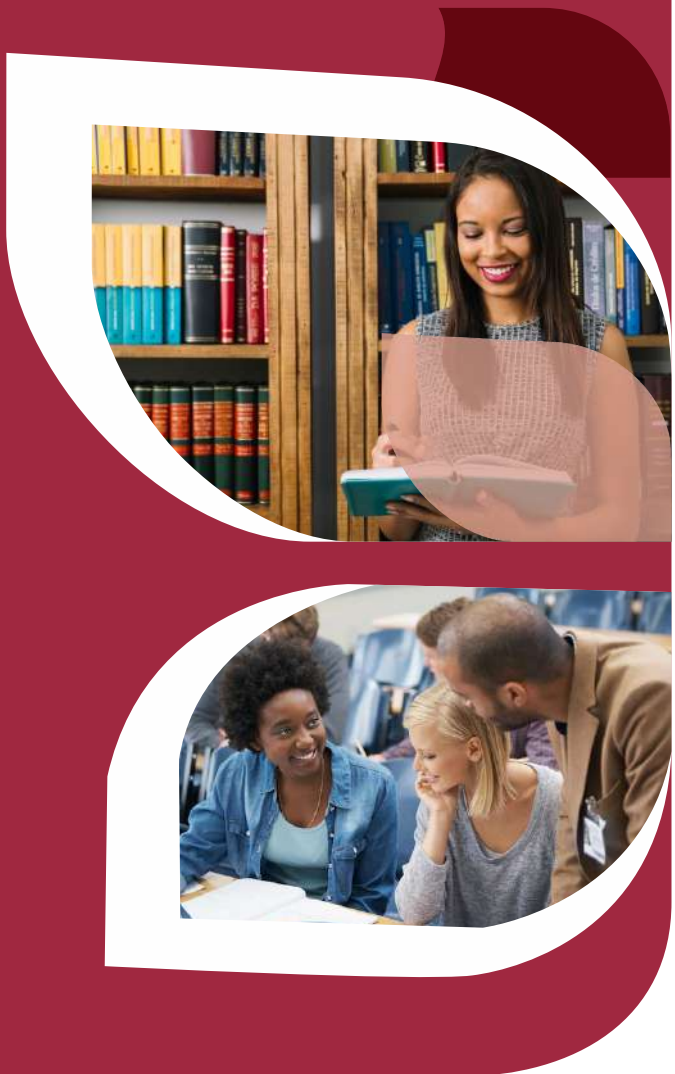


KOMANI CAMPUS

FACULTY OF EDUCATION AND SCHOOL DEVELOPMENT



PROSPECTUS 2023



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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 2023 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 BY THE DEAN OF THE FACULTY

I am delighted to welcome you all to the Walter Sisulu University (WSU) Faculty of Education and School Development (FESD, Komani Campus). The faculty is committed in producing teachers of the highest calibre. Our goal is to provide programmes that focus on developing creative, critical, and reflective competencies and allow students to emerge as agents of change in pursuit of excellence and innovation using technology. Furthermore, to equip student-teachers with modern pedagogies that assist in generating new knowledge and ideas using technology to enhance learning and teaching.

The mission of the University states that, through its core business, WSU responds to societal needs in ethical, scholarly, sustainable, and entrepreneurial ways, and delivers future-ready graduates. This mission resonates appropriately with that of the Faculty, namely to be a leading faculty in the Eastern Cape, South Africa and neighbouring countries in the preparation and provision of teachers of the highest quality, with emphasis on teachers of Technology, Management and Foundations for learning as

well as other critical school learning fields and in the upliftment of regional, provincial and national communities through appropriate community development interventions.

The faculty is one of the two faculties in Komani Campus. It has two academic departments, namely:

- Department of Curriculum Studies
- Department of School Improvement Programmes

In conclusion, I commend and welcome each one of you for making the wise choice to join us at this esteemed University.

The primary mandate of the faculty is to prepare teachers of the highest calibre for the school system in the Eastern Cape, South Africa and globally. Furthermore, the faculty equips students with relevant technologically infused scientific and skills and promotes interest in and cultivates research proficiency as a pre-condition for developing a critical mass of scholars and researchers in the field of education.



Dr N Mtsi-Dean
Faculty of Education and School
Development

3. FACULTY STAFF DETAILS

Name	Title	Position	Contact No.	Email	Site	Office No.
OFFICE OF THE DEAN						
N. Mtsi	Dr	Dean of the Faculty	040 842 6850	nmtsi@wsu.ac.za	Masibulele	A19
FACULTY SUPPORT STAFF						
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T. Nyathela	Ms	Secretary	040 842 6839	tnyathela@wsu.ac.za	Masibulele	C10
DEPARTMENT OF CURRICULUM STUDIES						
Name	Title	Position	Contact No.	Email	Site	Office No.
S.M. Chiphambo	Dr	Acting HoD	040 842 6858	schiphambo@wsu.ac.za	Masibulele	D1
N. Kumanda	Dr	Lecturer	040 842 6800	nkumanda@wsu.ac.za	Masibulele	B15
P. Msindwana	Dr	Lecturer	N/A	pmsindwana@wsu.ac.za	Masibulele	C8
G. Mutesasira	Dr	Lecturer	N/A	gmutesasira@wsu.ac.za	Masibulele	C8
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B. Ntsaluba	Mr	Lecturer	040 842 6843	bntsaluba@wsu.ac.za	Masibulele	B24
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O. Madalambana	Mr	Lecturer	040 842 6841	omadalambana@wsu.ac.za	Masibulele	B16

Name	Title		Position	Contact No.	Email	Site	Office No.
V. Aphane	Ms		Lecturer	040 842 6800	vaphane@wsu.ac.za	Masibulele	B15
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Name	Title		Position	Contact No.	Email	Site	Office No.
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N. Marongwe	Dr		Senior Lecturer	040 842 6842	nmarongwe@wsu.ac.za	Masibulele	B14
D.P. Tyebileyo	Mr		Lecturer	040 842 6842	dtyebileyo@wsu.ac.za	Masibulele	B21A
M. Mkontwana	Mr		Lecturer	040 842 6860	mmkotwana@wsu.ac.za	Masibulele	B17

4. FACULTY OVERVIEW

4.1 General information

The programmes and qualifications offered in the Faculty are managed by the Dean. The departments are managed by Heads of Departments (HoD). They oversee courses and modules, together with the learning and teaching activities. They see to it that the quality of total service rendered in the departments is maintained to the highest level. For each stream in the Queenstown (Komani) campus, FESD has Programme co-ordinators and student representatives – per programme [recognised by the Students Representative Council (SRC)] with whom students may liaise or relay any relevant queries or concerns.

4.2 Faculty Academic Focus

The academic focus of the Faculty is to offer teacher education programmes that identify and respond to the needs of the education system, the communities and the academic world. The Faculty ensures that its graduates are innovative and highly competent in their fields of specialisation.

The Faculty employs the Standard Operation Plan (SOP) in the delivery of all the modules offered.



4.3 VISION, MISSION, VALUES, GOALS

4.3.1 VISION

The Faculty of Education and School Development aspires to be a leading and a technology-infused faculty in meeting the educational needs of local, national and global communities within an African context by pursuing academic excellence and innovation.

4.3.2 MISSION

The Faculty committed to excellence in:

- pre- and in-service teacher education programmes
- Provide the best solutions to education challenges within communities through research, teacher education and development and community engagement.
- Provide programmes that focus on developing creative, critical and reflective competencies and allow students to emerge as agents of change in pursuit of excellence and innovation through the use of technology.
- Identify community challenges and problems and seek solutions.
- Generate new knowledge and ideas that shape, enhance and inform modern learning and teaching methodologies.
- Participate in community engagement to enhance values, wisdom, lifestyles, and quality of life in rural communities.

4.3.3 VALUES

In line with the WSU values, the Departmental values include excellence, ubuntu, integrity, respect, discipline, honesty, fairness and equality.

4.3.4 GOALS

- To Develop and offer programmes that focus on creative, critical and reflective thinking competencies
- To Afford student-teachers' opportunities to emerge as reflexive practitioners of change in pursuit of excellence and innovation through the use of technology;
- To Equip student-teachers with modern pedagogies that assist in generating new knowledge and ideas through the use of technology to enhance learning and teaching.
- To Utilise innovative research skills to identify and respond to community challenges.
- To Empower student-teachers with knowledge, skills and societal values to play pivotal roles in their communities for sustainable development.

4.4 FACULTY STUDENT SOCIETY AND THEIR ROLES

- Acting as a liaison between the SRC and the Faculty.
- Organising student activities in and outside the Faculty and departments.
- Originating strategies in improving and enhancing student lifestyle in the Faculty.
- Co-ordinating with the Faculty Management in organising events to support students' academic experiences.

5. STUDENT GRADUATE ATTRIBUTES

As per the WSU Graduate Attributes Policy, faculty 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 LEVEL	SAQA ID	CREDITS	DURATION
UNDERGRADUATE QUALIFICATIONS					
WS4120	Bachelor of Education in Foundation Phase Teaching (B Ed FPT)	7	99749	480	4 years
WS4002	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Economics and Management Sciences)	7	117038	480	4 years
WS4117	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Humanities)	7	117038	480	4 years
WS4124	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Languages)	7	117038	480	4 years
WS4118	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Mathematics, Science & Technology)	7	117038	480	4 years
WS4004	Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching (Sciences)	7	111322	120	Full-time 1 year Part-time 2 years
POSTGRADUATE QUALIFICATIONS					
WS4127	Bachelor of Education Honours in Inclusive Education	8	117945	120	Full-time 1 year Part-time 2 years

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				
WS4120	Bachelor of Education in Foundation Phase Teaching (B Ed FPT)	<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 • and any other two subjects, at level 3 <p>Admission point score: 26</p>	<p>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.</p>	<ul style="list-style-type: none"> • ECD) teachers in public or private schools • Youth workers in Community-based or Non-Profit Organisations • TVET College lecturer in ECD • Subject Education Specialist (SES)
WS4002	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Economic and 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 or 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 is to provide a well-rounded education that equips graduates with the required subject content knowledge base, educational theory, basic research competence 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)

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
WS4117	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Humanities)	<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 • IsiXhosa or IsiZulu or Afrikaans or Sesotho level 4 • History level 4 • Geography level 4 • Life Orientation level 4 • and any other two subjects, at level 3 <p>Admission point score: 26</p>	<p>The primary purpose is to provide a well-rounded education that equips graduates with the required subject content knowledge base, educational theory, basic research competence 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)
WS4124	Bachelor of Education in Senior Phase and Further Education and Training Teaching (Languages)	<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 5 • IsiXhosa or IsiZulu or Afrikaans or Sesotho level 4 • Life Orientation level 4 • and any other two subjects, at level 3 <p>Admission point score: 26</p>	<p>The primary purpose is to provide a well-rounded education that equips graduates with the required subject content knowledge base, educational theory, basic research competence 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)

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
WS4118	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 SeSotho level 4 • and any TWO of the following • Life Sciences level 4, Mathematics level 4 and Physical Sciences level 4 • and any other two subjects, at level 3 <p>Admission point score: 26</p>	The primary purpose is to provide a well-rounded education that equips graduates with the required subject content knowledge base, educational theory, basic research competence 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)
WS4005	Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching (Sciences)	NQF level 6 or NQF level 7 qualification in appropriate disciplines, which allows 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. 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)

QUALIFICATION CODE	QUALIFICATION NAME	MINIMUM ADMISSION REQUIREMENTS	PROGRAMME OVERVIEW	CAREER OPPORTUNITIES
UNDERGRADUATE QUALIFICATIONS				
WS4127	B.Ed. Hons (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)

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. 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
Q4002	Bachelor of Education in further Education and Training (Economic and Management Science)	7	80201	488	4 years
Q4118	B Bachelor of Education in further Education and Training (Natural Sciences)	7	80201	488	4 years
Q4117	Bachelor of Education in further Education and Training (Humanities)	7	80201	488	4 years

9. FACULTY COMMITTEES

9.1 Role and objective of committees.

The Faculty committees have administrative services for providing information to faculty activities such as; Teaching and learning, Research and Innovation and Community engagement. 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	OBJECTIVE	FUNCTIONS
LEARNING AND TEACHING AND CURRICULUM COMMITTEE	<ul style="list-style-type: none"> To ensure alignment of Faculty policies with the relevant institution policy To play an oversight role on all curriculum matters including the approval of relevant procedures, programmes, modules/courses and department’s evaluation and review processes 	<ul style="list-style-type: none"> Promotes and facilitates excellence in teaching and learning. Reports on academic activities to Faculty Board. (Refer to ToRs for Learning and teaching). Sets targets and monitors students’ progress against such targets.
RESEARCH & HIGHER DEGREES & ETHICS COMMITTEE	<ul style="list-style-type: none"> To provide strategic direction on all matters pertaining to research, innovation and post-graduate studies at the faculty To support research development-related activities undertaken by academics, researchers, postgraduate students and Post-Doctoral Research Fellows To inculcate a culture of research excellence and professionalism across the faculty 	<ul style="list-style-type: none"> It is responsible for the administration of research grants, research outputs, conference attendance, research ethics, and Postdoctoral Research Fellowship portfolios Research capacity-building and training of postgraduate students and academics Considers and makes recommendations to the faculty board on best practices and strategies towards making WSU an innovation-oriented, research-intensive, and research-driven institution
COMMUNITY ENGAGEMENT &	<p>The objectives of the committee are to:</p> <ul style="list-style-type: none"> Define community engagement and outreach, and other related terms. 	<p>The functions of the committee are to:</p> <ul style="list-style-type: none"> Provide support to project leaders when in need of assistance.

FACULTY/COMMITTEE	OBJECTIVE	FUNCTIONS
INTERNATIONALISATION	<ul style="list-style-type: none"> Contextualise WSU’s community engagement and outreach ambit. Elucidate processes and means of engagement with communities in the public and private sectors and in civil society. Clarify processes and structures for implementing and governing primarily community engagement. 	<ul style="list-style-type: none"> Co-ordinate community engagement programmes and be responsible for governance of community engagement within the Faculty. Ensure compliance with all policies, procedures, and regulations applicable to community engagement. Confirm adherence to all ethical, intellectual and institutional prescriptions regarding community engagement.
SHORT LEARNING PROGRAMME COMMITTEE	<p>The objectives of the committee are to:</p> <ul style="list-style-type: none"> Operate as a value-added service directorate for the academic project in relation to all policies and strategies for SLPs, including providing support systems to CIBs for enhancement of their capacity in SLP offering. Serve as a centralized function for SLPs, that is, co-ordination of institutional procedures related to SLP matters, while ensuring that this function is professionally cascaded to all the relevant university business units, centres, institutes and bureaus. 	<p>The functions of the committee are to:</p> <ul style="list-style-type: none"> Evaluate the submission for new SLPs offerings within WSU and to make recommendations to the SSLPC regarding approval. Oversee the quality assurance of the registration process in respect of SLPs within WSU. Update and evaluate the Policy on SLPs. Update, evaluate, and make recommendations to the Senate regarding changes to the rules, procedures, submission forms and relevant policies in respect of SLPs. Update the submission forms necessary for the approval of an SLP. Evaluate whether an SLP is targeted for the correct domain, target group and NQF level. Evaluate whether an SLP competes with another formal or informal offering.
QUALITY ASSURANCE	<ul style="list-style-type: none"> The objectives of the committee are to: Promote greater levels of epistemic sensitivity in curriculum design, pedagogical orientation, course content, teaching 	<p>The functions of the committee are to:</p> <ul style="list-style-type: none"> Report on Faculty Quality Assurance matters to Faculty Board and Campus Quality Assurance Committee (CQAC).

FACULTY/COMMITTEE	OBJECTIVE	FUNCTIONS
	<p>approach, research and innovation, management and leadership practices.</p> <ul style="list-style-type: none"> • Offer a diverse range of regularly reviewed and accredited academic programmes that enable student mobility through vertical and horizontal articulation. • Be responsive to the community, business and industry. Innovative, problem-solving research. Life-long learning opportunities; add flexibility by strengthening relationships with the community, civic, government, business, and industry partners for local, regional and national development. • Produce graduates who are active players and social catalysts in the Fourth Industrial Revolution – and any future iteration. • Provide an enabling environment with co-ordinated and integrated systems, appropriate technology and processes across the institution. • Encourage values and principles within a culture of shared responsibility, accountability and embracing creativity. 	<ul style="list-style-type: none"> • Give advice on eminent collaborations and partnerships of the Faculty with internal structures and external bodies. • Advise Faculty Board on any proposed changes to the implementation of existing modules, curriculum and programmes. • Perform other responsibilities as may be assigned by Campus Senate and/or the IQAC from time to time. • Identify and disseminate good practices in the core academic functions.

9.2 Membership of Committees

FACULTY COMMITTEE	SUPPORT DEPARTMENT	DEPARTMENT OF CURRICULUM STUDIES	DEPARTMENT OF CURRICULUM STUDIES	DEPARTMENT OF CURRICULUM STUDIES	DEPARTMENT OF CURRICULUM STUDIES	DEPARTMENT OF SCHOOL IMPROVEMENT PROGRAMMES	FACULTY CHAIR
LEARNING AND TEACHING	Dr S. Matope smatope@wsu.ac.za	Mr B.I. Ntsaluba bntsaluba@wsu.ac.za	Mr M. Qoyi mqoyi@wsu.ac.za	Mrs Z. Seleke zseleke@wsu.ac.za	Mr N. Agyeman nagyeman@wsu.ac.za	Mr D.P. Tyebileyo dtyebileyo@wsu.ac.za	Mr A. Ncokazi ancokazi@wsu.ac.za
CURRICULUM COMMITTEE		Dr N. Kumanda nkumanda@wsu.ac.za Ms L. Nqoma lnqoma@wsu.ac.za	Dr S. Chiphambo schiphambo@wsu.ac.za Ms M. Lutu mlutu@wsu.ac.za	Dr G. Mutesasira gmutesasira@wsu.ac.za Mrs Z. Seleke zseleke@wsu.ac.za	Mr N. Agyeman nagyeman@wsu.ac.za Mr A. Ncokazi ancokazi@wsu.ac.za	Dr H. Kasumba hkasumba@wsu.ac.za Dr N. Marongwe nmarongwe@wsu.ac.za	Dr N. Mtsi nmtsi@wsu.ac.za
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RESEARCH & HIGHER DEGREES		Dr N. Kumanda nkumanda@wsu.ac.za	Mrs Z. Seleke zseleke@wsu.ac.za Mr O Madalambana omadalambana@wsu.ac.za	Dr N. Mtsi nmtsi@wsu.ac.za	Dr P. Msindwana pmsindwana@wsu.ac.za	Dr H. Kasumba hkasumba@wsu.ac.za Dr N. Marongwe nmarongwe@wsu.ac.za	Dr S. Chiphambo schiphambo@wsu.ac.za
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COMMUNITY ENGAGEMENT & INTERNATIONALISATION		Ms Z. Ginyigazi zginyigazi@wsu.ac.za	Dr N. Kumanda nkumanda@wsu.ac.za	Dr G. Mutesasira gmutesasira@wsu.ac.za	Mr A. Ncokazi ancokazi@wsu.ac.za	Dr N. Marongwe nmarongwe@wsu.ac.za Mr O. Madalambana omadalambana@wsu.ac.za Mr D.P. Tyebileyo dtyebileyo@wsu.ac.za	Mr N. Agyeman nagyeman@wsu.ac.za

FACULTY COMMITTEE	SUPPORT DEPARTMENT	DEPARTMENT OF CURRICULUM STUDIES	DEPARTMENT OF CURRICULUM STUDIES	DEPARTMENT OF CURRICULUM STUDIES	DEPARTMENT OF CURRICULUM STUDIES	DEPARTMENT OF SCHOOL IMPROVEMENT PROGRAMMES	FACULTY CHAIR
SHORT LEARNING PROGRAMME COMMITTEE	Dr S. Matope smatope@wsu.ac.za	Dr S. Chiphambo schiphambo@wsu.ac.za	Mr J. Baidoo jbaidoo@wsu.ac.za	Mr O. Madalambana omadalambana@wsu.ac.za	Mr N. Agyeman nagyeman@wsu.ac.za	Dr H. Kasumba hkasumba@wsu.ac.za Mr D.P. Tyebileyo dtyebileyo@wsu.ac.za Mr M. Mkontwana mmkontwana@wsu.ac.za	Dr N. Mtsi nmtsi@wsu.ac.za
QUALITY ASSURANCE COMMITTEE	Mr M. Malema mmalema@wsu.ac.za Ms N. Memani nmemani@wsu.ac.za Ms T. Nyathela tnyathela@wsu.ac.za	Ms M. Lutu mlutu@wsu.ac.za			*Student to be elected by Student Society.	Mr M. Mkontwana mmkontwana@wsu.ac.za	Mr M. Qoyi mqoyi@wsu.ac.za

10. STUDENT SUPPORT SERVICES

DIRECTORATE OF LEARNING AND TEACHING SERVICES

The DLT offers a range of academic support service to students such as Academic Advising, Peer Assisted Learning (PAL), Extended Curricula Programmes, Learning and Teaching with Technology and Writing Centre. More information can be accessed through the link below:

<https://www.wsu.ac.za/index.php/learning-teaching/teaching-learning-directorate>

STUDENT WELLNESS INFORMATION

Student Development and Support Services (SDSS) offers a range of services to support the wellness of students. These services include:

Residence Unit

Sport and Recreation Unit

Student Health Unit

Student Counselling Unit

Student Governance, Development and Culture Unit.

Further information can be accessed through the following link below:

<https://www.wsu.ac.za/index.php/student-life/directorate>

11. FACULTY SPECIFIC RULES

The succeeding section elaborates on special rules and procedures applicable to Faculty of Education and School Development students and staff as derived from legislative, institutional and campus operational policy. It is fundamental that all students and staff be familiar with the policies and procedures. Derived from the institutional general prospectus, these rules, articles and procedures are referred to henceforth as the G-rules.

G7. READMISSION OF STUDENTS TO BACHELOR OF EDUCATION: CURRICULUM STUDIES

The following rules and procedures shall apply to all 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 and paragraph 7 (3) (f) of the Institutional Statute, which stipulate that Council, with the approval of Senate, may refuse readmission to a student who fails to satisfy minimum requirements for readmission.

G7.1 Purpose of Exclusion Rules

To maintain a quality learning and teaching environment and to encourage academic throughput. Students should be incentivised to perform academically and non-performing students who are unlikely to meet minimum exit level requirements within the stipulated time cause a strain on already depleted resources.

To increase access - poorly performing students who continue in the system without satisfactory progress limit and/or deny space to new University entrants.

Financial viability - poorly performing students negatively affect the throughput rate and diminish subsidy earnings based on teaching output units.

G7.2 To be readmitted in the following year, whether to the same level or to the next level of study, a student must have met the following minimum requirements: a) The student must attain the minimum credit requirements as stipulated in the tables below; and b) Where applicable, the student must be on track to attain in the required time the exit level courses (e.g. major subjects) necessary for obtaining the qualification.

G7.3 Progression rules will include the following:

Maximum Period of Study:

Full-time Students in Standard Programmes

PROGRAMME CREDITS	MINIMUM PERIOD OF STUDY	MAXIMUM PERIOD OF STUDY
120 credits	1 year	2 years
360+ credits	3 years	5 years
480+ credits	4 years	6 years

b) Part-time Students

PROGRAMME CREDITS	MINIMUM PERIOD OF STUDY	MAXIMUM PERIOD OF STUDY
120 credits	2 years	3 years

Credit Requirements for Full-time Students

a) One-year Programme (Total credits: 120)

STUDY PERIOD	MINIMUM CREDITS
After 1 Year	40 Credits
After 2 years	80 Credits

b) Four-year Programme (Total credits: 480)

STUDY PERIOD	MINIMUM CREDITS
After 1 Year	40 Credits
After 2 years	110 Credits
After 3 Years	200 Credits
After 4 Years	290 Credits
After 5 Years	380 Credits
After 6 Years	480 Credits

c) Part-time students (Total credits: 120)

STUDY PERIOD	MINIMUM CREDITS
After 1 Year	40 Credits
After 2 years	80 Credits
After 3 years	120 Credits

G11 APPEALS PROCEDURES

The following process must be followed when considering whether a student ought to be excluded:

G11.1 After the publication of examination results, the Registrar through Deputy Registrars shall prepare an electronic list of possible candidates for academic exclusion and make the list available to all Deans and HODs.

G11.2 HODs must identify students for possible exclusion and submit the names to the Faculty Examinations Board at the end of each semester and of each year-end examination for consideration.

G11.3 Exclusion lists will serve at SENEX for approval together with the examinations results.

G11.4 The Dean will inform the excluded students in writing immediately after SENEX approval.

G12 APPEAL PROCESS FOR EXCLUDED STUDENTS

G12.1 Process for excluded students:

All students have a right to appeal provided their appeals reach the Dean of the Faculty within TWO weeks after the Dean has notified them of their exclusion.

Each faculty will have a Faculty Appeal Committee (FAC).

A student must submit the appeal in writing (either printed or electronic copies via e-mail) to the Dean's Office, with full motivation and supporting documentation.

An appeal shall be invalid and will not be considered if it is:

Filed out of time;

Not properly motivated;

Without credible supplementary documentation; and/ or

Submitted orally, telephonically and/ or via mobile messaging services.

G12.2 Faculty Appeal Committee (FAC) Membership

The Faculty Appeal Committee (FAC) shall be constituted as follows:

The Dean or the representative (Chairperson).

Five Senior Academics of the Faculty, designated by the Dean.

Two Student Representatives (observers).

A (non-voting) Secretary to record the proceedings.

G12.3 Faculty Appeal Committee Terms of Reference

The Faculty Appeal Committee shall:

Consider the appeals from students who have been excluded.

In the interest of fair and equitable application of rules to all students in the same situation, not deviate from the prescribed rules set in the General Rules and in the Faculty prospectus.

Decide whether or not there is merit in the appeal.

Record the reasons for a particular decision, both in respect of favourable and unfavourable outcomes.

EXECUTIVE MEETINGS (FACEX)

An Executive Board comprising the Dean, the Faculty Manager, two HoDs and two Senior staff members is delegated to meet and deal with urgent matters that cannot wait for the Faculty Board meeting, which decisions must be ratified by a full meeting of the Faculty.

FACULTY BOARDS MEETINGS

The Faculty Board meets four times a year i.e., one meeting in each term.

All academic staff members are members of the Faculty Board.

Academic staff member to attend at least 50% of these meetings.

Missing 75% of these meeting results in a disciplinary hearing of the staff member.

Student’s queries are addressed first by the committees which report to the Departments then escalated to the Dean’s office.

FACULTY MEETINGS

FACULTY COMMITTEES	FACEX	FACULTY BOARDS
TERM 1	TERM 1	TERM 1
26 January 2023	6 Feb 2023	9 Feb 2023
TERM 2	TERM 2	TERM 2
26 April 2023	2 May 2023	4 May 2023
TERM 3	TERM 3	TERM 3
27 July 2023	26 July 2023	3 Aug 2023
TERM 4	TERM 4	TERM 4
12 October 2023	11 Oct 2023	18 Oct 2023

12. FACULTY CALENDAR

THE OBJECTIVE OF THIS SCHEDULE IS TO PROPOSE HOW THE FACULTY OF EDUCATION AND SCHOOL DEVELOPMENT (FESD) SHOULD USE THE AVAILABLE TUITION TIME IN THE 2023 ACADEMIC YEAR TO EFFECTIVELY EXECUTE ON ITS ACADEMIC MANDATE.
 THE UNIVERSITY PROSPECTUS PROVIDES FOR THE FOLLOWING:
 SEMESTER 1/YEAR REGISTRATION TO COMMENCE ON 10 JANUARY 2023 FOR ALL RETURNING STUDENTS AND FTENs.
 SEMESTER 1 TUITION TO COMMENCE ON 6 FEBRUARY FOR YEAR-LONG MODULES AND FOR SEMESTER COURSES AND MODULES
 SEMESTER 2 TUITION TO COMMENCE ON 17JULY FOR SEMESTER COURSES AND MODULES.
 THE FACULTY OF EDUCATION AND SCHOOL DEVELOPMENT 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 6 FEBRUARY 2023.

WEEK	DATES	ACADEMIC ACTIVITIES	MANAGEMENT AND STAKEHOLDERS
PLANNING WEEK 1	9 JAN- 13 JAN	FACULTY/DEPARTMENTAL PLANNING CHE AUDIT COMPLETION	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	16 JAN 16 JAN – 20 JAN	SPECIAL EXAMINATION RESEARCH SEMINAR (RESEARCH PROPOSAL DEFENCE)	AFFECTED LECTURERS. DEPARTMENT PLANNING WORKSHOPS SPECIAL EXAM MARKING POSSIBLE SITE MEETINGS: BCC, BTW, KOM AND MTH
PLANNING WEEK 3	23 JAN – 27 JAN 26 JAN	LEARNING AND TEACHING COMMITTEE MEETING COMMUNITY ENGAGEMENT COMMITTEE MEETING RESEARCH & INNOVATION COMMITTEE MEETING CURRICULUM COMMITTEE MEETING LIBRARY COMMITTEE MEETING QUALITY ASSURANCE COMMITTEE MEETING	FACULTY PLANNING WORKSHOPS DEPARTMENT PLANNING WORKSHOPS SMGS, ASSESSMENT PLANS ETC. (FORMS TO BE COMPLETED). REGISTRATION ENDS

		SHORT LEARNING PROGRAMME COMMITTEE	
PLANNING WEEK 4	30 JAN – 3 FEB 30 JAN – 1 FEB 3 FEB	FACULTY/DEPARTMENTAL PLANNING DCS/DSIP BOARD MEETINGS ADMISSION AND REGISTRATION DLT: MOODLE REFRESHER COURSE	FINALISATION OF TEACHING PLANS, STUDENT MODULE GUIDES MOODLE SITE PREP, VIDEO RECORDING AND UPLOADING STAFF DEVELOPMENTAL PLANS ORIENTATION OF FTENS
PLANNING WEEK 5	6 FEB- 10 FEB 6 FEB 9 FEB 10 FEB	BLENDED TUITION TEACHING AND LEARNING FACEX MEETING FACULTY BOARD MEETING DLT: ONLINE ASSESSMENT WORKSHOP	LECTURES COMMENCE
WEEK 1	13 FEB – 17 FEB 16 FEB	BLENDED TUITION WELCOMING OF FTENS BLENDED TUITION	TUITION WEEK 1
WEEK 2	20 FEB – 24 FEB	BLENDED TUITION RESEARCH SEMINAR (RESEARCH PROPOSAL DEFENCE)	TUITION WEEK 2
WEEK 3	27 FEB – 3 MAR 28 FEB	BLENDED TUITION COMMUNITY ENGAGEMENT SCHOOL VISITS	TUITION WEEK 3
WEEK 4	6 MAR- 10 MAR 06 MAR	BLENDED TUITION CURRICULUM TRANSFORMATION POLICY ROADSHOW	TUITION WEEK 4
WEEK 5	13 MAR -17 MAR 16 MAR	BLENDED TUITION – ASSESSMENT WEEK DLT: ANALYTICS GRAPHS TRAINING WORKSHOP	WRITING OF 1ST ASSESSMENT
WEEK 6	20 MAR – 24 MAR 22 MAR 23 MAR	BLENDED TUITION – ASSESSMENT WEEK RESEARCH SEMINAR (RESEARCH PROPOSAL DEFENCE) CURRICULUM TRANSFORMATION WORKSHOP FOR LECTURERS	WRITING OF 1ST ASSESSMENT
WEEK 7	27 MAR – 31 MAR 28 MAR 31 MAR	BLENDED TUITION CURRICULUM TRANSFORMATION WORKSHOP FOR STUDENTS FIRST TERM ENDS	SENATE FIRST TERM ENDS
	31 MAR – 10 APRIL	FIRST TERM BREAK	

WEEK 8	11 APRIL -14 APRIL 14 APRIL	SECOND TERM COMMENCE/LECTURERS COMMENCE BLENDED TUITION COMMUNITY ENGAGEMENT WORKSHOP	TUITION WEEK 8
WEEK 9	17 APRIL-21 APRIL 18 APRIL	BLENDED TUITION DLT: ONLINE RUBRIC DEVELOPMENT WORKSHOP	TUITION WEEK 09
WEEK 10	24 APRIL -28 APRIL 24 APRIL 26 APRIL	BLENDED TUITION- ASSESSMENT WEEK RESEARCH SEMINAR (RESEARCH PROPOSAL DEFENCE) LEARNING AND TEACHING COMMITTEE MEETING COMMUNITY ENGAGEMENT COMMITTEE MEETING RESEARCH & INNOVATION COMMITTEE MEETING CURRICULUM COMMITTEE MEETING LIBRARY COMMITTEE MEETING QUALITY ASSURANCE COMMITTEE MEETING SHORT LEARNING PROGRAMME COMMITTEE MEETING	TUITION WEEK 10 WRITING OF 2ND ASSESSMENT
WEEK 11	2 MAY – 5 MAY 2 MAY 4 MAY	BLENDED TUITION - ASSESSMENT WEEK FACEX MEETING FACULTY BOARD MEETING	TUITION WEEK 11 WRITING OF 2ND ASSESSMENT FACEX MEETING
WEEK 12	8 MAY -12 MAY	GRADUATION WEEK	TUITION WEEK 12 COMPLETION OF OUTSTANDING TESTS ADMINISTRATIVE DUTIES FOR STAFF
WEEK 13	15 MAY- 19 MAY 16 MAY	BLENDED TUITION DLT: DIGITAL LEARNING TOOLS WORKSHOP	TUITION WEEK 13 FINALIZATION OF DPs FOR SEMESTER MODULES AND DP APPEALS
WEEK 14	22 MAY- 26 MAY 22 MAY 24 MAY	STUDY WEEK CURRICULUM TRANSFORMATION BENCHMARKING RESEARCH SEMINAR (RESEARCH PROPOSAL DEFENCE)	SELF-STUDY AND EXAM PREPARATION
WEEK 15	29 MAY- 2 JUNE 30 MAY	EXAM WEEK DLT: DIGITAL SCRIPT WRITING WORKSHOP	EXAMINATIONS

	31 MAY	CURRICULUM TRANSFORMATION EXTERNAL STAKEHOLDER ENGAGEMENT	
WEEK 16	5 JUNE -9 JUNE 5 JUNE 9 JUNE	EXAM WEEK COMMUNITY ENGAGEMENT SCHOOL VISITS DLT: DIGITAL INNOVATION IN EDUCATION INDABA	EXAMINATIONS/ MARKING
WEEK 17	12 JUNE – 15 JUNE 12 JUNE	EXAM WEEK COMMUNITY ENGAGEMENT CAREERS EXPO	MARKING AND SUBMISSION OF MARKS
WEEK 20	18 JUNE – 22 JUNE	EXAMINATIONS END	
WEEK 21	22 JUNE - 26 JUNE 22 JUNE	LAST DATE FOR SUBMISSION OF EXAM MARKS FACULTY EXAMINATION BOARD	
	23 JUNE	SECOND TERM ENDS	
WEEK 23	23 JUNE -14 JULY	FIRST SEMESTER BREAK	
	27 JUNE 29 JUNE	RESEARCH SEMINAR (RESEARCH PROPOSAL DEFENCE) PUBLICATION OF RESULTS	
WEEK 1	17 JULY -21 JULY 17 JULY 21 JULY	3RD TERM COMMENCES SCHOOL-BASED EXPERIENCE (SBE) COMMENCES FOR BED FP; BED SP/FET AND BED FET SUPPLEMENTARY EXAMINATIONS COMMENCE SECOND SEMESTER ONLINE REGISTRATION COMMENCES.	TUITION WEEK 1 SUPPLEMENTARY EXAMINATIONS
WEEK 2	24 JULY -28 JULY 25 JULY 26 JULY 27 JULY 28 JULY	DCS/DSIP FACEX LEARNING AND TEACHING COMMITTEE MEETING COMMUNITY ENGAGEMENT COMMITTEE MEETING RESEARCH & INNOVATION COMMITTEE MEETING CURRICULUM COMMITTEE MEETING LIBRARY COMMITTEE MEETING	TUITION WEEK 2 TUITION WEEK 2

		QUALITY ASSURANCE COMMITTEE MEETING SHORT LEARNING PROGRAMME COMMITTEE PUBLICATION OF SUPPLEMENTARY EXAM RESULTS SBE FOR BED (FP) I AND BED (SP/FET) I ENDS.	
WEEK 3	31 JULY - 4 AUG 2 AUG 3 AUG	BLENDED TUITION FACULTY BOARD MEETING	TUITION WEEK 3
WEEK 4	7 AUG -11 AUG	BLENDED TUITION	TUITION WEEK 4
WEEK 5	14 AUG 18 AUG 17 AUG 18 AUG	BLENDED TUITION RESEARCH SEMINAR (RESEARCH PROPOSAL DEFENCE) SBE FOR BED (FP) II AND BED (SP/FET) II ENDS	TUITION WEEK 5
WEEK 6	21 AUG - 25 AUG	BLENDED TUITION	WRITING OF 1ST ASSESSMENT TUITION WEEK 6
WEEK 7	28 AUG - 1 SEPT 31 AUG	BLENDED TUITION CURRICULUM TRANSFORMATION WEBINAR	TUITION WEEK 7 WRITING OF 1ST ASSESSMENT
WEEK 8	4 SEPT - 8 SEPT 08 SEPT	BLENDED TUITION SBE FOR BED (FP) III AND BED (SP/FET) III ENDS.	TUITION WEEK 8 COMPLETION OF OUTSTANDING TESTS ADMINISTRATIVE DUTIES FOR STAFF
WEEK 9	11 SEPT – 15 SEPT	BLENDED TUITION	TUITION WEEK 9
WEEK 10	18 SEPT – 22 SEPT	BLENDED TUITION	TUITION WEEK 10 WRITING OF 2ND TESTS
	20 SEPT	FINAL DATE: SUBMISSION OF YEAR END EXAM QUESTION PAPERS.	
WEEK 11	25 SEP - 29 SEPT 28 SEPT - 29 SEPT	BLENDED TUITION CENTRAL GRADUATION CEREMONY: ALL CAMPUSES RESEARCH SEMINAR (RESEARCH PROPOSAL DEFENCE)	TUITION WEEK 11 WRITING OF 2ND TESTS
	29 SEPT	THIRD TERM ENDS SBE FOR BED (FP) IV ENDS.	

	30 SEP-09 OCT	TERM BREAK	
WEEK 12	10 OCT - 13 OCT 10 OCT 11 OCT 12 OCT 13 OCT	FOURTH TERM COMMENCES/ DCS/DSIP BOARD MEETING FACEX MEETING LEARNING AND TEACHING COMMITTEE MEETING COMMUNITY ENGAGEMENT COMMITTEE MEETING RESEARCH & INNOVATION COMMITTEE MEETING CURRICULUM COMMITTEE MEETING LIBRARY COMMITTEE MEETING QUALITY ASSURANCE COMMITTEE MEETING SHORT LEARNING PROGRAMME COMMITTEE MEETING PUBLICATION OF DPs	TUITION WEEK 12 COMPLETION OF OUTSTANDING TESTS ADMINISTRATIVE DUTIES FOR STAFF
WEEK 13	16 OCT – 20 OCT 18 OCT	STUDY WEEK FACULTY BOARD MEETING	STUDY WEEK
WEEK 14	23 OCT- 27 OCT 24 OCT	EXAMINATIONS COMMENCE RESEARCH SEMINAR (RESEARCH PROPOSAL DEFENCE)	EXAMINATIONS
WEEK 15	30 OCT - 3 NOV	EXAMINATIONS	EXAMINATIONS
WEEK 16	06 NOV - 10 NOV	EXAMINATIONS END	EXAMINATIONS
WEEK 17	13 NOV - 17 NOV	LAST DATE FOR EXAMINATION MARKS	
WEEK 18	20 NOV – 24 NOV 22 NOV	EXAMINATION-RELATED ADMINISTRATION FACULTY EXAMINATION BOARD	
WEEK 19	27 NOV – 1 DEC 30 NOV	RESEARCH SEMINAR (RESEARCH PROPOSAL DEFENCE) PUBLICATION OF MARKS AND ACADEMIC EXCLUSIONS	
WEEK 20	4 DEC – 8 DEC	SUPPLEMENTARY EXAMS RESEARCH AND INNOVATION (PAPER HARVESTING)	EXAMINATIONS RESEARCH RETREAT
WEEK 21	11 DEC – 15 DEC	FINAL DATES FOR SUBMISSION OF MARKS	MARKING AND SUBMISSION OF MARKS
WEEK 22	18 DEC – 20 DEC 20 DEC	PUBLICATION OF SUPPLEMENTARY RESULTS TERM FOUR ENDS	PUBLICATION OF SEMESTER RESULTS

13. SENATE NOTES – INSTITUTIONAL RULES

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 re-admitted 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 re-admitted 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
After 5 semesters
After 6 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
An accumulated total of 200 credits
An accumulated total of 240 credits

A Three-year programme (360 credits)

After 1 semester
After 2 semesters

(360 divided by 5 years)

36 credits
An accumulated total of 72 credits

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 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

(NOTE: In determining the rate of progress, only semesters for which the student was registered will be taken into account)

- G7.2 A student who fails a course twice will not be re-admitted to that course provided that the Head of Department (HoD) may, if the course is a pre-requisite or a final course needed for the degree/diploma purposes, require the student to satisfy other specific academic requirements before allowing the 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 re-admitted 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 scoring 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 Conditions for re-admitted students

The process will 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's examinations and year-end examinations.
- G10.2 The Heads of Departments will identify the students who do not meet the readmission requirements and submit their names 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 re-admit the student.

G11.4.3 Whether or not 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

(Faculties may add their own rules here as long as they are/were approved at the SENATE level)

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 the attendance of lectures and general conduct in relation 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 a **supplementary examination**.
- A student who obtains **75% of the marks at the 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 he/she has written the final examination in the course.
- A student who missed 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 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 the 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 the 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 requests, 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 50%-59% (D) isiXhosa with 50%-59% (D) 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 50%-59% (D) isiXhosa with 50%-59% (D) 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>

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.