1	MODULE 3: WIL III, WIL436 YEAR 3 NQF LEVEL 6 CREDITS 24 SEMESTER 1

YEAR 2 BEd (Foundation Phase Teaching)

BEd (Foundation Phase Teaching)	Diploma in Grade R Teaching	
Module name, code year, semester, NQF level, credits	Module name, code year, semester, NQF level, credits	CAT challenge
ENGLISH FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 1, F-FLE 221 YEAR 2 NQF LEVEL 6 CREDITS 12	No credit award as the Home Language teaching modules (4) in the BEd programme are specific for the Foundation Phase context.	
EDUCATION STUDIES 3: CURRICULUM, PEDAGOGY AND ASSESSMENT, B-EDS 213 YEAR 2 NQF LEVEL 6 CREDITS 12 SEMESTER 1	INCLUSIVE EDUCATION AND LEARNING SUPPORT, ILS416 YEAR 3 NQF LEVEL 6 CREDITS 12 SEMESTER 1	GRADE R AS ASSESSOR, ASS416 YEAR 2 NQF LEVEL 6 CREDITS 8 SEMESTER 2
EDUCATION STUDIES 4: HISTORY OF EDUCATION POLICIES, B-EDS 224 YEAR 2 NQF LEVEL 6 CREDITS 12 SEMESTER 1	MODULE 2: STUDIES IN EDUCATION: SOUTH AFRICAN CONTEXT, SED527 YEAR 3 NQF LEVEL 7 CREDITS 12 SEMESTER 1	

Addendum G: Process applied in determining the credit awards for SANTS student cohort 2017-2018

Summary: Findings of credit award for students with completed Diploma in Grade R Teaching, requesting RPL when applying for registration for BEd (Foundation Phase Teaching).

Student cohort enrolment with SANTS from **2017-2018**.

YEAR 1 BEd (Foundation Phase Teaching)

B Ed Foundation Phase Teaching	Diploma in Grade R Teaching		Module name and code year, year, semester, NQF level, credits
Module name and code, year, semester, NQF Level, credits	Module name and code, year, semester, NQF Level, credits		Module name and code year, year, semester, NQF level, credits
ACADEMIC LITERACY, B-ALI 110 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	MODULE 1: ACADEMIC LITERACY, ALI411 YEAR 1 NQF LEVEL 5 CREDITS 16 SEMESTER 1	MODULE 2: ACADEMIC LITERACY, ALI422 YEAR 2 NQF LEVEL 5 CREDITS 16 SEMESTER 1	
COMPUTER LITERACY, B-CLI 110 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	COMPUTER LITERACY, CLI410 YEAR 1 NQF LEVEL 5 LEVEL 6 CREDITS 0 SEMESTER 1 Need to take 10 credit Computer module – online course Unless credited.		
CRITICAL LITERACIES FOR TEACHERS, B-CLT 120 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 2	Need to take this module, YEAR 1, SEMESTER 2.		
EDUCATION STUDIES 1: THEORIES OF CHILD DEVELOPMENT, B-EDS 111 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	MODULE 1: WHOLE CHILD DEVELOPMENT, WCD410 YEAR 1 NQF LEVEL 5 CREDITS 12 SEMESTER 1	MODULE: THE TEACHER AND THE CHILD FRIENDLY ENVIRONMENT, TCF410 YEAR 1 NQF LEVEL 5 CREDITS 12 SEMESTER 2	
EDUCATION STUDIES 2: THEORIES OF LEARNING AND TEACHING, B-EDS 122 YEAR 1 NQF LEVEL 6	LEARNING AND TEACHING THEORIES, LTT420 YEAR 2 NQF LEVEL 6	THE GRADE R CURRICULUM IN PRACTICE, CPR422 YEAR 2 NQF LEVEL 6	

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CREDITS 12 SEMESTER 2	CREDITS 12 SEMESTER 1	CREDITS 12 SEMESTER 2	
FUNDAMENTAL MATHEMATICS, B-FMA 110 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	MODULE 1: ACADEMIC NUMERACY, ANU411 YEAR 1 NQF LEVEL 5 CREDITS 16 SEMESTER 1	MODULE 2: ACADEMIC NUMERACY, ANU422 YEAR 2 NQF LEVEL 6 CREDITS 15 SEMESTER 2	
INTRODUCTION TO LIFE SKILLS TEACHING IN THE FOUNDATION PHASE, F-LSK 120 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 2	MODULE 1: LIFE SKILLS TEACHING IN GRADE R, LSR411 YEAR 1 NQF LEVEL 5 CREDITS 12 SEMESTER 2	MODULE 2: LIFE SKILLS TEACHING IN GRADE R, LSR422 YEAR 2 NQF LEVEL 6 CREDITS 15 SEMESTER 2	MODULE 3: LIFE SKILLS TEACHING IN GRADE R, LSR433 YEAR 3 NQF LEVEL 6 CREDITS 15 SEMESTER 2
INTRODUCTION TO THE LANGUAGE AND LITERACY LANDSCAPE IN THE FOUNDATION PHASE F-LLL 110 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	MODULE 1: LITERACY TEACHING IN GRADE R, LGR411 YEAR 2 NQF LEVEL 5 CREDITS 12 SEMESTER 2	MODULE 2: LITERACY TEACHING IN GRADE R, LGR422 YEAR 2 NQF LEVEL 6 CREDITS 15 SEMESTER 2	MODULE 3: LITERACY TEACHING IN GRADE R, LGR433 YEAR 3 NQF LEVEL 6 CREDITS 15 SEMESTER 1
PROFESSIONAL STUDIES 1: FOUNDATION PHASE CLASSROOM PRACTICE, F-PFS 121 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 2	MODULE 1: INCLUSIVE EDUCATION AND LEARNING SUPPORT, ILS430 YEAR 3 NQF LEVEL 6 CREDITS 12 SEMESTER 2		
INTRODUCTION TO MATHEMATICS TEACHING IN THE FOUNDATION PHASE 1, F-MAT 120 YEAR 1 NQF LEVEL 5 CREDITS 10 SEMESTER 1	MODULE 1: NUMERACY TEACHING IN GRADE R, NGR411 YEAR 1 NQF LEVEL 5 CREDITS 12 SEMESTER 2	MODULE 2: NUMERACY TEACHING IN GRADE R, NGR422 YEAR 2 NQF LEVEL 6 CREDITS 15 SEMESTER 2	MODULE 3: NUMERACY TEACHING IN GRADE R, NGR433 YEAR 3 NQF LEVEL 6 CREDITS 15 SEMESTER 1
ENGLISH FIRST ADDITIONAL LANGUAGE AND LITERACY TEACHING IN THE FOUNDATION PHASE 1, F-FLE 221	TEACHING ENGLISH AS FIRST ADDITIONAL LANGUAGE, EFL430		

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YEAR 2 NQF LEVEL 6 CREDITS 12 SEMESTER 1	YEAR 3 NQF LEVEL 6 CREDITS 8 SEMESTER 2		
WORKPLACE INTEGRATED LEARNING, F-WIL 101 YEAR 1 NQF LEVEL 5 CREDITS 18 SEMESTER 1	MODULE 1: WIL I, WIL411 YEAR 1 NQF LEVEL 6 CREDITS 12 SEMESTER 1	MODULE: WIL II, WIL422 YEAR 2 NQF LEVEL 6 CREDITS 18 SEMESTER 1	MODULE: WIL III, WIL433 YEAR 3 NQF LEVEL 6 CREDITS 24 SEMESTER 1

YEAR 2 BEd (Foundation Phase Teaching)

BEd (Foundation Phase Teaching)	Diploma in Grade R Teaching		
Module name and code year, Semester, NQF level, credits	Module name and code, year, semester NQF Level, credits		Module name and code year, semester NQF level, credits
EDUCATION STUDIES 3: CURRICULUM, PEDAGOGY AND ASSESSMENT, B-EDS 213 YEAR 2 NQF LEVEL 6 CREDITS 12 SEMESTER 1	THE GRADE CURRICULUM IN PRACTICE, CPR421 YEAR 2 NQF LEVEL 6 CREDITS 12 SEMESTER 1		
EDUCATION STUDIES 4: HISTORY OF EDUCATION AND EDUCATION POLICIES B-EDS 224 YEAR 2 NQF LEVEL 6 CREDITS 12 SEMESTER 1	MODULE 2: STUDIES IN EDUCATION: SOUTH AFRICAN CONTEXT, SED431 YEAR 3 NQF LEVEL 5 CREDITS 12 SEMESTER 1	MODULE 2: STUDIES IN EDUCATION: SOUTH AFRICAN CONTEXT, SED432 YEAR 3 NQF LEVEL 6 CREDITS 12 SEMESTER 1	