



Yearbook FACULTY EDUCATION

GRADE R DIPLOMA All universities in South Africa are obligated by law to take part in a National Project driven by the external regulatory bodies (Department of Higher Education and Training (DHET), the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA)), to align all qualifications with the Higher Education Qualifications Sub-Framework (HEQSF). It follows that the NWU is continuously in process of aligning our qualification and programme offering with the requirements of the HEQSF.

Students are advised to contact the relevant faculty to ensure that they register for the correct qualification, programme and /or curriculum, or to report any errors and/or omissions noticed. It is the duty of the student to ascertain that he/she is registering for the correct qualification, programme and /or curriculum. The University will not be held liable for any damages students may suffer as result of neglecting this responsibility.

Universiteite in Suid Afrika is regtens verplig om deel te neem aan 'n Nasionale Projek onder leiding van die eksterne regulatoriese liggame (die Departement van Hoër Onderwys en Opleiding (DHOO), die Raad op Hoër Onderwys (RHO) en die Suid-Afrikaanse Kwalifikasie-owerheid (SAKO)), ten einde alle kwalifikasies volgens die Hoëronderwys-kwalifikasiesubraamwerk (HOKSR) te belyn. Die NWU is dus deurlopend besig om die universiteit se kwalifikasie- en programaanbod met die vereistes van die HOKSR te belyn.

Studente word aangeraai om met die relevante fakulteit in verseker dat hulle die verbindina te tree om te vir korrekte kwalifikasie, program en/of kurrikulum registreer, of in geval hulle enige foute en/of weglatings wil aanmeld. Die onus lê op die student om seker te maak dat hy/sy vir die regte kwalifikasie, program en/of kurrikulum registreer. Die Universiteit sal dus nie aanspreeklik gehou word vir enige skade wat studente mag ly indien hulle nie hierdie verantwoordelikheid nakom nie.

Address all correspondence to:

The Registrar North-West University Private Bag X1290 Potchefstroom 2520

Tel: (018) 299-1111/2222 Fax: (018) 299-4910 Internet: <u>http://www.nwu.ac.za</u>

PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at: <u>http://www.nwu.ac.za/yearbooks</u>.

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

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ORGANOGRAM OF THE FACULTY STRUCTURE 2018



OFFICE BEARERS

Faculty management committee (transitional management as at October 2017)

Executive Dean (Chairperson)

Prof E Mentz (Acting) (BA, HED, BScHons, MSc, PhD)

Deputy Deans

Prof LN Conley (Acting) (Teaching and Learning) (BA, BEdHons, MEd, DEd)

Prof WT Dudu (Acting) (Research and Innovation) (Dip Ed, BEd, MSc Ed, PhD)

Prof MI Xaba (Acting) (Community Engagement and Stakeholder Relations) (PTC, BA, BEd, MEd, PhD)

Directors of research entities

Research Focus Area SDL: Prof JJJ de Beer (Acting) (BSc Ed, BScHons, MEd, MSc, PhD)

Research Unit Edu-HRight: Prof JP Rossouw (TD (Phys Ed), BA, BEd, MEd, DEd)

Research Niche Edu-Lead: Prof J Heystek (BA, HED, BEdHons, MEd, PhD)

Directors of schools

(The appointment of new directors of schools will be finalised in 2018)

Prof N Diko (Acting) (BA, MSc in Language Education, PhD)

Prof E Fourie (BA Ed Music, BEdHons, MEd, PhD)

Prof PJ Mentz (BA, BEd, MEd, DEd, Diploma in Tertiary Education, HED (PG))

Prof P Sepeng (UDE(S), B Tech, M Tech, PhD)

Dr NP Petersen (BSc Ed, BScHons, FDE, MPhil, PhD)

Dr HJ van Vuuren (BAHons, BEd, MEd, PhD)

Deputy Directors of schools

The appointment of five deputy directors will be finalised in 2018.

Faculty Administrators

Ms AMC Cloete

Ms I Kakula

Mr JJ Liebenberg

Quality Enhancement Administrator

Ms V Claassen

Faculty Accountant

Ms JM van Heerden

Faculty board (transitional board as at October 2017)

Executive Dean (Chairperson)

Prof E Mentz (Acting) (BA, HED, BScHons, MSc, PhD)

Deputy Deans

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Dr NP Petersen (BSc Ed, BScHons, FDE, MPhil, PhD)

Dr HJ van Vuuren (BAHons, BEd, MEd, PhD)

Deputy Directors of schools

The appointment of five deputy directors will be finalised in 2018.

Note: In addition, elected representatives from the academic staff, faculty representatives on the senate, research professors, faculty administrator(s) and student representatives will also be included as members of the faculty board.

Contact details for the Faculty

Faculty website

http://education.nwu.ac.za

Mafikeng

- Telephone number: +278 389 2214
- Email address: MCEducation@nwu.ac.za

Potchefstroom

- Telephone number: +278 299 1766
- Email address: Edu-EnquiryPotch@nwu.ac.za

Vaal Triangle

- Telephone number: +276 910 3060
- Email address: VTC-Education-Info@nwu.ac

Contact details for Unit for open Distance Learning

The Unit for Open Distance Learning at the NWU, situated in Potchefstroom, delivers several distance programmes on behalf of the various faculties at a number of learning support centres in southern Africa.

- Telephone number: +278 285 5900
- Website: distance.nwu.ac.za/
- Email address: DistancePotch@nwu.ac.za
- SMS: Send an SMS to 43366 NWU[Space]Student number[Space]Subject code[Space]And the question

SCHOOLS IN THE FACULTY

School	Subject group
School of Mathematics,	 Natural Sciences Education
Science and Technology Education	 Mathematics Education
	 Technology Education
	 Computer Science Education
	 Geography Education and Environmental Education
School of Commerce and	 Creative Arts in Education
Social Studies in Education	 History for Education
	 Economics and Management Sciences for Education
School of Professional	 Curriculum Studies
Studies in Education	o Education Law
	o Education Management
	 Comparative Education
School of Language	 English for Education
Education	 Afrikaans for Education
	 Setswana and African Languages for Education

School of Psycho-social Education	 Education Psychology and Learner Support
	o Life Orientation
	 Movement Education

QUALIFICATIONS OFFERED BY THE FACULTY OF EDUCATION

The University has the authority to confer the following degrees, certificates and diplomas offered by the Faculty of Education:

- Doctor of Philosophy in Education (PhD)
- Master of Education (MEd)
- Bachelor of Education Honours (BEdHons)
- Postgraduate Certificate in Education (PGCE) / Advanced Diploma in Teaching (ADT)
- Bachelor of Education (BEd)
- Diploma in Grade R Teaching
- Advanced Diploma in Education (ADE)
- Advanced Certificate in Teaching (ACT)
- National Professional Diploma in Education (NPDE). (Programme is phasing out. Pipeline students till 2019.)
- Advanced Certificate in Education (ACE) (Programme is phasing out. Pipeline students till 2019.)

QUALIFICATION, PROGRAMME AND CURRICULUM

DIPLOMAS				
Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
Diploma in Grade R	Qualification	Curriculu	Open	6
Teaching	code: 4901001	m code:	Distance	
		O100P	Learning	

EDU.1 FACULTY RULES

EDU.1.1 AUTHORITY OF THE GENERAL ACADEMIC RULES (A-RULES)

The faculty rules valid for the different qualifications, programmes and curricula of this faculty and contained in this faculty calendar are subject to the General Academic Rules (Arules) of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The faculty rules should therefore be read in conjunction with these General Academic Rules.

The A-Rules are available on the webpage at: http://www.nwu.ac.za/content/policy_rules.

Each programme's structure, method of delivery and presentation are included in the respective programme documents, which are subject to the policy laid down by the Institutional Committee for Academic Standards (ICAS) of the NWU and consistent with the requirements of the Council on Higher Education (CHE), the Higher Education Quality Committee (HEQC), the Department of Higher Education and Training (DoHET) and the South African Qualifications Authority (SAQA).

EDU.1.2 FACULTY-SPECIFIC RULES

The **teaching policy** of the Faculty of Education is in accordance with the vision and mission of the North-West University.

Procedures regarding quality assurance in the Faculty (Teaching-Learning Policy and Assessment and Moderation Policy) are available on our webpage at: http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/igovernance-management/policy/8P-TL_e.pdf, and

http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/igovernance-management/policy/8P-8.1.7-assessment_e.pdf.

The **research policy** of the Faculty of Education is in accordance with the vision and mission of the North-West University. The development of academic scholarship is a priority as is the maintenance of relevant, innovative, leading and focused research to address the challenges faced by education both nationally and internationally. The webpage for the Research entities of the Faculty of Education is: <u>http://education.nwu.ac.za/</u>.

EDU.1.2.1 Admission Requirements

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council (<u>http://www.nwu.ac.za/content/policy_rules</u>). The NWU Admission Policy provides boundary admission conditions and rules in regard of the types of qualifications offered that are part of the officially approved PQM of the NWU and to which prospective students might seek admission.

EDU.1.2.2 Method of Delivery

Definitions	
Distance	The distance mode of delivery refers to
mode of	the presentation of the composite
	modules of a programme to students who

delivery	do not attend classes, tutorial or practical
	sessions, or sit for examinations at one of
	the official NWU sites of delivery. The
	interaction with NWU academic or support
	staff, or NWU appointed
	facilitators/tutors, and the presentation of
	the composite modules of a programme
	are undertaken remotely through the use
	of teaching technology, various forms of
	correspondence, or the internet. The
	student may have the option of attending
	facilitation opportunities at NWU learning
	support centres. (see also Distance
	education)
	Evaluate DUET and UEOC approval of the
	explicit DHET and HEQC approval of the
	programme to be offered thus
	programme to be offered thus.

Contact full-time and contact part-time

NWU distinguishes between contact full-time and contact part-time delivery of certain qualifications/programmes.

Classes are presented to contact full-time students during weekdays, whereas contact part-time students who are working during the week, are accommodated on Fridays and Saturdays. In order to ensure quality delivery, provision is made in the timetable for the same amount of contact hours for the part-time contact students as for the full-time students.

EDU.1.2.3 Annual Registration

Important note regarding the annual registration for studies

A-rule 1.10.1.1

Every returning student must register annually in their personal capacity, either by means of a paper-based or an electronic registration process, for the learning components that are prescribed for the specific study year, in accordance with the faculty rules applicable to the qualification, programme and module(s) concerned

Diploma in Grade R Teaching students who start studying in the second semester must register again at the beginning of the following year and thereafter annually at the beginning of the year. This information is included in the yearbook.

Please take note that it is imperative that all the ODL students must register annually.

Should a student be registered for a module, NWU views that student as active in the module, and they will have two examination opportunities to pass the module successfully. Should the student not pass the module after the <u>first two</u> <u>successive examination opportunities</u>, whether or not participation took place towards the participation mark and/or examination, the student will fail the module and will have to reregister and pay for the module again. Kindly note that NWU will charge a fee to the student's account should a second examination session be utilised.

<u>A rule: 1.10.1.6</u>: Two registration periods for the various levels and modes of study are annually determined in the university calendar, the second of which is reserved exclusively for registration of students in such distance programmes as may be identified annually by the responsible executive dean.

When a first registration is done for the second semester, it is done only for 6 months and then yearly as from January onwards.

Annual registration for specific programmes

Diploma in Grade R Teaching

Provision is made for students to register for the Diploma in Grade R Teaching for two registration periods annually.

A-rule 1.10.4.2: Registration may be cancelled for a programme or a module, and entails that a student withdraws from the programme or module before formal tuition begins.

Faculty comment:

The last day for module amendments and cancellation will be **15 February 2018 for the first semester** and **15 August 2018 for the second semester**. In this case only a pro rata payment will be paid back to the student as study material had already been sent to students and there were administrative and postage fees.

EDU.1.2.4 Amendment, cancellation of discontinuation regarding registration of studies

A-Rule 1.10.4.1: Subject to the applicable faculty rules and the applicable provisions regarding payable fees, a student may apply in the prescribed manner and within the period indicated for that purpose on the annual university calendar, to amend, cancel or discontinue registration

Faculty process:

<u>Distance students</u>: Due date for amendments, cancellation and discontinuation of registration (distance students register for programmes and not for modules):

A-rule 1.10.4.3: Timeous cancellation of registration is not reflected in a student's academic record and a pro-rata part of the registration fees, as well as the paid tuition fees, may be reimbursed.

The last day for programme/module amendments and cancellation will be 15 February 2018 for the first semester and 15 August 2018 for the second semester. In this case only a pro rata payment will be paid back to the student as study material had already been sent to students and there were administrative and postage fees.

If these dates are not met, the full tuition for the semester(s) is payable.

Should students cancel their studies, all bursaries and/or loans are repayable immediately

EDU.1.2.5 Modules and Credits

- Subjects are presented according to modules, to which a certain number of credits are allocated.
- Each module has a code and a descriptive name, e.g. ACCE
 122 Accounting for Education, first year level, second semester.
- 3) Each module has a certain weight, known as a credit.
- 4) Each module is to be passed individually.
- Programme-specific rules apply (according to the relevant yearbook).
- 6) Mode of delivery-specific rules apply (according to the relevant yearbook).

EDU.1.2.6 Additional Modules

A first year student may register for one additional module per semester (A- Rule 2.3.1). A student who registers for the second, third or fourth year level may register for a maximum of two additional modules per semester or two additional year modules, or one semester and one year module (32 credits per semester) on condition that he/she has thus far passed the prescribed modules of the curriculum (A-Rule 2.3.2). Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

EDU.1.2.7 Calculation of Participation Marks

The participation mark for a module is calculated from the marks obtained in tests, assignments, practical and/or research assignments. Calculation of participation marks is programme-, module- and mode of delivery-specific.

The ratio between theory and practical work for calculation of the participation mark for a module, is as explained in the relevant study guide.

EDU.1.2.8 Admission to Examinations

Admission to the examination in any module requires a proof of participation or a participation mark (depending on the requirements of the module) as stipulated in A-Rule 1.13.2.

A proof of participation or a participation mark, which allows admission to the examination, will only be issued once a student has complied with the requirements for the module concerned to the satisfaction of the school director in consultation with the relevant subject group chairperson/programme leader. The requirements are stipulated in the study guide for the module concerned and under the module outcomes in this yearbook.

EDU.1.2.9 Subminimum for Examination

The subminimum for examinations in all modules is 40% except where a higher subminimum is provided for in faculty rules (A-Rule 1.13.3).

EDU.1.2.10 Examination Opportunities

The examination opportunities and the relevant rules are determined in accordance with A-Rules 2.5.3.

Any student, who has obtained the required proof of participation and/or participation mark, as prescribed, will be admitted to utilize the first and/or second examination opportunity for the module concerned.

2.5.3.1 A student registered for an undergraduate module is entitled to use two consecutive opportunities per module to take the examination within the examination time tables set in the annual university calendar.

ODL students' second examination opportunity is in the following semester during the scheduled examination period. If a student fails a module the second time, or failed to use the two consecutive examination opportunities he/she needs to reregister and pay the following year for this module and the previous participation mark will no longer be taken into account.

Modules stipulated in the annual yearbook as continuous assessment are excluded from second examination opportunities (with reference to A-Rule 2.5.3.2)

According to A-Rule 1.13.6, a student who requires one more module in order to complete a qualification may apply to the executive dean in writing to grant a final assessment opportunity on condition that the student has registered for, been admitted to the module and has utilised one or both of the examination opportunities.

EDU.1.2.11 Pass Requirements

The module mark is calculated according to the ratio between the participation mark and the examination mark as set out under the module outcomes in the relevant yearbook. The module mark required for a pass in a module in which examinations are written is 50% in accordance with A-Rule 1.13.3.2.

The subminimum for all examinations written is 40% (A-Rule 1.13.3.1), unless stated otherwise in the rules of specific programmes and curricula.

Adjustment of the module mark for a first semester module in which an examination was written but not passed may be considered according to the stipulations of A-Rule 2.5.2.

A-Rule 2.6.2 stipulates the requirements for passing a module/curriculum/qualification with distinction. In order to qualify with distinction, the average obtained for the Core modules (specialisation subjects) and Education modules.

2.6.2.1 In order to be awarded a qualification with distinction a student must achieve a weighted average of at least 75% for all the core modules identified as such in the faculty rules concerned, not taking additional modules taken by the student into account.

2.6.2.3 A part-time student or a student enrolled in a distance programme must complete the programme within the <u>minimum time</u> specified in the faculty rules in order to qualify for the award of the qualification with distinction.

2.6.2.4 The marks obtained in core modules completed at other institutions recognised by the university for the purpose must be taken into account when calculating the weighted average mark referred to in rule 2.6.2.1.

Any student who fails a module must repeat the module in order to obtain a new participation mark (according to A-Rule 1.13.3.5). Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

Students who register for the second or third year level, who have not passed all the prescribed modules of the curriculum, may enrol for 16 additional credits per semester (A-Rule 1.9).

In reference to A-Rule 2.4.2, the faculty rules provide that Diploma in Grade R students in their final year, who have not passed all the prescribed modules of the curriculum thus far, may register for the outstanding modules provided these do not exceed 32 credits per semester.

EDU.1.2.12 Examination marks are calculated as follows:

- i. Minimum for participation mark = 40%
- ii. Examination sub-minimum = 40% per module
- Participation and examination marks total for the module, or final mark =100%
- iv. Distinction = 75%
- v. Pass mark = 50%

- vi. Examination (60%) + participation (40%) = module mark (final mark) e.g. you may obtain a module mark of above 50% and still fail because of the sub-minimum requirement in the examinations, which is 40%.
- vii. All examination scripts will be marked as well as moderated, and marks will be verified (re-counted) to ensure that the correct marks are allocated. You may, however, apply for a re-mark if all of the following criteria are met:
 - a minimum of 35% obtained in the examination
 - application to reach the Call Centre at NWU within 14 days after examination results have been published the re-mark fee should be paid and the proof of payment sent to the Call Centre together with the application form, available from the NWU Call Centre.

A pass is obtained for a curriculum once all the modules of the programme have been passed individually (A-Rule 2.6.1).

EDU.1.2.13 Progression Requirements

The stipulations in A-Rule 1.16 and all the subparagraphs apply.

Where a certain module is set to be assumed learning for a module in another semester or year level (refer to Prerequisites in EDU 2.4.4.2 List of Modules), a participation mark of at least 40%, and in some instances a module mark of at least 50%, should be obtained before the student can register for the successive module (A-Rule 1.8).

A-rule 1.16.1: In order to ensure that a sufficient percentage of the credit load of the programme for which the student is registered is completed within the maximum duration allowed for the study –

A-rule 1.16.1.2: a distance student must obtain at least 50% of the total credits that is required for the curriculum up to the historic year level for which the student is registered.

A rule 1.16.2: A student who fails to comply with the progression requirements provided for in rule 1.16.1 does not automatically qualify to continue study in the programme concerned.

A-rule 1.16.3: After every examination period the executive dean concerned must, in consultation with the faculty management committee or other faculty structure concerned, review the academic records of all students to determine the students' compliance with the progression requirements.

A-rule 1.16.4: Should the executive dean concerned decide to terminate a student's registration due to failure to comply with the progression requirements, the student may, within ten days of the date of such decision, submit to the faculty manager a motivated request in the prescribed form to be readmitted to the study.

A-rule 1.16.5: The executive dean's decision to grant or refuse a request for readmission submitted in terms of rule 1.16.4 is final.

A-rule 1.16.6: The executive dean reports all the decisions taken in terms of this rule to the registrar.

It is imperative that students abide within this rule, to ensure that their studies are not terminated.

A motivated request regarding the readmission to studies, must reach the ODL call centre within ten days of the date of decision.

EDU.1.2.14 Repetition of Modules

Should a student fail an examination in a specific module, he/she is required to repeat the module in accordance with A-Rule 1.13.3.5 and 2.3.4.

EDU.1.2.15 Access to review of Marked Examination Work (A-Rule 1.13.7)

<u>A distance student</u> may apply, within the time frame stipulated in A-rule 1.13.7.3, namely 10 working days, to the school director, via the UODL call centre, to view the examination scripts and the memorandum in the presence of the lecturer and the subject chairperson concerned in Potchefstroom in the lecturer's office.

A-rule 1.13.7.7: Remarking of examination work at the request of a student is subject to the payment of the applicable fee.

Distance students may apply for a <u>remark of their</u> <u>examination answering scripts</u> provided that the call centrum receives the request within 10 working days after results were released and only if a minimum examination mark of 35% **and** a final module mark of 45% were obtained. The application form as well as the invoice of the required money paid should be submitted to the call centrum.

NB It can take up to 2 months to receive the re-mark result. Students should thus plan and continue with their studies according to the published mark.

EDU.1.2.16 Monitoring of academic performance

In accordance with A-Rules 1.15.1 - 1.15.3, a student who achieves less than half the credits required for the programme concerned as prescribed in the faculty rules concerned for the mode of delivery (contact or distance) and attendance mode (full-time or part-time), is deemed not to have made satisfactory academic progress. A student whose academic performance is deemed unsatisfactory may be issued with a written warning by the executive dean concerned.

EDU.1.2.17 Extension of period of study

Refer to A-rule 1.17

The executive dean concerned may, on the recommendation of the academic director concerned, extend a student's study period in accordance with the provisions of the applicable faculty rules following an application submitted before the end of the penultimate academic year by a student who does not expect to complete a programme within the maximum duration allowed for the study

EDU.1.2.18 Termination of Studies

A student's studies may be terminated in accordance with the stipulations of A-Rule 1.18. In accordance with A-Rule 1.18.4, a student whose studies have been terminated may, in accordance with the applicable faculty rules, apply for admission to another study programme, but must in the course of the application mention the termination.

'n Student se studie kan beëindig word ooreenkomstig die bepalings van A-Reël 1.18. In ooreenstemming met A-Reël 1.18.4, mag 'n student wie se studie beëindig is, ooreenkomstig die toepaslike fakulteitsreëls, aansoek doen vir toelating tot 'n ander studieprogram, maar moet in die loop van die aansoek die beëindiging vermeld.

EDU.1.3 WARNING AGAINST PLAGIARISM

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see:

http://www.nwu.ac.za/content/policy_rules.

EDU.1.4 CAPACITY STIPULATION

Please take cognizance of the fact that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum requirements may not necessarily be admitted to the relevant courses. (A- Rule 1.5.2.)

EDU.1.5 RECOGNITION OF PRIOR LEARNING

Refer to A-Rules 1.6 and 1.7.

The faculty subscribes to the view that RPL constitutes an essential element of the transformation of access and admissions policies at higher education institutions in South Africa. The transformation of access and admissions policies is intended to increase participation and to broaden access to higher education in order to produce graduates with the skills and competencies necessary to meet the human resource needs of the country.

The following types of RPL are identified, namely:

(1) RPL for access: The establishment of a suitable level of study and/or experience aimed at admission to a qualification, for a candidate who does not qualify for admission into that qualification via the official admission requirements of the NWU.

(2) RPL for advanced standing: The exemption from a certain level of a course of study or programme on the basis of the candidate's experience/learning acquired. A portfolio and/or assessment may be used to consider the candidate for RPL.

This RPL is regarding the exemption of certain levels of study. (Advanced standing - based on the previous experience and/or knowledge acquired, the applicant may be accepted for example for the second year.)

(3) RPL for credit accumulation and transfer (CAT): The awarding of credits for modules or courses as part of learning programmes/qualifications. The outcomes of successfully completed modules must be compared and found to be similar/equivalent to the outcomes of the corresponding modules offered at the faculty as requested for RPL. The completed outcomes must also comply with the relevant SAQA level descriptors.

A designated RPL officer is appointed in the office of the deputy dean at each of the three sites of delivery to steer and oversee the RPL process for both contact and distance students.

A processes for each of the types of RPL as well as forms and guidelines to compile a portfolio are available and will be included in the Quality manual of the faculty, after approval by faculty board.

EDU.2 OPEN DISTANCE LEARNING QUALIFICATIONS/PROGRAMMES

EDU.2.1 WHAT IS OPEN DISTANCE LEARNING (ODL)?

Open distance learning refers to a delivery mode focusing on enhanced accessibility to education and training, limiting or eliminating barriers such as time, place and pace of learning. The NWU promotes open distance learning by allowing students to register for the modules of a programme either in January or in June, offering technology-mediated instruction and examination opportunities at various learning support centres nationally and internationally, and providing student support to enhance the student learning experience. Students who study at a distance are still subject to specific admission requirements as determined by the Institutional Admissions Requirements Committee, fixed dates for the commencement of academic programmes, a minimum and maximum duration for the completion of their studies, and specific scheduled assessment opportunities. (Appendix to the General Academic Rules (A-Rules) of the NWU: Glossary of Teaching Learningrelated concepts and designations)

EDU.2.2 UNIT FOR OPEN DISTANCE LEARNING (UODL)

The Unit for Open Distance Learning at the NWU, situated in Potchefstroom, delivers several distance programmes on behalf of the various faculties at a number of learning support centres in Southern Africa.

Distance learning programmes are offered on the following principles:

a) Students may register any time of the year.

- b) Each programme has a minimum and maximum duration for completing the studies.
- c) Students have a number of assessment opportunities (examinations) during a study period, and all modules may be written at each assessment opportunity.
- d) Students do not have a second examination opportunity directly after the first attempt. If they fail the first attempt (e.g. in June), they may write the failed module during the next examination opportunity (e.g. in November). A valid participation mark will give a student access to two examination opportunities, after which he/she must generate a new participation mark.
- e) Contact classes are mainly presented by means of interactive whiteboards, supported by facilitators.
 Lectures may also be accessed on a personal computer if students have internet access. All modules presented by means of interactive whiteboards are stored on the internet for students to access at a later stage.
- f) Students are supported by means of a call centre, social media (Facebook) and contact with lecturers and facilitators.
- g) Examinations are written at several Learning Support Centres throughout Southern Africa, but the NWU may request students to write a specific module (e.g. Computer Science) at the Potchefstroom Campus.
Contact details

Tel: +27 18 285 5900 Fax: +27 87 234 4957 Website: distance.nwu.ac.za/ Email: DistancePotch@nwu.ac.za SMS: Send an SMS to 43366 NWU[Space]Student number[Space]Subject code[Space] and the question

Address all written correspondence to:

Academic matters:

The Academic Manager: UODL North-West University Potchefstroom Private Bag X6001 Potchefstroom 2520 South Africa

Administrative matters:

The Unit for Open Distance Learning (UODL) Building B11A North-West University Private Bag X6001 Internal Box 539 Potchefstroom 2520

EDU.2.3 MATTERS TO TAKE NOTE OF REGARDING ODL STUDIES

Students need to note the following matters, and are referred to the applicable yearbook:

i. Some qualifications delivered in the distance mode allow students to register twice a year for studies.

ii. Each programme has a minimum and a maximum study duration for completing the programme.

iii. Students have a number of assessment opportunities (examinations) during a study period and all modules can be written at each assessment opportunity (first and/or second opportunities) should the student qualify to write examinations

iv. Students do not have a second examination opportunity directly after the first attempt. If they fail the first attempt (e.g. in June/July), they can write the failed module during the next examination opportunity (e.g. in October/November). A valid participation mark will give the student access to two examination opportunities, where after a student must generate a new participation mark.

v. Contact classes are mainly presented by means of interactive white boards at the learning support centres in southern Africa, supported by facilitators. Lecturers can also be contacted via email if the students have access to the internet. All modules presented by means of interactive white boards are stored on the internet for students to access at a later stage.

vi. Students are supported by means of a call centre, social media (Facebook) and contact with lecturers and facilitators.

vii. Examinations are written at several examination centres throughout southern Africa, but the NWU can request

students to write a specific module (e.g. Computer Science) at the campus in Potchefstroom, where the Unit for Open Distance Learning is situated.

Unsatisfactory academic performance

A student whose academic performance is found to be unsatisfactory will receive a formal written warning from the relevant director. If subsequent progress is still not satisfactory, the student may be dealt with in terms of A-Rule 1.18 and sub-paragraphs.

Termination of studies of ODL students

The minimum and maximum duration of study for the various qualifications is indicated in the calendar and in the information booklets for these qualifications. One year before the maximum duration of study is exceeded and a student's studies are finally terminated, such a student will receive a warning letter to inform him/her of the two final examination opportunities to pass all outstanding modules. Should such a student still have modules outstanding after these examination opportunities, the studies of such a student must be terminated in terms of Academic Rule 1.18.

Only in exceptional cases and then on the grounds of irrefutable evidence will the Executive Director: UODL and the Executive Dean of the Faculty of Education consider a request for continuation of studies from a student whose studies have been terminated. Should such an application be successful, the student will be afforded only one examination opportunity to complete all outstanding modules.

EDU.3 RULES FOR THE QUALIFICATION DIPLOMA IN GRADE R TEACHING

EDU.3.1 PURPOSE AND RATIONAL OF THE QUALIFICATION

The Department of Education realised the lack of training in the field of Grade R Teaching, as well as a shortage of Grade R teachers. By offering this programme, the University and the Faculty of Education Sciences wish to satisfy the need of the country and expand the knowledge base of teachers in the field of early childhood development. At the same time, the programme's mode of delivery is Open Distance Learning (ODL), and by using innovative technologies (for example, Interactive Whiteboards and Moodle), the programme is also addressing the University's vision of innovative teaching, which provides an opportunity for professional development of a wider spectrum of the community.

Establishing and developing a Diploma in Grade R Teaching will also provide a vast number of under- and unqualified Grade R practitioners with the opportunity to gain access to a higher education qualification. This qualification will be recognised by the Department of Basic Education, and will enable qualified Grade R teachers to qualify for the relevant Relative Education Qualification Value (REQV) of level 13 for remuneration purposes. The qualification will not only provide prospective students with an opportunity to develop their academic careers, but may also enhance their personal and social wellbeing. It will provide successful students with an opportunity to articulate into a BEd degree (Foundation Phase), in order to gain status as a fully qualified Foundation Phase teacher. Students who wish to articulate into the BEd degree will be credited with up to 180 credits by NWU. The purpose of the Diploma in Grade R Teaching is to develop teachers who are able demonstrate general educational principles, as well as focused knowledge and skills for Grade R teaching. The qualification requires in-depth specialised knowledge, together with practical skills and experience in a Grade R classroom teaching context. As part of the qualification, students will be expected to gain experience in applying such knowledge and skills in the context of working with Grade R learners in a school. This will be realised by the proposed curriculum on the basis of the coherent and ongoing connection between the core theory of pedagogy, the theory of teaching and learning, and the subject content of Reception Year teaching. The curriculum consists of 33 modules. The core modules focus on Languages, Mathematics and Life Skills that should form an essential part of any Reception Year teacher's professional knowledge. Research has proven that, where young learners have a solid grounding in Life Skills, they are better equipped for all life challenges and future success. The Life Skills component of this qualification thus carries most credits, in order to equip Grade R teachers with the critical knowledge of all facets of Life Skills education.

This programme will develop the necessary competences for students to understand how learners learn, how to teach and how to assess what they have learned. The programme also includes modules that are focused on Work Integrated Learning (WIL). These modules, which are at NQF level 6, aim to develop students' discipline and pedagogical knowledge and skills. The modules link clearly with the competencies of how to unpack the curriculum, apply sound subject knowledge and how to teach subject content successfully to Grade R learners. The WIL modules also range from levels 5 to 7 to ensure the development of competencies for effective teaching in diverse classrooms in South Africa.

EDU.3.1.1 Duration (minimum and maximum duration)

The minimum and maximum duration of study for the qualification programmes offered by the Faculty are as follows:

Diploma in Grade R Teaching:

• Minimum 3 years and maximum 5 years (distance)

EDU.3.1.2 Articulation

After successfully completing this qualification, a student may articulate into a BEd (Foundation Phase) qualification.

EDU.3.1.3 Admission requirements for the qualification

Prospective students must already be teaching Grade R at a school to be able to apply for admission. The minimum admission requirement for this qualification, as stated by the Department of Higher Education and Training, is a National Senior Certificate with diploma endorsement, or equivalent. A level 4 or 5 Certificate, or Diploma in Early Childhood Development, may also be presented for admission. It is assumed that students with such qualifications will have the necessary knowledge, skills and values to register for a qualification at level 6. The program, however, starts with a number of modules at level 5, in order to assist students to progress from modules at level 5 to modules at level 6. The number of exit modules at level 7 is included for articulation purposes into the BEd Foundation Phase.

EDU.3.1.4 Faculty-specific requirements

Work Integrated Learning (WIL):

For any teacher training programme to be effective students must be afforded an opportunity to apply their knowledge in a classroom context.

• The Diploma in Grade R Teaching consists of **six** Work Integrated Learning (WIL) modules over the three years.

• Students will complete one WIL module per semester, where each WIL module carries 8 credits.

• These modules aim to equip students with the necessary pedagogical knowledge that will enable them to integrate and apply the knowledge they encounter in their academic modules with the authentic experience they gain during work integrated learning in a school.

• Each module also includes two portfolio assignments to afford students the opportunity to demonstrate their ability to apply content knowledge in a practical context.

• The modules aim to integrate the two types of practical learning, namely learning from practice and learning in practice.

• The WIL modules focus on learning from practice by guiding students in the implementation of competence-based teaching activities.

• Students will need to implement such activities during the six-week compulsory practicum period per year, and provide proof of applied competence in the form of a work integrated portfolio.

• Students are already practising Grade R teachers and will identify 15 days for WIL during each semester. This time slot should be arranged in collaboration with the school principal and the support teacher who will act as mentor during this time.

• It is the responsibility of the enrolled students, who are practising ECD teachers, but who need to implement WIL at another more suitable venue (e.g. a school with Gr R, or with an EMIS number), to obtain permission from the school in their area that will be prepared to host them for WIL.

• Students should also arrange with the school principal for the most suitable time to visit the school for WIL.

Students need to include the completed and signed PR 02 E form with application. This form needs to be resubmitted each time there is a change of school where a student implements WIL. Grade R Diploma students of the North-West University are required to complete a total of 18 weeks practicum at a school (in a Grade R classroom) for WIL. Students will complete the 18 weeks practicum over a period of three years, a minimum of three continuous weeks at a time. An arrangement in this regard should be made between students and the schools.

EDU.3.2 LIST OF ALL MODULES FOR THE DIPLOMA IN GRADE R TEACHING

Module code	Descriptive name	Prerequisi te	NQF level	Credits
RALT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT): Afrikaans	RLSA121	6	8
RCDP 211	Grade R Education Management	None	6	16
RCLA 221	Conversational Language proficiency: Afrikaans	None	6	8
RCLE 221	Conversational Language proficiency: Sepedi	None	6	8
RCLO 221	Conversational Language proficiency: Sesotho	None	6	8
RCLP 221	Conversational Language proficiency: English	None	6	8
RCLS 221	Conversational Language proficiency: Setswana	None	6	8
RCLW 221	Conversational Language proficiency: SiSwati	None	6	8
RCLX 221	Conversational Language proficiency: isiXhosa	None	6	8

RCLZ 221	Conversational Language proficiency: isiZulu	None	6	8
REDL 321	Education Law	None	7	8
REDM 271	Grade R Education Management	None	6	16
RELS 121	Listening and Speaking – Language of Teaching and Learning (LOLT): English	None	5	8
RELT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT): Sesotho	RLSO121	6	8
REMS 311	Education Management and Systems	None	7	8
RFAA 221	First Additional Afrikaans Language	None	6	8
RFAL 221	First Additional English Language	None	6	8
RFAO 221	First Additional Sesotho Language	None	6	8
RFAP 221	First Additional Sepedi Language	None	6	8
RFAS 221	First Additional Setswana	None	6	8

	Language			
RFAW 221	First Additional SiSwati Language	None	6	8
RFAX 221	First Additional isiXhosa Language	None	6	8
RFAZ 221	First Additional isiZulu Language	None	6	8
RFLS 111	Fundamental academic Literacy and Support	None	5	12
RHWP 111	Handwriting Proficiency	None	5	8
RIRS 311	Introduction to Research Skills	None	7	8
RLBK 271	Life Skills: Beginning Knowledge	None	6	16
RLCA 271	Life Skills: Creative Arts	None	6	16
RLSA 121	Listening and Speaking – Language of Teaching and Learning (LOLT): Afrikaans	None	5	8
RLSD 171	Disabilities and Learning Barriers	None	6	16
RLSE 221	Emotional and Social Barriers	None	6	16

RLSI 371	Policy Perspective on inclusive Education	None	7	16
RLSM 211	Life Skills: Music	None	6	8
RLSO 121	Listening and Speaking – Language of Teaching and Learning (LOLT): Sesotho	None	5	8
RLSP 121	Listening and Speaking – Language of Teaching and Learning (LOLT): Sepedi	None	5	8
RLSP 371	Life Skills: Physical Education	None	7	16
RLSS 211	Social and Health Barriers	None	6	16
RLST 121	Listening and Speaking – Language of Teaching and Learning (LOLT): Setswana	None	5	8
RLSW 121	Listening and Speaking – Language of Teaching and Learning (LOLT): SiSwati	None	5	8
RLSX 121	Listening and Speaking – Language of Teaching and Learning (LOLT):	None	5	8

	isiXhosa			
RLSZ 121	Listening and Speaking – Language of Teaching and Learning (LOLT): isiZulu	None	5	8
RMAT 121	Planning for emergent mathematics in Grade R	RMAT 171	5	16
RMAT 171	Fundamentals of Mathematics Teaching and Learning in Grade R	None	5	16
RMAT 211	Teaching, learning and assessment of Mathematics in Grade R	RMAT 121	6	16
ROLT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT): English	RELS 121	6	8
RPLT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT): Sepedi	RLSP 121	6	8
RRTL 271	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT) - English/Setswana/Afrikaa	None	6	16

	ns/isiXhosa/isiZulu/Sesot ho/Sepedi/SiSwati			
RSLT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT): Setswana	RLST 121	6	8
RTAL 171	Teaching and Learning	None	5	16
RTCL 111	Technology and Computer Literacy for Educators	None	5	8
RWEL 111	Life Skills: Personal Well- being	None	5	8
RWEL 121	Life Skills: Social Well- being	None	5	8
RWIL 111	Work-integrated Learning in Grade R Teaching 1	None	5	8
RWIL 121	Work-integrated Learning in Grade R Teaching 2	RWIL 111	5	8
RWIL 211	Work-integrated Learning in Grade R Teaching 3	RWL 121	6	8
RWIL 221	Work-integrated Learning in Grade R	RWIL 211	6	8

	Teaching 4			
RWIL 311	Work-integrated Learning in Grade R Teaching 5	RWIL 221	7	8
RWIL 321	Work-integrated Learning in Grade R Teaching 6	RWIL 311	7	8
RWLT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT): SiSwati	RLSW 121	6	8
RXLT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT): isiXhosa	RLSX 121	6	8
RZLT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT): isiZulu	RLSZ 121	6	8

EDU.3.3 CURRICULUM: DIPLOMA IN GRADE R TEACHING

Prospective students must already be working at a school in Grade R to be able to apply for admission.

The Diploma in Grade R Teaching is an NQF level 6 qualification, consisting of 380/388 credits. Students who choose English First Language (LoLT) are required to complete an additional language module of 8 credits, as required by the Department of Higher Education and Training, and as stipulated in the Minimum Requirements for Teacher Education Qualifications. Therefore, students who choose English First Language (LoLT) will have to complete a total of 388 credits to obtain the Diploma in Grade R Teaching.

EDU.3.3.1 Curriculum outcomes

Exit level outcomes and associated assessment criteria Exit level outcome 1:

Students must be able to:

Demonstrate detailed knowledge of all aspects of Grade R teaching and learning and be able to apply it to a Grade R classroom context.

Assessment criteria: Students have mastered the outcomes when they are able to:

- discuss and explain the different types of knowledge needed for Grade R teaching;
- apply these knowledge in a practical situation when doing practical and situational teaching.

Exit level outcome 2:

Students must be able to:

Understand the different roles a Grade R teacher needs to fulfil in diverse educational settings and be able to monitor his/her own progress as a teacher.

Assessment criteria: Students have mastered the outcomes when they are able to:

• explain the different roles a teacher must fulfil when teaching;

• evaluate his/her own teaching in terms of the different roles.

Exit level outcome 3:

Students must be able to:

Demonstrate detailed knowledge and understanding of educational theory and critical understanding of the different schools of thought.

Assessment criteria: Students have mastered the outcomes when they are able to:

- discuss the different theories applicable to the qualification;
- critically discuss and compare the different schools of thought applicable to Grade R teaching.

Exit level outcome 4:

Students must be able to:

Manage and organise a Grade R class effectively when teaching.

Assessment criteria: Students have mastered the outcomes when they are able to

- explain the principles of good classroom management;
- apply good classroom management principles in an authentic classroom situation.

Exit level outcome 5:

Students must be able to:

Demonstrate the ability to communicate effectively with all stakeholders in education

Assessment criteria: Students have mastered the outcomes when they are able to

• identify and apply the important principles of effective communication.

Exit level outcome 6:

Students must be able to:

Demonstrate an understanding of the challenges that face early childhood education in South Africa due to poverty, HIV/AIDS and language and cultural diversity. Assessment criteria: Students have mastered the outcomes when they are able to

- identify the challenges that early childhood education face in South Africa in different contexts;
- discuss the challenges teachers face when teaching in an environment of HIV/AIDS and poverty;
- synthesize possible solutions for challenges identified.

EDU.3.3.2 Faculty-specific rules for the curriculum

Please refer to EDU 3.1.3.

EDU.3.3.3 Compilation of curriculum

Diploma in Grade R Teaching Qualification code: 4901001 Curriculum code: 0100P

Curriculum name: A GR R ODL/AFSTAND

Year level 1		Year level 2		Year level 3		
Year modules		Year modules		Year modules		
RSLD171	16	RLCA271	16	RLSI371	16	
RTAL171	16	RRTL271	16	RLSP371	16	
RMAT171	16	RLBK271	16			
		REDM271	16			
Total:	48	Total:	64	Total:	32	
First semester	-	First semester	-	First semester	<u>.</u>	
Module code	Cr	Module code	Cr	Module code	Cr	
RWEL111	8	RLSS211	16	REMS311	8	
RWIL111	8	RWIL211	8	RWIL311	8	
RFLS111	12	RCDP211	16	RIRS311	8	
RHWP111	8			RMAT211	16	
RTCL111	8	CHOOSE ONE OF		CHOOSE ONE		
		THE FOLLOWING	3	COMBINATION	IF	
		LANGUAGE OF		ENGLISH (RELS121 &		
		TEACHING AND		ROLT211) was selected in		
		LEARNING (LOLT	Г)	previous years:		
		ROLT211	8	RELS121	8	
		RALT211	8	RLSA121	8	
		RSLT211	8	RLST121	8	
		RXLT211	8	RLSX121	8	
		RZLT211	8	RLSZ121	8	
		RELT211	8	RLSO121	8	
		RPLT211	8	RLSP121	8	
		RWLT211	8	RLSW121	8	
Total 1 st	44	Total 1 st	48	Total 1 st	40	

semester		semester		semester	
Year level 1	<u>.</u>	Year level 2	<u>.</u>	Year level 3	
Second semester	•	Second semester Second semester		r	
Module code	Cr	Module code	Cr	Module code Cr	
RWEL121	8	RMAT121	16	REDL321	8
RWIL121	8	RWIL221	8	RWIL321	8
				RLSE221	16
				RFAL221	8
				RLSM221	8
CHOOSE ONE OF	THE	CHOOSE ONE OF		CHOOSE ONE	
FOLLOWING		THE FOLLOWING	3	COMBINATION	F
LANGUAGE OF		CONVERSATION	AL	ENGLISH (RELS1	21 &
TEACHING AND		LANGUAGE		ROLT211) was selected in	
LEARNING (LOLT)	PROFICIENCY		previous years:	
RELS121	8	RCLP221	8	ROLT211	8
RLSA121	8	RCLS221	8	RALT211	8
RLST121	8	RCLX221	8	RSLT211	8
RLSX121	8	RCLZ221	8	RXLT211	8
RLSZ121	8	RCLO221	8	RZLT211	8
RLSO121	8	RCLE221	8	RELT211	8
RLSP121	8	RCLW221	8	RPLT211	8
RLSW121	8	RCLA221	8	RWLT211	8
				Or one of the fo	llowing in
				the 2 nd semester	r
				RFAA221	8
				RFAX221	8
				RFAS 221	8
				RFAZ221	8
				RFAO221	8
				RFAP221	8

					RFAW221	<u> </u>	8
Total 2 nd	24	Total	2 nd	32	Total	2 nd	48
semester		semester			semester		
Total year leve	116	Total	year	144	Total	year	120/128
1		level 2			level 3		
Total credits for the curriculum					380/388		

EDU.4 **MODULE OUTCOMES - DIPLOMA IN GRADE R TEACHING**

Module code: RCDP 211	Semester 1&2	NQF level: 6			
Title: Grade R Education Management					
Module outcomes: On successful completion of this module the student					
should be able to:					
 demonstrate integrated knowledge with regard to Grade R 					
classroom organisation;					
 demonstrate an understandi 	ng of and an al	pility to apply and			
evaluate key terms, concepts	, facts, principles,	, rules and theories			
in respect of child developm	nent and the rel	ationship between			
child development and Grade	R classroom orga	nisation;			
 demonstrate the ability to ma 	nage and support	the learning needs			
of all Grade R learners;					
 comprehend, consider and appreciation 	oply ethical implie	cations of decisions			
and actions taken within the	professional con	text of Foundation			
Phase teaching with specific for	ocus on Grade R.				
Method of delivery: Open Distance Lea	arning				
Assessment modes: Formative (40%) a	and Summative (E	xamination) 60 %			
Module code: RCLP/RCLS/	Semester 2	NQF level: 6			
RCLX/RCLZ/RCLO/RCLE/RCLW/RCLA					
221					
Title: Conversational Language profi	ciency: English /	Setswana/Sesotho/			
isiXhosa/isiZulu/Sepedi/SiSwati/Afrikaans					
Module outcomes: On successful completion of this module the student should be able to demonstrate:					
 cognitive academic language proficiency in the English/ Setswana language of speaking, reading, writing and listening in order to teach English across the curriculum: 					
the ability to use language for inter- classroom in order to perform teaching	erpersonal and peda g activities in a fluent a	agogic purposes in the and confident way.			
Method of delivery: Open Distance Learning					

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) a	Assessment modes: Formative (40%) and Summative (Examination) 60 %					
Module code: REDL 321	Module code: REDL 321 Semester 2 NQF level: 7					
Title: Education Law						
Module outcomes: On successful completion of demonstrate:	of this module the st	udent should be able to				
 an understanding of the Constitution education; 	of South Africa and th	ne implication thereof for				
 the ability to apply the key terms, con the framework of Grade P practices; 	cepts and legal princ	iples of the CRSA within				
 an understanding of the human rights thereof within the cohool, and alcourse 	s contained in the CR	SA and the implications				
 an understanding of the South African 	Schools Act;					
the comprehension of school manage South African Schools Act.	ement and governance	e in accordance with the				
Method of delivery: Open Distance Lea	arning					
Assessment modes: Formative (40%) a	Assessment modes: Formative (40%) and Summative (Examination) 60 %					
Module code: REDM 271	Semester 1&2	NQF level: 6				
Title: Grade R Education Management						
Module outcomes: On successful con	npletion of this r	nodule the student				
should be able to:						
 demonstrate integrated knowledge with regard to Grade R classroom organisation; demonstrate an understanding of and an ability to apply and evaluate key terms, concepts, facts, principles, rules and theories in respect of child development and the relationship between child development and Grade R classroom organisation; demonstrate the ability to manage and support the learning needs of all Grade R learners; comprehend, consider and apply ethical implications of decisions and actions taken within the professional context of Foundation Phase teaching with specific focus on Creade R 						
Method of delivery: Open Distance Lea	arning					
Assessment modes: Formative (40%) and Summative (Examination) 60 %						
Module code: RELS/RLST/	Semester 2	NQF level: 5				
RLSA/RLSX/RLSZ/RLSO/ RLSP/RLSW						
121						
Title: Listening and Speaking – Language of Teaching and Learning (LOLT)						
English/ Setswana / Afrikaans / isiXhosa / isiZulu / Sesotho / Sepedi /						
SiSwati						

Module outcomes: On successful completion of this module the student			
should be able to demonstrate:			
 detailed knowledge of Language acquisition and language development in accordance with Listening and Speaking of the Grade R learner; fundamental knowledge of important aspects related to the various methods and techniques of teaching Home Language for Grade R learners, by means of the correct application of the various methods and techniques. 			
Method of delivery: Open Distance Le	arning		
Assessment modes: Formative (40%) a	and Summative (E	Examination) 60 %	
Module code: REMS 311	Semester 1	NQF level: 7	
Title: Education Management and Sys	tems		
Module outcomes: On successful cor	npletion of this r	nodule the student	
should be able to:			
 demonstrate detailed knowledge with regard to the basic theoretical aspects of education management, including the management tasks of an educator; understand, evaluate, select and apply effective management strategies in respect of teaching and learning in the Grade R classroom; display an understanding and make decisions in light of the nature, aims and structure of an education system; present and communicate the know-how of evaluating the influence of determinants on the educational efficiency in educational provision within the Grade R context 			
tactors on education and comment educational efficiency in educational p	provision within the Gra	the determinants on the ade R context.	
educational efficiency in educational provide the first of the first o	provision within the Gra arning	the determinants on the ade R context.	
Method of delivery: Open Distance Le Assessment modes: Formative (40%) a	arning and Summative (E	he determinants on the ade R context.	
Method of delivery: Open Distance Le Assessment modes: Formative (40%) a Module code: RFAL/RFAA/RFAS/	and Summative (E	And the determinants on the add R context.	
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Method of delivery: Open Distance Le Assessment modes: Formative (40%) a Module code: RFAL/RFAA/RFAS/ RFAX/RFAZ /RFAO/RFAP/RFAW 221 Title: First English/Afrikaans/Setswana/isiXhosa/ Language	isiZulu/Sesotho/S	Additional Additional	
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Method of delivery: Open Distance Le Assessment modes: Formative (40%) a Module code: RFAL/RFAA/RFAS/ RFAX/RFAZ /RFAO/RFAP/RFAW 221 Title: First English/Afrikaans/Setswana/isiXhosa/ Language Module outcomes: On successful cor should be able to demonstrate: • detailed knowledge, understanding a mechanics; • the ability to select, evaluate and ap language skills;	isiZulu/Sesotho/S mpletion of this r and application of lang	Additional Additional Additional epedi/SiSwati nodule the student uage skills and grammar theoretical knowledge of	
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Method of delivery: Open Distance Learning Assessment modes: Formative (40%) and Summative (Examination) 60 % Module code: RFLS 111 Semester 1 NQF level: 5 Title: Fundamental academic Literacy and Support Module outcomes: On successful completion of this module the student should be able to demonstrate basic knowledge of: Competencies relating, writing and speaking the language/s of instruction in ways that facilitate their own academic learning and ability to promote learning in the classroom. Competencies relating to the school and profession Competencies relating to the subject and content of teaching Method of delivery: Open Distance Learning Assessment modes: Formative (40%) and Summative (Examination) 60 % Module code: RHWP 111 Semester 1 NQF level: 5 Title: Handwriting Proficiency Module outcomes: On successful completion of this module the student should be able to demonstrate basic knowledge: of the importance of handwriting proficiency and how it will influence the learning process of the grade R learner; of developing small muscle skills as well as fine motor control; of the usage of a range of writing tools. Method of delivery: Open Distance Learning Assessment modes: Formative (40%) and Summative (Examination) 60 % Method of delivery: Open Distance Learning Assessment modes: Formative (40%) and Summative (Examination) 60 % <t< th=""><th colspan="3"> and assessment; the ability to distinguish and apply learner-centred teaching principles in the classroom. </th></t<>	 and assessment; the ability to distinguish and apply learner-centred teaching principles in the classroom. 		
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Module code: RIRS 311 Semester 1 NQF level: 7 Title: Introduction to Research Skills Module outcomes: On successful completion of this module the student Should be able to: • demonstrate knowledge and understanding of the concept of educational research and types of research; • develop a research problem, purpose statement and formulate the significance of a study; • demonstrate the ability to search for and investigate existing literature relevant to an identified research problem and to ground the research problem in related literature; • develop a research design and procedures, select a population and apply sampling	Assessment modes: Formative (40%) and Summative (Examination) 60 %		
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techniques;

• demonstrate and apply basic ethical principles when conducting research in the context of the Grade R classroom.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and Summative (Examination) 60 %

Module code: RLBK 271

Title: Life Skills: Beginning Knowledge

Module outcomes: On successful completion of this module the student should be able to:

Social Science: History

- understand the development of a just and democratic society;
- demonstrate an awareness of how we can influence our future by confronting and challenging economic and social inequality (including racism and sexism) to build a non-racial, democratic present and future;
- demonstrate a general knowledge and an understanding of the history of all people who reside in South Africa;
- understand our diverse past and a mutual grasp of how that informs our present reality (historical consciousness);
- understand the interpretation of heritage and its roles in constructing identity;
- appreciate the special contribution of oral tradition and archaeology, and of the impact of the environment on historical developments;
- demonstrate an ability to become critically responsible citizens within a context where human and environmental rights are fostered;
- understand patterns of social development and the impact of technology on society and the environment;
- display the skill of interacting critically with information from a range of sources, including sources that offer different perspectives of the same event or issue.

Social Science: Geography

• demonstrate knowledge and understand the place in which they live, of other

people and of other places, the significance of location and of how people and places interrelate and interconnect;

- understand the ways in which people and the environment interact in response to physical and human processes;
- display an awareness of spatial relationships and understanding the changing world in a balanced, critical and empathetic manner;
- exhibit an informed concern for the world around us and be able and willing to participate in actions for a sustainable environment; and attitudes, values and actions in a world of constant social, economic, political and environmental change.

Natural science

- is an exploration of the world by observing and manipulating common objects and materials in the environment;
- builds on the learner's curiosity and ways of knowing, and encourages investigation
 of the natural world with a sense of wonderment and provides the learner with the
 opportunity to develop the process skills so fundamental to scientific inquiry, and
 creates essential opportunities for language development as the learner talks about
 experiences;
- encourages the learners to use their most fluent language in order to express their own ideas, describe location as up, down, in front of or behind and to describe and manipulate objects by pushing, pulling, throwing, dropping, and rolling, so that the position and movement of objects receive attention;
- helps learners to recognize names for different properties such as size, shape, texture and colour, and to be able to sort and categorize objects accordingly and to be able to describe, from investigation, the properties of different kinds of materials (e.g. paper, wood, metal, water);
- guides learners to observe and describe changes, including cyclical changes that occur in the natural environment, and to investigate relationships and solve problems in scientific, technological and environmental contexts;
- guides learners to explore their environments and reflect on their observations and discoveries.

Technology

Technology helps learners to:

- understand the knowledge related to various aspects of Technology;
- apply the skills relevant to Technology;
- demonstrate a positive attitude to the facilitation of various aspects of Technology; and
- to integrate technology with the subjects for the Foundation Phase (Language and Mathematics);

Learners should

- encounter technology through projects structured around technological skills – investigating, designing, making and evaluating;
- be encouraged to express opinions, make choices and plan the way in which things are done. Opportunities should be created for co-operative learning;
- be encouraged to practise activities that will enhance fine motor co-ordination and dexterity through the use of simple tools for cutting, shaping, folding and joining materials like paper and card;
- acquire simple measuring skills and practise it during this process and should be introduced to safety issues, and sensitized to the dangers of electrical outlets, gas and paraffin devices.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and Summative (Examination) 60 %

Module code: RLCA 271

Semester 1&2 NQF level: 6

Title: Life Skills: Creative Arts

Module outcomes: On successful completion of this module the student should be able to:

- should be able to:
 - demonstrate knowledge and an understanding of the development stages of child art, from the scribbling stage up to and including the realistic stage;
 - use, creative and innovative thinking during the analysis and assessment of child art and of the subject didactics of art with regard to the symbolising and schematising stages of child art;
 - demonstrate an understanding of the forming language elements in visual art and crafts and present it practically, as applicable to the practice of the teaching of art in the reception year;
 - demonstrate basic values in the assessment of child art with regard to its diversity in the foundation phase. This should take place within the context of a multicultural society through the evaluation of oneself, others and learners' progress in a fair and reasoned manner;
 - have a better understanding of the young child and how art impacts his/her development;
 - identify the visual elements and terminology of art and apply these in an informal lesson in keeping with the Curriculum Assessment Policy Statement;
 - stimulate the young child creatively by exposing him/her to an array of art techniques such as drawing, painting, modelling, patterns, applied design and clay work;
 - assess the young child's knowledge, artistic abilities and values;
 - apply the various art techniques personally and to present these as a portfolio.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and Summative (Examination) 60 %		
Module code: RLSD 171	Semester 1&2	NQF level: 6
Title: Disabilities and Learning Barriers	5	
Module outcomes: On successful cor	npletion of this r	nodule the student
should be able to:		
 demonstrate detailed knowledge of physical, intellectual and 		
learning disabilities;		
 apply appropriate methods a 	nd procedures to	b identify and refer
learners with physical, intelled	tual and learning	disabilities;
 demonstrate an ability to evaluate 	aluate, select and	apply appropriate
Models such as the PASS Mo	odel and the Info	rmation Processing
Model;		
 evaluate learner performance agains address learner support within the edu 	st given criteria, and ucational context	accurately identify and
Method of delivery: Open Distance Le	arning	
Assessment modes: Formative (40%) a	and Summative (E	xamination) 60 %
Module code: RLSE 221 Semester 1 NQF level: 6		
Module code: RLSE 221	Semester 1	NQF level: 6
Module code: RLSE 221 Title: Emotional and Social Barriers	Semester 1	NQF level: 6
Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful cor	Semester 1	NQF level: 6 nodule the student
Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful cor should be able to:	Semester 1	NQF level: 6
Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful cor should be able to: • demonstrate detailed knowle	Semester 1 npletion of this r	NQF level: 6 nodule the student randing of support
Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful cor should be able to: • demonstrate detailed knowle structures to the gifted learne	Semester 1 npletion of this r edge and underst r;	NQF level: 6 nodule the student randing of support
Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful cor should be able to: • demonstrate detailed knowle structures to the gifted learne • demonstrate an ability to add	Semester 1 npletion of this r edge and underst r; dress communica	NQF level: 6 nodule the student randing of support tion difficulties and
Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful corr should be able to: • demonstrate detailed knowled structures to the gifted learner • demonstrate an ability to addr challenging behaviour;	Semester 1 npletion of this r edge and underst r; dress communica	NQF level: 6 nodule the student anding of support tion difficulties and
 Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful correshould be able to: demonstrate detailed knowled structures to the gifted learner demonstrate an ability to addreshallenging behaviour; demonstrate the ability to effectively learners by applying Lay counselling period 	Semester 1 npletion of this r edge and underst r; dress communica address emotional di principles and skills.	NQF level: 6 nodule the student anding of support tion difficulties and fficulties experienced by
Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful cor should be able to: • demonstrate detailed knowle structures to the gifted learne • demonstrate an ability to add challenging behaviour; • demonstrate the ability to effectively learners by applying Lay counselling p Method of delivery: Open Distance Learne	Semester 1 npletion of this r edge and underst r; dress communica address emotional di orinciples and skills. arning	NQF level: 6 nodule the student randing of support tion difficulties and fficulties experienced by
Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful corr should be able to: • demonstrate detailed knowler structures to the gifted learner • demonstrate an ability to addr challenging behaviour; • demonstrate the ability to effectively learners by applying Lay counselling p Method of delivery: Open Distance Le Assessment modes: Formative (40%) a	Semester 1 npletion of this r edge and underst r; dress communica address emotional di principles and skills. arning and Summative (E	NQF level: 6 nodule the student anding of support tion difficulties and fficulties experienced by
Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful cor should be able to: • demonstrate detailed knowle structures to the gifted learne • demonstrate an ability to add challenging behaviour; • demonstrate the ability to effectively learners by applying Lay counselling p Method of delivery: Open Distance Le Assessment modes: Formative (40%) a Module code: RLSI 371	Semester 1 npletion of this r edge and underst r; dress communica address emotional di principles and skills. arning and Summative (E Semester 1&2	NQF level: 6 nodule the student anding of support tion difficulties and fficulties experienced by xamination) 60 % NQF level: 7
Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful cor should be able to: • demonstrate detailed knowle structures to the gifted learner • demonstrate an ability to add challenging behaviour; • demonstrate the ability to effectively learners by applying Lay counselling p Method of delivery: Open Distance Le Assessment modes: Formative (40%) a Module code: RLSI 371 Title: Policy Perspective on inclusive E	Semester 1 npletion of this r edge and underst r; dress communica address emotional di orinciples and skills. arning and Summative (E Semester 1&2 ducation	NQF level: 6 nodule the student anding of support tion difficulties and fficulties experienced by xamination) 60 %
 Module code: RLSE 221 Title: Emotional and Social Barriers Module outcomes: On successful correshould be able to: demonstrate detailed knowled structures to the gifted learner demonstrate an ability to addreshing behaviour; demonstrate the ability to effectively learners by applying Lay counselling p Method of delivery: Open Distance Learners is provide the structure of the structure of	Semester 1 npletion of this r edge and underst r; dress communica address emotional di principles and skills. arning and Summative (E Semester 1&2 ducation npletion of this r	NQF level: 6 nodule the student anding of support tion difficulties and fficulties experienced by xamination) 60 % NQF level: 7 nodule the student

- integrate knowledge of the main areas of the inclusivity and be able to apply and evaluate facts, concepts and theories;
- demonstrate an understanding of knowledge of inclusive education and the White Paper 6 on inclusive education;
- demonstrate an ability to take decisions and act ethically and professionally within an inclusive educational context;
- demonstrate an understanding of a range of methods in assessment and support and its suitability for a specific difficulty

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and Summative (Examination) 60 %

Module code: RLSM 211

Semester 2 NQF level: 7

Title: Life Skills: Music

Module outcomes: On successful completion of this module the student should be able to:

- identify different elements of music and apply these in a lesson in accordance with the Curriculum and Assessment Policy Statement;
- expose the young child to several arts such as dance and drama;
- assess the young child's knowledge, musical skills and values; and
- listen to, read and write music, to play simple accompaniments on the guitar and Orff/African percussion instruments and melodic patterns on the recorder.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and Summative (Examination) 60 %

Module code: RLSP 371

Semester 1&2 NQF level: 7

Title: Life Skills: Physical Education

Module outcomes: On successful completion of this module the student should be able to:

- demonstrate detailed and systematic knowledge of the perceptual and gross motor development of the Grade R learner;
- identify and plan a variety of movement activities supporting the coherent understanding of concepts, ideas, theories, principles and rules with regard to movement development for the Grade R learner;
- identify and solve well-defined but unfamiliar problems by means of scientific and creative movement development lessons for specific ages and developmental groups in Grade R;
- address perceptual and gross motor problems and other medical conditions related to movement development for the Grade R learner;

demonstrate an ethically responsibility and value-driven attitude with regard to the movement development of Grade R learners. Method of delivery: Open Distance Learning Assessment modes: Formative (40%) and Summative (Examination) 60 % Module code: RLSS 211 Semester 1 NQF level: 6 Title: Social and Health Barriers Module outcomes: On successful completion of this module the student should be able to demonstrate: detailed knowledge with regard to learner support in the context of health promoting schools and the whole-school development approach; making appropriate decisions and act ethically in the context of • social difficulties experienced in education; an awareness of and an ability to evaluate, select and apply appropriate learner support methods within the context of social difficulties such as poverty, school drop outs, teenage pregnancy and violence in schools Method of delivery: Open Distance Learning Assessment modes: Formative (40%) and Summative (Examination) 60 % NQF level: 5 Module code: RMAT 121 Semester 2 Title: Planning for emergent mathematics in Grade R Module outcomes: On successful completion of this module the student should be able to: demonstrate an understanding of relationships between teaching and learning of mathematics through the grades and of the extent to which teaching strategies of the Grade R teacher will impact the total development of the Grade R learner; demonstrate the ability to evaluate and select relevant methods and procedures within the context of mathematics teaching and learning in Grade R; evaluate the ability and select appropriate information sources concerning mathematics learning by young learners; demonstrate the ability to present and communicate information • regarding mathematics teaching, learning and assessment in the Grade R class in a reliable and coherent manner by way of suitable

academic and professional structures and formats;

• demonstrate the ability to evaluate and select relevant learning and teaching material for the teaching and learning of mathematics in Grade R.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and Summative (Examination) 60 %

Module code: RMAT 171 Semester 1&2 NQF level: 5

Title: Fundamentals of Mathematics Teaching and Learning in Grade R

Module outcomes: On successful completion of this module the student should be able to demonstrate:

- knowledge and concept of different forms of mathematical knowledge, various views on effective mathematics teaching and learning and an understanding of mathematical knowledge production processes;
- knowledge in the main areas of mathematics, including key terms, concepts, facts, rules and theories within the field of basic mathematics;
- detailed knowledge of mathematics as implemented in Grade R. and of how mathematics relates to other areas of learning.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and Summative (Examination) 60 %

Module code: RMAT 211

Semester 2 NQF level: 6

Title: Teaching, learning and assessment of Mathematics in Grade R

Module outcomes: On successful completion of this module the student should be able to demonstrate:

- the application of a well-developed process of analysis, synthesis and evaluation of information in planning and implementing effective mathematics teaching and learning in the Grade R classroom;
- the evaluation, selection and application of relevant methods and procedures within the context of mathematics teaching and learning in Grade R;
- the evaluation, selection and application of the most relevant learning and teaching material for teaching and learning mathematics in Grade R;
- the ability to gather evidence regarding the Grade R learners' mathematical understanding and knowledge;
- the ability to evaluate, select and apply relevant methods and procedures within the context of assessment of mathematics learning in Grade R;
- the ability to use gathered evidence regarding the Grade R learners' mathematical understanding and knowledge to plan, implement and revise mathematical learning opportunities to ensure effective concept forming by the Grade R learners.

Method of delivery: Open Distance Learning			
Assessment modes: Formative (40%) a	and Summative (E	xamination) 60 %	
Module code: ROLT/RSLT/RALT/	Nodule code: ROLT/RSLT/RALT/ Semester 1 NQF level: 6		
RXLT/RZLT/RELT/RPLT/RWLT 211			
Title: Emergent Reading and Phonic	s in the Languag	e of Teaching and	
Learning	(LOLT)	-	
English/Setswana/Afrikaans/isiXhosa/	isiZulu/Sesotho/S	epedi/SiSwati	
Module outcomes: On successful cor	npletion of this r	nodule the student	
should be able to:			
 demonstrate detailed knowledge of la according to emergent reading and learner. 	nguage acquisition an phonological develo	d language development pment of the Grade R	
Method of delivery: Open Distance Le	arning		
Assessment modes: Formative (40%) a	and Summative (E	xamination) 60 %	
Module code: RRTL 271	Semester 1&2	NQF level: 6	
Title: Emergent Reading and Phonic	s in the Languag	e of Teaching and	
Learning (LOLT) -			
English/Setswana/Afrikaans/isiXhosa/	isiZulu/Sesotho/S	epedi/SiSwati	
Module outcomes: On successful cor	npletion of this r	nodule the student	
should be able to:			
 demonstrate detailed knowledge of language acquisition and language development according to emergent reading and phonological development of the Grade R learner. 			
Method of delivery: Open Distance Learning			
Assessment modes: Formative (40%) and Summative (Examination) 60 %			
Module code: RTAL 171	Semester 1&2	NQF level: 5	
Title: Teaching and Learning			
Module outcomes: On successful completion of this module the student			
 should be able to demonstrate: detailed knowledge, understanding and skills of teaching and learning in the context of motivation in the classroom; knowledge and understanding of the information processing and constructivist approaches to learning, cognitive, metacognitive and motivational variables that contribute to effective learning. 			
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- knowledge and understanding of participative approach in teaching and learning;
- a positive attitude towards a process-oriented teaching and learning approach;
- an understanding of the attribution theory and self-efficacy beliefs;
- the contribution classroom management makes towards effective teachinglearning.emergent reading and phonological development of the Grade R learner.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and Summative (Examination) 60 %

Module code: RTCL 111	Semester 1	NQF level: 5

Title: Technology and Computer Literacy for Educators

Module outcomes: On successful completion of this module the student should be able to demonstrate:

- the ability to use the computer as a tool and to become computer literate and use the Internet to search for possible topics / themes suitable for Grade R classroom activities;
- an understanding of and an ability to apply the key terms, concepts and theories related to computer literacy within the educational context;
- the effective use of software programmes such as word processing, spread sheets, graphics, e-mails, browsing and search engines;
- knowledge of hardware, software, networking & peripheral devices;
- awareness of the use of computers in Education;
- the ability to install software, use and create electronic documents, and communicate with others by using electronic mail & search engines;
- the ability to create and print a letter to a parent using a word processor, a school time table using a spread sheet, a Parent's Meeting invitation letter using a presentation program;
- skills to search, find, download and print information about the use of Computers in Early Childhood Education by using a search engine;

- an awareness of the responsible and ethical use of computer resources for the learner and the educator;
- and analyse, synthesise and evaluate information regarding the use of computers by Grade R Learners and formulate six computer laboratory rules for the school;
- the ability to communicate with prospective learners' parents reliably, accurately and coherently, information about the services and facilities offered by the school, to the community. For example: For the Grade R Orientation day, using a presentation program;
- and create a checklist to evaluate a power point presentation for self- and peer-evaluation;
- and make use of authentic assessment practices.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and Summative (Examination) 60 %

Module code: RWEL 111 Semester 1 NQF	F level: 5
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Title: Life Skills: Personal Well-being

Module outcomes: On successful completion of this module the student should be able to:

- demonstrate knowledge of and insight into personal health and safety issues as part of LIFE SKILLS Grade R;
- motivate the necessity for and rationale behind a healthy lifestyle as curriculum priority in LIFE SKILLS Grade R.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and Summative (Examination) 60 %

Module code: RWEL 121	Semester 2	NQF level: 5

Title: Life Skills: Social Well-being

Module outcomes: On successful completion of this module the student should be able to:

- demonstrate knowledge of and insight into social well-being and social health as part of LIFE SKILLS Grade R;
- motivate the necessity for and rationale behind social well-being, which includes a
healthy relationship with other people and the environment as curriculum priority in LIFE SKILLS Grade R.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and Summative (Examination) 60 %

 Module code: RWIL 111
 Semester 1
 NQF level: 5

 Title: Work-integrated Learning in Grade R Teaching 1

 Module outcomes: On successful completion of this module the student should be able to demonstrate basic knowledge of:

 Technology and computer literacy for Grade R teachers,

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- Fundamental academic literacy and support,
- Fundamentals of mathematics,
- Life skills pertaining to personal and social well-being,
- Learner support
- Grade R-teaching and learning strategies applying this theoretical knowledge they
 have obtained in the different professional studies modules in work-related training;
- developing and using observational skills, analyse observation data and reflect on the work related training experience;
- demonstrating awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment.

Method of delivery: Open Distance Learning

Assessment modes: Summative assessment 100%

Module code: RWIL 121	Semester 2	NQF level: 5
Title, Manhaiste eneted Leensing in Crede D.Teeshing 2		

Title: Work-integrated Learning in Grade R Teaching 2

Module outcomes: On successful completion of this module the student

should be able to demonstrate:

- basic knowledge of learner support;
- basic knowledge of introduction to research;
- basic knowledge of planning for effective teaching and learning of mathematics;
- basic knowledge of listening to and speaking home language applicable to Grade R;
- apply this theoretical knowledge they have obtained in the different professional studies modules in work-related training;
- sound skills and competencies in the effective application and development of
- learner support;
- introduction to research;
- planning for effective teaching and learning of mathematics;
- grade R teaching and learning strategies;
- listening to and speaking home language;
- applicable to Grade R as well as providing physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context;
- develop and use observational skills, analyse observational data and reflect on the

work-related training experience.			
Method of delivery: Open Distance Learning			
Assessment modes: Summative assessment 100%			
Module code: RWIL 211	Semester 1	NQF level: 6	
Title: Work-integrated Learning in Grade R Teaching 3			
Module outcomes: On successful completion of this module the student			
should be able to demonstrate sound knowledge of the following aspects			
as they pertain to Grade R:			
 learner support, educational management and systems, the teaching, learning and assessment of mathematics, phonic development, child development and perceptual skills, pre-primary education and Life Skills, which incorporates beginning knowledge and creative arts as it is applicable to Grade R, Apply this theoretical knowledge they have obtained in the different professional studies modules in work-related training; Demonstrate sound skills and competencies in the effective application and development of: learner support, educational management and systems, the teaching, learning and assessment of mathematics, phonic development, Grade R-teaching and learning, pre-primary education and Life Skills, which incorporates beginning knowledge and creative arts as it is applicable to Grade R, As well as providing physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context; Develop and use observational skills, analyse observational data and reflect on the work-related training experience. 			
Assessment modes: summative assessment 100%			
	Semester 2	NQF level: 6	
nue: work-integrated Learning in Grade K Teaching 4			
iviodule outcomes: On successful completion of this module the student			
 demonstrate sound knowledge of learner support, education law, musical skills and emergent reading and writing skills applicable to Grade R; apply this theoretical knowledge they have obtained in the different professional studies modules in work-related training; 			

studies modules in work-related training; ŀ

- develop and use observational skills, analyse observational data and reflect on the work-related training experience.
- demonstrate the ability to be a professional teacher as well as to form professional relationships;
- demonstrate sound skills and competencies in the effective application and development of learner support, education law, musical skills and emergent reading and writing skills applicable to Grade R as well as to provide physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context.

Method of delivery: Open Distance Learning

Assessment modes: Summative assessment 100%

Module code: RWIL 311

Semester 1

NQF level: 7

Title: Work-integrated Learning in Grade R Teaching 5

Module outcomes: On successful completion of this module the student

should be able to

- demonstrate detailed knowledge of learner support and develop physical education skills pertaining to Grade R;
- apply this theoretical knowledge they have obtained in the different professional studies modules in work-related training;
- develop and use observational skills, analyse observational data and reflect on the work-related training experience;
- demonstrate adequate skills and competencies in effectively applying learner support and development of physical education skills pertaining to Grade R as well as providing physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context;
- identify problems related to discipline and to take appropriate steps to solve these problems.

Method of delivery: Open Distance Learning

Assessment modes: Summative assessment 100%

Module code: RWIL 321

Semester 2

NQF level: 7

Title: Work-integrated Learning in Grade R Teaching 5

Module outcomes: On successful completion of this module the student should be able to

- demonstrate integrated knowledge of Grade R classroom management and practice;
- apply this theoretical knowledge they have obtained in the different professional studies modules in work-related training;
- develop and use observational skills, analyse observational data and reflect on the work-related training experience;
- demonstrate adequate skills and competencies in effective classroom management and organization as well as providing physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context;
- demonstrate the ability to be a professional teacher and to form professional

relationships.

Method of delivery: Open Distance Learning

Assessment modes: Summative assessment 100%