

Faculty of Education  
In-Service and Further  
Training Programmes  
(Advanced Diploma in  
Education (ADE))



**2023**  
*Yearbook*



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.

## **NWU Office Bearers**

### **Chancellor**

Dr ATM Mokgokong

### **Vice-Chancellor**

Dr MB Tyobeka

### **Deputy Vice-Chancellor: Community Engagement and Mahikeng Campus Operations**

Prof S Swanepoel

### **Deputy Vice-Chancellor: Information Technology and Potchefstroom Campus Operations**

Prof DM Balia

### **Deputy Vice-Chancellor: Planning and Vanderbijlpark Campus Operations**

Prof LA du Plessis

### **Deputy Vice-Chancellor: Teaching and Learning**

Prof RJ Balfour

### **Deputy Vice-Chancellor: Research and Innovation**

Prof MJ Mphahlele

### **Registrar**

Prof MM Verhoef

### **Executive Director: Student Life** Dr JS Chalufu

## **NWU EXECUTIVE DEANS**

**Faculty of Economics and Management:** Prof ND Moroke

**Faculty of Education:** Prof L Conley

**Faculty of Engineering:** Prof L van Dyk

**Faculty of Health Sciences:** Prof AF Kotzé

**Faculty of Humanities:** Prof D Moyo

**Faculty of Law:** Dr LN Morei

**Faculty of Natural and Agricultural Sciences:** Prof DM Modise

**Faculty of Theology:** Dr H Goede

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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 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.**

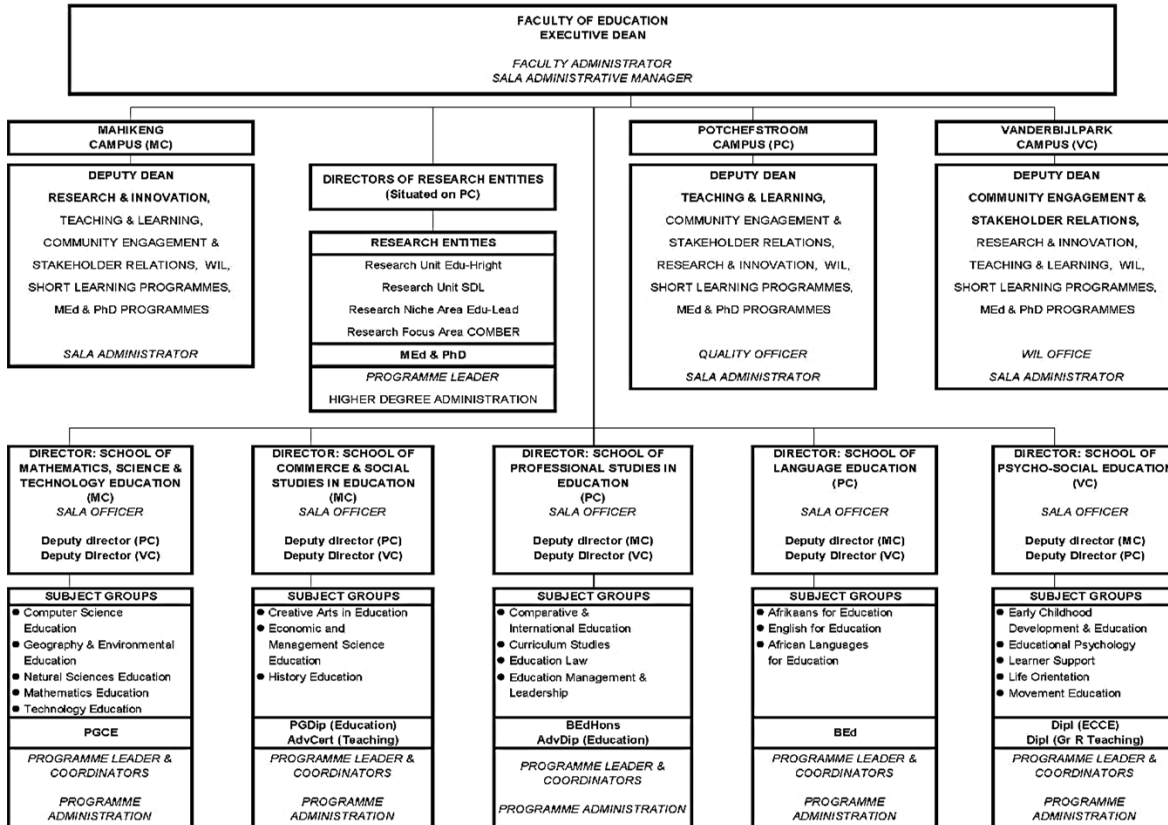
## TABLE OF CONTENTS

<b>ORGANOGRAM OF THE FACULTY STRUCTURE 2023 .....</b>	<b>vii</b>
<b>FACULTY OF EDUCATION .....</b>	<b>viii</b>
FACULTY MANAGEMENT COMMITTEE .....	viii
FACULTY BOARD.....	ix
CONTACT DETAILS FOR THE FACULTY.....	x
SCHOOLS IN THE FACULTY.....	xi
QUALIFICATION, PROGRAMME AND CURRICULUM .....	xiii
<b>EDU.1      FACULTY RULES .....</b>	<b>14</b>
EDU.1.1      AUTHORITY OF THE GENERAL RULES.....	14
EDU.1.2      FACULTY-SPECIFIC RULES.....	14
<b><i>EDU.1.2.1      Admission Requirements .....</i></b>	<b><i>15</i></b>
<b><i>EDU.1.2.2      Method of Delivery.....</i></b>	<b><i>15</i></b>
<b><i>EDU.1.2.3      Annual Registration .....</i></b>	<b><i>16</i></b>
<b><i>EDU.1.2.4      Amendment, cancellation of discontinuation regarding registration of studies.....</i></b>	<b><i>17</i></b>
<b><i>EDU.1.2.5      Modules and Credits.....</i></b>	<b><i>17</i></b>
<b><i>EDU.1.2.6      Additional Modules .....</i></b>	<b><i>18</i></b>
<b><i>EDU.1.2.7      Calculation of Participation Marks.....</i></b>	<b><i>18</i></b>
<b><i>EDU.1.2.8      Admission to Examinations.....</i></b>	<b><i>19</i></b>
<b><i>EDU.1.2.9      Subminimum for Examination.....</i></b>	<b><i>19</i></b>
<b><i>EDU.1.2.10      Examination Opportunities .....</i></b>	<b><i>19</i></b>
<b><i>EDU.1.2.11      Pass Requirements.....</i></b>	<b><i>21</i></b>
<b><i>EDU.1.2.12      Examination marks are calculated as follows.....</i></b>	<b><i>22</i></b>
<b><i>EDU.1.2.13      Progression Requirements .....</i></b>	<b><i>23</i></b>

<b>EDU.1.2.14</b>	<b><i>Repetition of Modules .....</i></b>	<b>24</b>
<b>EDU.1.2.15</b>	<b><i>Access to Review of Marked Examination Work (A-Rule 1.13.7) .....</i></b>	<b>24</b>
<b>EDU.1.2.16</b>	<b><i>Monitoring of academic performance .....</i></b>	<b>25</b>
<b>EDU.1.2.17</b>	<b><i>Extension of period of study.....</i></b>	<b>25</b>
<b>EDU.1.2.18</b>	<b><i>Termination of Studies.....</i></b>	<b>25</b>
<b>EDU.1.3</b>	<b>WARNING AGAINST ACADEMIC MISCONDUCT AND PLAGIARISM .....</b>	<b>25</b>
<b>EDU.1.4</b>	<b>CAPACITY STIPULATION .....</b>	<b>27</b>
<b>EDU.1.5</b>	<b>RECOGNITION OF PRIOR LEARNING AND CREDIT ACCUMULATION AND TRANSFER .....</b>	<b>27</b>
<b>EDU.2</b>	<b>DISTANCE LEARNING QUALIFICATIONS/PROGRAMMES</b>	<b>29</b>
<b>EDU.2.1</b>	<b>WHAT IS DISTANCE LEARNING?.....</b>	<b>29</b>
<b>EDU.2.2</b>	<b>UNIT FOR OPEN DISTANCE LEARNING .....</b>	<b>30</b>
<b>EDU.2.3</b>	<b>MATTERS TO TAKE NOTE OF REGARDING DL STUDIES ....</b>	<b>31</b>
<b>EDU.3</b>	<b>RULES FOR THE QUALIFICATION ADVANCED DIPLOMA IN EDUCATION .....</b>	<b>32</b>
<b>EDU.3.1</b>	<b>PURPOSES AND RATIONALE OF THE QUALIFICATION.....</b>	<b>32</b>
<b>EDU.3.1.1</b>	<b><i>Duration (minimum and maximum duration).....</i></b>	<b>33</b>
<b>EDU.3.1.2</b>	<b><i>Articulation .....</i></b>	<b>33</b>
<b>EDU.3.1.3</b>	<b><i>Admission requirements for the qualification .....</i></b>	<b>33</b>
<b>EDU.3.1.4</b>	<b><i>Qualification outcomes .....</i></b>	<b>34</b>
<b>EDU.3.2</b>	<b>LIST OF MODULES.....</b>	<b>35</b>
<b>EDU.3.3</b>	<b>PROGRAMMES OFFERED IN ADVANCED DIPLOMA IN EDUCATION .....</b>	<b>38</b>
<b>EDU.3.3.1</b>	<b><i>Advanced Diploma in Special Needs Education .....</i></b>	<b>38</b>
<b>EDU.3.3.1.2</b>	<b><i>Phasing out Programme: 4BE C01 (Compilation of</i></b>	

<i>curriculum: 0404P)</i> .....	39
<b>EDU.3.3.1.3 Programme: 4BE C02 (Compilation of curriculum: 0404P)</b> .....	<b>39</b>
<b>EDU.3.3.2 Advanced Diploma in School Leadership and Management</b> .....	<b>41</b>
<b>EDU.3.3.2.1 Curriculum outcomes</b> .....	<b>41</b>
<b>EDU.3.3.2.2 Programme: 4BD C01 (Compilation of curriculum: 0501P)</b> .....	<b>42</b>
<b>EDU.3.3.3 Advanced Diploma in Intermediate Phase Mathematics Education</b> .....	<b>43</b>
<b>EDU.3.3.3.1 Curriculum outcomes</b> .....	<b>43</b>
<b>EDU.3.3.3.2 Phasing out Programme: 4DE C01 (Compilation of curriculum: O501P)</b> .....	<b>44</b>
<b>EDU.3.3.3.3 Programme: 4DE C02 (Compilation of curriculum: O501P)</b> .....	<b>44</b>
<b>EDU. 4 MODULE OUTCOMES</b> .....	<b>45</b>

# ORGANOGRAM OF THE FACULTY STRUCTURE 2023





## **FACULTY OF EDUCATION**

### **FACULTY MANAGEMENT COMMITTEE**

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

Prof LN Conley – BA, BEdHons, MEd, DEd

#### **Deputy Deans**

Teaching and Learning: Prof EM Reyneke – BA, BEd, MA, PhD

Community Engagement and Stakeholder Relations: Dr E Küng – BA, PGCE, BEdHons, MEd, PhD

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

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

Research Unit Edu-HRight: Prof AJ Botha – HDE, FDE, BEdHons, MEd, DEd

Research Unit SDL: Prof E Mentz – BA, HED, BScHons, MSc, PhD

Research Niche Area Edu-Lead: Prof J Heystek – BA, HED, BEdHons, MEd, PhD

Research Focus Area 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 Language Education: Prof K Kaiser – BA, HED, 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 PM Nkhoma – Dip ED, BSc, MEd, PhD

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

#### **Deputy School Directors**

School of Professional Studies in Education: Vacant

School of Professional Studies in Education: Prof E Serfontein – BA, B.IURIS, LLB, HDE, FDE in LSEN, MEd, PhD

School of Languages Education: Prof LM Hove – BAHons, GradCE, PGDE, MA, PhD

School of Languages Education: Dr E Küng (acting) – BA, PGCE, BEdHons, MEd, PhD (acting)

School of Commerce and Social Studies for Education: Prof 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: Vacant

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

School of Psycho-social Education: Dr NT 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 ML Lehihi

Ms D Coetzee

#### **Quality Enhancement Administrator**

Ms SC Malinga

#### **Faculty Accountant**

Ms M du Plessis

## **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**

### **Mahikeng**

- 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)

### **Vanderbijlpark**

- 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>○ Computer Science Education</li> <li>○ Geography and Environmental Education</li> <li>○ Natural Sciences Education</li> <li>○ Mathematics Education</li> <li>○ Technology Education</li> </ul>
School of Commerce and Social Studies in Education	<ul style="list-style-type: none"> <li>○ Creative Arts in Education</li> <li>○ Economic Management Science Education</li> <li>○ History for Education</li> </ul>
School of Professional Studies in Education	<ul style="list-style-type: none"> <li>○ Curriculum Studies</li> <li>○ Comparative and International Education</li> <li>○ Education Law</li> <li>○ Education Management and Leadership</li> </ul>
School of Languages in Education	<ul style="list-style-type: none"> <li>○ Afrikaans for Education</li> <li>○ English for Education</li> <li>○ African Languages for Education</li> </ul>
School of Psycho-social Education	<ul style="list-style-type: none"> <li>○ Early Childhood Development and Education</li> <li>○ Educational Psychology</li> <li>○ Learner Support</li> <li>○ Life Orientation</li> <li>○ Movement Education</li> </ul>

## **QUALIFICATIONS OFFERED BY THE FACULTY**

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

- Doctor of Philosophy in Education (PhD)
- Master of Education (MEd)
- Bachelor of Education Honours (BEdHons)
- Postgraduate Diploma in Education (PGDip)
- Postgraduate Certificate in Education (PGCE)
- Bachelor of Education (BEd)
- Diploma in Grade R Teaching (Dip Gr R)
- Advanced Diploma in Education (ADE)
- Advanced Certificate in Teaching (ACT)

## QUALIFICATION, PROGRAMME AND CURRICULUM

<b>ADVANCED DIPLOMA IN EDUCATION (ADE)</b>				
<b>Qualification</b>	<b>Programme code</b>	<b>Curriculum code</b>	<b>Mode of delivery</b>	<b>NQF level</b>
Advanced Diploma in Special Needs Education	4BE C01	O404P	Distance	7
Advanced Diploma in School Leadership and Management	4BD C01	O501P	Distance	7
Advanced Diploma in Intermediate Phase Mathematics Education	4DE C01	O501P	Distance	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](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 Senate Committee for Academic Standards (SCAS) 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 (DHET) 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 and Assessment Policy) are available on our webpage at [http://www.nwu.ac.za/content/policy\\_rules](http://www.nwu.ac.za/content/policy_rules).

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 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>	<p>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).</p> <p>Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered in this way.</p>



### 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 (ADE) students register only during the first annual registration period. However, exceptions will be considered where a contract might require a mid-year intake (i.e. Advanced Diploma in Education in School Leadership and Management), in which case those students registered with mid-year intake 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 DL 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 1.10.4.2: 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 of discontinuation regarding registration of studies**

A-Rule 1.10.4.1: Subject to Faculty Rule 1.10.4.1 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 Rule 1.10.4.1: Distance students: Due date for amendments, cancellation and discontinuation of registration: The last day for programme/module amendments and cancellation will be communicated annually to the students for the first semester and for the second semester. In this case only a pro rata payment will be paid back to the student as study material had already been sent to students and there were administrative and postage fees. If these dates are not met, the full tuition for the semester(s) is payable. Should students cancel their studies, all bursaries and/or loans are repayable immediately.

A-Rule 1.10.4.3: Timely 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.

#### **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 Communication Skills and Lay-Counselling for the Educator, 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-Rule 2.3.1: A first-year student may register for one additional module per semester

A-Rule 2.3.2: A student who registers for the second, third or fourth year level of an undergraduate programme, and who has already passed all the required preceding modules of the programme concerned, may be allowed to register for a maximum of two additional modules per semester or two additional year modules, or one semester and one year module, provided that the student has ascertained that no class or examination timetable clashes are brought about thereby, and subject to the maximum number of credits for which a student may register in a given academic year.

Specifically, for Distance Learning students, Faculty Rule 2.3.1 applies. Faculty Rule 2.3.1: Distance students: After clarification with an advisor and in consultation with a subject lecturer / subject chairperson, a distance student may register and pay for an extra module. Clashes regarding whiteboard broadcasts are no problem because these broadcasts can be downloaded.

### **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.

Faculty Rule 1.13.2.3: For all ADE programmes except ADE in School Leadership and Management - a subminimum participation mark of 40% is needed for all modules to provide admission to the examination.

Specification for ADE in School Leadership and Management: No participation marks due to continuous assessment in all modules.

### **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 and Faculty Rule 1.13.2.3.

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**

A-Rule 1.13.3: The subminimum for examinations in modules is 40%, except in the portfolio or where a higher subminimum is provided for in the Faculty Rules. However according to Faculty Rule 1.13.3.1, the faculty has no higher sub-minimum for coursework modules.

In addition, with reference to the ADE School Leadership and Management where continuous assessment is applicable for all modules, Faculty Rule 1.13.3.4 states that: No participation marks due to continuous assessment in all modules.

### **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.

A-Rule 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.

Distance Learning 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 and Faculty Rule 2.5.3.2).

According to A-Rule 1.13.6 ***Dean's concession examination*** (third examination opportunity), a student who, having used one or both examination opportunities provided for in the rules relating to the various qualification types and levels, has passed all coursework modules but one required for the completion of a programme leading to a qualification, may apply to the executive dean concerned to be granted a final assessment opportunity in the outstanding module provided that:

1.13.6.1 the student has achieved an adequate participation mark in the module for admission to the examination;

1.13.6.2 the student has previously failed the module in question;

1.13.6.3 the student completes the final assessment for the applicable module in the following examination period that is scheduled for such assessment opportunities in the annual university calendar;

1.13.6.4 the maximum mark that can be obtained for a final

assessment is 50%;

1.13.6.5 the final module mark is based solely on the mark achieved in the final assessment, without taking the participation mark into account; and

1.13.6.6 the student is required to pay the applicable fee for the final assessment opportunity but is not required to re-register for the programme concerned, and provided that the student must have been registered for the module in the academic year during which all the other requirements for the attainment of the qualification were complied with.

#### **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 sub-minimum 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.

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

2.6.2.3 A part-time student or a student enrolled in a distance

programme must complete the programme within the specified maximum time of 3 years (Refer to EDU.3.1.1) in order to qualify for the award of the qualification with distinction.

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

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

A pass is obtained for a curriculum once all the modules of the programme have been passed individually (A-Rule 2.6.1 and Faculty 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 and 10% 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

10 working 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 sub-paragraphs 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).

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 Distance Learning 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.

A-Rule 2.3.4: A student who failed modules that form part of the formal curriculum of a programme, may not, in the following year of study, register for additional modules not required for the curriculum of the programme before the failed modules have been passed.

#### **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.

A distance student may apply, within the time-frame stipulated in Faculty Rule 1.13.7.1, namely ten working days, to the school director, via the Unit for Open Distance Learning 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. Such students receive additional white board sessions for risk modules that are identified. The lecturer then prepares additional material / slides to support these students.

#### **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, 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 ACADEMIC MISCONDUCT AND PLAGIARISM**

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

**NWU Policy on Academic Integrity** that can be found at the following link under **Policies on General Management Processes:**

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

Students should take note of the following excerpts from NWU policies related to **ACADEMIC MISCONDUCT:**

<b>Academic misconduct</b>	
This represents conduct constituting an act of fraud - including the following instances of deception by a student:	
1.1	Obtaining information, including copying, for the purpose of improving marks, by using notes, electronic devices or other forms of assistance during examination sessions where these have been prohibited by examination procedures.
1.2	Assisting fellow-students in assessments (both formative and summative) or receiving assistance from fellow students regarding take-away assessments when any collaboration has been prohibited by the relevant assessment procedures.
1.3	Sitting on behalf of another student for an assessment session or requesting a fellow-student to take an assessment on behalf of oneself.
1.4	Taking unauthorised materials into an assessment room.
1.5	The illegal taking of assessment materials or disruptive behaviour during an assessment period.
1.6	The unauthorised submitting of the same academic content for different modules or academic programmes.
1.7	Publishing, uploading or making available any material in which the NWU holds copyright without appropriate authorisation.
1.8	The fabrication of false research data and/or results.
1.9	Falsification by changing, omitting or manipulating research data and/or results.

**The NWU Policy on Academic Integrity provides the following definition for PLAGIARISM:**

The use without appropriate acknowledgement of another's ideas,

hardcopy or electronic texts, images, computer programmes, sounds, designs, performance or any form of creative work as one's own work, including activities such as appropriating the knowledge, insights, wording or formulation of anybody else's work.

**NB:** Plagiarism is regarded as serious academic misconduct that may lead to disciplinary action.

### **Policy on NWU Student Discipline**

Section 3.1.2: Misconduct may be considered by the NWU Disciplinary Hearing Committee in instances where the academic conduct of the student is dishonest, as described in the Policy on Academic Integrity;

Section 4.3: It is the policy of the university to have clear and consistent rules, processes and procedures to ensure the university's commitment to academic integrity. All allegations of plagiarism need to be investigated in accordance with the prescribed investigation procedure as approved by Senate.

### **Withdrawal of a qualification**

The NWU Council may, in accordance with the NWU Academic Rules (Section 1.20), withdraw a qualification if the recipient of the qualification is found guilty on a charge of serious academic misconduct.

## **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 AND CREDIT ACCUMULATION AND TRANSFER**

Refer to A-Rules 1.6 and 1.7 as well as Faculty Rule 1.6.1 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 module exemption:** A student may be exempted from completing a module of a programme on the basis of a documented process of recognition of prior learning. Such an exemption does not translate to credit transfer, but the student does not have to complete the module in question due to his/her proven knowledge, skill or experience, gained through informal or non-formal learning, which equates to the level and content of the outcomes of one or more modules of a particular academic programme. The outcomes of existing programme modules must therefore be compared and found to be similar/equivalent to the candidate's proven knowledge/experience/skills.

**Credit accumulation and transfer:** 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 credit accumulation and transfer (CAT). The completed outcomes must also comply with the relevant SAQA level descriptors and credit value.

A SALA administrative officer is appointed in the office of each of the school directors across the three sites of delivery, and they oversee the RPL/CAT process for both contact and distance students in the respective programmes.

Processes for each of the types of RPL/CAT as well as forms and guidelines to compile a portfolio of evidence are available at the faculty's quality office, and will be included in the Quality manual of the faculty, after approval by faculty board.

It remains the responsibility of the student to apply for possible credits for modules or courses as part of learning programmes/qualifications previously completed. This application should be done by the student during the first registration for the programme. Proof of the previous qualifications and the module/course outcomes should be submitted together with application for credits by the student.

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

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

Distance learning (DL) 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 DL by allowing students to register for the modules of a programme either in January or in June (where applicable), 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:

### **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:**

The Academic Manager: UDL

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 DL 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, thereafter 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 inter-active 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 UDL is situated.

#### **Unsatisfactory academic performance**

A student whose academic performance is found to be unsatisfactory



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

### **Termination of studies of DL 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 UDL 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 in Education (ADE) 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 EDU.3.3.1.2, EDU.3.3.2.2 and EDU.3.3.3.2).

### **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 (ACE, 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 or Intermediate Phase Mathematics or School Leadership and Management;
- 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 or Intermediate Phase Mathematics or School Leadership and Management;
- 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 or Intermediate Phase Mathematics or School Leadership and Management;
- 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 or Intermediate Phase Mathematics or School Leadership and Management;

- g) be able to identify, analyse and reflect critically on complex problems in, for example, Special Needs Education or Intermediate Phase Mathematics or School Leadership and Management; and
- h) understand the verbal communication of tasks and projects.

### **EDU.3.2 LIST OF MODULES**

<b>Module code</b>	<b>Descriptive name</b>	<b>NQF level</b>	<b>Credits</b>
AADS 511	Advanced Communication Skills and Lay Counselling for the Educator	7	16
ADCM 511	Communication in Mathematics Skills	7	16
ADDP 521	Data Handling and Probability	7	16
ADGM 511	Geometry, Measurement and ICT in Mathematics Education I	7	16
ADGM 521	Geometry, Measurement and ICT in Mathematics Education II	7	16
ADLM 511	Leading and Managing Extra-curricular and Co- curricular Activities	7	9
ADLM 512	Working with and for the wider Community	7	9
ADLM 521	Learning in Mathematics	7	16
ADLM 571	Professional Portfolio and Workplace Project (i)	7	10
ADLM 572	Leading and Managing Teaching and Learning in the School	7	18

ADLM 573	Leading and Managing People and Change	7	18
ADLM 574	Professional Portfolio and Workplace Project (ii)	7	20
ADLM 575	Leading and Managing the School as an Organisation	7	18
ADLM 576	Working within and for the School System	7	18
ADNP 521	Number Patterns and Problem Solving	7	16
ADNS 511	Number Systems, Number Sense and Assessment	7	16
AHIV 521	HIV and AIDS: Legislation, Counselling and	7	8
ALSD 521	Disabilities and Learning Difficulties in Education	7	16
LSE 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 571	Applied Support in Special Needs Education	7	24
ARES 511	Introduction to Educational Research	7	8
CMPF 511 <sup>1</sup>	Information and Communication Technology Competency for Teaching Students	7	12

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<sup>1</sup> Phasing out: CMPF 511 module on level 7, 12 credit on top of minimum 120 credits for the ADE qualification.

CMPF 512 <sup>2</sup>	Information and Communication Technology Competency for Teaching Students	7	1
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<sup>2</sup> New from 2023: *CMPF 512 module on level 7, 1 credit on top of minimum 120 credits for the ADE qualification.*

## **EDU.3.3 PROGRAMMES OFFERED IN ADVANCED DIPLOMA IN EDUCATION**

### **EDU.3.3.1 Advanced Diploma in Special Needs Education**

#### **EDU.3.3.1.1 Curriculum outcomes**

After completing the AdvDip 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 Phasing out Programme: 4BE C01 (Compilation of curriculum: 0404P)**

<b>Year 1</b>			
<b>1<sup>st</sup> semester</b>		<b>2<sup>nd</sup> semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
AADS 511	16	ALSI 511	16
ALSE 511	16	ARES 511	8
CMPF 511	12		
<b>Total credits 1<sup>st</sup> semester</b>	<b>44</b>	<b>Total credits 2<sup>nd</sup> semester</b>	<b>24</b>
<b>TOTAL CREDITS YEAR 1:</b>			<b>68</b>
<b>Year 2</b>			
<b>Year modules (First and second semester)</b>			
<b>Module code</b>			<b>Cr</b>
AREM 571			24
<b>1<sup>st</sup> semester</b>		<b>2<sup>nd</sup> semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
AHIV 521	8	ALSD 521	16
ALSS 521	16		
<b>Total credits 1<sup>st</sup> semester</b>	<b>24</b>	<b>Total credits 2<sup>nd</sup> semester</b>	<b>40</b>
<b>TOTAL CREDITS YEAR 2:</b>			<b>64</b>
<b>TOTAL CREDITS PROGRAMME:</b>			<b>132</b>

**EDU.3.3.1.3 Programme: 4BE C02<sup>3</sup> (Compilation of curriculum: 0404P)**

<b>Year 1</b>			
<b>1<sup>st</sup> semester</b>		<b>2<sup>nd</sup> semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
AADS 511	16	AHIV521	8
ALSE 511	16	ALSS521	16
CMPF512	1		
<b>Total credits 1<sup>st</sup> semester</b>	<b>33</b>	<b>Total credits 2<sup>nd</sup> semester</b>	<b>24</b>
<b>TOTAL CREDITS YEAR 1:</b>			<b>57</b>
<b>Year 2</b>			

<sup>3</sup> Revised programme phasing in from 2023



Year modules (First and second semester)			
<b>Module code</b>			<b>Cr</b>
AREM 571			24
<b>1<sup>st</sup> semester</b>		<b>2<sup>nd</sup> semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
ALSI511	16	ALSD 521	16
ARESS11	8		
<b>Total credits 1<sup>st</sup> semester</b>	<b>24</b>	<b>Total credits 2<sup>nd</sup> semester</b>	<b>40</b>
<b>TOTAL CREDITS YEAR 2:</b>			<b>64</b>
<b>TOTAL CREDITS PROGRAMME:</b>			<b>121</b>

## **EDU.3.3.2      Advanced Diploma in School Leadership and Management**

### **EDU.3.3.2.1      Curriculum outcomes**

After completing the AdvDip in School Leadership and Management Education, the student should be able to demonstrate:

- a) a sound knowledge of policy and legislation that frames best practice in school leadership and management in SA, whilst locating, arguing for and contesting bodies of knowledge;
- b) accountability and take full responsibility for managing school leadership, teaching and learning, whilst engaging in school activities, decision-making and projects, and ensuring the responsible use of school and community resources in performing workplace tasks and projects;
- c) the ability to reflect on and develop own personal leadership attributes and characteristics, collaboration, knowledge of systems and processes, and demonstrate the ability to work effectively with others in the school context and beyond;
- d) the ability to gather, validate, critically reflect and evaluate information, and apply theories and knowledge around pedagogy, and leadership and management to address complex problems encountered within the school and educational context, in and outside the classroom;
- e) the ability to manage people and teams empathetically and firmly, encourage collaboration and develop and maintain sound working relationships with different stakeholders over time, and within a range of contexts such as collective bargaining, negotiation and dispute resolution;
- f) the ability to select, and apply effective and innovative organisational systems and processes (such as HR, Finance, Safety, IT, etc.) to manage resources in a way that aligns with the school's vision and mission, as well as to ensure compliance with legislation, policy and best practice in addressing a range of organisational needs;
- g) The ability to plan for, select and manage staff and teams, assess

and evaluate the performance of school stakeholders, and work together to improve performance whilst insisting on full accountability for performance;

- h) ethical and values-driven leadership that adheres to professional standards of governance and Codes of Conduct for educators, and articulate why certain decisions are taken and standards are applied;
- i) effective and clear communication with all school stakeholders across a range of issues and circumstances by using arguments and rationale effectively.

**EDU.3.3.2.2 Programme: 4BD C01 (Compilation of curriculum: 0501P)**

<b>Year 1</b>			
<b>Year modules (First and second semester)</b>			
<b>Module code</b>			<b>Cr</b>
ADLM571			10
ADLM572			18
ADLM573			18
<b>1<sup>st</sup> semester</b>		<b>2<sup>nd</sup> semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
ADLM511	9		
<b>TOTAL CREDITS YEAR 1:</b>			<b>55</b>
<b>Year 2</b>			
<b>Year modules (First and second semester)</b>			
<b>Module code</b>			<b>Cr</b>
ADLM574			20
ADLM575			18
ADLM576			18
<b>1<sup>st</sup> semester</b>		<b>2<sup>nd</sup> semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
ADLM512	9		
<b>TOTAL CREDITS YEAR 2:</b>			<b>65</b>
<b>TOTAL CREDITS PROGRAMME:</b>			<b>120</b>

### **EDU.3.3.3      Advanced Diploma in Intermediate Phase Mathematics Education**

#### **EDU.3.3.3.1      Curriculum outcomes**

After completing the ADE in Intermediate Phase Mathematics Education, the student should be able to:

- a) Demonstrate an integrated knowledge and understanding of, as well as an ability to, correctly evaluate and apply fundamental mathematical principles and theories related to the Intermediate Phase within the field of Mathematics education, and an understanding of how that knowledge relates to other disciplines.
- b) Select, evaluate and apply a range of different but appropriate procedures, rules, theories and scientific methods of enquiry to do focused research and resolve problems that will effect change within practice;
- c) Identify, analyse, critically reflect on and address complex mathematical problems within the Intermediate Phase and apply evidence-based solutions with theory-driven arguments in a real-life context.
- d) Reflect on all values and ethical conduct appropriate to the practice of mathematics teaching and learning in the Intermediate Phase with understanding of, and respect for copyright and plagiarism.
- e) Display relevant professional skills and competences, such as critical problem solving, sound judgment and decision making.
- f) Show an understanding of the contribution of information and communication technologies (ICT) toward effective mathematics education.
- g) Demonstrate accurate and coherent written and verbal communication of mathematics as a language.
- h) Manage a team, group or process in a problem-solving context, monitor the progress of the team, group or process, and take responsibility for task outcomes and application of appropriate resources where appropriate.

- i) Take full responsibility for own learning needs, monitoring of own learning progress, reflection on own learning, application of relevant learning strategies and management of misconceptions and resources to promote self-directed learning.

**EDU.3.3.3.2 Phasing out Programme: 4DE C01 (Compilation of curriculum: O501P)**

<b>Year 1</b>			
<b>1<sup>st</sup> semester</b>		<b>2<sup>nd</sup> semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
ADCM 511	16	ADDP 521	16
ADGM 511	16	ADGM 521	16
ADNS 511	16	ADLM 521	16
ARES 511	8	ADNP 521	16
CMPF 511	12		
<b>Total 1st semester</b>	<b>68</b>	<b>Total credits 2nd semester</b>	<b>64</b>
<b>TOTAL CREDITS PROGRAMME:</b>			<b>132</b>

**EDU.3.3.3.3 Programme: 4DE C02<sup>4</sup> (Compilation of curriculum: O501P)**

<b>Year 1</b>			
<b>1<sup>st</sup> semester</b>		<b>2<sup>nd</sup> semester</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
ADCM 511	16	ADDP 521	16
ADGM 511	16	ADGM 521	16
ADNS 511	16	ADLM 521	16
ARES 511	8	ADNP 521	16
CMPF 512	1		
<b>Total credits 1st semester</b>	<b>57</b>	<b>Total 2nd semester</b>	<b>64</b>
<b>TOTAL CREDITS PROGRAMME:</b>			<b>121</b>

<sup>4</sup> Revised programme phasing in from 2023

**EDU. 4****MODULE OUTCOMES**

<b>Module code:</b> AADS 511	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 7</b>
<b>Title: Communication Skills and Lay-Counselling for the Educator</b>			
<p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• the ability to acquire integrated knowledge and skills, and to become skilled in care, the helping process and advanced discourse;</li> <li>• 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;</li> <li>• 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;</li> <li>• the ability to develop and communicate his/her ideas and opinions in well-informed arguments, using appropriate academic, professional and occupational discourse; and</li> <li>• 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.</li> </ul>			
Method of delivery: Distance Learning			
Assessing method: Formative (40%) and summative (examination) (60%)			

<b>Module code:</b> ADCM 511	<b>Year 1, 1<sup>st</sup> Sem</b>	<b>16 credits</b>	<b>NQF level: 7</b>
<b>Title: Communication in Mathematics Skills</b>			

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

- an integrated knowledge and an informed understanding of mathematics as a language;
- the ability to read mathematical problems in all texts, including standardized tests;
- the ability to use mathematical terminology and mathematical notation in order to produce both verbal and written mathematical information;
- the ability to interpret graphic presentations in mathematics classrooms;
- the skill to plan and execute lessons regarding communication in mathematics, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology;
- the ability to understand, select and apply suitable language and terminology when assessing learners.

Method of delivery: Distance Learning

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

**Module code:**  
**ADDP 521**

**Year 2, 2<sup>nd</sup> Sem**

**16 credits**

**NQF level: 7**

**Title: Data Handling and Probability**

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

- integrated knowledge and an informed understanding of working with data and probability;
- the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of data handling and probability;

- the skill to plan and execute lessons regarding data handling and probability, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology;

the ability to understand, select and apply suitable assessment methods and strategies to support teaching and learning.

Method of delivery: Distance Learning

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

<b>Module code:</b> <b>ADGM 511</b>	<b>Year 1, 1<sup>st</sup> Sem</b>	<b>16 credits</b>	<b>NQF level: 7</b>
<b>Title: Geometry, Measurement and ICT in Mathematics Education</b>			
On successful completion of this module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>integrated knowledge and an informed understanding of geometric concepts and measurement and application of the van Hiele model;</li> <li>the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of geometric shapes and space;</li> <li>the ability to identify, analyse, solve and critically reflect on routine as well as non-routine geometry-related problems in familiar as well as new realistic contexts;</li> <li>the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of Geometry and Measurement;</li> </ul>			



- the skill to plan and execute lessons regarding geometry and measurement, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology;
- the ability to understand, select and apply suitable assessment methods and strategies in Geometry and Measurement to support teaching and learning.

Method of delivery: Distance Learning

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

<b>Module code:</b> ADGM 521	<b>Year 1, 2<sup>nd</sup> Sem</b>	<b>16 credits</b>	<b>NQF level: 7</b>
<b>Title: Geometry, Measurement and ICT in Mathematics Education</b>			
On successful completion of this module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>• integrated knowledge and an informed understanding of similarity and congruency;</li> <li>• integrated knowledge and an informed understanding of the connections between Algebra and Geometry;</li> <li>• the ability to select, plan and apply procedures, rules, principles, relationships, methods and formulae within the field of geometric shapes and space;</li> <li>• the ability to identify, analyse, solve and critically reflect on routine as well as non-routine geometry related problems in familiar as well as new realistic contexts;</li> <li>• the skill to use ICT in the effective teaching and learning of Geometry and measurement;</li> <li>• the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of Geometry and Measurement;</li> </ul>			

- the skill to plan and execute lessons regarding the geometry and measurement addressed in this module, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology;
- the ability to understand, select and apply suitable assessment methods and strategies in Geometry and Measurement to support teaching and learning.

Method of delivery: Distance Learning

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

<b>Module code:</b> ADLM 511	<b>Year 1, 1<sup>st</sup> Sem</b>	<b>9 credits</b>	<b>NQF level: 7</b>
<b>Title: Leading and Managing Extra-curricular and Co- curricular Activities</b>			
On successful completion of this module, the student should be able to:			
<ul style="list-style-type: none"> <li>• Demonstrate the personal and professional qualities necessary for effective leadership and management of extra-curricular and co-curricular activities.</li> <li>• Manage the planning and implementation and monitoring/ evaluation of extra-curricular and co-curricular activities to ensure quality learning for all in the context of national, provincial and school policy.</li> </ul>			
Method of delivery: Distance Learning			
Method of Assessment: 100% Continuous Assessment			

<b>Module code:</b> ADLM 512	<b>Year 2, 2<sup>nd</sup> Sem</b>	<b>9 credits</b>	<b>NQF level: 7</b>
<b>Title: Working with and for the wider Community</b>			

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

- Demonstrate the personal qualities necessary for effective leadership and management in working with the immediate and broader school community.
- Actively engage community resources in support of the school's vision, mission and curriculum and build the school into a broader community asset.

Method of delivery: Distance Learning

Method of Assessment: 100% Continuous Assessment

**Module code:**  
ADLM 521

**Year 2, 1<sup>st</sup> Sem**

**16 credits**

**NQF level: 7**

**Title: Learning in Mathematics**

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

- integrated knowledge and an informed understanding of theories of self-directed learning underpinning meaningful Mathematics learning;
- the ability to integrate mathematical content knowledge with pedagogical knowledge;
- the ability to select, plan and apply effective learning and teaching strategies to promote problem solving in Mathematics classes;
- the ability to critically discuss and illustrate effective methods and techniques for the teaching, learning and assessment of topics from a component (section) of school mathematics in order to promote self-directed learning;
- the ability to select and apply effective strategies to develop reflective and metacognitive skills within learners;
- the skill to plan and execute lessons for the enhancement of self-directed learning, metacognition and reflection in any topic from a component (section) of school mathematics making use of the prescribed and applicable policies and documents from the Department of Basic Education;

- the ability to understand, select and apply suitable assessment methods and strategies to support teaching and learning for self-directed learning.

Method of delivery: Distance Learning

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

<b>Module code:</b> <b>ADLM 571 &amp; ADLM 574</b>	<b>Year 1 &amp; 2</b>	<b>10 + 20 credits</b>	<b>NQF level: 7</b>
<b>Title: Professional Portfolio and Workplace Project (i) &amp; (ii)</b>			
On successful completion of this module, the student should be able to:			
<ul style="list-style-type: none"> <li>• Demonstrate a sound understanding of what is involved in school leadership and management in South Africa and in relation to what constitutes good practice in South Africa and other parts of the world (the outcome that is introduced here should be elaborated further in the introduction to each subsequent module of the programme).</li> <li>• Plan, justify, execute and evaluate a workplace project aimed at school improvement.</li> <li>• Make an assessment of own abilities in leadership and management in terms of current notions of competence and relevance in South Africa in relation to leadership and management.</li> </ul>			
Method of delivery: Distance Learning			
Method of Assessment: 100% Continuous Assessment			

<b>Module code:</b> <b>ADLM572</b>	<b>Year 1</b>	<b>18 credits</b>	<b>NQF level: 7</b>
<b>Title: Leading and Managing Teaching and Learning in the School</b>			

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

- Demonstrate the personal and professional competencies, qualities and attributes necessary for effective leadership and management of teaching and learning.
- Lead and manage the planning and implementation and monitoring/ evaluation of teaching to ensure quality learning for all in the context of national, provincial and school policy.
- Understand and be able to apply relevant technical, pedagogic content knowledge in the design, implementation and evaluation of teaching and learning and the organisation of the school environment.

Method of delivery: Distance Learning

Method of Assessment: 100% Continuous Assessment

**Module code:**

**ADLM 573**

**Year 1**

**18 credits**

**NQF level: 7**

**Title: Leading and Managing People and Change**

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

- Demonstrate sound understanding of the theories and models for leading and managing self and others.
- Demonstrate the personal qualities necessary for effective leadership and management of people.
- Demonstrate how to plan for and allocate staff; how to support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks, responsibilities and accountability.
- Develop the professional skills of self, groups and individuals to enhance their performance and that of the school.

<ul style="list-style-type: none"> <li>• Create an environment conducive to collective bargaining, collaboration and negotiation.</li> <li>• Understand schools as communities and be able to apply relevant content knowledge in leading and managing people both within and outside the school.</li> </ul>
Method of delivery: Distance Learning
Method of Assessment: 100% Continuous Assessment

<b>Module code:</b> ADLM 575	<b>Year 2</b>	<b>18 credits</b>	<b>NQF level: 7</b>
<b>Title: Leading and Managing the School as an Organisation</b>			
<p>On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate the personal and professional qualities and skills necessary for effective management of organisational systems, including ICT, and financial and physical resources.</li> <li>• Implement, evaluate and maintain and improve organisational systems for the school where possible making use of appropriate information and communication technology ICT.</li> <li>• Lead and manage the physical and financial resources of the school in a transparent and accountable way.</li> <li>• Understand and be able to apply relevant content knowledge and skills in the management of organisational systems, ICT and physical and financial resources.</li> <li>• Create, manage, innovate, and sustain appropriate systems and procedures to enhance a caring and disciplined environment and show commitment to following this through in the way in which teaching and learning is organised.</li> </ul>			
Method of delivery: Distance Learning			
Method of Assessment: 100% Continuous Assessment			

<b>Module code:</b> ADLM576	<b>Year 2</b>	<b>18 credits</b>	<b>NQF level: 7</b>
<b>Title: Working within and for the School System</b>			
<p>On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate a sound understanding of the overall contemporary policy context applicable to schooling in South Africa.</li> <li>• Demonstrate the personal qualities necessary for effective management of legislative mandates, policy, planning, school development and governance.</li> <li>• Develop and communicate school values, vision, mission, policies and plans in a collaborative way and secure commitment to these.</li> <li>• Develop and maintain sound working relationships with the School Governing Body as well as parents, learners, the community and the department.</li> <li>• Understand and be able to apply relevant content knowledge in leading and managing policy, planning, school development and governance.</li> </ul>			
Method of delivery: Distance Learning			
Method of Assessment: 100% Continuous Assessment			

<b>Module code:</b> ADNP 521	<b>Year 2, 1<sup>st</sup> Sem</b>	<b>16 credits</b>	<b>NQF level: 7</b>
<b>Title: Number Patterns and Problem Solving</b>			
<p>On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• integrated knowledge and an informed understanding of number patterns and basic functions: ways of representing number patterns and basic functions;</li> <li>• the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of number patterns and basic functions;</li> <li>• the ability to identify, analyse, solve and critically reflect on routine as well as non-routine problems relating to number patterns and basic functions in familiar as well as new realistic contexts;</li> </ul>			

- the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of number patterns and basic functions;
- the ability to effectively use reasoning and logic in problem solving, practically apply the problem-solving process and effectively use problem-solving strategies in real life contexts;
- the skill to plan and execute lessons regarding number patterns and basic functions, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology;
- the ability to understand, select and apply suitable assessment methods and strategies to support teaching and learning of number patterns and basic functions.

Method of delivery: Distance Learning

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

<b>Module code:</b> ADNS 511	<b>Year 1, 1<sup>st</sup> Sem</b>	<b>16 credits</b>	<b>NQF level: 7</b>
<b>Title: Number Systems, Number Sense and Assessment</b>			
On successful completion of this module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>• integrated knowledge and an informed understanding of number sense and number systems, ways of representing numbers, relationships among numbers and properties of the following number systems, natural numbers, whole numbers, integers and real numbers;</li> <li>• the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of number systems;</li> </ul>			



- the ability to identify, analyse, solve and critically reflect on routine as well as non-routine number-related problems in familiar as well as new realistic contexts;
- the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of number systems;
- the skill to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology;
- the ability to understand, select and apply suitable assessment methods and strategies to support teaching and learning within number systems.

Method of delivery: Distance Learning

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

<b>Module code:</b> AHIV 521	<b>Semester 1</b>	<b>8 credits</b>	<b>NQF level: 7</b>
<b>Title: HIV and AIDS: Legislation, Counselling and Support</b>			
On successful completion of this module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>• 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;</li> <li>• 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</li> </ul>			

- 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: Distance Learning

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

<b>Module code:</b> ALSD 521	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 7</b>
<b>Title: Disabilities and Learning Difficulties in Education</b>			
<p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• an integrated knowledge and understanding regarding learners experiencing multiple categories of barriers to learning; and</li> <li>• the ability to take full responsibility for his/her work in decision-making and use of resources in support of disabilities.</li> </ul>			
Method of delivery: Distance Learning			
Methods of Assessment: Formative (40%) and summative (examination) (60%)			

<b>Module code:</b> ALSE 511	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 7</b>
<b>Title: Emotional and other Difficulties in Education</b>			
On successful completion of this module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>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;</li> <li>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</li> <li>the appropriate ethical conduct towards the learner experiencing different barriers of emotional and other difficulties in education.</li> </ul>			
Method of delivery: Distance Learning			
Assessing method: Formative (40%) and summative (examination) (60%)			

<b>Module code:</b> ALSI 511	<b>Semester 2</b>	<b>16 credits</b>	<b>NQF level: 7</b>
<b>Title: Inclusive Education: A Policy Perspective</b>			
On successful completion of this module, the student should be able to demonstrate:			
<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 within the field of inclusion;</li> <li>an understanding of integrated 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 its suitability for a specific difficulty.</li> </ul>			

Method of delivery: Distance Learning
Assessing method: Formative (40%) and summative (examination) (60%)

<b>Module code:</b> ALSS 521	<b>Semester 1</b>	<b>16 credits</b>	<b>NQF level: 7</b>
<b>Title: Social and Health Issues in Education</b>			
On successful completion of this module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>• 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;</li> <li>• the ability to make decisions, act ethically and professionally, and justify those decisions and actions within a supported environment; and</li> <li>• 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.</li> </ul>			
Method of delivery: Distance Learning			
Assessing method: Formative (40%) and summative (examination) (60%)			

<b>Module code:</b> AREM 571	<b>Semester 1&amp;2</b>	<b>24 credits</b>	<b>NQF level: 7</b>
<b>Title: Applied Support in Special Needs Education</b>			
On successful completion of this module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>• an integrated knowledge of the central areas of child development, including an understanding of, and ability to, apply and evaluate the key terms,</li> </ul>			

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: Distance Learning

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

<b>Module code:</b> <b>ARES 511</b>	<b>Year 1, 2<sup>nd</sup></b> <b>Sem</b>	<b>8 credits</b>	<b>NQF level: 7</b>
<b>Title: Introduction to Educational Research</b>			
On successful completion of this module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>• systematic and comprehensive knowledge of research in the field of education;</li> <li>• the ability to develop a research title and research question(s);</li> <li>• knowledge and an understanding of a research problem relevant to the field of education;</li> <li>• 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;</li> <li>• an understanding of the place of education research in the professional development of education; and</li> <li>• an understanding of writing and referencing academic literature in the form of a literature review.</li> <li>• The writing and referencing of academic literature in the form of a</li> </ul>			

literature review.
Method of delivery: Distance Learning
Assessing method: Formative (40%) and summative (examination) (60%)

<b>Module code:</b> CMPF 511	<b>Semester 1</b>	<b>12 credits</b>	<b>NQF level: 7</b>
<b>Title: Information and Communication Technology Competency for Teaching Students</b>			
On successful completion of this module, the student should be able to demonstrate:			
<ul style="list-style-type: none"> <li>• a deep understanding of the use of information and communication technology in education settings;</li> <li>• practical skills regarding the use of a word processing programme, spreadsheet programme and presentation programme as it is applied in education and teaching;</li> <li>• 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;</li> <li>• problem-solving abilities to plan and apply the practical use of the application programmes in the teaching-learning environment; and</li> <li>• the ability to evaluate ethical aspects regarding the use of computers in the teaching-learning environment.</li> </ul>			
Method of delivery: Distance Learning			
Methods of Assessment: Continuous assessment 100%.			

<b>Module code:</b> CMPF 512 <sup>5</sup>	<b>Semester 1</b>	<b>1 credit</b>	<b>NQF level: 7</b>
<b>Title: Information and Communication Technology Competency for Teaching Students</b>			
After completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• Integrated knowledge and understanding in the application of word processing, spreadsheet and presentation software skills in the educational environment;</li> <li>• sound competency in the use of information communication and technology (ICT) in educational settings;</li> <li>• sound knowledge of ethical aspects regarding the use of ICT in the teaching-learning environment; and</li> <li>• the development of self-directed learning skills as lifelong learners in developing own ICT competencies.</li> </ul>			
Method of delivery: Distance Learning			
Methods of Assessment: Continuous assessment 100%.			

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<sup>5</sup> **CMPF 512 NOTE:**

- If a student has already successfully passed a computer literacy module, the student will receive full exemption for the module.
- If a student has not passed a computer literacy module, but feel that he/she is computer literate, the student can do an online competency test. The student needs to send an email requesting to do the test. Full details are available in the tutorial letter
- No examination will be written in this module. Students need to submit a portfolio via e-mail. Full details are available in the tutorial letter.