

# **CALENDAR 2019**

**FACULTY OF EDUCATION  
DIPLOMA IN GRADE R TEACHING**



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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 webpage at <http://www.nwu.ac.za/yearbooks>.

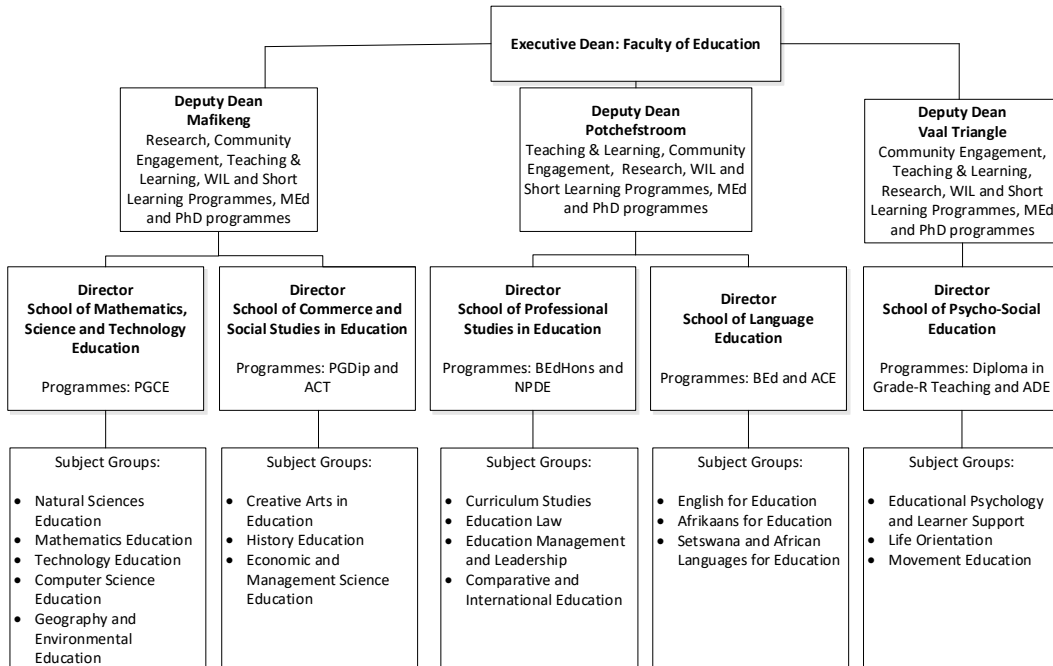
**Please note:** Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the 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 2019



## **OFFICE BEARERS**

### **Faculty management committee**

#### **Executive Dean (*Chairperson*)**

Prof LN Conley - BA, BEdHons, MEd, DEd

#### **Deputy Deans**

Teaching and Learning: Prof HJ van Vuuren - BAHons, BEd, MEd and PhD

Community Engagement and Commercialisation: Vacant

Research and Innovation: Prof WT Dudu - DipEd, BEd, MScEd, PhD

#### **Directors of Research Entities**

Research Unit Edu-HRight: Vacant

Research Focus area SDL: Prof E Mentz - BA, HED, BScHons, MSc, PhD

Research niche Edu-Lead: Prof J Heystek - BA, HED, BEdHons, MEd and PhD

Research niche COMBER: Prof LA Wood – BA, BASS, MA, PGCHE, DEd

#### **School Directors**

School of Professional Studies in Education: Prof PJ Mentz – BA, HED, BEd, MEd, DEd, PhD, Dip (Tertiary Education)

School of Languages Education: Dr EM Reyneke – BA, BEd, MA, PhD

School Commerce and Social Studies for Education: Dr M Matashu – CISA, BComHons, PGCE, PhD, MBA

School of Mathematics, Science and Technology Education: Dr MP Nkhoma - Dip ED, BSc, MEd, PhD

School of Psycho-social Education: Prof J Hay - BA, BAHons, MA, PhD, HED

#### **Deputy School Directors**

School of Professional Studies in Education: Prof CB Zulu – BA, MA, DED

School of Professional Studies in Education: Dr E Küng – BA, PGCE, BEdHons, MEd, PhD

School of Languages Education: Dr LM Hove - BAHons, GradCE, PGDE, MA, PhD

School of Languages Education: Dr R Krügel – BA, HED, BEdHons, MEd, PhD

School of Commerce and Social Studies for Education: Dr PG Warnich – BA, BAHons, HED, MA, BEd, PhD

School of Commerce and Social Studies for Education: Dr GP van Tonder – BCom, HED, BTechHons, MEd, PhD

School of Mathematics, Science and Technology: Dr NP Petersen - BScEd, BScHons, FDE, MPhil, PhD

School of Mathematics, Science and Technology: Dr MM Kloppers - BSc, HED, BEdHons, MEd, PhD

School of Psycho-social Education: Dr N Shaikhmag – BCom, BEdHons, MEd, PhD



School of Psycho-social Education: Prof JA Rens - BA, HED, BEdHons, MEd, PhD

**Faculty Administrators**

Mr JJ Liebenberg (Senior)

Ms I Kakula

Ms AMC Cloete

**Quality Enhancement Administrator**

Ms V Claassen

**Faculty Accountant**

Ms JM van Heerden

**Faculty Board**

**The election of all the members of the Faculty Board is not yet finalised and therefore only the categories are listed below.**

**Executive Dean (*Chairperson*)**

**Deputy Deans**

**Directors of Research Entities**

**School Directors**

**Deputy school Directors**

**Elected representatives from the academic staff**

- 2 NRF rated researchers
- 6 Professors
- 7 Associate professors
- 7 Senior lecturers
- 7 Lecturers
- 6 Junior lecturers

**Faculty representatives on the senate**

**Faculty Administrator**

**Student representative**

***Ex officio:***

- Deputy Faculty Administrators
- Quality Enhancement Administrators
- Faculty Accountant
- Librarian
- Secretariat

## CONTACT DETAILS FOR THE FACULTY

### Mafikeng

- Telephone number: 018 389 2214
- E-mail address: [MCEducation@nwu.ac.za](mailto:MCEducation@nwu.ac.za)

### Potchefstroom

- Telephone number: 018 299 1766
- E-mail address: [Edu-EnquiryPotch@nwu.ac.za](mailto:Edu-EnquiryPotch@nwu.ac.za)

### Vaal Triangle

- Telephone number: 016 910 3060
- E-mail address: [VTC-Education-Info@nwu.ac](mailto:VTC-Education-Info@nwu.ac)

**Faculty Website:** <http://education.nwu.ac.za>

### 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: 018 285 5900

Website: [distance.nwu.ac.za/](http://distance.nwu.ac.za/)

Email address: [DistancePotch@nwu.ac.za](mailto: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, Science and Technology Education	<ul style="list-style-type: none"> <li>○ Natural Sciences Education</li> <li>○ Mathematics Education</li> <li>○ Technology Education</li> <li>○ Computer Science Education</li> <li>○ Geography Education and Environmental Education</li> </ul>
School of Commerce and Social Studies in Education	<ul style="list-style-type: none"> <li>○ Creative Arts in Education</li> <li>○ History for Education</li> <li>○ Economic Management Science Education</li> </ul>
School of Professional Studies in Education	<ul style="list-style-type: none"> <li>○ Curriculum Studies</li> <li>○ Education Law</li> <li>○ Education Management and Leadership</li> <li>○ Comparative and International Education</li> </ul>
School of Languages in Education	<ul style="list-style-type: none"> <li>○ English for Education</li> <li>○ Afrikaans for Education</li> <li>○ Setswana and African Languages for Education</li> </ul>
School of Psycho-social Education	<ul style="list-style-type: none"> <li>○ Educational Psychology and Learner Support</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>○ Life Orientation</li><li>○ Movement Education</li></ul> |
|--|---|

## **QUALIFICATIONS, PROGRAMMES AND CURRICULA**

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

- Doctor of Philosophy (PhD)
- Master of Education (MEd)
- Bachelor of Education Honours (BEd Hons)
- Postgraduate Diploma in Education
- Postgraduate Certificate in Education
- Bachelor of Education (BEd)
- Diploma in Grade R Teaching
- Advanced Diploma in Education for learners with special needs (ADE)
- Advanced Certificate in Teaching (ACT)
- National Professional Diploma in Education (NPDE) (programme is phasing out; pipeline students until 2019).
- Advanced Certificate in Education (ACE) (programme is phasing out; pipeline students until 2019).

## QUALIFICATION, PROGRAMME AND CURRICULUM

<b>DIPLOMAS</b>				
<b>Qualification</b>	<b>Programme and code</b>	<b>Curriculum and code</b>	<b>Mode of delivery</b>	<b>NQF level</b>
Diploma in Grade R Teaching	Qualification code: 4901001	Curriculum code: O100P	Open Distance Learning	6

## 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 (A-Rules) of the University, as determined from time to time by the Council of the University on the 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](http://www.nwu.ac.za/content/policy_rules).

The structure, method of delivery and presentation of each programme 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/i-governance-management/policy/8P-TL\\_e.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-TL_e.pdf) and

[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-8.1.7-assessment\\_e.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-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 <http://education.nwu.ac.za/>.

### **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 the Senate and the Council

([http://www.nwu.ac.za/content/policy\\_rules](http://www.nwu.ac.za/content/policy_rules)).

The NWU Admission Policy provides boundary admission conditions and rules regarding the types of qualifications offered that are part of the officially approved Programmes and Qualifications Mix (PQM) of the NWU and to which prospective students might seek admission.

### **EDU. 1.2.2 Method of Delivery**

<b>Definitions</b>	
<b>Distance mode of delivery</b>	The distance mode of delivery refers to the presentation of the composite modules of a programme to students who do not attend classes or 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).

	Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered in this way.
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### 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.

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

Should a student be registered for a module, the NWU views that student as active in the module, and he/she will have two examination opportunities to pass the module successfully. Should the student not pass the module after the first two successive examination opportunities, whether or not participation has taken 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 the NWU will charge a fee to the student's account should a second examination session be utilised.

**A-Rule: 1.10.1.6: 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 the 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 six months and then yearly 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.

#### **EDU.1.2.4 Amendment, cancellation and discontinuation regarding registration**

A-Rule 1.10.4.1: Subject to the applicable faculty rules and 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**

Distance students: 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 module amendments and cancellation will be 15 February 2019 for the first semester and 15 August 2019 for the second semester. In this case, only a pro rata payment will be paid back to the student, as study material will already have been sent to students and administrative and postage fees will have been levied.

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**

- 1) Subjects are presented according to modules, to which a certain number of credits are allocated.
- 2) 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 has to be passed individually.
- 5) 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).

### **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. The calculation of participation marks is programme-, module- and mode of delivery-specific.

The ratio between theory and practical work for the 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.1.2.8      Subminimum for Examination**

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

### **EDU.1.2.9      Examination Opportunities**

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

Any student who has obtained the required proof of participation and/or participation mark, as prescribed, will be admitted to utilise 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 timetables 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 has failed to use the two consecutive examination opportunities, he/she needs to reregister and pay the tuition for 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 and 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 for passing with distinction, the average obtained for the Core modules (specialisation subjects) and Education modules is taken into account.

### **EDU.1.2.12 Examination marks are calculated as follows:**

- i. Minimum for participation mark = 40%
- ii. Examination sub-minimum = 40% per module
- iii. 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 have been allocated. You may, however, apply for a re-mark if all of the following criteria are met:
- A minimum of 35% has been obtained in the examination
  - The application must reach the Call Centre at the NWU within 14 days after the examination results have been published, and 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 for 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 are 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 A-Rule 1.16.1 does not automatically qualify for continuing 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 in complying with the progression requirements, the student may, within ten days of the date of such a 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 A-Rule 1.16.4 is final.

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

It is imperative that students abide by 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 the 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-Rules 1.13.3.5 and 2.3.4.

#### **EDU.1.2.15 Access to Review of Marked Examination Work (A-Rule 1.13.7)**

*A-Rule 1.13.7.7: Re-marking of examination work at the request of a student is subject to the payment of the applicable fee.*

Distance students may apply for a re-mark of their examination answering scripts provided that the Call Centre receives the request within ten working days after the results have been released and only if a minimum examination mark of 35% **and** a final module mark of 45% have been obtained. The application form and the invoice for the required money paid should be submitted to the Call Centre.

NB. It can take up to two months to receive the re-mark results. 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 to 1.15.3, a student who achieves less than half of 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.

### **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](http://www.nwu.ac.za/content/policy_rules).

#### **EDU.1.4 CAPACITY STIPULATION**

Please take cognisance 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 recognition of prior learning (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 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:

**(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, e.g. 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 process for each of the types of RPL, as well as forms and guidelines to compile a portfolio, is available and will be included in the Quality Manual of the Faculty, after approval by the Faculty Board.

## **EDU.2 OPEN DISTANCE LEARNING QUALIFICATIONS/PROGRAMMES**

### **EDU.2.1 WHAT IS OPEN DISTANCE LEARNING?**

Open distance learning (ODL) 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 ODL 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-and Learning-Related Concepts and Designations).

## **EDU.2.2**

### **UNIT FOR OPEN DISTANCE LEARNING**

The Unit for Open Distance Learning (UODL) 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 at the learning support centres in Southern Africa and Namibia, supported by facilitators. Lectures may also be accessed via e-mail if students have Internet access. Free Internet access is provided to students at all of the learner support centres. All modules presented by means of interactive whiteboards are recorded and 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/](http://distance.nwu.ac.za/)

**E-mail:** [DistancePotch@nwu.ac.za](mailto: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 the following**

**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**

**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 subparagraphs.

**Termination of studies of ODL students**

The minimum and maximum duration of study for the various qualifications are 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 the student will be terminated in terms of A-Rule 1.18.

Only in exceptional cases, and then on the grounds of irrefutable evidence, will the Executive Director of the UODL and the Executive Dean of the Faculty of Education consider a request for the 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 RATIONALE OF THE QUALIFICATION**

The Department of Education realised the lack of training in the field of Grade R Teaching, as well as the shortage of Grade R teachers. By offering this programme, the University and the Faculty of Education 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 mode of delivery of the programme is Open Distance Learning (ODL), and by using innovative technologies (e.g. interactive whiteboards and Panopto – an electronic learning management system), the programme is also addressing the University's vision of innovative teaching, which provides an opportunity for professional development to a wider spectrum of the community.

Establishing and developing a Diploma in Grade R Teaching will also provide the vast number of under- and unqualified Grade R practitioners with the opportunity to gain access to a higher education qualification. This qualification is recognised by the Department of Basic Education and enables 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 an NWU 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 the NWU (see Section EDU 3.1.2).

The purpose of the Diploma in Grade R Teaching is to develop teachers who are able to demonstrate general educational principles, as well as focused knowledge and skills for Grade R teaching. The qualification requires an 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 on-going 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, which 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 the 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 competencies for students to understand how learners learn as well as 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 levels 5, 6 and 7, 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 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 6 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 an equivalent thereof. A level 4 or 5 Certificate or a Diploma in Early Childhood Development may also be presented for admission. It is assumed that students with such a qualification will have the necessary knowledge, skills and values to register for a qualification at level 6. The programme, 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. Students enrolled for the Diploma in Grade R Teaching of the NWU 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, at a minimum of three continuous weeks at a time. An arrangement in this regard should be made between students and schools.

- 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 WIL in a school.
- Each module also includes portfolio assignments to afford students the opportunity of demonstrating their ability to apply theoretical 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 competency-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 during Year 1 and Year 2, students will identify 15 days for WIL during each semester. This timeslot should be arranged in collaboration with the school principal and the support teacher, who will act as a mentor during this time. In Year 3, students are assessed through a formal WIL assessment by an accredited assessor or NWU lecturer during a specific timeslot, as indicated in the information booklet for each semester.
- 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 a 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 the application. **This form needs to be resubmitted each time there is a change of school where a student implements WIL.**

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

<b>Module code</b>	<b>Descriptive name</b>	<b>Prerequisite</b>	<b>NQF level</b>	<b>Credits</b>
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
RCLC 221	Conversational Language Proficiency: Sepedi	None	6	8
RCLD 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 Language	None	6	8
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 221	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): isiXhosa	None	5	8
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	RELS 121	6	8

	of Teaching and Learning (LoLT): English			
RPLT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LoLT): Sepedi	RLSP 121	6	8
RRTL 271	Grade R Teaching and Learning	None	6	16
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 Teaching 4	RWIL 211	6	8
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 a 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; and
- apply this 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; and
- evaluate his/her own teaching in terms of the different roles.

##### **Exit level outcome 3:**

Students must be able to:

demonstrate a detailed knowledge and understanding of educational theory and a 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; and
- 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; and
- 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 early childhood education in South Africa faces 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 in South Africa faces in different contexts;
- discuss the challenges teachers face when teaching in an environment of HIV/AIDS and poverty; and
- synthesise possible solutions to the 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: O100P

Curriculum name: A GR R ODL/AFSTAND

Year level 1		Year level 2		Year level 3	
Year modules		Year modules		Year modules	
RLSD171	16	RLCA271	16	RLSI371	16
RTAL171	16	RRTL271	16	RLSP371	16
RMAT171	16	RLBK271	16		
		REDM271	16		
<b>Total:</b>	<b>48</b>	<b>Total:</b>	<b>64</b>	<b>Total:</b>	<b>32</b>
First semester		First semester		First semester	
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	<b>CHOOSE ONE OF THE FOLLOWING LANGUAGES OF</b>		<b>CHOOSE ONE COMBINATION IF ENGLISH (RELS121 &amp; ROLT211) was selected in previous years:</b>	



		<b>TEACHING AND LEARNING (LoLT)</b>			
		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
<b>Total 1<sup>st</sup> semester</b>	<b>44</b>	<b>Total 1<sup>st</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b>	<b>40</b>
<b>Year level 1</b>		<b>Year level 2</b>		<b>Year level 3</b>	
<b>Second semester</b>		<b>Second semester</b>		<b>Second semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
RWEL121	8	RMAT121	16	REDL321	8
RWIL121	8	RWIL221	8	RWIL321	8
				RLSE221	16
				RFAL221	8
				RLSM221	8
<b>CHOOSE ONE OF THE FOLLOWING LANGUAGE OF TEACHING AND LEARNING (LoLT)</b>		<b>CHOOSE ONE OF THE FOLLOWING AS CONVERSATIONAL LANGUAGE PROFICIENCY</b>		<b>CHOOSE ONE COMBINATION IF ENGLISH (RELS121 &amp; ROLT211) was selected in previous years:</b>	
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
				<b>Or one of the following in the 2<sup>nd</sup> semester</b>	

				RFAA221	8
				RFAX221	8
				RFAS 221	8
				RFAZ221	8
				RFAO221	8
				RFAP221	8
				RFAW221	8
<b>Total 2<sup>nd</sup> semester</b>	<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>48</b>
<b>Total year level 1</b>	<b>116</b>	<b>Total year level 2</b>	<b>144</b>	<b>Total year level 3</b>	<b>120/128</b>
<b>Total credits for the curriculum</b>					<b>380/388</b>

## EDU.4 MODULE OUTCOMES – DIPLOMA IN GRADE R TEACHING

<b>Module code: RCDP 211</b>	<b>Semester 1&amp;2</b>	<b>NQF level: 6</b>
<b>Title: Child development and perceptual skills</b>		
Module outcomes: On successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• knowledge and understanding regarding the different components of the development of the Grade R learner;</li> <li>• an awareness of the different developmental stages of children; and</li> <li>• knowledge and understanding regarding the different components of perceptual development of the Grade R learner.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RCLP/RCLS/ RCLX/RCLZ/RCLO/RCLE/RCLW/RCLA 221</b>	<b>Semester 2</b>	<b>NQF level: 6</b>
<b>Title: Conversational language proficiency: English/Setswana/Sesotho/ isiXhosa/isiZulu/Sepedi/siSwati/Afrikaans</b>		
Module outcomes: On successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• cognitive academic language proficiency in the English language of speaking, reading, writing and listening in order to teach English across the curriculum; and</li> <li>• the ability to use language for interpersonal and pedagogic purposes in the classroom in order to perform teaching activities in a fluent and confident manner.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: REDL 321</b>	<b>Semester 2</b>	<b>NQF level: 7</b>
<b>Title: Education Law</b>		

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

- an understanding of the Constitution of South Africa (CSA) and the implications thereof on education;
- the ability to apply the key terms, concepts and legal principles of the CSA within the framework of Grade R practices;
- an understanding of the human rights contained in the CSA and the implications thereof within the school and classroom;
- an understanding of the South African Schools Act; and
- comprehension of school management and governance in accordance with the South African Schools Act.

Method of delivery: Open Distance Learning

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 completion of this module, the student should be able to:

- demonstrate an integrated knowledge with regard to Grade R classroom organisation;
- demonstrate an understanding of and 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; and
- comprehend, consider and apply ethical implications of decisions made and actions taken within the professional context of Foundation Phase teaching with a specific focus on Grade R.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and summative (examination) (60%)

**Module code: RELS/RLST/  
RLSA/RLSX/RLSZ/RLSO/ RLSP/RLSW  
121**

**Semester 2**

**NQF level: 5**

**Title: Listening and Speaking – Language of Teaching and Learning (LoLT):  
English/Setswana/Afrikaans/isiXhosa/isiZulu/Sesotho/Sepedi/siSwati**

<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge of language acquisition and language development in accordance with listening and speaking of the Grade R learner; and</li> <li>• a basic knowledge of important aspects related to the various methods and techniques of teaching Home Language for Grade R learners and the correct application of the various methods and techniques thereof.</li> </ul>		
<p>Method of delivery: Open Distance Learning</p>		
<p>Assessment modes: Formative (40%) and summative (examination) (60%)</p>		
<p><b>Module code: REMS 311</b></p>	<p><b>Semester 1</b></p>	<p><b>NQF level: 7</b></p>
<p><b>Title: Education Management and Systems</b></p>		
<p>Module outcomes: On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge regarding the basic theoretical aspects of education management, including the management tasks of an educator;</li> <li>• understand, evaluate, select and apply effective management strategies in respect of teaching and learning in the Grade R classroom;</li> <li>• demonstrate an understanding and make decisions in light of the nature, aims and structure of an education system; and</li> <li>• present and communicate the know-how of evaluating the influence of determining factors on education and comment on the influence of the determinants on the educational efficiency in educational provision within the Grade R context.</li> </ul>		
<p>Method of delivery: Open Distance Learning</p>		
<p>Assessment modes: Formative (40%) and summative (examination) (60%)</p>		
<p><b>Module code: RFAL/RFAA/RFAS/ RFAX/RFAZ /RFAO/RFAP/RFAW 221</b></p>	<p><b>Semester 2</b></p>	<p><b>NQF level: 6</b></p>
<p><b>Title: First Additional English/Afrikaans/Setswana/isiXhosa/isiZulu/Sesotho/Sepedi/siSwati Language</b></p>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• knowledge of the basic theories of second-language acquisition;</li> <li>• a detailed knowledge, understanding and application of language skills and grammar mechanics;</li> <li>• the ability to select, evaluate and apply with discernment theoretical knowledge of language skills;</li> </ul>		

<ul style="list-style-type: none"> <li>• the ability to recognise and use appropriate vocabulary;</li> <li>• the ability to identify the nature and scope of applicable, effective lesson planning and assessment; and</li> <li>• the ability to distinguish and apply learner-centred teaching principles in the classroom.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RFLS 111</b>	<b>Semester 1</b>	<b>NQF level: 5</b>
<b>Title: Fundamental Academic Literacy and Support</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate a basic knowledge of:</p> <ul style="list-style-type: none"> <li>• competence in reading, writing and speaking the language(s) of instruction in ways that facilitate his/her own academic learning and ability to promote learning in the classroom;</li> <li>• competencies relating to the school and profession; and</li> <li>• competencies relating to the subject and content of teaching.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RHWP 111</b>	<b>Semester 1</b>	<b>NQF level: 5</b>
<b>Title: Handwriting Proficiency</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of the importance of handwriting proficiency and how it will influence the learning process of the Grade R learner;</li> <li>• skills to apply and teach the correct letter formation;</li> <li>• a basic knowledge of developing small muscle skills as well as fine motor control;</li> <li>• a basic knowledge to lay the foundations for formal handwriting skills;</li> <li>• a basic knowledge of the development of hand-eye coordination in the Grade R learner;</li> <li>• a basic knowledge of the development of handwriting; and</li> <li>• a basic knowledge of the usage of a range of writing tools.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RIRS 311</b>	<b>Semester 1</b>	<b>NQF level: 7</b>
<b>Title: Introduction to Research Skills</b>		

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 techniques; and
- 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**

**Semester 1&2**

**NQF level: 6**

**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 the impact of the environment on historical developments;
- demonstrate the 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; and

- display the skill of interacting critically with information from a range of sources, including sources that offer different perspectives on the same event or issue.

### **Social Science: Geography**

- demonstrate knowledge and understanding of the place in which they live, other people and other places, the significance of location and 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 an understanding of the changing world in a balanced, critical and empathetic manner; and
- exhibit an informed concern for the world around us and be able and willing to participate in actions for a sustainable environment and appropriate attitudes, values and actions in a world of constant social, economic, political and environmental change.

### **Natural Science**

- understand that natural science is an exploration of the world through observing and manipulating common objects and materials in the environment;
- demonstrate the ability to build on the learner's curiosity and ways of knowing, encourage investigation of the natural world with a sense of wonderment, provide the learner with the opportunity to develop the process skills fundamental to scientific inquiry, and create essential opportunities for language development as the learner talks about experiences;
- encourage the learners to use their most fluent language in order to express their own ideas, describe location as up, down, in front or behind, and describe and manipulate objects by pushing, pulling, throwing, dropping and rolling, so that the position and movement of objects receive attention;
- help the learners to recognise names for different properties, such as size, shape, texture and colour, to sort and categorise objects accordingly and to describe, from investigation, the properties of different kinds of materials (e.g. paper, wood, metal and water);
- guide the 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; and

- guide the learners to explore their environments and reflect on their observations and discoveries.

### **Technology**

- guide the learners in the understanding of knowledge related to various aspects of technology;
- guide the learners to apply the skills relevant to technology;
- demonstrate a positive attitude to the facilitation of various aspects of technology;
- integrate technology with the subjects for the Foundation Phase (Language and Mathematics);
- provide the opportunity for learners to encounter technology through projects structured around technological skills – investigating, designing, making and evaluating;
- encourage the learners to express opinions, make choices and plan the way in which things are done;
- create opportunities for cooperative learning;
- encourage the learners to practise activities that will enhance fine motor coordination and dexterity through the use of simple tools for cutting, shaping, folding and joining materials such as paper and card; and
- guide the learners in acquiring simple measuring skills and practise these during this process and introduce the learners to safety issues, and sensitise them to the dangers of electrical outlets and 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:

- demonstrate an in-depth knowledge and understanding of the development stages of child art, from the scribbling stage up to and including the realistic stage;

- use divergent, 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 present these practically, as applicable to the practice of the teaching of art in Grade R; and
- demonstrate basic values in the assessment of child art with regard to its diversity in Grade R, which should take place within the context of a multicultural society through the evaluation of the student self, others and the learners' progress in a fair and reasoned way.

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**

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

- demonstrate an understanding of disabilities and learning difficulties as barriers to learning, such as physical and intellectual disabilities, reading difficulties, mathematical difficulties, etc.;
- recognise the learning differences that individual learners bring to the classroom and how these learning differences could facilitate learning and teaching support practices and processes; and
- demonstrate the realisation of the role of the educator, the school, the family and the community in ensuring that all learners experiencing barriers to learning have access to the curriculum.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and summative (examination) (60%)

**Module code: RLSE 221**

**Semester 1**

**NQF level: 6**

**Title: Emotional and Social Barriers**

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

- a detailed knowledge and understanding of support structures for the gifted learner;

<ul style="list-style-type: none"> <li>the ability to address communication difficulties and challenging behaviour; and</li> <li>the ability to address emotional difficulties experienced by learners effectively by applying lay counselling principles and skills.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RLSI 371</b>	<b>Semester 1&amp;2</b>	<b>NQF level: 7</b>
<b>Title: Policy Perspective on Inclusive Education</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>an integrated knowledge of the main areas of inclusivity and be able to apply and evaluate facts, concepts and theories thereon;</li> <li>an understanding and knowledge of inclusive education and the White Paper 6 on Inclusive Education;</li> <li>the ability to make decisions and act ethically and professionally within an inclusive educational context; and</li> <li>an understanding of a range of methods in assessment and support and their suitability for a specific difficulty.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RLSM 221</b>	<b>Semester 2</b>	<b>NQF level: 7</b>
Title: Life Skills: Music		
<p>Module outcomes: On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>identify different elements of music and apply these in a lesson in accordance with the Curriculum and Assessment Policy Statement;</li> <li>identify different elements of music;</li> <li>assess the young learner's knowledge, musical skills and values; and</li> <li>expose the young learner to several arts, such as music, dance and drama.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RLSP 371</b>	<b>Semester 1&amp;2</b>	<b>NQF level: 7</b>
<b>Title: Life Skills: Physical Education</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to:</p>		

- demonstrate a 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 of 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 of the Grade R learner; and
- demonstrate an ethically responsible 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 regarding learner support in the context of health-promoting schools and the whole-school development approach;
- make appropriate decisions and act ethically in the context of social difficulties experienced in education; and
- demonstrate 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 dropouts, teenage pregnancy and violence in schools.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and summative (examination) (60%)

**Module code: RMAT 121**

**Semester 2**

**NQF level: 5**

**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 the extent to which the teaching

<p>strategies of the Grade R teacher will have an impact on the total development of the Grade R learner;</p> <ul style="list-style-type: none"> <li>• the ability to evaluate and select relevant methods and procedures within the context of mathematics teaching and learning in Grade R;</li> <li>• the ability to evaluate and select appropriate information sources concerning mathematics learning by young learners;</li> <li>• 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; and</li> <li>• the ability to evaluate and select relevant learning and teaching material for the teaching and learning of mathematics in Grade R.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RMAT 171</b>	<b>Semester 1&amp;2</b>	<b>NQF level: 5</b>
<b>Title: Fundamentals of Mathematics Teaching and Learning in Grade R</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• knowledge and a concept of different forms of mathematical knowledge, various views on effective mathematics teaching and learning and an understanding of mathematical knowledge production processes;</li> <li>• knowledge in the main areas of mathematics, including key terms, concepts, facts, rules and theories within the field of basic mathematics; and</li> <li>• a detailed knowledge of mathematics as implemented in Grade R and the way mathematics relates to other areas of learning.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RMAT 211</b>	<b>Semester 2</b>	<b>NQF level: 6</b>
<b>Title: Teaching, Learning and Assessment of Mathematics in Grade R</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• 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;</li> </ul>		

- 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 teaching and learning 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 the assessment of mathematics learning in Grade R; and
- 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%) and summative (examination) (60%)

**Module code: ROLT/RSLT/RALT/  
RXLT/RZLT/RELT/RPLT/RWLT 211**

**Semester 1**

**NQF level: 6**

Title: Emergent Reading and Phonics in the 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 a detailed knowledge of the acquisition and development of language;
- demonstrate an understanding of emergent reading and the application thereof in Grade R;
- demonstrate an in-depth knowledge of phonological awareness; and
- teach phonics with developmentally appropriate activities in Grade R.

Method of delivery: Open Distance Learning

Assessment modes: Formative (40%) and summative (examination) (60%)

**Module code: RRTL 271**

**Semester 1&2**

**NQF level: 6**

**Title: Grade R Teaching and Learning**

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

- demonstrate a sound knowledge of the history, theories, models and programmes in pre-primary schools, internationally and in South Africa;

<ul style="list-style-type: none"> <li>display a sound knowledge of assessing the development and learning of Grade R learners;</li> <li>comprehend, consider and apply ethical implications during the assessment of the Grade R learner; and</li> <li>display a well-grounded knowledge of how to use play at the centre of the Grade R curriculum.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RTAL 171</b>	<b>Semester 1&amp;2</b>	<b>NQF level: 5</b>
<b>Title: Teaching and Learning</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>detailed knowledge, understanding and skills of teaching and learning in the context of motivation in the classroom;</li> <li>knowledge and an understanding of the information processing and constructivist approaches to learning and the cognitive, metacognitive and motivational variables that contribute to effective learning;</li> <li>knowledge and an understanding of the participative approach to teaching and learning;</li> <li>a positive attitude towards a process-oriented teaching and learning approach; and</li> <li>an understanding of the attribution theory and self-efficacy beliefs and the contribution that classroom management makes towards effective teaching and learning.</li> </ul>		
Method of delivery: Open Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RTCL 111</b>	<b>Semester 1</b>	<b>NQF level: 5</b>
<b>Title: Technology and Computer Literacy for Educators</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>the ability to use the computer as a tool and to become computer literate and use the Internet to search for possible topics or themes suitable for Grade R classroom activities;</li> <li>an understanding of and an ability to apply the key terms, concepts and theories related to computer literacy within the educational context;</li> </ul>		

- the effective use of software programmes, such as word processing, spreadsheets, graphics, electronic mail, browsing and search engines;
- knowledge of hardware, software, networking and peripheral devices;
- an 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 and search engines;
- the ability to create and print a letter to a parent using a word processor, a school timetable using a spreadsheet, and a parent-teacher meeting invitation letter using a presentation programme;
- the 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;
- the ability to 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 information about the services and facilities offered by the school to the community with prospective learners' parents reliably, accurately and coherently, e.g. information on the Grade R Orientation Day, using a presentation programme;
- the ability to create a checklist to evaluate a PowerPoint presentation for self- and peer evaluation; and
- the ability to 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 level: 5**

**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 in Grade R; and
- motivate the necessity for and rationale behind a healthy lifestyle as curriculum priority in Life Skills in 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**



<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• knowledge of and insight into social health as part of Life Skills in Grade R; and</li> <li>• motivate the necessity for and rationale behind social well-being, which includes a healthy relationship with other people and the environment as a curriculum priority in Life Skills in Grade R.</li> </ul>		
<p>Method of delivery: Open Distance Learning</p>		
<p>Assessment modes: Formative (40%) and summative (examination) (60%)</p>		
<p><b>Module code: RWIL 111</b></p>	<p><b>Semester 1</b></p>	<p><b>NQF level: 5</b></p>
<p><b>Title: Work-integrated Learning in Grade R Teaching 1</b></p>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of and applied competency in the following programme components: <ul style="list-style-type: none"> <li>○ Technology and Computer Literacy for Grade R teachers (RTCL 111);</li> <li>○ Fundamental Academic Literacy and Support (AGLE 111);</li> <li>○ Fundamentals of Mathematics Teaching and Learning in Grade R (RMAT 171);</li> <li>○ Handwriting Proficiency (RHWP 111);</li> <li>○ Disabilities and Learning Barriers (RLSD 171);</li> <li>○ Life Skills: Personal Well-being (RWEL 111); and</li> <li>○ Teaching and Learning (RTAL 171).</li> </ul> </li> <li>• and the ability to integrate knowledge, skills and attitude, as contained in the various programme components listed above, by: <ul style="list-style-type: none"> <li>○ applying the theoretical knowledge he/she has obtained in the different professional studies and modules in work-related training in an integrated way;</li> <li>○ developing and using observational skills, analysing observational data and reflecting on the work-related training experience; and</li> <li>○ demonstrating an awareness of the complexity of the teacher's role in enabling learning in a complex educational environment.</li> </ul> </li> </ul>		
<p>Method of delivery: Open Distance Learning</p>		
<p>Assessment modes: Summative assessment (100%)</p>		
<p><b>Module code: RWIL 121</b></p>	<p><b>Semester 2</b></p>	<p><b>NQF level: 5</b></p>
<p><b>Title: Work-integrated Learning in Grade R Teaching 2</b></p>		

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

- a basic knowledge of and applied competency in the following programme components:
  - Fundamentals of Mathematics Teaching and Learning in Grade R (RMAT 171);
  - Life Skills: Social Well-being (RWEL 121);
  - Disabilities and Learning Barriers (RSLD 171);
  - Teaching and Learning (RTAL 171); and
  - one of the following language modules: RELS 121, RLSA 121, RLST 121, RLSX 121 RLSZ 121, RLSO 121, RLSP 121 or RLSW 121.
- and the ability to integrate knowledge, skills and attitude, as contained in the various programmes components listed above, by:
  - applying the theoretical knowledge he/she has obtained in the different professional studies and modules in work-related training in an integrated way;
  - developing and using observational skills, analysing observational data and reflecting on the work-related training experience; and
  - demonstrating an awareness of the complexity of the teacher's role in enabling learning in a complex educational environment.

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:

- a basic knowledge of and applied competency in the following programme components:
  - Grade R Teaching and Learning (RRTL 271);
  - Grade R Education Management (REDM 271);
  - Child Development and Perceptual Skills (RCDP 211); and
  - Life Skills: Creative Arts (RLCA 271).
- and the ability to integrate knowledge, skills and attitude, as contained in the various programmes components listed above, by:
  - applying the theoretical knowledge, he/she has obtained in the different professional studies and modules in work-related training in an integrated way;

- developing and using observational skills, analysing observational data and reflecting on the work-related training experience; and
- demonstrating an awareness of the complexity of the teacher’s role in enabling learning in a complex educational environment.

Method of delivery: Open Distance Learning

Assessment modes: Summative assessment (100%)

**Module code: RWIL 221**

**Semester 2**

**NQF level: 6**

**Title: Work-integrated Learning in Grade R Teaching 4**

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

- a basic knowledge of and applied competency in the following programme components:
  - Life Skills: Beginning Knowledge (RLBK 271);
  - Social and Health Barriers (RLSS 211); and
  - one of the following Conversational Language Proficiency modules: RCLP 221, RCLA221, RCLS 221, RCLX 221, RCLZ221, RCLO221, RCLE221 or RCLW221.
- the ability to integrate knowledge, skills and attitude, as contained in the various programme components listed above, by:
  - applying the theoretical knowledge, he/she has obtained in the different professional studies and modules in work-related training in an integrated way;
  - developing and using observational skills, analysing observational data and reflecting on the work-related training experience; and
  - demonstrating an awareness of the complexity of the teacher’s role in enabling learning in a complex educational environment.

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 an integrated knowledge of Grade R classroom management and practice as well as basic research methods and methodologies pertaining to Grade R;

- apply the theoretical knowledge he/she has obtained in the different professional studies and 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 organisation and research, and provide 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 form professional relationships; and
- identify problems related to discipline and take appropriate steps to solve such 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 6**

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

- demonstrate a detailed knowledge of inclusive education, physical education and aspects of educational law pertaining to Grade R;
- apply the theoretical knowledge he/she has obtained in the different professional studies and modules in work-related training;
- develop and use observational skills, analyse observational data and reflect on the work-related training experience; and
- demonstrate adequate skills and competencies in effectively applying policies on inclusive education, the development of physical education skills and educational law pertaining to Grade R, and 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%)