

Faculty of Education  
In-Service and Further  
Training Programmes  
(Diploma in Grade R  
Teaching)



**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.**

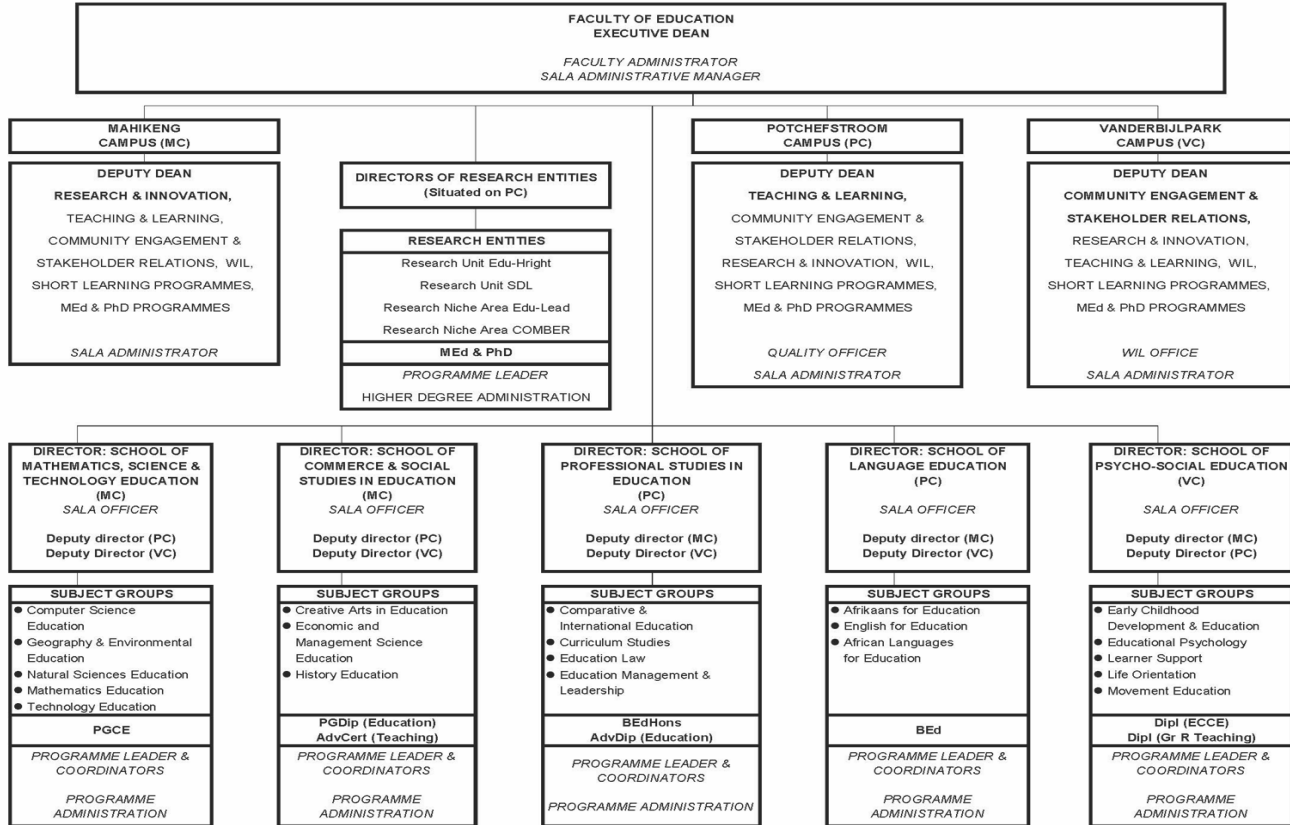
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# ORGANOGRAM OF THE FACULTY STRUCTURE





# **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.za)

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

### **Contact Details for Unit for Distance Learning**

The Unit for 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>DIPLOMAS</b>				
<b>Qualification</b>	<b>Programme code</b>	<b>Curriculum code</b>	<b>Mode of delivery</b>	<b>NQF level</b>
Diploma in Grade R Teaching	490100	O100P	Distance	6

## **EDU.1 FACULTY RULES**

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

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

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

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

### EDU. 1.2.2 Method of Delivery

Definitions	
<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 NWU academic or support staff, or NWU-appointed facilitators or 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, 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.

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. Bursary students need to adhere to the agreement with the relevant funder in this regard.

Kindly note that the NWU will charge a fee to the student's account should a second examination session be utilised. This fee will be charged for respective modules once the marks for second examinations are finalised on the system. However, the bursary students will not receive a student account.

**A-Rule: 1.10.1.6:** In the past **two registration periods** for the various levels and modes of study were annually determined in the university calendar, the second of which was reserved exclusively for the registration of students in such distance programmes as may be identified annually by the responsible executive dean. **From 2020 only one registration period in January of each year was implemented.** The curriculum was also changed from an 'open' to a 'fixed' curriculum. The implications of such a change is that students will not have a choice of semester in which to register for a module but need to keep to the

curriculum as indicated in the programme layout. For semester modules students will utilise the following semester for second opportunities. Where students fail year modules, they be offered a second opportunity in January of the next year.

Registration of modules of students who registered for the programme for the first time before 2020, will still be accommodated according to the previous arrangements.

### **Annual registration for specific programmes**

**A fixed curriculum is followed, with one registration period at the start of the academic year.**

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

#### **EDU.1.2.4 Amendment, Cancellation and Discontinuation Regarding Registration**

**A-Rule 1.10.4.1:** Subject to 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 process**

Distance students: Due date for amendments, cancellation and discontinuation of registration.

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

According to Faculty Rule 1.10.4.1 the 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.

#### **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. RMA121 – Planning for Emergent Mathematics in Grade R, first-year level, second semester.
- 3) Each module has a certain weight, known as a credit.
- 4) Each module has to be passed individually.
- 5) Programme-specific rules apply (according to the relevant yearbook).
- 6) Mode of delivery-specific rules apply (according to the relevant yearbook).

#### **EDU.1.2.6 Additional Modules**

A first-year student may register for one additional module per semester (A-Rule/Faculty Rule 2.3.1). A student who registers for the second- or third 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 provided that the student has ascertained that no class or examination timetable clashes are brought thereby (A-Rule/Faculty Rule 2.3.2).

### **EDU.1.2.7 Calculation of Participation Marks**

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

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

A subminimum participation mark is needed for all modules to provide admission to the examination, as stipulated in A-Rule 1.13.2 and Faculty Rule 1.13.2.3.

### **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). Faculty Rule 1.13.3.4. is applied for modules assessed by means of a portfolio: In cases where a module is assessed on the basis of **continuous assessment**, the final module mark is based on the weight accorded to the various continuous assessment tasks as prescribed in the applicable faculty rules and a student must obtain a weighted average of at least 50% to pass the module.

### **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 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 (with reference to A-Rule 2.5.3.1).

DL 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/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-

**A-Rule 1.13.6.1:** the student has achieved an adequate participation mark in the module for admission to the examination;

**A-Rule 1.13.6.2:** the student has previously failed the module in question;

**A-Rule 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;

**A-Rule 1.13.6.4:** the maximum mark that can be obtained for a final assessment is 50%;

**A-Rule 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

**A-Rule 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 subminimum for all examinations written is 40% (A-Rule 1.13.3.1), unless stated otherwise in the rules of specific programmes and curricula. Adjustment of the module mark for a first-semester module in which an examination was written but not passed may be considered, according to the stipulations of A-Rule 2.5.2.

**A-Rule 2.6.2** stipulates the requirements for passing a module/curriculum/qualification with distinction. In order to qualify for passing with distinction, the average obtained for all the modules completed is taken into account.

**A-Rule 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. In accordance

with Faculty Rule 2.6.2.1, all modules in this programme are regarded as core modules and are therefore considered in the calculation of the average obtained.

**A-Rule 2.6.2.3:** A part-time student or a student enrolled in a distance programme must complete the programme within the maximum time (six years for the Diploma in Grade R) in order to qualify for the award of the qualification with distinction.

**A-Rule 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 (two consecutive exam opportunities) must repeat the module in order to obtain a new participation mark (according to A-Rule 1.13.3.5). Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

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

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 Calculation of Examination Marks**

- 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.
- viii. A-Rule 1.13.7 makes provision that students may, apply for a re-mark. Such applications must however comply with the Faculty Rules 1.13.7.1 and 1.13.7.4. 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 (as per Faculty Rule 1.13.7.4).

#### **EDU.1.2.13 Progression Requirements**

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

Where a certain module is set to be assumed for learning for a module in another semester or year level (refer to Prerequisites in EDU.3.1.4 and EDU.3.2), 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 DL 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-Rule 1.13.3.5.

#### **EDU.1.2.15 Access to Review of Marked Examination Work**

A distance student may apply, within the time frame stipulated in A-rule 1.13.7.3, namely 10 working days, to the school director, via the UDL 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.

**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.

### **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**

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 A-Rule 1.17, 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/Faculty 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 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 in January or - if enrolment targets have not been met - 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 DISTANCE LEARNING**

The Unit for Distance Learning (UDL) 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/](http://distance.nwu.ac.za/)

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

**SMS:** Send an SMS to **43366 NWU**[Space]**Student number**[Space]**Subject code**[Space] **and the question**

**Address all written correspondence to the following Academic matters:**

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

**Administrative matters:**

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

**EDU.2.3 MATTERS TO TAKE NOTE OF REGARDING UDL 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, if enrolment targets have not been met during the first registration period.
- ii. Each programme has a minimum and a maximum study duration for completing the programme.
- iii. Students have a number of assessment opportunities (examinations) during a study period and all modules can be written at each assessment opportunity (first and/second opportunities) if the student qualifies 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, where after a student must generate a new participation mark.

- v. Contact classes are mainly presented by means of interactive white boards at the learning support centres in southern Africa, supported by facilitators. Lecturers can also be contacted via email if the students have access to the internet. All modules presented by means of interactive white boards are stored on the internet for students to access at a later stage.
- vi. Students are supported by means of a call centre, social media (Facebook) and contact with lecturers and facilitators.
- vii. Examinations are written at several examination centres throughout Southern Africa, but the NWU can request students to write a specific module (e.g. Computer Science) at the campus in Potchefstroom, where the Unit for Distance Learning is situated.

### **Unsatisfactory academic performance**

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

### **Termination of studies of UDL 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 DIPLOMA IN GRADE R TEACHING**

### **EDU.3.1 PURPOSE AND RATIONALE OF THE QUALIFICATION**

The purpose of the Diploma in Grade R Teaching is to develop teachers who can demonstrate general educational principles, as well as focused knowledge and skills appropriate for Grade R teaching. The qualification requires an in-depth specialised knowledge, as well as practical skills and experience in a Grade R classroom teaching context. As part of the qualification, students will be expected to gain experience in applying such knowledge and skills in the context of working with Grade R learners in a school.

The qualification will be phased-out when the Department of Basic Education indicates that the needs of these educators have been addressed.

#### **EDU.3.1.1 Duration (Minimum and Maximum Duration)**

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

Diploma in Grade R Teaching (distance):

- Minimum three (3) years and maximum six (6) years.

#### **EDU.3.1.2 Articulation**

The diploma may be presented for admission into Bachelor of Education in Foundation Phase Teaching programme. If you did the Diploma in Grade R Teaching at another Higher Education Institution, a maximum of 180 credits, gained whilst studying for the diploma, may be recognised towards the Bachelor of Education degree, on condition of formal assessment of prior learning, or through CAT (recognition of cognate modules completed in the diploma).

The Diploma in Grade R Teaching of the NWU provides students with 180 credits when articulating into the NWU Bachelor of Education in Foundation Phase Teaching degree. This will enable successful applicants in the Bachelor of Education in Foundation Phase to complete

the four-year degree in three years. NB Please take note that this does not necessarily mean that the full first year is credited: the language and Mathematics modules in the BEd FP are compulsory to complete.

Grade R practitioners can gain fully qualified Foundation Phase teacher status through the completion of the Bachelor of Education in Foundation Phase Teaching degree.

A qualification may not be awarded for early exit from a Diploma in Grade R Teaching.

**Important information when planning to articulate to the NWU BEd Foundation Phase after completing the NWU Diploma in Grade R Teaching:**

- The BEd programme is expected to prepare teachers to teach the Home Language as well as the First Additional Language.
- According to the MRTEQ, the BEd student is therefore obliged to specialise in the Home Language as well as the First Additional Language as per matric certificate / Grade 12 results. The reason for this is that the student already has the basic knowledge of these languages, one on Home Language level and the other on First Additional Language level.
- When a student applies for the BEd Foundation Phase, the following are considered:
  - the APScore (this will change to a minimum of 26 in 2023)
  - the Home Language enrolled for in Grade 12
  - the First Additional Language enrolled for in Grade 12
  - the languages enrolled for in Grade 12 MUST correspond with those languages offered by the NWU in the BEd Foundation Phase Programme. Due to limited capacity, the FEDU cannot offer all African languages. We focus on the African languages of the regions where our campuses are situated: Setswana, Sesotho, Sepedi and isiZulu.
  - A student who enrolled for any other African language in Grade 12, cannot be accepted.

- As the BEd programme is an integrated training programme (integrating didactics training across disciplines), a student who completes language training at any other institution in any language not offered in the NWU BEd Foundation Phase programme, cannot be accredited for such training in the NWU BEd Foundation Phase programme. Students who completed the Diploma in Grade R Teaching with the NWU can therefore only be accepted in the NWU BEd programme if the languages indicated on their Grade 12 certificate correspond with those languages offered by the NWU in the BEd Foundation Phase Programme as listed above. In the case where students completed languages in Grade 12 that do not correspond with the languages offered by the NWU FEDU, they can still apply for BEd programmes offered by other institutions that accommodate the relevant languages on their Grade 12 certificate. It is however each institutions prerogative to give credit for modules completed as part of the NWU Diploma in Grade R Teaching.

### **EDU.3.1.3 Admission Requirements for the Qualification**

#### **General admission requirements**

**NB** THE GRADE R DIPLOMA IS ONLY INTENDED FOR EXISTING GRADE R PRACTITIONERS WHO HAVE BEEN ABSORBED IN THE SCHOOLING SYSTEM. ADMISSION OF STUDENTS OUTSIDE OF THIS GROUP IS NOT PERMITTED.

The minimum entry requirement is a Senior Certificate or a Level 4 National Certificate (Vocational) with a diploma entry endorsement or equivalent. A Level 4 or Level 5 Certificate or Diploma in Early Childhood Development may also be presented for admission and assessment pertaining to advanced credit standing.

#### **Specific requirements**

- Basic computer literacy.
- Access to internet.

- It is compulsory to obtain a necessary technological device such as a computer and/or tablet and mobile phone that meets the minimum specifications of the NWU, namely: WiFi enabled, one of the operating systems Windows, Android or Apple, 3G enabled (preferable) and 32 GB (preferable).

#### **EDU.3.1.4 Faculty-Specific Requirements for Work-Integrated Learning (WIL):**

For any teacher training programme to be effective, students must be afforded an opportunity to apply their knowledge in a classroom context. Students enrolled for the Diploma in Grade R Teaching of the NWU are required to complete a total of **18 weeks' practicum** at a school (in a Grade R classroom) for WIL. Students will complete the 18 weeks' practicum over a period of three years, at a minimum of three continuous weeks at a time. An arrangement in this regard should be made between students and schools.

- The Diploma in Grade R Teaching consists of **six** Work-integrated Learning (WIL) modules over the three years.
- A qualified teacher from the school where the student is implementing the WIL practical component, needs to act as support teacher/mentor during the 15 days practical per semester; the role of the mentor includes guiding the student in the planning and implementation of Grade R learning experiences as well as in the assessment of Grade R learner development; the mentor is also required to reflect with the student on all aspects of Grade R teaching practice and to formatively assess the way the student implemented prescribed WIL tasks in the Grade R classroom.
- Students will only be allowed to register for one WIL module per semester, where each WIL module carries 8 credits. It is compulsory for the student to submit a WIL Portfolio in each semester. Failure to do so will mean that studies will be extended by a semester.
- The attainment of the outcomes for each WIL module is assessed by means of a WIL portfolio submitted each semester that includes

evidence of the implementation of practical tasks as well as mentor assessment of practical tasks/lesson presentations.

- **NB** COMPLETION OF 1<sup>ST</sup> YEAR WIL MODULES (RWIL111 & RWIL121) **AND** 2<sup>ND</sup> YEAR WIL MODULES (RWIL211 AND RWIL221) ARE PREREQUISITES FOR REGISTERING FOR THE 3<sup>RD</sup> YEAR WIL MODULES (RWIL311 AND RWIL321).
- A student has two assessment opportunities for each WIL portfolio in the two consecutive semesters after registration. This means that, if a student does not pass the portfolio during the first assessment opportunity (first semester), the following semester will serve as the second assessment opportunity. Should a student fail the second opportunity or does not participate by submitting the portfolio, the student needs to register again for the respective WIL module and pay the fee as quoted per module.
- The WIL modules aim to equip students with the necessary pedagogical knowledge that will enable them to integrate and apply the knowledge they encounter in their academic modules with the authentic experience they gain during WIL in a school.
- Each module also includes portfolio assignments to afford students the opportunity of demonstrating their ability to apply theoretical knowledge in a practical context.
- The WIL modules aim to integrate the two types of practical learning, namely learning from practice and learning in practice.
- The WIL modules focus on learning from practice by guiding students in the implementation of competency-based teaching activities.
- Students will need to implement such activities during the six-week compulsory practicum period per year and provide proof of applied competence in the form of a work-integrated portfolio.
- Students are already practising Grade R teachers, and will identify 15 days for WIL during each semester. This timeslot should be arranged in collaboration with the school principal and the support teacher, who will act as a mentor during this time. After the student

has passed at least four of the six WIL modules, arrangements will be made by the NWU WIL office for a formal WIL assessment to be done by an accredited assessor or NWU lecturer at a time arranged with the student by the WIL office. A mark of 60% or higher is assigned when the student is evaluated as competent in practice. Should a student not attain this subminimum for the formal WIL practical assessment, the mentor will be asked to support the student in areas that need to be improved and a new date will be arranged for a follow-up formal practical assessment.

- It is the responsibility of the enrolled students to register on the WISL system each year.
- It is the responsibility of the enrolled students, who are practising ECD teachers, but who need to implement WIL at another, more suitable venue (e.g. a school with Gr R or with an EMIS number), to obtain permission from a school in their area that will be prepared to host them for WIL. Students should also arrange with the school principal for the most suitable time to visit the school for WIL.
- Students need to include the completed and signed PR 02 Form with the application. **This form needs to be resubmitted each time there is a change of school where a student implements WIL or a change in mentor.**



**EDU.3.2 LIST OF MODULES**

**IMPORTANT:** All Diploma in Grade R Teaching students must specialise to teach two languages, one at Home Language<sup>1</sup> level (HL) and the other as a Conversational Language level.

Module code	Descriptive name	Prerequisite	NQF level	Credits
RALT 211	Emergent Reading and Phonics in the Home Language (HL): Afrikaans	RLSA121	6	8
RCDP 211	Child Development and Perceptual Skills	None	6	16
RCLA 221	Conversational Language Proficiency: Afrikaans	None	6	8
RCLE 221	Conversational Language Proficiency: Sepedi	None	6	8
RCLO 221	Conversational Language Proficiency: Sesotho	None	6	8
RCLP 221	Conversational Language Proficiency: English	None	6	8
RCLS 221	Conversational Language Proficiency: Setswana	None	6	8

RCLW 221	Conversational Language Proficiency: siSwati	None	6	8
RCLX 221	Conversational Language Proficiency: isiXhosa	None	6	8
RCLZ 221	Conversational Language Proficiency: isiZulu	None	6	8
REDL 321	Education Law	None	7	8
REDM 271	Grade R Education Management	None	6	16
RELS 121	Listening and Speaking – Home Language (HL): English	None	5	8
RELT 211	Emergent Reading and Phonics in the Home Language (HL): Sesotho	RLSO121	6	8
REMS 311	Education Management and Systems	None	7	8
RFAA 221	First Additional Afrikaans Language	None	6	8
RFAL 221	First Additional English Language	None	6	8
RFAO 221	First Additional Sesotho Language	None	6	8

RFAP 221	First Additional Sepedi Language	None	6	8
RFAS 221	First Additional Setswana Language	None	6	8
RAFW 221	First Additional siSwati Language	None	6	8
RFAX 221	First Additional isiXhosa Language	None	6	8
RFAZ 221	First Additional isiZulu Language	None	6	8
RFLS 111	Fundamental Academic Literacy and Support	None	5	12
RHWP 111	Handwriting Proficiency	None	5	8
RIRS 311	Introduction to Research Skills	None	7	8
RLBK 271	Life Skills: Beginning Knowledge	None	6	16
RLCA 271	Life Skills: Creative Arts	None	6	16
RLSA 121	Listening and Speaking – Home Language (HL): Afrikaans	None	5	8
RLSD 171	Disabilities and Learning Barriers	None	6	16
RLSE 221	Emotional and Social Barriers	None	6	16

RLSI 371	Policy Perspective on Inclusive Education	None	7	16
RLSM 221	Life Skills: Music	None	6	8
RLSO 121	Listening and Speaking – Home Language (HL): Sesotho	None	5	8
RLSP 121	Listening and Speaking – Home Language (HL): Sepedi	None	5	8
RLSP 371	Life Skills: Physical Education	None	7	16
RLSS 211	Social and Health Barriers	None	6	16
RLST 121	Listening and Speaking – Home Language (HL): Setswana	None	5	8
RLSW 121	Listening and Speaking – Home Language (HL): siSwati	None	5	8
RLSX 121	Listening and Speaking – Home Language (HL): isiXhosa	None	5	8
RLSZ 121	Listening and Speaking – Home Language (HL): isiZulu	None	5	8
RMAT 121	Planning for Emergent Mathematics in Grade R	RMAT 171	5	16

RMAT 171	Fundamentals of Mathematics Teaching and Learning in Grade R	None	5	16
RMAT 211	Teaching, Learning and Assessment of Mathematics in Grade R	RMAT 121	6	16
ROLT 211	Emergent Reading and Phonics in the Home Language (HL): English	RELS 121	6	8
RPLT 211	Emergent Reading and Phonics in the Home Language (HL): Sepedi	RLSP 121	6	8
RRTL 271	Grade R Teaching and Learning	None	6	16
RSLT 211	Emergent Reading and Phonics in the Home Language (HL): Setswana	RLST 121	6	8
RTAL 171	Teaching and Learning	None	5	16
RTCL 111	Technology and Computer Literacy for Educators	None	5	8
RWEL 111	Life Skills: Personal Well-being	None	5	8
RWEL 121	Life Skills: Social Well-being	None	5	8

RWIL 111	Work-integrated Learning in Grade R Teaching 1	None	5	8
RWIL 121	Work-integrated Learning in Grade R Teaching 2	None	5	8
RWIL 211	Work-integrated Learning in Grade R Teaching 3	None	6	8
RWIL 221	Work-integrated Learning in Grade R Teaching 4	None	6	8
RWIL 311	Work-integrated Learning in Grade R Teaching 5	RWIL 111, RWIL 121, RWIL 211 & RWIL 221	7	8
RWIL 321	Work-integrated Learning in Grade R Teaching 6	RWIL 111, RWIL 121, RWIL 211 & RWIL 221	7	8
RWLT 211	Emergent Reading and Phonics in the Home Language (HL): siSwati	RLSW 121	6	8
RXLT 211	Emergent Reading and Phonics in the Home Language (HL): isiXhosa	RLSX 121	6	8
RZLT 211	Emergent Reading and Phonics in the Home Language (HL): isiZulu	RLSZ 121	6	8

### **EDU.3.3 CURRICULUM: DIPLOMA IN GRADE R TEACHING**

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

#### **EDU.3.3.1 Exit Level Outcomes and Associated Assessment Criteria**

##### **Exit level outcome 1:**

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

Assessment criteria:

Students have mastered the outcomes when they are able to:

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

##### **Exit level outcome 2:**

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

Assessment criteria:

Students have mastered the outcomes when they are able to:

- explain the different roles a teacher must fulfil when teaching; and
- evaluate his/her own teaching in terms of the different roles.

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

Students must be able to demonstrate a detailed knowledge and understanding of educational theory and a critical understanding of the different schools of thought.

Assessment criteria:

Students have mastered the outcomes when they are able to:

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

**Exit level outcome 4:**

Students must be able to manage and organise a Grade R class effectively when teaching.

Assessment criteria:

Students have mastered the outcomes when they are able to:

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

**Exit level outcome 5:**

Students must be able to demonstrate the ability to communicate effectively with all stakeholders in education.

Assessment criteria:

Students have mastered the outcomes when they are able to:

- identify and apply the important principles of effective communication.

**Exit level outcome 6:**

Students must be able to demonstrate an understanding of the challenges that early childhood education in South Africa faces due to poverty, HIV/AIDS and language and cultural diversity.

Assessment criteria:

Students have mastered the outcomes when they are able to:



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

**EDU.3.3.2 Compilation of Curriculum: Diploma in Grade R Teaching**

Programme code: **490100**

Curriculum code: **O100P**

Curriculum name: **A GR R DISTANCE**

Year level 1		Year level 2		Year level 3	
Year modules		Year modules		Year modules	
RLSD171	16	RLCA271	16	RLSI371	16
RTAL171	16	RRTL271	16	RLSP371	16
RMAT171	16	RLBK271	16		
		REDM271	16		
<b>Total:</b>	<b>48</b>	<b>Total:</b>	<b>64</b>	<b>Total:</b>	<b>32</b>
First semester		First semester		First semester	
Module code	Cr	Module code	Cr	Module code	Cr
RWEL111	8	RLSS211	16	REMS311	8
RWIL111	8	RWIL211	8	RWIL311	8
RFLS111	12	RCDP211	16	RIRS311	8
RHWP111	8	<b>CHOOSE ONE OF THE FOLLOWING HOME LANGUAGES (HL)</b>		RMAT211	16
RTCL111	8				
		ROLT211	8		
		RALT211	8		
		RSLT211	8		
		RXLT211	8		
		RZLT211	8		
		RELT211	8		
		RPLT211	8		
		RWLT211	8		
<b>Total 1<sup>st</sup> semester</b>	<b>44</b>	<b>Total 1<sup>st</sup> semester</b>	<b>48</b>	<b>Total 1<sup>st</sup> semester</b>	<b>40</b>

Year level 1		Year level 2		Year level 3	
Second semester		Second semester		Second semester	
Module code	Cr	Module code	Cr	Module code	Cr
RWEL121	8	RMAT121	16	REDL321	8
RWIL121	8	RWIL221	8	RWIL321	8
				RLSE221	16
				RFAL221	8
				RLSM221	8
<b>CHOOSE ONE OF THE FOLLOWING HOME LANGUAGES (HL)</b>		<b>CHOOSE THE CORRESPONDING HOME LANGUAGES(HL) FROM 1<sup>ST</sup> YEAR</b>		<b>CHOOSE ONE FIRST ADDITIONAL LANGUAGE (FAL) IF ENGLISH (RELS121 &amp; ROLT211) WAS SELECTED IN PREVIOUS YEARS:</b>	
RELS121	8	RCLP221	8	RFAA221	8
RLSA121	8	RCLS221	8	RFAX221	8
RLST121	8	RCLX221	8	RFAS 221	8
RLSX121	8	RCLZ221	8	RFAZ221	8
RLSZ121	8	RCLO221	8	RFAO221	8
RLSO121	8	RCLE221	8	RFAP221	8
RLSP121	8	RCLW221	8	RFAW221	8
RLSW121	8	RCLA221	8		
<b>Total 2<sup>nd</sup> semester</b>	<b>24</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>32</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>48</b>
<b>Total year level 1</b>	<b>116</b>	<b>Total year level 2</b>	<b>144</b>	<b>Total year level 3</b>	<b>120 /128</b>
<b>Total credits for the curriculum</b>					<b>380 /388</b>

#### EDU.4 MODULE OUTCOMES

<b>Module code:</b> RALT/RELT/ROLT/RPLT/RSLT/RWLT/ RXLT/RZLT 211	<b>Semester 1</b>	<b>NQF level: 6</b>
Title: Emergent Reading and Phonics in the Home Language (HL) – Afrikaans/Sesotho/English/Sepedi/Setswana/siSwati/isiXhosa/isiZulu		
Module outcomes: On successful completion of this module, the student should be able to: <ul style="list-style-type: none"><li>• demonstrate a detailed knowledge of the acquisition and development of language;</li><li>• demonstrate an understanding of emergent reading and the application thereof in Grade R;</li><li>• demonstrate an in-depth knowledge of phonological awareness; and teach phonics with developmentally appropriate activities in Grade R.</li></ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RCDP 211</b>	<b>Semester 1</b>	<b>NQF level: 6</b>
<b>Title: Child Development and Perceptual Skills</b>		
Module outcomes: On successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"><li>• knowledge and understanding regarding the different components of the development of the Grade R learner;</li><li>• an awareness of the different developmental stages of children; and</li><li>• knowledge and understanding regarding the different components of perceptual development of the Grade R learner.</li></ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		

<b>Module code:</b> RCLA/RCLE/RCLO/RCLP/RCLS/RCLW/RCLX/RCLW 221	<b>Semester 2</b>	<b>NQF level: 6</b>
<b>Title: Conversational Language Proficiency: Afrikaans/Sepedi/Sesotho/English/Setswana/siSwati/isiXhosa/isiZulu</b>		
Module outcomes: On successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• cognitive academic language proficiency in the English language of speaking, reading, writing and listening in order to teach English across the curriculum; and</li> <li>• the ability to use language for interpersonal and pedagogic purposes in the classroom in order to perform teaching activities in a fluent and confident manner.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: REDL 321</b>	<b>Semester 2</b>	<b>NQF level: 7</b>
<b>Title: Education Law</b>		
Module outcomes: On successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• an understanding of the Constitution of South Africa (CSA) and the implications thereof on education;</li> <li>• the ability to apply the key terms, concepts and legal principles of the CSA within the framework of Grade R practices;</li> <li>• an understanding of the human rights contained in the CSA and the implications thereof within the school and classroom;</li> <li>• an understanding of the South African Schools Act; and</li> <li>• comprehension of school management and governance in accordance with the South African Schools Act.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		

<b>Module code: REDM 271</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 6</b>
<b>Title: Grade R Education Management</b>		
Module outcomes: On successful completion of this module, the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate an integrated knowledge with regard to Grade R classroom organisation;</li> <li>• demonstrate an understanding of and ability to apply and evaluate key terms, concepts, facts, principles, rules and theories in respect of child development and the relationship between child development and Grade R classroom organisation;</li> <li>• demonstrate the ability to manage and support the learning needs of all Grade R learners; and</li> <li>• comprehend, consider and apply ethical implications of decisions made and actions taken within the professional context of Foundation Phase teaching with a specific focus on Grade R.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code:</b> <b>RELS/RLSA/RLSO/RLSP/RLST/RLSW/RLSX/RLSZ</b> <b>121</b>	<b>Semester 2</b>	<b>NQF level: 5</b>
<b>Title: Listening and Speaking – Home Language (HL):</b> <b>English/Afrikaans/Sesotho/Sepedi/Setswana/siSwati/isiXhosa/isiZulu</b>		
Module outcomes: On successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• detailed knowledge of language acquisition and language development in accordance with listening and speaking of the Grade R learner; and</li> <li>• a basic knowledge of important aspects related to the various methods and techniques of teaching Home Language for Grade R learners and the correct application of the various methods and techniques thereof.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		

<b>Module code: REMS 311</b>	<b>Semester 1</b>	<b>NQF level: 7</b>
<b>Title: Education Management and Systems</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge regarding the basic theoretical aspects of education management, including the management tasks of an educator;</li> <li>• understand, evaluate, select and apply effective management strategies in respect of teaching and learning in the Grade R classroom;</li> <li>• demonstrate an understanding and make decisions in light of the nature, aims and structure of an education system; and</li> <li>• present and communicate the know-how of evaluating the influence of determining factors on education and comment on the influence of the determinants on the educational efficiency in educational provision within the Grade R context.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RFAA 221 /RFAS 221</b>	<b>Semester 2</b>	<b>NQF level: 6</b>
<b>Title: First Additional Language Afrikaans/Setswana</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• knowledge of the basic theories of second-language acquisition;</li> <li>• a detailed knowledge, understanding and application of language skills and grammar mechanics;</li> <li>• the ability to select, evaluate and apply with discernment theoretical knowledge of language skills;</li> <li>• the ability to recognise and use appropriate vocabulary;</li> <li>• the ability to identify the nature and scope of applicable, effective lesson planning and assessment; and</li> </ul> <p>the ability to distinguish and apply learner-centred teaching principles in the classroom.</p>		
Method of delivery: Distance Learning		
Assessment modes: Continuous assessment (100%)		

<b>Module code: RFAL/RFAO/ RFAP/RFAW/RFAZ/RFAX/RFAZ 221</b>	<b>Semester 2</b>	<b>NQF level: 6</b>
<b>Title: First Additional Language English/Sesotho/Sepedi/siSwati/isiXhosa/isiZulu</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• knowledge of the basic theories of second-language acquisition;</li> <li>• a detailed knowledge, understanding and application of language skills and grammar mechanics;</li> <li>• the ability to select, evaluate and apply with discernment theoretical knowledge of language skills;</li> <li>• the ability to recognise and use appropriate vocabulary;</li> <li>• the ability to identify the nature and scope of applicable, effective lesson planning and assessment; and</li> <li>• the ability to distinguish and apply learner-centred teaching principles in the classroom.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RFLS 111</b>	<b>Semester 1</b>	<b>NQF level: 5</b>
<b>Title: Fundamental Academic Literacy and Support</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate a basic knowledge of:</p> <ul style="list-style-type: none"> <li>• competence in reading, writing and speaking the language(s) of instruction in ways that facilitate his/her own academic learning and ability to promote learning in the classroom;</li> <li>• competencies relating to the school and profession; and</li> <li>• competencies relating to the subject and content of teaching.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		



<b>Module code: RHWP 111</b>	<b>Semester 1</b>	<b>NQF level: 5</b>
<b>Title: Handwriting Proficiency</b>		
Module outcomes: On successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• a basic knowledge of the importance of handwriting proficiency and how it will influence the learning process of the Grade R learner;</li> <li>• skills to apply and teach the correct letter formation;</li> <li>• a basic knowledge of developing small muscle skills as well as fine motor control;</li> <li>• a basic knowledge to lay the foundations for formal handwriting skills;</li> <li>• a basic knowledge of the development of hand-eye coordination in the Grade R learner;</li> <li>• a basic knowledge of the development of handwriting; and</li> <li>• a basic knowledge of the usage of a range of writing tools.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RIRS 311</b>	<b>Semester 1</b>	<b>NQF level: 7</b>
<b>Title: Introduction to Research Skills</b>		
Module outcomes: On successful completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the concept of educational research and types of research;</li> <li>• develop a research problem, purpose statement and formulate the significance of a study;</li> <li>• demonstrate the ability to search for and investigate existing literature relevant to an identified research problem and to ground the research problem in related literature;</li> <li>• develop a research design and procedures, select a population and apply sampling techniques; and</li> <li>• demonstrate and apply basic ethical principles when conducting research in the context of the Grade R classroom.</li> </ul>		
Method of delivery: Distance Learning		

**Title: Life Skills: Beginning Knowledge**

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

**Social Science: History**

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

**Social Science: Geography**

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

## **Natural Science**

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

## **Technology**

- guide the learners in the understanding of knowledge related to various aspects of technology;
- guide the learners to apply the skills relevant to technology;
- demonstrate a positive attitude to the facilitation of various aspects of technology;
- integrate technology with the subjects for the Foundation Phase (Language and Mathematics);
- provide the opportunity for learners to encounter technology through projects structured around technological skills – investigating, designing, making and evaluating;

- encourage the learners to express opinions, make choices and plan the way in which things are done;
- create opportunities for cooperative learning;
- encourage the learners to practise activities that will enhance fine motor coordination and dexterity through the use of simple tools for cutting, shaping, folding and joining materials such as paper and card; and
- guide the learners in acquiring simple measuring skills and practise these during this process and introduce the learners to safety issues, and sensitise them to the dangers of electrical outlets and gas and paraffin devises.

Method of delivery: Distance Learning

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

**Module code: RLCA 271**

**Semester 1 & 2**

**NQF level: 6**

**Title: Life Skills: Creative Arts**

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

- demonstrate an in-depth knowledge and understanding of the development stages of child art, from the scribbling stage up to and including the realistic stage;
- use divergent, creative and innovative thinking during the analysis and assessment of child art and of the subject didactics of art with regard to the symbolising and schematising stages of child art;
- demonstrate an understanding of the forming language elements in visual art and present these practically, as applicable to the practice of the teaching of art in Grade R; and
- demonstrate basic values in the assessment of child art with regard to its diversity in Grade R, which should take place within the context of a multicultural society through the evaluation of the student self, others and the learners' progress in a fair and reasoned way.

Method of delivery: Distance Learning

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

<b>Module code: RLSD 171</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 6</b>
<b>Title: Disabilities and Learning Barriers</b>		
Module outcomes: On successful completion of this module, the student should be able to:		
<ul style="list-style-type: none"> <li>• demonstrate an understanding of disabilities and learning difficulties as barriers to learning, such as physical and intellectual disabilities, reading difficulties, mathematical difficulties, etc.;</li> <li>• recognise the learning differences that individual learners bring to the classroom and how these learning differences could facilitate learning and teaching support practices and processes; and</li> <li>• demonstrate the realisation of the role of the educator, the school, the family and the community in ensuring that all learners experiencing barriers to learning have access to the curriculum.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RLSE 221</b>	<b>Semester 2</b>	<b>NQF level: 6</b>
<b>Title: Emotional and Social Barriers</b>		
Module outcomes: On successful completion of this module, the student should be able to demonstrate:		
<ul style="list-style-type: none"> <li>• a detailed knowledge and understanding of support structures for the gifted learner;</li> <li>• the ability to address communication difficulties and challenging behaviour; and</li> <li>• the ability to address emotional difficulties experienced by learners effectively by applying lay counselling principles and skills.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		

<b>Module code: RLSI 371</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 7</b>
<b>Title: Policy Perspective on Inclusive Education</b>		
Module outcomes: 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 thereon;</li> <li>• an understanding and knowledge of inclusive education and the White Paper 6 on Inclusive Education;</li> <li>• the ability to make decisions and act ethically and professionally within an inclusive educational context; and</li> <li>• an understanding of a range of methods in assessment and support and their suitability for a specific difficulty.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Continuous assessment (100%)		
<b>Module code: RLSM 221</b>	<b>Semester 2</b>	<b>NQF level: 7</b>
<b>Title: Life Skills: Music</b>		
Module outcomes: On successful completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• identify different elements of music and apply these in a lesson in accordance with the Curriculum and Assessment Policy Statement;</li> <li>• identify different elements of music;</li> <li>• assess the young learner's knowledge, musical skills and values; and</li> <li>• expose the young learner to several arts, such as music, dance and drama.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		

<b>Module code: RLSP 371</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 7</b>
<b>Title: Life Skills: Physical Education</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a detailed and systematic knowledge of the perceptual and gross motor development of the Grade R learner;</li> <li>• identify and plan a variety of movement activities supporting the coherent understanding of concepts, ideas, theories, principles and rules with regard to movement development of the Grade R learner;</li> <li>• identify and solve well-defined but unfamiliar problems by means of scientific and creative movement development lessons for specific ages and developmental groups in Grade R;</li> <li>• address perceptual and gross motor problems and other medical conditions related to movement development of the Grade R learner; and</li> <li>• demonstrate an ethically responsible and value-driven attitude with regard to the movement development of Grade R learners.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RLSS 211</b>	<b>Semester 1</b>	<b>NQF level: 6</b>
<b>Title: Social and Health Barriers</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate detailed knowledge regarding learner support in the context of health-promoting schools and the whole-school development approach;</li> <li>• make appropriate decisions and act ethically in the context of social difficulties experienced in education; and</li> <li>• demonstrate an awareness of and an ability to evaluate, select and apply appropriate learner support methods within the context of social difficulties, such as poverty, school dropouts, teenage pregnancy and violence in schools.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		

<b>Module code: RMAT 121</b>	<b>Semester 2</b>	<b>NQF level: 6</b>
<b>Title: Planning for Emergent Mathematics in Grade R</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• an understanding of relationships between teaching and learning of mathematics through the grades and the extent to which the teaching strategies of the Grade R teacher will have an impact on the total development of the Grade R learner;</li> <li>• the ability to evaluate and select relevant methods and procedures within the context of mathematics teaching and learning in Grade R;</li> <li>• the ability to evaluate and select appropriate information sources concerning mathematics learning by young learners;</li> <li>• the ability to present and communicate information regarding mathematics teaching, learning and assessment in the Grade R class in a reliable and coherent manner by way of suitable academic and professional structures and formats; and</li> <li>• the ability to evaluate and select relevant learning and teaching material for the teaching and learning of mathematics in Grade R.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RMAT 171</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 5</b>
<b>Title: Fundamentals of Mathematics Teaching and Learning in Grade R</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• knowledge and a concept of different forms of mathematical knowledge, various views on effective mathematics teaching and learning and an understanding of mathematical knowledge production processes;</li> <li>• knowledge in the main areas of mathematics, including key terms, concepts, facts, rules and theories within the field of basic mathematics; and</li> <li>• a detailed knowledge of mathematics as implemented in Grade R and the way mathematics relates to other areas of learning.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		



<b>Module code: RMAT 211</b>	<b>Semester 1</b>	<b>NQF level: 5</b>
<b>Title: Teaching, Learning and Assessment of Mathematics in Grade R</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• the application of a well-developed process of analysis, synthesis and evaluation of information in planning and implementing effective mathematics teaching and learning in the Grade R classroom;</li> <li>• the evaluation, selection and application of relevant methods and procedures within the context of mathematics teaching and learning in Grade R;</li> <li>• the evaluation, selection and application of the most relevant teaching and learning material for teaching and learning mathematics in Grade R;</li> <li>• the ability to gather evidence regarding the Grade R learners' mathematical understanding and knowledge;</li> <li>• the ability to evaluate, select and apply relevant methods and procedures within the context of the assessment of mathematics learning in Grade R; and</li> <li>• the ability to use gathered evidence regarding the Grade R learners' mathematical understanding and knowledge to plan, implement and revise mathematical learning opportunities to ensure effective concept forming by the Grade R learners.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Formative (40%) and summative (examination) (60%)		
<b>Module code: RRTL 271</b>	<b>Semester 1 &amp; 2</b>	<b>NQF level: 6</b>
<b>Title: Grade R Teaching and Learning</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a sound knowledge of the history, theories, models and programmes in pre-primary schools, internationally and in South Africa;</li> <li>• display a sound knowledge of assessing the development and learning of Grade R learners;</li> <li>• comprehend, consider and apply ethical implications during the assessment of the Grade R learner; and</li> </ul>		

- display a well-grounded knowledge of how to use play at the centre of the Grade R curriculum.

Method of delivery: Distance Learning

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

**Module code: RTAL 171**

**Semester 1 & 2**

**NQF level: 6**

**Title: Teaching and Learning**

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

- detailed knowledge, understanding and skills of teaching and learning in the context of motivation in the classroom;
- knowledge and an understanding of the information processing and constructivist approaches to learning and the cognitive, metacognitive and motivational variables that contribute to effective learning;
- knowledge and an understanding of the participative approach to teaching and learning;
- a positive attitude towards a process-oriented teaching and learning approach;
- an understanding of the attribution theory and self-efficacy beliefs; and
- the contribution that classroom management makes towards effective teaching and learning.

Method of delivery: Distance Learning

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

**Module code: RTCL 111**

**Semester 1**

**NQF level: 5**

**Title: Technology and Computer Literacy for Educators**

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

- the ability to use the computer as a tool and to become computer literate and use the Internet to search for possible topics or themes suitable for Grade R classroom activities;
- an understanding of and an ability to apply the key terms, concepts and theories related to computer literacy within the educational context;
- the effective use of software programmes, such as word processing, spreadsheets, graphics, electronic mail, browsing and search engines;
- knowledge of hardware, software, networking and peripheral devices;
- an awareness of the use of computers in education;

- the ability to install software, use and create electronic documents, and communicate with others by using electronic mail and search engines;
- the ability to create and print a letter to a parent using a word processor, a school timetable using a spreadsheet, and a parent-teacher meeting invitation letter using a presentation programme;
- the skills to search, find, download and print information about the use of computers in Early Childhood Education by using a search engine;
- an awareness of the responsible and ethical use of computer resources for the learner and the educator;
- the ability to analyse, synthesise and evaluate information regarding the use of computers by Grade R learners and formulate six computer laboratory rules for the school;
- the ability to communicate information about the services and facilities offered by the school to the community with prospective learners' parents reliably, accurately and coherently, e.g. information on the Grade R Orientation Day, using a presentation programme;
- the ability to create a checklist to evaluate a PowerPoint presentation for self- and peer evaluation; and

the ability to make use of authentic assessment practices.

Method of delivery: Distance Learning

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

**Module code: RWEL 111**

**Semester 1**

**NQF level: 5**

**Title: Life Skills: Personal Well-being**

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

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

Method of delivery: Distance Learning

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

**Module code: RWEL 121**

**Semester 2**

**NQF level: 5**

**Title: Life Skills: Social Well-being**

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

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

Method of delivery: Distance Learning

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

**Module code: RWIL 111**

**Semester 1**

**NQF level: 5**

**Title: Work-integrated Learning in Grade R Teaching 1**

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

- a basic knowledge of and applied competency in the following programme components:
  - Technology and Computer Literacy for Grade R teachers (RTCL 111);
  - Fundamental Academic Literacy and Support (AGLE 111);
  - Fundamentals of Mathematics Teaching and Learning in Grade R (RMAT 171);
  - Handwriting Proficiency (RHWP 111);
  - Disabilities and Learning Barriers (RLSD 171);
  - Life Skills: Personal Well-being (RWEL 111); and
  - Teaching and Learning (RTAL 171).
- and the ability to integrate knowledge, skills and attitude, as contained in the various programme components listed above, by:
  - applying the theoretical knowledge, he/she has obtained in the different professional studies and modules in work-related training in an integrated way;
  - developing and using observational skills, analysing observational data and reflecting on the work-related training experience; and
  - demonstrating an awareness of the complexity of the teacher's role in enabling learning in a complex educational environment.

Method of delivery: Distance Learning		
Assessment modes: Continuous assessment (100%)		
<b>Module code: RWIL 121</b>	<b>Semester 2</b>	<b>NQF level: 5</b>
<b>Title: Work-integrated Learning in Grade R Teaching 2</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of and applied competency in the following programme components: <ul style="list-style-type: none"> <li>○ Fundamentals of Mathematics Teaching and Learning in Grade R (RMAT 171);</li> <li>○ Life Skills: Social Well-being (RWEL 121);</li> <li>○ Disabilities and Learning Barriers (RSLD 171);</li> <li>○ Teaching and Learning (RTAL 171); and</li> <li>○ one of the following language modules: RELS 121, RLSA 121, RLST 121, RLSX 121 RLSZ 121, RLSO 121, RLSP 121 or RLSW 121.</li> </ul> </li> <li>• and the ability to integrate knowledge, skills and attitude, as contained in the various programmes components listed above, by: <ul style="list-style-type: none"> <li>○ applying the theoretical knowledge, he/she has obtained in the different professional studies and modules in work-related training in an integrated way;</li> <li>○ developing and using observational skills, analysing observational data and reflecting on the work-related training experience; and</li> <li>○ demonstrating an awareness of the complexity of the teacher's role in enabling learning in a complex educational environment.</li> </ul> </li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Continuous assessment (100%)		
<b>Module code: RWIL 211</b>	<b>Semester 1</b>	<b>NQF level: 6</b>
<b>Title: Work-integrated Learning in Grade R Teaching 3</b>		
<p>Module outcomes: On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of and applied competency in the following programme components: <ul style="list-style-type: none"> <li>○ Grade R Teaching and Learning (RRTL 271);</li> <li>○ Grade R Education Management (REDM 271);</li> <li>○ Child Development and Perceptual Skills (RCDP 211); and</li> <li>○ Life Skills: Creative Arts (RLCA 271).</li> </ul> </li> </ul>		

- and the ability to integrate knowledge, skills and attitude, as contained in the various programmes components listed above, by:
  - applying the theoretical knowledge, he/she has obtained in the different professional studies and modules in work-related training in an integrated way;
  - developing and using observational skills, analysing observational data and reflecting on the work-related training experience; and
  - demonstrating an awareness of the complexity of the teacher’s role in enabling learning in a complex educational environment.

Method of delivery: Distance Learning

Assessment modes: Continuous assessment (100%)

**Module code: RWIL 221**

**Semester 2**

**NQF level: 6**

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

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

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

Method of delivery: Distance Learning

Assessment modes: Continuous assessment (100%)

**NB Completion of 1<sup>st</sup> year WIL modules (RWIL 111 & RWIL 121) AND 2<sup>nd</sup> year WIL modules (RWIL211 & RWIL221) is a prerequisite for registering for 3<sup>rd</sup> year WIL modules (RWIL311 and RWIL321)**

<b>Module code: RWIL 311</b>	<b>Semester 1</b>	<b>NQF level: 7</b>
<b>Title: Work-integrated Learning in Grade R Teaching 5</b>		
Module outcomes: On successful completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate an integrated knowledge of Grade R classroom management and practice as well as basic research methods and methodologies pertaining to Grade R;</li> <li>• apply the theoretical knowledge he/she has obtained in the different professional studies and modules in work-related training;</li> <li>• develop and use observational skills, analyse observational data and reflect on the work-related training experience;</li> <li>• demonstrate adequate skills and competencies in effective classroom management and organisation and research, and provide physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context;</li> <li>• demonstrate the ability to be a professional teacher and form professional relationships; and</li> <li>• identify problems related to discipline and take appropriate steps to solve such problems.</li> </ul>		
Method of delivery: Distance Learning		
Assessment modes: Continuous assessment (100%)		
<b>NB Completion of 1<sup>st</sup> year WIL modules (RWIL 111 &amp; RWIL 121) AND 2<sup>nd</sup> year WIL modules (RWIL211 &amp; RWIL221) is a prerequisite for registering for 3<sup>rd</sup> year WIL modules (RWIL311 and RWIL321)</b>		
<b>Module code: RWIL 321</b>	<b>Semester 2</b>	<b>NQF level: 7</b>
<b>Title: Work-integrated Learning in Grade R Teaching 6</b>		
Module outcomes: On successful completion of this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a detailed knowledge of inclusive education, physical education and aspects of educational law pertaining to Grade R;</li> </ul>		

- apply the theoretical knowledge he/she has obtained in the different professional studies and modules in work-related training;
- develop and use observational skills, analyse observational data and reflect on the work-related training experience; and
- demonstrate adequate skills and competencies in effectively applying policies on inclusive education, the development of physical education skills and educational law pertaining to Grade R, and provide physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context.

Method of delivery: Distance Learning

Assessment modes: Continuous assessment (100%)