

**Faculty of
Education**

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

2025 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

<https://www.nwu.ac.za/content/chancellor-nwu-governance-and-management>

Management structures

<https://www.nwu.ac.za/governance-and-management/management-structures>

NWU EXECUTIVE DEANS / NWU UITVOERENDE DEKANE

Faculty of Economics and Management:

<https://commerce.nwu.ac.za/economic-and-management-sciences/executive-deans-office>

Faculty of Education:

<https://education.nwu.ac.za/management/executive-deans-office>

Faculty of Engineering:

<https://engineering.nwu.ac.za/faculty-management/faculty-management>

Faculty of Health Sciences:

<https://health-sciences.nwu.ac.za/management/executive-deans-office>

Faculty of Humanities:

<https://humanities.nwu.ac.za/management/executive-deans-office>

Faculty of Law:

<https://law.nwu.ac.za/management/executive-deans-office>

Faculty of Natural and Agricultural Sciences:

<https://natural-sciences.nwu.ac.za/management/executive-deans-office>

Faculty of Theology:

<https://theology.nwu.ac.za/management/executive-deans-office>

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Tel: (018) 299-1111/2222

Fax: (018) 299-4910

Internet: <http://www.nwu.ac.za>

PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

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

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

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FACULTY OF EDUCATION

Please visit <https://education.nwu.ac.za/> for more information regarding the faculty management and structure.

CONTACT DETAILS FOR THE FACULTY

Mahikeng

- Telephone number: 018 389 2214
- E-mail address: MCEducation@nwu.ac.za

Potchefstroom

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

Vanderbijlpark

- Telephone number: 016 910 3060
- E-mail address: VTC-Education-Info@nwu.ac

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

CONTACT DETAILS FOR UNIT FOR 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/

Email address: DistancePotch@nwu.ac.za

SCHOOLS IN THE FACULTY

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

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)
- Undergraduate Diploma (Dipl)
- Advanced Diploma in Education (ADE)
- Advanced Certificate in Teaching (ACT)

ADE QUALIFICATION, PROGRAMME AND CURRICULUM

ADVANCED DIPLOMA IN EDUCATION (ADE)				
Qualification	Programme code	Curriculum code	Mode of delivery	NQF level
Advanced Diploma in Special Needs Education	4BE C01 ¹ 4BE C02 ²	O404P	Distance	7
Advanced Diploma in School Leadership and Management	4BD C01	O501P	Distance	7
Advanced Diploma in Intermediate Phase Mathematics Education	4DE C01 ³ 4DE C02 ⁴	O501P	Distance	7

¹ Old programme code phasing out.

² New programme code from 2023.

³ Old programme code phasing out.

⁴ New programme code from 2023.

EDU.1 FACULTY RULES

EDU.1.1 AUTHORITY OF THE GENERAL RULES

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

The General Academic Rules are available on the webpage at https://www.nwu.ac.za/gov_man/policy/index.html.

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) and faculty rules are available on our webpage at

<https://education.nwu.ac.za/faculty-education/important-information>.

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

EDU.1.2.1 Admission Requirements

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy, as approved by the Senate and Council (https://www.nwu.ac.za/gov_man/policy/index.html).

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

EDU.1.2.2 Method of Delivery

Definitions	
Distance mode of delivery	<p>The distance mode of delivery refers to the presentation of the composite modules of a programme to students who do not attend classes or tutorial or practical sessions, or sit for examinations at one of the official NWU sites of delivery. The interaction with the NWU academic or support staff or NWU-appointed facilitators/tutors and the presentation of the composite modules of a programme are undertaken remotely through the use of teaching technology, various forms of correspondence or the Internet. The student may have the option of attending facilitation opportunities at NWU learning support centres (see also Distance Education).</p> <p>Explicit DHET and HEQC approval of the distance mode of delivery is required for a programme to be offered in this way.</p>

EDU.1.2.3 Annual Registration

Important note regarding the annual registration for studies

A-Rule 1.9.1.1: Every student must register annually in their personal capacity, by means of an electronic registration process for the learning components that are prescribed for the specific study year, in accordance with the faculty rules applicable to the qualification, programme and module(s) concerned.

The Advanced Diploma in Education (ADE) students register only during the first annual registration period. However, exceptions will be considered where a contract might require a mid-year intake (i.e. Advanced Diploma in Education in School Leadership and Management), in which case those students registered with mid-year intake must register again at the beginning of the following year and thereafter annually at the beginning of the year.

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

Faculty rules. A registered (contact or distance) student of the faculty must actively participate in the teaching, learning and assessment activities of every module for which such student is registered as indicated in the relevant MOD in order to be deemed to be an enrolled student of the faculty.

Students must comply with the prescribed curriculum in a specific year as set out in the

faculty yearbook, otherwise, they will not be able to meet the progression rules as set

out in A-rule 1.16. Two curriculum structures indicated in the relevant yearbooks are offered as options to distance students in the BEdHons, PGCE, AdvDip (Education) and AdvCert (Teaching), to assist them in the completion of their studies.

EDU.1.2.4 Amendment, Cancellation of Discontinuation regarding Registration of Studies

A-Rule 1.9.4.1: Subject to the applicable faculty rules and the applicable provisions regarding payable fees, a student may apply via the student portal and within the period indicated for

that purpose on the annual university calendar, to amend, cancel or discontinue registration.

A-Rule 1.9.4.2: Registration may be cancelled for a programme or a module, and entails that a student withdraws from the programme or module before formal tuition begins.

Faculty Rule 1.9.4.1: Distance students:

Subject to the applicable faculty rules and the applicable provisions regarding payable fees, a student may apply via the student portal and within the period indicated for that purpose on the annual university calendar, to amend, cancel or discontinue registration. If these dates are not met, the full tuition for the semester(s) is payable. Should students cancel their studies, all bursaries and/or loans are repayable immediately.

A-Rule 1.9.4.3: 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.

EDU.1.2.5 Exemption from Practical Work or Class Attendance in a Module

Where a student has failed a module that has a practical component, but has passed the practical component, the student may apply in writing via the student portal to the executive dean concerned to be exempted from the practical component when the student repeats the module.

Faculty Rule 1.11.2. The granting of exemption in terms of Rule 1.11.1 and Rule 1.11.4 is subject to relevant faculty rules and is valid only for the year following the year when the student failed the module.

UG&Hons/PGDip: Students must apply via the student portal for exemption from classes or a practical component for consideration and approval by the executive dean on recommendation of the programme leader in consultation with the academic director where the module resorts. Students should have complied with module requirements of at least 80% engagement to qualify for the exemption. Higher Degrees (Structured MEd): Students must apply via the student portal for exemption from classes NWU General Academic Rules 16 for consideration and approval by the executive dean on recommendation of the programme leader in consultation with the academic director where the module resorts. Students should have complied with the class attendance requirement of at least 80% to qualify for the exemption.

EDU.1.2.6 Modules and Credits

- 1) Subjects are presented according to modules, to which a certain number of credits are allocated.
- 2) Each module has a code and a descriptive name, e.g. AADS511 – Advanced Communication Skills and Lay-Counselling for the Educator, first-year level, first semester.
- 3) Each module has a certain weight, known as a credit.
- 4) Each module has to be passed individually.

- 5) Programme-specific rules apply (according to the relevant yearbook).
- 6) Mode of delivery-specific rules apply (according to the relevant yearbook).

EDU.1.2.7 Additional Modules

A-Rule 2.3.1: A student who registers for the first-year level of an undergraduate qualification or programme may apply to the executive dean concerned via the student portal to be allowed to register for one additional module per semester, be it an elective from the same qualification or programme or a module from another qualification or programme, provided that –

2.3.1.1. no class or examination timetable clashes are brought about thereby, and

2.3.1.2. the maximum number of credits for which a student may register in a given academic year in terms of Rule 1.8 is not exceeded.

A-Rule 2.3.2: A student who registers for the second, third or fourth year level of an undergraduate qualification or programme, and who has already passed all the required preceding modules of the qualification or programme concerned, may apply via the student portal to be allowed to register for a maximum of two additional modules per semester or two additional year-modules, or one semester- and one year-module from the same qualification or programme or from another qualification or programme provided that –

2.3.2.1. no class or examination timetable clashes are brought about thereby, and

2.3.2.2. the maximum number of credits for which a student may register in a given academic year in terms of Rule 1.8 is not exceeded.

EDU.1.2.8 Admission to Examinations

1.12.2.1. Subject to Rule 1.12.2.3 a student is required to achieve a module participation mark of at least forty percent (40%) and meet applicable statutory requirements

in order to be admitted to the examination in the module concerned.

1.12.2.2. Subject to Rule 1.12.2.3 an adequate module participation mark provides admission to no more than two consecutive examination opportunities scheduled

within the period that the university determines annually for the conduct of all assessment activities in the academic year concerned. NWU General Academic Rules 17

1.12.2.3. Modules where no participation mark is required or where an alternative proof of participation must be provided for admission to the examination must be published in accordance with Rule 1.12.1.3

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 (Also refer to EDU.1.2.10).

EDU.1.2.8 Subminimum for Examination

Faculty-Rule 1.13.3.1: The subminimum for examinations in modules is 40%, except in the portfolio or where a higher subminimum is provided for in the Faculty Rules. However, according to Faculty Rule 1.13.3.1.1, the faculty has no higher sub-minimum for coursework modules.

EDU.1.2.10 Traditional Examination and Continuous Assessment Opportunities

Number of examination opportunities in the traditional assessment practice

A-Rule 2.6.2.1. In the traditional assessment practice an executive dean may, notwithstanding the provisions of Rule 1.12.3.1, and in consultation with the academic director or deputy dean concerned, allocate a pass mark of fifty percent (50%) to a first-time entering undergraduate student in one first-year first-semester module where the student achieved a final module mark of no less than forty percent (40%) and an examination mark of at least 50%.

A-Rule.2.6.2.2. In the continuous-assessment practice an executive dean may, notwithstanding the provisions of Rule 1.12.3.2 and in consultation with the academic director or deputy dean concerned, allocate a pass mark of 50% in only one first year first-semester module to a first-time entering undergraduate student where the student achieved a final module mark of no less than forty-five percent (45%) in respect to the relevant continuous-assessment opportunities.

A-Rule 2.6.3.1. A student registered for an undergraduate module is entitled to use two consecutive opportunities per module to take the examination within the examination time-tables set in the annual university calendar

A-Rule 2.6.3.2. Faculty rules may exclude specific modules from a second examination opportunity.

Faculty rule: No modules excluded from second-examination opportunity in faculty.

A-Rule 2.6.3.3. A student may write the examination during either the first or the second examination opportunity, provided that all the examination papers for a module must be written during the same examination opportunity.

A-Rule 2.6.3.4. A student who chooses to write the examination during the second examination opportunity may be liable to pay a prescribed fee.

A-Rule 2.6.3.5. A student who passes the examination in a module during the first examination opportunity and wishes to improve the module mark achieved may participate in the second examination opportunity, but the mark achieved in the second examination opportunity must be awarded as the final mark for the module even if it is lower than the mark achieved in the first opportunity.

A-Rule 2.6.3.6. A student who takes an examination for the first time during the second examination opportunity and fails is not entitled to an additional examination opportunity.

A-Rule 2.6.3.7. Where a student chooses to make use of the second examination opportunity after having failed the examination in a module during the first examination opportunity, the mark achieved in the second examination opportunity is used with the original participation mark where applicable for the calculation of the final module mark.

Number of assessment opportunities in the continuous assessment practice

A-Rule 2.6.4.1 A student must submit at least eighty percent (80%) of the prescribed continuous-assessment tasks.

A-Rule 2.6.4.2 For each prescribed assessment task, the lecturer involved may, after providing feedback, allow the students a single opportunity to make a resubmission of the relevant task to demonstrate improved performance, in which case the marks obtained in the second submission are the final mark.

1.12.7. Final additional examination or assessment

1.12.7.1. For modules taken in the traditional assessment practice:

1.12.7.1.1. 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 qualify for a final additional assessment opportunity in the outstanding module, provided that –

1.12.7.1.1.1. the student was registered for the module in the previous semester in which it was offered during which all the other requirements for the attainment of the qualification were complied with;

1.12.7.1.1.2. the student has achieved a forty percent (40%) participation mark in the module for admission to the examination; and

1.12.7.1.1.3. the student sits for the final assessment for the applicable module in the following examination or assessment period scheduled in the university calendar.

1.12.7.1.2. The student must pay the required applicable fee for the final additional assessment opportunity but is not required to re-register for the qualification or programme concerned.

1.12.7.1.3. The maximum mark that can be obtained for a module examined or assessed in a concession examination or assessment, is fifty percent (50%).

1.12.7.1.4. The participation mark is not taken into account for the award of the module mark in a concession examination or assessment.

1.12.7.2. For modules taken in the continuous-assessment practice—

1.12.7.2.1. a student who, having completed all assessment tasks required for the completion of a qualification or programme provided for in the rules relating to the various qualification types and levels but one, and who has obtained at least 40% average for the tasks, may qualify for a final additional assessment opportunity, provided that the student completes the final additional assessment for the applicable module in time before the scheduled assessment opportunity referred to in Rule 1.12.7.1.1;

1.12.7.2.2. the maximum mark that can be obtained for a module examined or assessed in a concession examination or assessment, is fifty percent (50%);

1.12.7.2.3. the marks obtained in respect of the assessment tasks are not taken into account for the award of the module mark in a concession examination, and

1.12.7.4 a student whose only outstanding module for the completion of a qualification or programme is based on a statutory-body requirement may qualify for an additional assessment opportunity to demonstrate proficiency of such requirements. The assessment must be completed under the same regulatory conditions as set in the initial assessment and must be completed by a date determined in the annual university calendar.

EDU.1.2.10 Pass Requirements

IMPORTANT NOTE: IN ACCORDANCE WITH A-RULES 1.12.1.1 – 1.12.1.3. THE METHOD OF CALCULATING THE FINAL MODULE MARK WILL BE PUBLISHED ON THE RELEVANT PLATFORMS WHEN THE TEACHING OF THE MODULE BEGINS. FOR MODULES PRESENTED IN THE TRADITIONAL ASSESSMENT PRACTICE, THE MODULE MARK FOR ALL COURSEWORK MODULES IS BASED ON A COMBINATION OF A MODULE PARTICIPATION MARK AND AN EXAMINATION MARK IN A PREDETERMINED RATIO. IN THE CASE OF CONTINUOUS-ASSESSMENT MODULES, THE MODULE MARK IS BASED ON THE WEIGHTED AVERAGE OF THE ASSESSMENTS PRESCRIBED FOR THE MODULE, ACCORDING TO THE WEIGHTS ALLOTTED TO THE DIFFERENT ASSESSMENT TASKS.

Requirements for passing a module is stipulated under A-Rule 1.12.3.

A-Rule 1.12.3.1. Requirements for passing a module presented in the traditional assessment practice:

A-Rule 1.12.3.1.1. The sub-minimum for examinations in all coursework modules is forty percent (40%) except where a higher sub-minimum is set in the applicable faculty rules.

Faculty complies with A-rule 1.12.3.1.1 and no higher sub-minimum is set.

A-Rule 1.12.3.1.2. A student passes a coursework module if a final module mark of at least fifty percent (50%) and/or applicable statutory requirements are attained, taking into account the provisions regarding the examination sub-minimum and the ratio between the module participation and examination mark as published in accordance with Rule 1.12.1.3.

A-Rule 1.12.3.1.3. A final mark of at least fifty percent (50%) is required to pass a research module.

A-Rule 1.12.3.2. Requirements for passing a module presented in the continuous assessment practice:

A-Rule 1.12.3.2.1. 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 assessment tasks as approved by the relevant faculty board.

A-Rule 1.12.3.2.2. A minimum of four assessment tasks per module must be performed, one of which may be a thematically clustered assessment task for which the combined assessment mark may not exceed twenty percent (20%) of the module mark.

A-Rule 1.12.3.2.3. The maximum weight of any assessment task may not exceed thirty percent (30%) of the total weighting of the module mark.

A-Rule 1.12.3.2.4. A student must obtain a weighted average of at least fifty percent (50%) and the requisite applicable statutory-body requirements to pass the module.

EDU.1.2.11 Examination Marks are Calculated as follows for Modules Presented in the Traditional Assessment Practice

- i. Minimum for participation mark = 40%.
- ii. Examination sub-minimum = 40% per module.
- iii. Participation and examination marks total for the module, or final mark = 100%
- iv. Distinction = 75%.
- v. Pass mark = 50%.
- vi. Examination (60%) + participation (40%) = module mark (final mark). E.g. you may obtain a module mark of above 50% and still fail because of the sub-minimum requirement in the examinations, which is 40%.
- vii. All examination scripts will be marked and 10% moderated and marks will be verified (re-counted) to ensure that the correct marks have been allocated. You may, however, apply for a re-mark if all of the following criteria are met:
 - A minimum of 35% has been obtained in the examination.
 - The application must reach the Call Centre at the NWU within 10 working days after the examination results have been published, and the re-mark fee should be paid and the proof of payment sent to the Call Centre, together with the application form submitted via the student portal.

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 Progression Requirements

The stipulations in A-Rule 1.15 and all the sub-paragraphs apply.

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

A-Rule 1.15.1: 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 1.15.1.2: 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 1.15.2: 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 1.15.3: 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

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 be submitted via the student portal within ten days of the date of the decision.

EDU.1.2.13 Repetition of Modules

Should a student fail an examination in a specific module, he/she is required to repeat the module in accordance with A-Rules 1.12.4 and 2.3.4.

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

EDU.1.2.14 Access to Review of Marked Examination Work

The stipulations in A-Rules 1.12.8 and all the sub paragraphs apply.

EDU.1.2.15 Monitoring of Academic Performance

In accordance with A-Rules 1.14.1 to 1.14.3, a student who achieves less than half of the credits required for the programme concerned, as prescribed in the relevant curriculum maps for the mode of delivery (contact or distance) and attendance mode (full-time or part-time), is deemed not to have made satisfactory academic progress. A student whose academic performance is deemed unsatisfactory may be issued with a written warning by the executive dean concerned.

Students with unsatisfactory performance in any module are identified and supported. Such students receive additional white board sessions for risk modules that are identified. The lecturer then prepares additional material / slides to support these students.

EDU.1.2.16 Extension of Period of Study

Refer to A-Rule 1.16: The executive dean concerned may, on the recommendation of the academic director concerned, extend a student's study period, following an application submitted via the student portal 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.1.2.17 Termination of Studies

A student's studies may be terminated in accordance with the stipulations of A-Rule 1.17. In accordance with A-Rule 1.17.8, a student whose studies have been terminated may 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**:

<https://www.nwu.ac.za/governance-and-management/academic-policies>.

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

Academic misconduct	
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.
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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 1.21), withdraw a qualification if the recipient of the qualification is found guilty on a charge of serious academic misconduct.

EDU.1.4 CAPACITY STIPULATION

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

EDU.1.5 RECOGNITION OF PRIOR LEARNING AND CREDIT ACCUMULATION AND TRANSFER

Refer to A-Rules 1.5.3 and 1.6.

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 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, 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.2.1 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 by means of electronic platform in Southern Africa.

EDU.2.2 CONTACT DETAILS

Tel: +27 18 285 5900

Fax: +27 87 234 4957

Website: distance.nwu.ac.za/

E-mail: DistancePotch@nwu.ac.za

Dedicated ACT email address: uodlade@nwu.ac.za

Written correspondence Academic Matters:

The Academic Manager: UDL

North-West University

Potchefstroom

Private Bag X6001 Potchefstroom

2520

South Africa

Written correspondence Administrative matters:

The Unit for Distance Learning (UDL)

Building B11A

North-West University

Private Bag X6001 Internal Box 539 Potchefstroom

2520

South Africa

EDU.2.3 MATTERS TO TAKE NOTE OF REGARDING DL STUDIES

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

- i. Some qualifications delivered in the distance mode allow students to register twice a year for studies, this does not apply to Faculty of Education.
- ii. Each programme has a minimum and a maximum study duration for completing the programme.
- iii. Students have a number of assessment opportunities (examinations) during a study period and all modules can be written at each assessment opportunity (first and/or second opportunity) should the student qualify to write examinations.
- iv. Students have a second examination opportunity directly after the first attempt. A valid participation mark will give the student access to two examination opportunities, where after a student must generate a new participation mark.
- v. Classes are presented by means of an electronic platform, supported by lecturers. Lecturers can also be contacted via email.
- 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.
- viii. 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 1.17 and sub-paragraphs.
- ix. Termination of studies of UDL students: The minimum and maximum duration of study for the various qualifications is indicated in the calendar and in the information booklets for these qualifications. One year before the maximum duration of study is exceeded and a student's studies are finally terminated, such a student will receive a warning letter to inform him/her of the two final examination opportunities to pass all outstanding modules. Should such a student still have modules outstanding after these examination opportunities, the studies of such a student must be terminated in terms of A-Rule 1.17.

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

EDU.3 RULES FOR THE QUALIFICATION ADVANCED DIPLOMA IN EDUCATION

EDU.3.1 PURPOSES AND RATIONALE OF THE QUALIFICATION

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

EDU.3.1.1 Duration (Minimum and Maximum Duration)

The minimum duration for the ADE specialisations is one year and the maximum duration is three years, unless stated otherwise (see suggested programme layout under EDU.3.3.1.2, EDU.3.3.2.2 and EDU.3.3.3.2).

EDU.3.1.2 Articulation

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

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

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

EDU.3.1.3 Admission Requirements for the Qualification

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

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

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

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

EDU.3.1.4 Specific Requirements for the ADE Specialisations

Please note: Students wishing to study the Advanced Diploma in Education must have sufficient internet access as the programmes will not be offered as paper-based but will be presented online. Students must therefore have sufficient access to internet and a laptop/desktop computer to access announcements relating to their studies, view and download learning material and complete assessment opportunities on the relevant electronic platform.

EDU.3.1.5 Language Policy in the Faculty of Education (Programme Specific)

The Language Policy of the NWU is available at the following web address:
[https://www.nwu.ac.za/Governance Management Policies](https://www.nwu.ac.za/Governance_Management_Policies).

EDU.3.1.6 Qualification Outcomes

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

- a) demonstrate an integrated knowledge of and have insight into relevant aspects of teaching and learning in the area of, for example, Special Needs Education or Intermediate Phase Mathematics or School Leadership and Management;
- b) display relevant professional skills and competencies (among others, critical problem-solving, sound judgement and decision-making);
- c) demonstrate the ability to validate sources of information independently and evaluate and manage information in, for example, Special Needs Education or Intermediate Phase Mathematics or School Leadership and Management;
- d) understand and apply certain values, needs and attitudes (among others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her specialisation and classroom practice;
- e) be able to use didactic skills effectively within the functioning of groups in the field of specialisation in, for example, Special Needs Education or Intermediate Phase Mathematics or School Leadership and Management;
- f) be able to select, evaluate and apply a range of different but appropriate procedures and methods of enquiry in, for example, Special Needs Education or Intermediate Phase Mathematics or School Leadership and Management;
- g) be able to identify, analyse and reflect critically on complex problems in, for example, Special Needs Education or Intermediate Phase Mathematics or School Leadership and Management; and
- h) understand the verbal communication of tasks and projects.

EDU.3.2 LIST OF MODULES

Module code	Descriptive name	Prerequisites	NQF level	Credits
AADS 511	Advanced Communication Skills and Lay Counselling for the Educator skills		7	16
ADCM 511	Communication in Mathematics Skills		7	16
ADDP 521	Data Handling and Probability		7	16
ADGM 511	Geometry, Measurement and ICT in Mathematics Education I		7	16
ADGM 521	Geometry, Measurement and ICT in Mathematics Education II		7	16
ADLM 511	Leading and Managing Extra-curricular and Co- curricular Activities		7	9
ADLM 512	Working with and for the wider Community		7	9
ADLM 521	Learning in Mathematics		7	16
ADLM 571	Professional Portfolio and Workplace Project (i)		7	10
ADLM 572	Leading and Managing Teaching and Learning in the School		7	18
ADLM 573	Leading and Managing People and Change		7	18
ADLM 574	Professional Portfolio and Workplace Project (ii)		7	20
ADLM 575	Leading and Managing the School as an Organisation		7	18
ADLM 576	Working within and for the School System		7	18
ADNP 521	Number Patterns and Problem Solving		7	16
ADNS 511	Number Systems, Number Sense and Assessment		7	16
AHIV 521	HIV and AIDS: Legislation, Counselling and Support		7	8

ALSD 521	Disabilities and Learning Difficulties in Education		7	16
LSE 511	Emotional and other Difficulties in Education		7	16
ALSI 511	Inclusive Education: A Policy Perspective		7	16
ALSS 521	Social and Health issues in Education		7	16
AREM 571	Applied Support in Special Needs Education		7	24
ARES 511	Introduction to Educational Research		7	8
CMPF 511 ⁵	Information and Communication Technology Competency for Teaching Students		7	12
CMPF 512 ⁶	Information and Communication Technology Competency for Teaching Students		7	1

⁵ Phasing out: CMPF 511 module on level 7, 12 credit on top of minimum 120 credits for the ADE qualification.

⁶ New from 2023: CMPF 512 module on level 7, 1 credit on top of minimum 120 credits for the ADE qualification.

EDU.3.3 PROGRAMMES OFFERED IN ADVANCED DIPLOMA IN EDUCATION

EDU.3.3.1 Advanced Diploma in Special Needs Education

EDU.3.3.1.1 Curriculum Outcomes

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

- a) systematic and comprehensive knowledge of research in the field of education;
- b) the ability to develop a research title and research question(s);
- c) knowledge and an understanding of the research problem relevant to the field of education;
- d) knowledge and an understanding of the research process, and the ability to apply research processes to existing research issues, themes or topics in education;
- e) an understanding of the place of education research in the professional development of the educator;
- f) an understanding of the writing and referencing academic literature in the form of a literature review;
- g) detailed knowledge of education and the policy on education;
- h) efficient and effective problem-solving abilities to plan computer-integrated lessons;
- i) the ability to evaluate ethically the moral aspects regarding the use of computers in education and make responsible decisions; and
- j) an integrated knowledge about definitions, terminology and the functionality of important computer components.

EDU.3.3.1.2 Phasing out Programme: 4BE C01 (Compilation of Curriculum: 0404P)

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

EDU.3.3.1.3 Programme: 4BE C02⁷ (Compilation of Curriculum: 0404P)

Year 1			
1 st semester		2 nd semester	
Module code	Cr	Module code	Cr
AADS 511	16	AHIV521	8
ALSE 511	16	ALSS521	16
CMPF512	1		
Total credits 1st semester	33	Total credits 2nd semester	24
TOTAL CREDITS YEAR 1:			57
Year 2			
Year modules (First and second semester)			
Module code			Cr
AREM 571			24
1 st semester		2 nd semester	
Module code	Cr	Module code	Cr
ALSI511	16	ALSD 521	16
ARES511	8		
Total credits 1st semester	24	Total credits 2nd semester	40
TOTAL CREDITS YEAR 2:			64
TOTAL CREDITS PROGRAMME:			121

⁷ Revised programme phasing in from 2023

EDU.3.3.2 Advanced Diploma in School Leadership and Management

EDU.3.3.2.1 Curriculum Outcomes

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

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

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

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

EDU.3.3.3 Advanced Diploma in Intermediate Phase Mathematics Education

EDU.3.3.3.1 Curriculum Outcomes

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

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

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

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

EDU.3.3.3.3 Programme: 4DE C02⁸ (Compilation of Curriculum: O501P)

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

⁸ Revised programme phasing in from 2023

EDU. 4 MODULE OUTCOMES

Module code: AADS 511	Semester 1	16 credits	NQF level: 7
Title: Communication Skills and Lay-Counselling for the Educator			
On successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none">• the ability to acquire integrated knowledge and skills, and to become skilled in care, the helping process and advanced discourse;• an integrated knowledge of the central areas of one or more fields, including an understanding of, and ability to, apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field and how that knowledge relates to other fields;• the ability to evaluate performance against given criteria, and accurately identify and address his/her task-specific learning needs in a given context and support the learning needs of others;• the ability to develop and communicate his/her ideas and opinions in well-informed arguments, using appropriate academic, professional and occupational discourse; and• an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.			
Method of delivery: Distance Learning			

Module code: ADCM 511	Year 1, 1st Sem	16 credits	NQF level: 7
Title: Communication in Mathematics Skills			
On successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none">• an integrated knowledge and an informed understanding of mathematics as a language;• the ability to read mathematical problems in all texts, including standardized tests;• the ability to use mathematical terminology and mathematical notation in order to produce both verbal and written mathematical information;• the ability to interpret graphic presentations in mathematics classrooms;• the skill to plan and execute lessons regarding communication in mathematics, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology;• the ability to understand, select and apply suitable language and terminology when assessing learners.			
Method of delivery: Distance Learning			

Module code: ADDP 521	Year 2, 2nd Sem	16 credits	NQF level: 7
Title: Data Handling and Probability			
<p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • integrated knowledge and an informed understanding of working with data and probability; • the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of data handling and probability; • the skill to plan and execute lessons regarding data handling and probability, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology; • the ability to understand, select and apply suitable assessment methods and strategies to support teaching and learning. 			
Method of delivery: Distance Learning			

Module code: ADGM 511	Year 1, 1st Sem	16 credits	NQF level: 7
Title: Geometry, Measurement and ICT in Mathematics Education			
<p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • integrated knowledge and an informed understanding of geometric concepts and measurement and application of the van Hiele model; • the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of geometric shapes and space; • the ability to identify, analyse, solve and critically reflect on routine as well as non-routine geometry-related problems in familiar as well as new realistic contexts; • the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of Geometry and Measurement; the skill to plan and execute lessons regarding geometry and measurement, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology; • the ability to understand, select and apply suitable assessment methods and strategies in Geometry and Measurement to support teaching and learning. 			
Method of delivery: Distance Learning			

Module code: ADGM 521	Year 1, 2nd Sem	16 credits	NQF level: 7
Title: Geometry, Measurement and ICT in Mathematics Education			
<p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • integrated knowledge and an informed understanding of similarity and congruency; • integrated knowledge and an informed understanding of the connections between Algebra and Geometry; • the ability to select, plan and apply procedures, rules, principles, relationships, methods and formulae within the field of geometric shapes and space; • the ability to identify, analyse, solve and critically reflect on routine as well as non-routine geometry related problems in familiar as well as new realistic contexts; • the skill to use ICT in the effective teaching and learning of Geometry and measurement; • the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of Geometry and Measurement; the skill to plan and execute lessons regarding the geometry and measurement addressed in this module, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology; • the ability to understand, select and apply suitable assessment methods and strategies in Geometry and Measurement to support teaching and learning. 			
Method of delivery: Distance Learning			

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

Module code: ADLM 512	Year 2, 2nd Sem	9 credits	NQF level: 7
Title: Working with and for the wider Community			
<p>On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate the personal qualities necessary for effective leadership and management in working with the immediate and broader school community. • Actively engage community resources in support of the school's vision, mission and curriculum and build the school into a broader community asset. 			
Method of delivery: Distance Learning			

Module code: ADLM 521	Year 2, 1st Sem	16 credits	NQF level: 7
Title: Learning in Mathematics			
<p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • integrated knowledge and an informed understanding of theories of self-directed learning underpinning meaningful Mathematics learning; • the ability to integrate mathematical content knowledge with pedagogical knowledge; • the ability to select, plan and apply effective learning and teaching strategies to promote problem solving in Mathematics classes; • the ability to critically discuss and illustrate effective methods and techniques for the teaching, learning and assessment of topics from a component (section) of school mathematics in order to promote self-directed learning; • the ability to select and apply effective strategies to develop reflective and metacognitive skills within learners; • the skill to plan and execute lessons for the enhancement of self-directed learning, metacognition and reflection in any topic from a component (section) of school mathematics making use of the prescribed and applicable policies and documents from the Department of Basic Education; • the ability to understand, select and apply suitable assessment methods and strategies to support teaching and learning for self-directed learning. 			
Method of delivery: Distance Learning			

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

Module code: ADLM572	Year 1	18 credits	NQF level: 7
Title: Leading and Managing Teaching and Learning in the School			
<p>On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate the personal and professional competencies, qualities and attributes necessary for effective leadership and management of teaching and learning. • Lead and manage the planning and implementation and monitoring/ evaluation of teaching to ensure quality learning for all in the context of national, provincial and school policy. • Understand and be able to apply relevant technical, pedagogic content knowledge in the design, implementation and evaluation of teaching and learning and the organisation of the school environment. 			
Method of delivery: Distance Learning			

Module code: ADLM 573	Year 1	18 credits	NQF level: 7
Title: Leading and Managing People and Change			
<p>On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate sound understanding of the theories and models for leading and managing self and others. • Demonstrate the personal qualities necessary for effective leadership and management of people. • Demonstrate how to plan for and allocate staff; how to support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks, responsibilities and accountability. • Develop the professional skills of self, groups and individuals to enhance their performance and that of the school. • Create an environment conducive to collective bargaining, collaboration and negotiation. • Understand schools as communities and be able to apply relevant content knowledge in leading and managing people both within and outside the school. 			
Method of delivery: Distance Learning			

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

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

Module code: ADNP 521	Year 2, 1st Sem	16 credits	NQF level: 7
Title: Number Patterns and Problem Solving			
<p>On successful completion of this module, the student should be able to:</p> <ul style="list-style-type: none"> • integrated knowledge and an informed understanding of number patterns and basic functions: ways of representing number patterns and basic functions; • the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of number patterns and basic functions; • the ability to identify, analyse, solve and critically reflect on routine as well as non-routine problems relating to number patterns and basic functions in familiar as well as new realistic contexts; • the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of number patterns and basic functions; • the ability to effectively use reasoning and logic in problem solving, practically apply the problem-solving process and effectively use problem-solving strategies in real life contexts; • the skill to plan and execute lessons regarding number patterns and basic functions, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology; • the ability to understand, select and apply suitable assessment methods and strategies to support teaching and learning of number patterns and basic functions. 			
Method of delivery: Distance Learning			

Module code: ADNS 511	Year 1, 1st Sem	16 credits	NQF level: 7
Title: Number Systems, Number Sense and Assessment			
<p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • integrated knowledge and an informed understanding of number sense and number systems, ways of representing numbers, relationships among numbers and properties of the following number systems, natural numbers, whole numbers, integers and real numbers; • the ability to select, plan and apply procedures, rules, principles, methods and formulae within the field of number systems; • the ability to identify, analyse, solve and critically reflect on routine as well as non-routine number-related problems in familiar as well as new realistic contexts; • the ability to use mathematical terminology, mathematical symbols and mathematical notation in order to produce and communicate information in both verbal and written form within the field of number systems; • the skill to plan and execute lessons regarding number systems, making use of the prescribed and applicable policies and documents from the Department of Basic Education and integrate specialized subject knowledge appropriate to subject methodology; • the ability to understand, select and apply suitable assessment methods and strategies to support teaching and learning within number systems. 			
Method of delivery: Distance Learning			

Module code: AHIV 521	Semester 1	8 credits	NQF level: 7
Title: HIV and AIDS: Legislation, Counselling and Support			
<p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • an integrated knowledge and understanding of skills, knowledge, attitude and values to select, evaluate and apply a holistic support structure for HIV and AIDS in the school environment in accordance to equity in South Africa; • an understanding of the ethical implications of decisions and actions within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas; and • an integrated knowledge of the central areas of one or more fields, including an understanding of, and ability to, apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field and how that knowledge relates to other fields. 			
Method of delivery: Distance Learning			

Module code: ALSD 521	Semester 2	16 credits	NQF level: 7
Title: Disabilities and Learning Difficulties in Education			
<p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • the ability to develop and communicate ideas and opinions in well-formed arguments, using appropriate academic, professional or occupational discourse regarding physical, intellectual and learning disabilities; • an understanding of integrated knowledge and the ability to evaluate types of knowledge and explanations on disabilities and learning difficulties regarding the diverse and unique learning needs of every learner experiencing barriers to learning; • an integrated knowledge and understanding regarding learners experiencing multiple categories of barriers to learning; and • the ability to take full responsibility for his/her work in decision-making and use of resources in support of disabilities. 			
Method of delivery: Distance Learning			

Module code: ALSE 511	Semester 1	16 credits	NQF level: 7
Title: Emotional and other Difficulties in Education			
<p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • the ability to identify, evaluate and address learning needs in a self-directed manner, and to facilitate collaborative learning processes in the accommodation of learners in the inclusive classroom; • the ability to develop appropriate processes of information gathering on barriers in the socio-economic circumstances, and to develop the ability to validate independently the sources of information, and evaluate and manage the information; and • the appropriate ethical conduct towards the learner experiencing different barriers of emotional and other difficulties in education. 			
Method of delivery: Distance Learning			

Module code: ALSI 511	Semester 2	16 credits	NQF level: 7
Title: Inclusive Education: A Policy Perspective			
<p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • an integrated knowledge of the main areas of inclusivity and be able to apply and evaluate facts, concepts and theories within the field of inclusion; • an understanding of integrated knowledge of inclusive education and the White Paper 6 on inclusive education; • the ability to make decisions and act ethically and professionally within an inclusive educational context; and • an understanding of a range of methods in assessment and support and its suitability for a specific difficulty. 			

Method of delivery: Distance Learning

Module code: ALSS 521	Semester 1	16 credits	NQF level: 7
Title: Social and Health Issues in Education			
On successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none">• an integrated knowledge of the central areas of health-promoting schools and the whole-school development approach, including an understanding of and ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories within the field of a healthy school environment and how that knowledge relates to other fields in Special Needs Education;• the ability to make decisions, act ethically and professionally, and justify those decisions and actions within a supported environment; and• the ability to evaluate performance against given criteria, accurately identify and address task-specific learning needs in a given context, and support the learning needs of others.			
Method of delivery: Distance Learning			

Module code: AREM 571	Semester 1&2	24 credits	NQF level: 7
Title: Applied Support in Special Needs Education			
On successful completion of this module, the student should be able to demonstrate: <ul style="list-style-type: none">an integrated knowledge of the central areas of child development, including an understanding of, and ability to, apply and evaluate the key terms, concepts, facts, principles, rules and theories of the detailed knowledge of the area and how the knowledge relates to other fields in Special Needs Education;• the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation on that information;• the ability to evaluate performance against given criteria; and• the ability to accurately identify and address task-specific learning needs in a given context, and support the learning needs of others.			
Method of delivery: Distance Learning			

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

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

Module code: CMPF 512⁹	Semester 1	1 credit	NQF level: 7
Title: Information and Communication Technology Competency for Teaching Students			
<p>After completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • Integrated knowledge and understanding in the application of word processing, spreadsheet and presentation software skills in the educational environment; • sound competency in the use of information communication and technology (ICT) in educational settings; • sound knowledge of ethical aspects regarding the use of ICT in the teaching-learning environment; and • the development of self-directed learning skills as lifelong learners in developing own ICT competencies. 			
Method of delivery: Distance Learning			

⁹ **CMPF 512 NOTE:**

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