NWU ®

2019 Yearbook
Jaarboek

All universities in South Africa are obligated by law to take part in a National Project driven by the external regulatory bodies (the 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 the process of aligning its 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, and 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 a result of neglecting this responsibility.

Address all correspondence to:

The Registrar
North-West University
Private Bag X1290
Potchefstroom
2520

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

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 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 their 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.
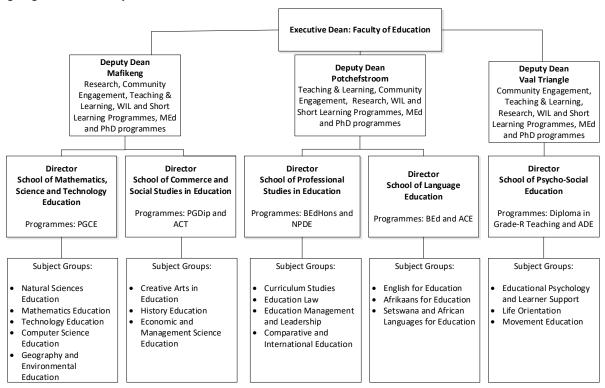
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Organogram of the Faculty structure 2019

Executive Dean: Faculty of Education

Deputy Dean Mafikeng
Research, Community Engagement, Teaching & Learning, WIL and Short Learning Programmes, MEd and PhD programmes

Deputy Dean Potchefstroom
Teaching & Learning, Community Engagement, Research, WIL and Short Learning Programmes, MEd and PhD programmes

Deputy Dean Vaal Triangle
Community Engagement, Teaching & Learning, Research, WIL and Short Learning Programmes, MEd and PhD programmes

Director
School of Mathematics, Science and Technology Education

Programmes: PGCE

Director
School of Commerce and Social Studies in Education

Programmes: PGDip and ACT

Director
School of Professional Studies in Education

Programmes: BEdHons and NPDE

Director
School of Language Education

Programmes: BEd and ACE

Director
School of Psycho-Social Education

Programmes: Diploma in Grade-R Teaching and ADE

Subject Groups:
- Natural Sciences Education
- Mathematics Education
- Technology Education
- Computer Science Education
- Geography and Environmental Education

Subject Groups:
- Creative Arts in Education
- History Education
- Economic and Management Science Education

Subject Groups:
- Curriculum Studies
- Education Law
- Education Management and Leadership
- Comparative and International Education

Subject Groups:
- English for Education
- Afrikaans for Education
- Setswana and African Languages for Education

Subject Groups:
- Educational Psychology and Learner Support
- Life Orientation
- Movement Education

FACULTY OF EDUCATION

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 Shaikhnag – 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 has not yet been 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

Potchefstroom

- Telephone number: 018 299 1766
- E-mail address: Edu-EnquiryPotch@nwu.ac.za

Vaal Triangle

- Telephone number: 016 910 3060
- E-mail address: 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/

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, Science and Technology Education	o Natural Sciences Education o Mathematics Education o Technology Education o Computer Science Education o Geography Education and Environmental Education
School of Commerce and Social Studies in Education	o Creative Arts in Education o History for Education o Economic Management Science Education
School of Professional Studies in Education	o Curriculum Studies o Education Law o Education Management and Leadership o Comparative and International Education
School of Languages in Education	o English for Education o Afrikaans for Education o Setswana and African Languages for Education
School of Psycho-social Education	o Educational Psychology and Learner Support o Life Orientation o Movement Education

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

DIPLOMAS				
Qualification	**Programme and code**	**Curriculum and code**	**Mode of delivery**	**NQF level**
Advanced Diploma in Education (ADE)	Applied Support in Special Needs Education 4BE C01	Special Needs in Education O404P	Open Distance Learning	7

EDU.1 FACULTY RULES

EDU.1.1   AUTHORITY OF THE GENERAL 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 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 the General Academic Rules.

The General Academic Rules are available on the webpage at 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, and

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/.

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.1.2.1   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). 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

Definitions	
Distance mode of delivery	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 the 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.

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.

The Advanced Diploma in Education 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.

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 his/her registration.

EDU.1.2.4   Amendment, cancellation of discontinuation regarding

registration of studies

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

The last day for programme/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.

AADS511 – Advanced Discourse and Communication Skills, first-year level, first 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). 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. 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.1.2.9   Subminimum for Examination

The subminimum for examinations in modules is 40%, except in the portfolio or where a higher subminimum is provided for in the 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-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.

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 (refer to par EDU 1.2.8.) 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 modules over the course of the ADE qualification is taken into account.

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.

In reference to A-Rule 2.4.2, the faculty rules provide that ADE 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.

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

EDU.1.2.12 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, 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).

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 distance student may apply, within the timeframe stipulated in A-Rule 1.13.7.3, namely ten working days, to the school director, via the Unit for Open Distance Learning (UODL) Call Centre, to view the examination scripts and the memorandum in the presence of the lecturer and the subject chairperson concerned in the lecturer's office.

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.

Students with unsatisfactory performance in any module are identified and supported.

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.

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 besimilar/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.

Contact details

Tel: +27 18 285 5900

Fax: +27 87 234 4957

Website: distance.nwu.ac.za/

E-mail: 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
South Africa

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 or second opportunities) should the student qualify to write the examination.

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, whereafter a student must generate a new participation mark.

v. Contact classes are mainly presented by means of interactive whiteboards at the learning support centres in Southern Africa, supported by facilitators. Lecturers can also be contacted via e-mail if the students have access to the Internet. All modules presented by means of interactive whiteboards 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 UODL 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 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 ADVANCED DIPLOMA IN EDUCATION

EDU.3.1   PURPOSES AND RATIONALE OF THE QUALIFICATION

The Advanced Diploma is a continuous professional development (CPD) qualification to further strengthen and enhance an existing specialisation in a subject, or to develop a new role or practice to support teaching and learning in a school or in education more broadly. The qualification offers intellectual enrichment and specialisation, which meets the requirements of a specific niche in education – e.g. in the case of new roles, such as inclusive education, school librarianship, school leadership and management, deaf education, etc., as well as in teaching subjects. This qualification will provide an Advanced Diploma graduate with a deep and systematic understanding of current thinking, practice, theory and methodology in the area of specialisation.

EDU.3.1.1   Duration (minimum and maximum duration)

The minimum duration for the ADE specialisations is one year and the maximum duration is three years, unless stated otherwise (see suggested programme layout under ED.5.3.1.2).

EDU.3.1.2   Articulation

Professionally qualified teachers, who have completed an ADE, may proceed to a BEd Honours degree, or a Postgraduate Diploma in Education in a related field of study. Accumulated credits may also be presented for entry into a bachelor's degree in a related field of study, including a BEd degree.

Professionally qualified teachers who are NOT in possession of a first bachelor's degree may present a completed ADE for entry into an NQF Level 7 BEd programme, or into any other appropriate Level 7 bachelor's degree, or for entry into a Postgraduate Diploma in Education at Level 8.

Bachelor degree graduates, who have completed an ADE, may proceed to a BEd Honours degree, or an Honours degree in a related field of study, or to a Postgraduate Diploma in Education.

EDU.3.1.3   Admission requirements for the qualification

A four-year Bachelor of Education degree, or a general first degree or diploma plus a Postgraduate Certificate in Education, or a former Higher Diploma in Education (postgraduate) may be presented for admission.

A former Advanced Certificate in Education (Level 6 NQF), or a former Further Diploma in Education which follows a former professional teaching qualification, or a former four-year Higher Diploma in Education may also be presented for admission into an Advanced Diploma.

In addition, a new Advanced Certificate (ACT, Level 6 NQF), which has followed a former Diploma in Education (including a National Professional Diploma in Education) may also be presented for admission into an Advanced Diploma.

Further specialisation in a teaching subject, offered through an Advanced Diploma at Level 7 NQF, requires cognate studies in that subject at Level 6 in the entry qualification.

EDU.3.1.4   Qualification outcomes

After the successful completion of an ADE, the student must, in the field of specialisation:

a) demonstrate an integrated knowledge of and have insight into relevant aspects of teaching and learning in the area of, for example, Special Needs Education;

b) display relevant professional skills and competencies (among others, critical problem-solving, sound judgement and decision-making);

c) demonstrate the ability to validate sources of information independently and evaluate and manage information in, for example, Special Needs Education;

d) understand and apply certain values, needs and attitudes (among others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her specialisation and classroom practice;

e) be able to use didactic skills effectively within the functioning of groups in the field of specialisation in, for example, Special Needs Education;

f) be able to select, evaluate and apply a range of different but appropriate procedures and methods of enquiry in, for example, Special Needs Education;

g) be able to identify, analyse and reflect critically on complex problems in, for example, Special Needs Education; and

h) understand the verbal communication of tasks and projects.

EDU.3.2   LIST OF MODULES

Module code	Descriptive name	HEQF level	Credits
AADS 511	Advanced discourse and communication skills	7	16
AHIV 521	HIV and AIDS: Legislation, counselling and support	7	8
ALSD 521	Disabilities and learning difficulties in Education	7	16
ALSE 511	Emotional and other difficulties in Education	7	16
ALSI 511	Inclusive Education: A policy perspective	7	16
ALSS 521	Social and health issues in Education	7	16
AREM 521	Applied support in Special Needs Education	7	24
ARES 511	Introduction to Educational Research	7	8
CMPF 511	Information and communication technology (ICT) competence for teaching students	7	12
TOTAL CREDITS:			**132**

EDU.3.3   PROGRAMMES OFFERED IN ADVANCED DIPLOMA IN EDUCATION

EDU.3.3.1   Advanced Diploma in Education: Special Needs Education, Learner Support (4BE C01)

EDU.3.3.1.1   Curriculum outcomes

After completing the ADE in Special Needs Education, the student should be able to demonstrate:

a) systematic and comprehensive knowledge of research in the field of education;

b) the ability to develop a research title and research question(s);

c) knowledge and an understanding of the research problem relevant to the field of education;

d) knowledge and an understanding of the research process, and the ability to apply research processes to existing research issues, themes or topics in education;

e) an understanding of the place of education research in the professional development of the educator;

f) an understanding of the writing and referencing academic literature in the form of a literature review;

g) detailed knowledge of education and the policy on education;

h) efficient and effective problem-solving abilities to plan computer-integrated lessons;

i) the ability to evaluate ethically the moral aspects regarding the use of computers in education and make responsible decisions; and

j) an integrated knowledge about definitions, terminology and the functionality of important computer components.

EDU.3.3.1.2 Compilation of curriculum 0404P

Year 1			
1st year, 1st semester		**1st year, 2nd semester**	
Module code	**Cr**	**Module code**	**Cr**
AADS 511	16	ALSI 511	16
ALSE 511	16	ARES 511	8
CMPF 511	12		
2nd year, 1st semester		**2nd year, 2nd semester**	
Module code	**Cr**	**Module code**	**Cr**
AREM 521	12	AREM 521	12
AHIV 521	8	ALSD 521	16
ALSS 521	16		
Total credits semester 1	**80**	**Total credits semester 2**	**52**
TOTAL CREDITS:			**132**

EDU.4 MODULE OUTCOMES

Module code: ALSE 511	Semester 1	16 credits	NQF level: 7
Title: Emotional and other difficulties in Education			
On successful completion of this module, the student should be able to demonstrate: • the ability to identify, evaluate and address learning needs in a self-directed manner, and to facilitate collaborative learning processes in the accommodation of learners in the inclusive classroom; • the ability to develop appropriate processes of information gathering on barriers in the socio-economic circumstances, and to develop the ability to validate independently the sources of information, and evaluate and manage the information; and • the appropriate ethical conduct towards the learner experiencing different barriers of emotional and other difficulties in education.			
Method of delivery: Open Distance Learning			
Assessing method: Formative (40%) and summative (examination) (60%)			

Module code: ALSI 511	Semester 2	16 credits	NQF level: 7
Title: Inclusive Education: A policy perspective			
On successful completion of this module, the student should be able to demonstrate: • an integrated knowledge of the main areas of inclusivity and be able to apply and evaluate facts, concepts and theories within the field of inclusion; • an understanding of integrated knowledge of inclusive education and the White Paper 6 on inclusive education; • the ability to make decisions and act ethically and professionally within an inclusive educational context; and • an understanding of a range of methods in assessment and support and its suitability for a specific difficulty.			
Method of delivery: Open Distance Learning			
Assessing method: Formative (40%) and summative (examination) (60%)			

Module code: AADS 511	Semester 1	16 credits	NQF level: 7

Title: Advanced discourse and communication skills

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

- the ability to acquire integrated knowledge and skills, and to become skilled in care, the helping process and advanced discourse;
- an integrated knowledge of the central areas of one or more fields, including an understanding of, and ability to, apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field and how that knowledge relates to other fields;
- the ability to evaluate performance against given criteria, and accurately identify and address his/her task-specific learning needs in a given context and support the learning needs of others;
- the ability to develop and communicate his/her ideas and opinions in well-informed arguments, using appropriate academic, professional and occupational discourse; and
- an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.

Method of delivery: Open Distance Learning

Assessing method: Formative (40%) and summative (examination) (60%)

Module code: ARES 511	Semester 1	8 credits	NQF level: 7

Title: Introduction to Educational Research

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

- systematic and comprehensive knowledge of research in the field of education;
- the ability to develop a research title and research question(s);
- knowledge and an understanding of a research problem relevant to the field of education;
- knowledge and an understanding of the research process, and the ability to apply research processes to fictitious or existing research issues, themes or topics in education;
- an understanding of the place of education research in the professional development of education; and
- an understanding of writing and referencing academic literature in the form of a literature review.

Method of delivery: Open Distance Learning

Assessing method: Formative (40%) and summative (examination) (60%)

Module code: ALSS 521	Semester 1	16 credits	NQF level: 7

Title: Social and health issues in Education

On successful completion of this module, the student should be able to demonstrate:
- an integrated knowledge of the central areas of health-promoting schools and the whole-school development approach, including an understanding of and ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories within the field of a healthy school environment and how that knowledge relates to other fields in Special Needs Education;
- the ability to make decisions, act ethically and professionally, and justify those decisions and actions within a supported environment; and
- the ability to evaluate performance against given criteria, accurately identify and address task-specific learning needs in a given context, and support the learning needs of others.

Method of delivery: Open Distance Learning

Assessing method: Formative (40%) and summative (examination) (60%)

Module code: ALSD 521	Semester 2	16 credits	NQF level: 7

Title: Disabilities and learning difficulties in Education

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

- the ability to develop and communicate ideas and opinions in well-formed arguments, using appropriate academic, professional or occupational discourse regarding physical, intellectual and learning disabilities;
- an understanding of integrated knowledge and the ability to evaluate types of knowledge and explanations on disabilities and learning difficulties regarding the diverse and unique learning needs of every learner experiencing barriers to learning;
- an integrated knowledge and understanding regarding learners experiencing multiple categories of barriers to learning; and
- the ability to take full responsibility for his/her work in decision-making and use of resources in support of disabilities.

Method of delivery: Open Distance Learning

Methods of Assessment: Formative (40%) and summative (examination) (60%)

Module code: CMPF 511	Semester 1	12 credits	NQF level: 7

Title: Information and communication technology (ICT) competence for teaching students

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

- a deep understanding of the use of information and communication technology in education settings;
- practical skills regarding the use of a word processing programme, spreadsheet programme and presentation programme as they are applied in education and teaching;
- initiative in using and applying practical skills regarding the use of a word-processing programme, spreadsheet programme and presentation programme for application in an educational environment;

- problem-solving abilities to plan an apply the practical use of the application programmes in the teaching-learning environment; and
- the ability to evaluate ethical aspects regarding the use of computers in the teaching-learning environment.

Method of delivery: Open Distance Learning

Methods of Assessment: Formative (40%) and summative (examination) (60%)

Module code: AREM 521	Semester 2	24 credits	NQF level: 7

Title: Applied support in Special Needs Education

On successful completion of this module, the student should be able to demonstrate:
- an integrated knowledge of the central areas of child development, including an understanding of, and ability to, apply and evaluate the key terms, concepts, facts, principles, rules and theories of the detailed knowledge of the area and how the knowledge relates to other fields in Special Needs Education;
- the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation on that information;
- the ability to evaluate performance against given criteria; and
- the ability to accurately identify and address task-specific learning needs in a given context, and support the learning needs of others.

Method of delivery: Open Distance Learning

Methods of Assessment: Formative (40%) and summative (examination) (60%)

Module code: AHIV 521	Semester 1	8 credits	NQF level: 7

Title: HIV and AIDS: Legislation, counselling and support

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

- an integrated knowledge and understanding of skills, knowledge, attitude and values to select, evaluate and apply a holistic support structure for HIV and AIDS in the school environment in accordance to equity in South Africa;
- an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas; and
- an integrated knowledge of the central areas of one or more fields, including an understanding of, and ability to, apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field and how that knowledge relates to other fields.

Method of delivery: Open Distance Learning

Methods of Assessment: Formative (40%) and summative (examination) (60%)