



Faculty of  
Education  
**Undergraduate**

In-Service and Further Training Programmes:  
Undergraduate Diploma



**2026 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**

### **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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Fax: (018) 299-4910

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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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## **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](mailto:MCEducation@nwu.ac.za)

#### **Potchefstroom**

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

#### **Vanderbijlpark**

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

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

## 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>○ Comparative and International Education</li> <li>○ Curriculum Studies</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>○ Setswana and 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)
- Undergraduate Diploma (Dipl)
- Advanced Diploma in Education (ADE)
- Advanced Certificate in Teaching (ACT)

## QUALIFICATION, PROGRAMME AND CURRICULUM

| DIPLOMAS   |                |                 |                  |           |
|--|----------------|-----------------|------------------|-----------|
| Qualification  | Programme code | Curriculum code | Mode of delivery | NQF level |
| Diploma in Grade R Teaching                                | 490100         | O100P           | Distance         | 6         |
| Diploma in Early Childhood Care and Education <sup>1</sup> | 4FHB01         | O100P           | Distance         | 6         |

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<sup>1</sup> Delivery of programme subject to institutional directives. **Not on offer in 2026**

## **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 [https://www.nwu.ac.za/gov\\_man/policy/index.html](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 the Council ([https://www.nwu.ac.za/gov\\_man/policy/index.html](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 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.

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.

**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 are 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 1.9.4.2:** 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.

## **EDU.1.2.3 Amendment, Cancellation and Discontinuation Regarding Registration**

### **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.

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

**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.

According to Faculty 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.

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.1.2.4 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.

A-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.1.2.5 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-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.1.2.7 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.

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.

in the study guide for the module concerned and under the module outcomes in this yearbook.

### **EDU.1.2.8 Subminimum for Examination**

The subminimum for examinations in modules is 40%, except in the portfolio or where a higher subminimum is provided for in the faculty rules (A-Rule 1.13.3.1.1).

### **EDU.1.2.9 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 –

1.12.7.1.1.1.1. 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;

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

1.12.7.1.1.1.3. 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 are 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 Calculation of Examination Marks for Modules Taken 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%.

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.

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.1.2.12 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.

#### **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 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.

#### **EDU.1.2.16 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 1.16, 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 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.1.4 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.1.5 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**:

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

## EDU.2 METHOD OF DELIVERY

| Definitions                      |  |
|----------------------------------|--|
| <b>Distance mode of delivery</b> | <p>Distance learning is a mode of provision focusing on enhanced access to education and training, limiting or eliminating barriers such as time, place and pace of learning.</p> <p>NWU promotes distance learning by allowing students to register for the modules of a certain academic programme in January, offering technology-mediated instruction and examination opportunities / assessment opportunities, and providing student support to enhance the student learning experience. Students who study at a distance are still subject to the specific admission requirements as determined by the Senate 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.</p> <p>(As adapted from the Appendix to the General Academic Rules (A-Rules) of the NWU: Glossary of Teaching- Learning related concepts, acronyms and designations).</p> |

### EDU.2.1 DISTANCE LEARNING: COMPUTERS AND ONLINE ACCESS

Prospective distance students must ensure that they have access to a computer with a fully functioning camera, microphone and with stable internet access. Own data is required.

Laptop / PC specifications suggested by the IT department: <https://services.nwu.ac.za/information-technology/it-hardware-support-matrix>.

### **EDU.3 STUDENT SUPPORT SERVICES**

#### **EDU.3.1 APPLICATION AND REGISTRATION SUPPORT FOR PROSPECTIVE STUDENTS**

##### CONTACT DETAILS

For applications visit: <https://studies.nwu.ac.za/studies/apply>

NWU SIS Call Centre: 0860 169 698

WhatsApp: +27 (0) 60 070 2606

SMS: 31750

Email: [studies@nwu.ac.za](mailto:studies@nwu.ac.za)

#### **EDU.3.2 SUPPORT FOR REGISTERED STUDENTS**

Registered students can access the Student portal and Student helpdesk to submit inquiries regarding academic registration matters. Please visit the Student portal to gain access to the Student helpdesk: <https://studies.nwu.ac.za/studies/registration>.

#### **EDU.3.3 STUDENT ACADEMIC DEVELOPMENT SUPPORT: THE CENTRE FOR TEACHING AND LEARNING**

The Centre for Teaching and Learning supports both distance and contact students through a range of dedicated services and initiatives. The Student Academic Development and Support (SADS) unit provides academic advising, self-paced academic skills workshops, e-peer learning support, and transitional support for first-year students via the First Year Navigator on the LMS.

#### **EDU.3.4 LEARNING MANAGEMENT SYSTEM SUPPORT: THE CENTRE FOR TEACHING AND LEARNING**

The TL Technologies Support Hub ensures that students receive the necessary technical guidance and support to effectively engage with the Learning Management System and other related teaching and learning technologies. Please visit the website for more information: <https://services.nwu.ac.za/ctl/student-efundi-support>.

## **EDU.4 RULES FOR THE QUALIFICATION DIPLOMA IN GRADE R TEACHING**

### **EDU.4.1 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.4.1.1 Duration (Minimum and Maximum Duration)**

The minimum and maximum duration of study for the Diploma in Grade R Teaching (distance) qualification programme offered by the faculty are as follows:

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

#### **EDU.4.1.2 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 AP Score (this will change to a minimum of 26 from 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, isiXhosa 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.4.1.3 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 A DEPARTMENTAL POST 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.

***Please note:** Students wishing to study the Diploma in Grade R Teaching must have sufficient internet access as the programme 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 eFundi and other online platforms. From 2024 the phasing out of the paper-based students (2017-2023 enrolments) will commence. These students will not be required to transfer to the electronic platform. If these students should prefer to make use of the online platform they will be accommodated.*

#### **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.4.1.4 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.4.1.5 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.4.2 LIST OF MODULES**

**IMPORTANT:** All Diploma in Grade R Teaching students must specialise to teach two languages, one at Home Language 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  |
| RFAW 221 | First Additional siSwati Language                               | None    | 6 | 8  |
| RFAQ 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,<br>RWIL 121,<br>RWIL 211 &<br>RWIL 221 | 7 | 8  |
| RWIL 321 | Work-integrated Learning in Grade R Teaching 6                   | RWIL 111,<br>RWIL 121,<br>RWIL 211 &<br>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.4.3 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.4.3.1 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.4.3.2 Compilation of Curriculum: Diploma in Grade R Teaching**

**The Diploma in Grade R Teaching** (Grade R) has a **fixed curriculum**. This implies that students **cannot** register for modules in any semester. Instead, students must register for and participate in modules as follows:

- Modules with **111 and 211 and 311 module codes** can only be completed in the **first semester** (January – June).
- Modules with **121 and 221 and 321 module codes** can only be completed in the **second semester** (July – December).
- **All year modules (modules with 171 or 271 or 371 module codes) must be completed from January – December.** You will be required to submit assignments in the **2<sup>nd</sup> semester** to gain access to the examination also in the second semester to pass these modules.

**NB!!! Please note that *you will forfeit your first opportunity if you fail to participate in a module in the semester that it is formally presented.***

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          | RFAP221  | 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 /56</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.4.4 MODULE OUTCOMES

|  |                   |                     |
|--|-------------------|---------------------|
| <b>Module code:</b><br>RALT/RELT/ROLT/RPLT/RSLT/RWLT/<br>RXLT/RZLT 211   | <b>Semester 1</b> | <b>NQF level: 6</b> |
| <b>Title: Emergent Reading and Phonics in the Home Language (HL) – Afrikaans/Sesotho/English/Sepedi/Setswana/siSwati/isiXhosa/isiZulu</b>  |                   |                     |
| <p>On successful completion of this module, the student should be able to:</p> <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  |                   |                     |
| <b>Module code: RCDP 211</b>   | <b>Semester 1</b> | <b>NQF level: 6</b> |
| <b>Title: Child Development and Perceptual Skills</b>  |                   |                     |
| <p>On successful completion of this module, the student should be able to demonstrate:</p> <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  |                   |                     |
| <b>Module code:</b><br>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>  |                   |                     |
| <p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• basic interpersonal communication skills in English/Afrikaans/isiXhosa/isiZulu/Sesotho/Sepedi/SiSwati/Setswana) language to value the language and communicate confidently;</li> <li>• the ability to use (English/Afrikaans/isiXhosa/isiZulu/Sesotho/Sepedi/ SiSwati/Setswana) language in the classroom to perform teaching activities fluently and confidently; and</li> <li>• basic knowledge of how sentences are constructed to communicate with (English/Afrikaans/isiXhosa/isiZulu/Sesotho/Sepedi/SiSwati/Setswana) Gr R learners for learners to feel safe and secure.</li> </ul> |                   |                     |
| Method of delivery: Distance Learning  |                   |                     |
| <b>Module code: REDL 321</b>   | <b>Semester 2</b> | <b>NQF level: 7</b> |
| <b>Title: Education Law</b>  |                   |                     |
| <p>On successful completion of this module, the student should be able to demonstrate:</p> <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> </ul>   |                   |                     |

|   |                          |                     |
|---|--------------------------|---------------------|
| <ul style="list-style-type: none"> <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   |                          |                     |
| <b>Module code: REDM 271</b>  | <b>Semester 1 &amp;2</b> | <b>NQF level: 6</b> |
| <b>Title: Grade R Education Management</b>  |                          |                     |
| <p>On successful completion of this module, the student should be able to:</p> <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   |                          |                     |
| <b>Module code: RELS/RLSA/RLSO/RLSP/RLST/RLSW/RLSX/RLSZ 121</b>   | <b>Semester 2</b>        | <b>NQF level: 5</b> |
| <b>Title: Listening and Speaking – Home Language (HL): English/Afrikaans/Sesotho/Sepedi/Setswana/siSwati/isiXhosa/isiZulu</b>   |                          |                     |
| <p>On successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• basic knowledge of language acquisition by Grade R learners with a focus on listening and speaking;</li> <li>• the ability to understand and demonstrate knowledge of language development with reference to listening and speaking;</li> <li>• the ability to apply fundamental principles of various techniques in the teaching of Home Language for Grade R learners; and</li> <li>• the ability to select and apply relevant and meaningful strategies for language development.</li> </ul>   |                          |                     |
| Method of delivery: Distance Learning   |                          |                     |
| <b>Module code: REMS 311</b>  | <b>Semester 1</b>        | <b>NQF level: 7</b> |
| <b>Title: Education Management and Systems</b>  |                          |                     |
| <p>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   |                   |                     |
| <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>  |                   |                     |
| On successful completion of this module, the student should be able to demonstrate:   |                   |                     |
| <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   |                   |                     |
| <b>Module code: RFAL/RFAO/<br/>RFAP/RFAW/RFAZ/RFAX/RFAS 221</b>   | <b>Semester 2</b> | <b>NQF level: 6</b> |
| <b>Title: First Additional Language English/Sesotho/Sepedi/siSwati/isiXhosa/isiZulu</b>   |                   |                     |
| On successful completion of this module, the student should be able to demonstrate:   |                   |                     |
| <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   |                   |                     |
| <b>Module code: RFLS 111</b>  | <b>Semester 1</b> | <b>NQF level: 5</b> |
| <b>Title: Fundamental Academic Literacy and Support</b>   |                   |                     |
| On successful completion of this module, the student should be able to demonstrate a basic knowledge of:  |                   |                     |
| <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   |                   |                     |
| <b>Module code: RHWP 111</b>  | <b>Semester 1</b> | <b>NQF level: 5</b> |
| <b>Title: Handwriting Proficiency</b>   |                   |                     |

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

- a basic knowledge of the importance of handwriting proficiency and how it will influence the learning process of the Grade R learner;
- skills to apply and teach the correct letter formation;
- a basic knowledge of developing small muscle skills as well as fine motor control;
- a basic knowledge to lay the foundations for formal handwriting skills;
- a basic knowledge of the development of hand-eye coordination in the Grade R learner;
- a basic knowledge of the development of handwriting; and
- a basic knowledge of the usage of a range of writing tools.

Method of delivery: Distance Learning

**Module code: RIRS 311**

**Semester 1**

**NQF level: 7**

**Title: Introduction to Research Skills**

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

- demonstrate knowledge and understanding of the concept of educational research and types of research;
- develop a research problem, purpose statement and formulate the significance of a study;
- demonstrate the ability to search for and investigate existing literature relevant to an identified research problem and to ground the research problem in related literature;
- develop a research design and procedures, select a population and apply sampling techniques; and
- demonstrate and apply basic ethical principles when conducting research in the context of the Grade R classroom.

Method of delivery: Distance Learning

**Module code: RLBK 271**

**Semester 1 & 2**

**NQF level: 6**

**Title: Life Skills: Beginning Knowledge**

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

**Social Science: History**

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

**Social Science: Geography**

- demonstrate knowledge and understanding of the place in which they live, other people and other places, the significance of location and how people and places interrelate and interconnect;
- understand the ways in which people and the environment interact in response to physical and human processes;
- display an awareness of spatial relationships and an understanding of the changing world in a balanced, critical and empathetic manner; and

- exhibit an informed concern for the world around us and be able and willing to participate in actions for a sustainable environment and appropriate attitudes, values and actions in a world of constant social, economic, political and environmental change.

#### **Natural Science**

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

#### **Technology**

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

Method of delivery: Distance Learning

**Module code: RLCA 271**

**Semester 1 & 2**

**NQF level: 6**

**Title: Life Skills: Creative Arts**

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

**Module code: RLSD 171**

**Semester 1 & 2**

**NQF level: 6**

**Title: Disabilities and Learning Barriers**

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

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

Method of delivery: Distance Learning

**Module code: RLSE 221**

**Semester 2**

**NQF level: 6**

**Title: Emotional and Social Barriers**

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

- a detailed knowledge and understanding of support structures for the gifted learner;
- the ability to address communication difficulties and challenging behaviour; and
- the ability to address emotional difficulties experienced by learners effectively by applying lay counselling principles and skills.

Method of delivery: Distance Learning

**Module code: RLSI 371**

**Semester 1 & 2**

**NQF level: 7**

**Title: Policy Perspective on Inclusive Education**

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

- an integrated knowledge of the main areas of inclusivity and be able to apply and evaluate facts, concepts and theories thereon;
- an understanding and 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 their suitability for a specific difficulty.

|  |                           |                     |
|--|---------------------------|---------------------|
| Method of delivery: Distance Learning  |                           |                     |
| <b>Module code: RLSM 221</b>   | <b>Semester 2</b>         | <b>NQF level: 7</b> |
| <b>Title: Life Skills: Music</b>   |                           |                     |
| 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  |                           |                     |
| <b>Module code: RLSP 371</b>   | <b>Semester 1 &amp; 2</b> | <b>NQF level: 7</b> |
| <b>Title: Life Skills: Physical Education</b>  |                           |                     |
| On successful completion of this module, the student should be able to: <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  |                           |                     |
| <b>Module code: RLSS 211</b>   | <b>Semester 1</b>         | <b>NQF level: 6</b> |
| <b>Title: Social and Health Barriers</b>   |                           |                     |
| On successful completion of this module, the student should be able to: <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  |                           |                     |
| <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>   |                           |                     |

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

- an understanding of relationships between teaching and learning of mathematics through the grades and the extent to which the teaching strategies of the Grade R teacher will have an impact on the total development of the Grade R learner;
- the ability to evaluate and select relevant methods and procedures within the context of mathematics teaching and learning in Grade R;
- the ability to evaluate and select appropriate information sources concerning mathematics learning by young learners;
- 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
- the ability to evaluate and select relevant learning and teaching material for the teaching and learning of mathematics in Grade R.

Method of delivery: Distance Learning

**Module code: RMAT 171**

**Semester 1 & 2**

**NQF level: 5**

**Title: Fundamentals of Mathematics Teaching and Learning in Grade R**

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

- 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;
- knowledge in the main areas of mathematics, including key terms, concepts, facts, rules and theories within the field of basic mathematics; and
- a detailed knowledge of mathematics as implemented in Grade R and the way mathematics relates to other areas of learning.

Method of delivery: Distance Learning

**Module code: RMAT 211**

**Semester 1**

**NQF level: 5**

**Title: Teaching, Learning and Assessment of Mathematics in Grade R**

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

- 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;
- the evaluation, selection and application of relevant methods and procedures within the context of mathematics teaching and learning in Grade R;
- the evaluation, selection and application of the most relevant teaching and learning material for teaching and learning mathematics in Grade R;
- the ability to gather evidence regarding the Grade R learners' mathematical understanding and knowledge;
- the ability to evaluate, select and apply relevant methods and procedures within the context of the assessment of mathematics learning in Grade R; and
- the ability to use gathered evidence regarding the Grade R learners' mathematical understanding and knowledge to plan, implement and revise mathematical learning opportunities to ensure effective concept forming by the Grade R learners.

Method of delivery: Distance Learning

**Module code: RRTL 271**

**Semester 1 & 2**

**NQF level: 6**

**Title: Grade R Teaching and Learning**

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

- demonstrate a sound knowledge of the history, theories, models and programmes in pre-primary schools, internationally and in South Africa;
- display a sound knowledge of assessing the development and learning of Grade R learners;
- comprehend, consider and apply ethical implications during the assessment of the Grade R learner; and
- display a well-grounded knowledge of how to use play at the centre of the Grade R curriculum.

Method of delivery: Distance Learning

**Module code: RTAL 171**

**Semester 1 & 2**

**NQF level: 6**

**Title: Teaching and Learning**

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

**Module code: RTCL 111**

**Semester 1**

**NQF level: 5**

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

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

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

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

Method of delivery: Distance Learning

**Module code: RWIL 211**

**Semester 1**

**NQF level: 6**

**Title: Work-integrated Learning in Grade R Teaching 3**

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

- a basic knowledge of and applied competency in the following programme components:
  - Grade R Teaching and Learning (RRTL 271);
  - Grade R Education Management (REDM 271);
  - Child Development and Perceptual Skills (RCDP 211); and
  - Life Skills: Creative Arts (RLCA 271).
- and the ability to integrate knowledge, skills and attitude, as contained in the various programmes components listed above, by:
  - applying the theoretical knowledge, he/she has obtained in the different professional studies and modules in work-related training in an integrated way;
  - developing and using observational skills, analysing observational data and reflecting on the work-related training experience; and
  - demonstrating an awareness of the complexity of the teacher's role in enabling learning in a complex educational environment.

Method of delivery: Distance Learning

**Module code: RWIL 221**

**Semester 2**

**NQF level: 6**

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

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

**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)**

**Module code: RWIL 311**

**Semester 1**

**NQF level: 7**

**Title: Work-integrated Learning in Grade R Teaching 5**

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

- demonstrate an integrated knowledge of Grade R classroom management and practice as well as basic research methods and methodologies pertaining to Grade R;
- apply the theoretical knowledge he/she has obtained in the different professional studies and modules in work-related training;
- develop and use observational skills, analyse observational data and reflect on the work-related training experience;
- demonstrate adequate skills and competencies in effective classroom management and organisation and research, and provide physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context;
- demonstrate the ability to be a professional teacher and form professional relationships; and
- identify problems related to discipline and take appropriate steps to solve such problems.

Method of delivery: Distance Learning

**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)**

**Module code: RWIL 321**

**Semester 2**

**NQF level: 7**

**Title: Work-integrated Learning in Grade R Teaching 6**

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

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

Method of delivery: Distance Learning

## **EDU.5 RULES FOR THE QUALIFICATION IN DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION (ECCE)**

### **EDU.5.1 PURPOSE AND RATIONALE FOR THE QUALIFICATION<sup>2</sup>**

The purpose of the Diploma in Early Childhood Care and Education (Dipl ECCE) is to develop professionally competent educators who can demonstrate the general principles, focused knowledge and skills that are appropriate for facilitating learning in ECCE contexts. The qualification requires in-depth specialisation of knowledge, as well as practical skills and experience required in an ECCE context for progressing in a professional career as an ECCE educator and lead to the application of ECCE competencies.

#### **EDU.5.1.1 Duration (Minimum and Maximum Duration)**

The minimum and maximum duration of study for the qualification Diploma in Early Childhood Care and Education (distance) programme offered by the faculty are as follows:

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

#### **EDU.5.1.2 Articulation**

The diploma may be presented for admission into Bachelor of Education in Early Childhood Care and Education programme. If you did the Diploma 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 ECCE of the NWU provides students with 164 credits when articulating into the NWU Bachelor of Education in ECCE degree. This will enable successful applicants in the Bachelor of Education in ECCE 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.

A qualification may not be awarded for early exit from a Diploma in ECCE.

#### **Important information when planning to articulate to the NWU BEd ECCE after completing the NWU Diploma in ECCE:**

- According to the MRQECDE, the BEd ECCE student is obliged to specialise in the Home Language or First Additional Language as per matric certificate/Grade 12 results, as well as to be partially proficient in a Language of Conversational Competence.
- When a student applies for the BEd ECCE, the following are considered:
  - the AP Score (a minimum of 26)
  - 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 ECCE 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, and IsiXhosa. A student who enrolled for any other African language in Grade 12, cannot be accepted.
- As the BEd ECCE programme is an integrated training programme (integrating didactics training across disciplines), a student who completes language training at any other institution in any

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<sup>2</sup> Delivery of programme subject to institutional directives. **Not on offer in 2026.**

language not offered in the NWU BEd ECCE programme, cannot be accredited for such training in the NWU BEd ECCE programme. Students who completed the Diploma in ECCE with the NWU can therefore only be accepted in the NWU BEd ECCE programme if the languages indicated on their Grade 12 certificate correspond with those languages offered by the NWU in the BEd ECCE 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 ECCE.

### **EDU.5.1.3 Admission requirements for the qualification**

#### **General admission requirements**

- National Senior Certificate (NSC) or Senior Certificate (SC); or
- a National Senior Certificate for Adults (NASCA); or
- a Level 4 National Certificate (Vocational) with a diploma entry endorsement or equivalent.
- A Level 4 Occupational Certificate in ECD can also be presented for consideration for admission; and
- a Level 5 certificate or diploma can be presented for consideration for admission and assessment pertaining to advanced credit standing.
- Be cleared in terms of the provisions of the Children's Act, Act 38 of 2005 as persons suitable to work with babies, toddlers and young children as contemplated in section 97 (3) and duly verified against Part B of the National Protection Register in accordance with section 126 of the said Act.

**Please note:** Students wishing to study the Diploma in ECCE must have sufficient internet access as the programme 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 university's Learning Management System (LMS) and other online platforms.

#### **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: Wi-Fi enabled, one of the operating systems Windows, Android or Apple, 3G enabled (preferable) and 32 GB (preferable).

### **EDU.5.1.4 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.5.1.5 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 NWU Diploma in ECCE are required to complete a total of **18 weeks' practicum** at a school (in an ECCE 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 ECCE 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 ECCE learning experiences as well as in the assessment of ECCE learner development; the mentor is also required to reflect with the student on all aspects of ECCE teaching practice and to formatively assess the way the student implemented prescribed WIL tasks in the ECCE 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 (EWIL111 & EWIL121) **AND** 2<sup>ND</sup> YEAR WIL MODULES (EWIL211 AND EWIL221) ARE PREREQUISITES FOR REGISTERING FOR THE 3<sup>RD</sup> YEAR WIL MODULES (EWIL311 AND EWIL321).
- 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 that are already practising ECCE teachers, need to 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 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.5.2 LIST OF MODULES<sup>3</sup>

**IMPORTANT:** All Diploma in ECCE Teaching students must specialise in two languages, one at Home Language level (HL) and the other as a Language of Conversational Competence.

| Module Code | Module Name   | Prerequisites | NQF level | Credits |
|-------------|---|---------------|-----------|---------|
| ALDE 111    | Fundamental Academic Literacy and Support   |               | 5         | 12      |
| ECCR 121    | Creativity in the early years 1   |               | 5         | 16      |
| ECDD 321    | Creative Arts: Drama and dance  |               | 6         | 12      |
| ECLA 211    | Early communication, language and literacy for the young child (0-3 years): Afrikaans |               | 5         | 12      |
| ECLA 311    | Early communication, language and literacy for the young child (3-5 years): Afrikaans |               | 6         | 12      |
| ECLC 211    | Constructions of early learning and care.   |               | 6         | 12      |
| ECLE 211    | Early communication, language and literacy for the young child (0-3 years): English   |               | 5         | 12      |
| ECLE 311    | Early communication, language and literacy for the young child (3-5 years): English   |               | 6         | 12      |
| ECLO 211    | Early communication, language and literacy for the young child (0-3 years): Sesotho   |               | 5         | 12      |
| ECLO 311    | Early communication, language and literacy for the young child (3-5 years): Sesotho   |               | 6         | 12      |
| ECLS 211    | Early communication, language and literacy for the young child (0-3 years): Setswana  |               | 5         | 12      |
| ECLS 311    | Early communication, language and literacy for the young child (3-5 years): Setswana  |               | 6         | 12      |
| ECLX 211    | Early communication, language and literacy for the young child (0-3 years): isiXhosa  |               | 5         | 12      |

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<sup>3</sup> Delivery of programme subject to institutional directives.

|          |  |  |   |    |
|----------|--|--|---|----|
| ECLX 311 | Early communication, language and literacy for the young child (3-5 years): isiXhosa |  | 6 | 12 |
| ECLZ 211 | Early communication, language and literacy for the young child (0-3 years): isiZulu  |  | 5 | 12 |
| ECLZ 311 | Early communication, language and literacy for the young child (3-5 years): isiZulu  |  | 6 | 12 |
| ECMM 211 | Creative Arts: Music and movement in the early years                                 |  | 6 | 8  |
| EOA 311  | Conversational Language Proficiency Afrikaans  |  | 5 | 12 |
| ECOO 311 | Conversational Language Proficiency Sesotho  |  | 5 | 12 |
| ECOT 311 | Conversational Language Proficiency Setswana   |  | 5 | 12 |
| ECOX 311 | Conversational Language Proficiency isiXhosa   |  | 5 | 12 |
| ECOZ 311 | Conversational Language Proficiency isiZulu  |  | 5 | 12 |
| EEDL 321 | Education law in the ECCE setting  |  | 6 | 8  |
| EEDM 271 | Education Management in the early years  |  | 6 | 16 |
| EEMS 311 | Management and Systems in ECCE   |  | 6 | 8  |
| EESB 271 | Emotional and Social Barriers in the early years                                     |  | 6 | 16 |
| EHIS 121 | History of ECCE  |  | 6 | 8  |
| EKUW 111 | Knowledge and understanding of the world   |  | 6 | 12 |
| ELSI 371 | Inclusive education in the early years   |  | 6 | 12 |
| EMKP 211 | Mathematical knowledge for ECCE teachers in practice 1                               |  | 6 | 12 |
| EMKT 111 | Mathematical knowledge for ECCE teachers   |  | 5 | 12 |
| EPFC 221 | Building Partnerships with families and communities                                  |  | 6 | 12 |
| EPOL 211 | ECCE policies  |  | 6 | 8  |
| ERES 311 | Research in the early years  |  | 6 | 8  |

|          |   |  |   |    |
|----------|---|--|---|----|
| ESHG 311 | Social Science in the early years 1: History and Geography          |  | 6 | 12 |
| ESNT 321 | Social Science in the early years 2: Natural Science and Technology |  | 6 | 12 |
| ETLP 171 | Teaching and learning through play                                  |  | 5 | 16 |
| EWEL 111 | Health, Safety and Nutrition in the ECCE centre                     |  | 5 | 12 |
| EWEL 121 | Well-being in early childhood                                       |  | 5 | 12 |
| EWIL 111 | Work-integrated Learning 1  |  | 5 | 8  |
| EWIL 121 | Work-integrated Learning 2  |  | 6 | 8  |
| EWIL 211 | Work-integrated Learning 3  |  | 6 | 8  |
| EWIL 221 | Work-integrated Learning 4  |  | 6 | 8  |
| EWIL 311 | Work-integrated Learning 5  |  | 6 | 8  |
| EWIL 321 | Work-integrated Learning 6  |  | 7 | 8  |
| EYFA 221 | First Additional English Language                                   |  | 6 | 12 |
| RTCL 111 | Educational Media & Technology                                      |  | 5 | 8  |

### EDU.5.3 DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION<sup>4</sup>

#### EDU.5.3.1 Exit Level Outcomes and Associated Assessment Criteria

| Dip (ECCE) Qualification outcomes  | Assessment criteria   |
|--|---|
| Exit level: NQF 6  |   |
| <i>After the successful completion of this qualification, the student must be able to demonstrate:</i> | <i>Students have mastered the outcomes if they are able to:</i> |

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<sup>4</sup> Delivery of programme subject to institutional directives.

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| <p>1. Detailed professional and practical knowledge and disciplinary knowledge base required for the holistic development of the baby, toddler and young child to enable transformation in communities, in the ECCE profession in local and national contexts to interpret knowledge in the field of ECCE.</p>   | <p>1.1 Use acquired disciplinary and pedagogic knowledge, learning and developmental theories to support the holistic development of the young child in diverse contexts of practice to promote young children's development and learning in different contexts.</p> <p>1.2 Applying relevant pedagogic and content knowledge of numeracy, literacy and life skills to build meaningful learning opportunities in the ECCE playroom.</p> <p>1.3 Apply knowledge, skills and dispositions theoretically with links to practical learning in relevant ECCE local and national contexts.</p> <p>1.4 Integrate technology for own learning and to facilitate young children's learning.</p>  |
| <p>2. Clear understanding of prevalent schools of thought working with children, families, and communities to enhance transformation in diverse and adverse contexts within the ECCE setting in responsive ways (ELO2).</p>  | <p>2.1 Creating effective learning environments including managing behaviour in the ECCE playroom.</p> <p>2.2 Formulate responses that demonstrate flexibility and adaptability to contexts of ECCE practice by interpreting and applying policies, and regulations for ECCE settings.</p> <p>2.3 Translate disciplinary knowledge into practical ways of working with young children, families and communities.</p> <p>2.4 Foster skills to develop partnership relationships with families and community and interactions to advance children's development and learning to enhance sustainability and societal issues.</p>  |
| <p>3. The ability to distinguish discipline-specific methods and techniques of scientific inquiry appropriate for implementation in the ECCE field, the ability to gather, analyse, process and present integrated literature on a discipline-related topic relating to ECCE.</p>  | <p>3.1 Foster an understanding of the potential and capabilities of the child as a competent individual, and develop strategies so that the full potential and capabilities of the young child can be realised;</p> <p>3.2 Ensuring effective health, safety and nutrition practices.</p> <p>3.3 Apply intellectual independence, a basic understanding of research methods and strategies in the ECCE context.</p>  |
| <p>4. Ability to position own knowledge and understanding of the inclusive environment to apply knowledge and professional skills to theoretical, practical contexts linked to an appropriate understanding within the historical context of the ECCE field as well as the intellectual traditions and societal conditions that have shaped diverse local, national and educational systems.</p> | <p>4.1 Develop a responsive approach to operate in an inclusive society by demonstrating sensitivity and the competence to work with different dimensions of diversity in familiar and unfamiliar ECCE contexts considering historical differences.</p> <p>4.2 Create partnerships and interactions with families and communities to enhance sustainability, prosperity and advancement of societal harmony to advance children's learning in a diverse ECCE context.</p> <p>4.3 Apply social, civic and environmental responsibilities within the context of ECCE and display a commitment to social justice, democracy, human rights and the integrity of the environment, and an awareness and understanding of moral, ethical, social, cultural, religious and environmental issues.</p> |
| <p>5. Ability to analyse, select and effectively implement stimulation, nurture and care for young children with a view to develop and implement</p>   | <p>7.1 Apply and develop appropriate strategies to stimulate play, learning, nurture and care of young children and exposure to real-life practical learning experiences.</p>  |

|  |  |
|--|--|
| <p>linguistic-, cultural and developmentally appropriate strategies and methods to address fundamental challenges and complex problems in the ECCE context.</p>  | <p>5.2 Use critical thinking skills, apply solutions and reflect on complex health, safety and nutrition practices in the ECCE context.</p> <p>5.3 Formulate decisions based on linguistic-, cultural and appropriate strategies and methods to address fundamental challenges in complex ECCE contexts.</p>   |
| <p>6. Ability to communicate effectively and manage appropriate communication strategies and ICTs in the ECCE context for collaboration and promotion of the development of multi-lingual skills to enhance respect and understanding within the social, cultural and multi-linguistic and literacies of South African society.</p>  | <p>6.1 Communicate effectively in a variety of formats (oral, written, visual and electronic) to diverse audiences and for various purposes in the ECCE context to facilitate effective, collaborative communication with all persons involved in the ECCE context and communities.</p> <p>6.2 Act as innovative thinkers and communicators, (individually and part of a group) capable of critical analysis, creative problem solving and the generation of original ideas and concepts in the ECCE context.</p> <p>6.3 Interact and collaborate effectively with ECCE practitioners, and work as part of a team, in diverse social, cultural and diverse context.</p> <p>6.4 Analysis of alternative approaches and commitment to the development of multi-lingual skills to promote respect and understanding within the social, cultural and linguistic diversity of South African society, by the development of own competence in multilingualism language practices.</p> <p>6.5 Develop a basic level of research competence and communicate ideas and understanding verbally, in writing and via appropriate technologies and media in an accurate and coherent manner, with the understanding of copyright principles and adherence to the rules on plagiarism.</p> |
| <p>7. Act in accordance with the code of conduct and rules of practice relevant to working with young children in diverse and adverse contexts; and the coherent understanding of the ethical implications of decisions, actions and practices specifically relevant to the democratic values to promote equity, social justice, human dignity, quality access, active participation and freedom and life-long learning.</p> | <p>7.1 Adhere to the provisions of the Children’s Act, Act 38 of 2005 as persons suitable to work with babies, toddlers and young children as contemplated in section 97 (3) and duly verified against Part B of the National Protection Register in accordance with section 126 of the said Act.</p> <p>7.2 Reflect on the values, ethical conduct and justifiability of decisions and actions appropriate to the practice of ECCE professionals by developing a professional mindset, roles and adopting professional practices and responsibilities.</p> <p>7.3 Act appropriately when working with young children and colleagues in line with the code of conduct and rules of practice.</p>   |
| <p>8. An ability to critically reflect on own performance and to support the learning needs of others, to take responsibility for his or her own decisions and actions.</p>  | <p>8.1 Capacity for self-reflection and self-discovery that supports continuing personal and professional development, based on a clear understanding of personal strengths and weaknesses.</p> <p>8.2 Develop basic leadership, managerial, administration and entrepreneurship skills and continue their own professional practices and life-long learning.</p>  |

### EDU.5.3.2 Compilation of Curriculum: Diploma in Early Childhood Care and Education

The Diploma in ECCE has a **fixed curriculum**. This implies that students **cannot** register for modules in any semester. Instead, students must register for and participate in modules as follows:

- Modules with **111 and 211 and 311 module codes** can only be completed in the **first semester** (January – June).
- Modules with **121 and 221 and 321 module codes** can only be completed in the **second semester** (July – December).
- All **year modules (modules with 171 or 271 or 371 module codes)** must be completed from **January – December**. You will be required to submit assignments to gain access to the examination, also in the second semester, to pass these modules.

| YEAR LEVEL 1                            |            | YEAR LEVEL 2   |            | YEAR LEVEL 3  |            |
|---|------------|--|------------|---|------------|
| MODULE CODE                             | CR         | MODULE CODE  | CR         | MODULE CODE   | CR         |
| <b>YEAR MODULES</b>                     |            |  |            |   |            |
| ETLP171                                 | 16         | EESB271  | 16         | ELSI371   | 12         |
|   |            | EEDM271  | 16         |   |            |
| <b>Total:</b>                           | <b>16</b>  | <b>Total:</b>  | <b>32</b>  | <b>Total:</b>   | <b>12</b>  |
| <b>FIRST SEMESTER</b>                   |            |  |            |   |            |
| ALDE111                                 | 12         | <b>CHOOSE ONE:</b><br>ECLA211 /<br>ECLE211 /<br>ECLO211 /<br>ECLS211 /<br>ECLX211 /<br>ECLZ211 | 12         | <b>CHOOSE ONE CONTINUATION:</b><br>ECLA311 /<br>ECLE311 /<br>ECLO311 /<br>ECLS311 /<br>ECLX311 /<br>ECLZ311 | 12         |
| EKUW111                                 | 12         | ECLC211  | 12         | <b>CHOOSE ONE:</b><br>ECO311 /<br>ECOO311 /<br>ECOT311 /<br>ECOX311 /<br>ECOZ311                            | 12         |
| EMKT111                                 | 12         | ECMM211  | 8          | EEMS311   | 8          |
| EWEL111                                 | 12         | EMKP211  | 12         | ERES311   | 8          |
|   |            | EPOL211  | 8          | ESHG311   | 12         |
| EWIL111                                 | 8          | EWIL211  | 8          | EWIL311   | 8          |
| RTCL111                                 | 8          |  |            |   |            |
| <b>Total 1<sup>st</sup> semester</b>    | <b>64</b>  | <b>Total 1<sup>st</sup> semester</b>   | <b>60</b>  | <b>Total 1<sup>st</sup> semester</b>  | <b>60</b>  |
| <b>SECOND SEMESTER</b>                  |            |  |            |   |            |
| ECCR 121                                | 16         | EPFC 221   | 12         | ECDD 321  | 12         |
| EHIS 121                                | 8          | EYFA 221   | 12         | EEDL 321  | 8          |
| EWEL 121                                | 12         |  |            | ESNT 321  | 12         |
| EWIL 121                                | 8          | EWIL 221   | 8          | EWIL 321  | 8          |
|   |            |  |            |   |            |
| <b>Total 2<sup>nd</sup> semester</b>    | <b>44</b>  | <b>Total 2<sup>nd</sup> semester</b>   | <b>32</b>  | <b>Total 2<sup>nd</sup> semester</b>  | <b>40</b>  |
| <b>Total YEAR LEVEL 1</b>               | <b>124</b> | <b>Total YEAR LEVEL 2</b>  | <b>124</b> | <b>Total YEAR LEVEL 3</b>   | <b>112</b> |
| <b>Total credits for the curriculum</b> |            |  |            |   | <b>360</b> |

## EDU.5.4 MODULE OUTCOMES<sup>5</sup>

|  |                   |                     |
|--|-------------------|---------------------|
| <b>Module code: ALDE 111</b>   | <b>Semester 1</b> | <b>NQF level: 5</b> |
| <b>Module Title:</b> Fundamental Academic Literacy and Support   |                   |                     |
| <p><b>Module outcomes:</b> On successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> <li>• demonstrate basic knowledge of the nature and scope of academic literacy;</li> <li>• identify and interpret elementary academic vocabulary;</li> <li>• demonstrate basic knowledge of and skills to interpreting academic texts, which include applying information and understanding the implications of this application;</li> <li>• be familiar with distinguishing between essential and non-essential information and fact and opinion;</li> <li>• understand the importance of sequence and order, making comparisons and drawing inferences when dealing with academic texts;</li> <li>• demonstrate an elementary knowledge of academic support.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance  |                   |                     |

|  |                   |                     |
|--|-------------------|---------------------|
| <b>Module code: ECCR 121</b>   | <b>Semester 2</b> | <b>NQF level: 5</b> |
| <b>Module Title (name):</b> Creativity in the early years 1  |                   |                     |
| <p><b>Module outcomes:</b> On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a basic knowledge of the development of creative thinking in babies, toddlers and young children;</li> <li>• an informed understanding of the development of the expression of creativity through visual arts in babies, toddlers and young children;</li> <li>• an informed understanding of theories of Creative arts in the early years;</li> <li>• the ability to select inquiry tools to support learning within visual arts, within the content structure of Creative arts;</li> <li>• the ability to select an inclusive and multicultural learning environment that will inspire babies, toddlers and young children to be creative.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance  |                   |                     |

|  |                   |                     |
|--|-------------------|---------------------|
| <b>Module code ECDD 321</b>  | <b>Semester 2</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Creative Arts: Drama and dance in the early years  |                   |                     |
| <p><b>Module outcomes:</b> On completion of the module the student should be able to:</p> <ul style="list-style-type: none"> <li>• expose the young child to several arts such as dance and drama;</li> <li>• use, creative and innovative thinking during the analysis and assessment of child drama and dance and of the subject didactics of creative art with regard to the symbolising and schematising stages of child art;</li> <li>• demonstrate an understanding of the forming language elements in creative art and present it practically, as applicable to the practice of the teaching of art in the reception year;</li> <li>• demonstrate basic values in the assessment of child art with regard to its diversity in the foundation phase. This should take place within the context of a multicultural society through the evaluation of oneself, others and learners' progress in a fair and reasoned manner;</li> <li>• have a better understanding of the young child and how art impacts his/her development;</li> </ul> |                   |                     |

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<sup>5</sup> Delivery of programme subject to institutional directives. **Not on offer in 2026.**

- identify the visual elements and terminology of art and apply these in an informal lesson in keeping with the Curriculum Assessment Policy Statement;
- stimulate the young child creatively by exposing him/her to an array of art techniques such as drawing, painting, modelling, patterns, applied design and clay work;
- assess the young child's knowledge, artistic abilities and values;
- apply the various art techniques personally and to present these as a portfolio.

**Method of delivery:** Distance

|  |                   |                     |
|--|-------------------|---------------------|
| <b>Module code:</b> ECLA 211 / ECLE 211 / ECLO 211 / ECLS 211 / ECLX 211 | <b>Semester 1</b> | <b>NQF level: 5</b> |
|--|-------------------|---------------------|

**Module Title (name):** Early communication, language and literacy for the young child (0-3 years): Afrikaans/English/Sesotho/Setswana /isiXhosa

**Module outcomes:** On completion of the module the student should be able to demonstrate:

- knowledge of concepts and principles of early communication, language and emergent literacy development in very young children;
- knowledge of the expected normal milestones of communication, language and emergent literacy in children 0-3 years old and the ability to describe the expected milestones when observing a very young child;
- describe the importance of relationships and reciprocal interaction in the development of communication, language and emergent literacy and socio-emotional health;
- translate knowledge of early communication, language and emergent literacy development into planning a culture sensitive and supportive learning environment for very young children;
- translate knowledge of early relationship, communication, language and emergent literacy development into designing play-based routines, activities and learning opportunities;
- ability to create a supportive learning environment and effectively apply play-based routines, activities and learning opportunities;
- ability to detect signs of early developmental delay by observation of a very young child;
- reflect on the reciprocal interactions during effective play-based routines, activities and learning opportunities.

**Method of delivery:** Distance

|  |                   |                     |
|--|-------------------|---------------------|
| <b>Module code:</b> ECLA 311 / ECLE 311 / ECLO 311 / ECLS 311 / ECLX 311 | <b>Semester 1</b> | <b>NQF level: 6</b> |
|--|-------------------|---------------------|

**Module Title (name):** Early communication, language and literacy for the young child (0-3 years): Afrikaans/English/Sesotho/Setswana /isiXhosa

**Module outcomes:** On completion of the module the student should be able to demonstrate:

- understanding of the integrative development of early listening, communication, language and emergent literacy skills in young children (3-5 years) to achieve critical thinking, conversational, reading and writing skills necessary for future academic success;
- show knowledge of the expected normal milestones of communication, language and emergent literacy skills in young children (3-5 years) and recognize early signs of developmental delay;
- ability to report on the development of the components of emergent literacy (Listening skills, phonological awareness, vocabulary, print knowledge, story comprehension, pragmatics, conversational skills and critical thinking) when observing a child;
- ability to choose and utilize conversations, stories, songs, books, e-books and multi-literacy materials, in a culturally sensitive and age appropriate manner, to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge of the integrative development of early listening, communication, language and emergent literacy skills in young children to select, prepare and produce age appropriate materials to develop early listening, communication, language and emergent literacy skills in young children (3-5 years);
- translate knowledge on the development of the components of emergent literacy to demonstrate the ability prepare and produce interactive, reciprocal and play-based activities to

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|--|
| develop critical thinking, conversational, reading and writing skills necessary for future academic success with young children;<br>• ability to assess own reading style and change or adapt to support optimal learning opportunities to young children. |
| <b>Method of delivery:</b> Distance  |

|  |                   |                     |
|--|-------------------|---------------------|
| <b>Module code: ECLC 211</b>   | <b>Semester 1</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Constructions of early learning and care.  |                   |                     |
| <b>Module outcomes:</b> On completion of the module the student should be able to demonstrate: <ul style="list-style-type: none"> <li>• detailed knowledge and understanding of constructions of early childhood from different theoretical perspectives informing being, becoming and belonging;</li> <li>• clear understanding of being, becoming and belonging, together with early care and learning in context to create responsive learning environments and practice with and for babies, toddlers and young children;</li> <li>• the ability to identify and analyse how the being, becoming and belonging theoretical framings are influenced by factors such as conditions, realities and indigenous knowledge in Africa;</li> <li>• detailed knowledge and understanding of theories of how babies, toddlers and young children learn and how they should be cared for in context.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance  |                   |                     |

|  |                   |                     |
|--|-------------------|---------------------|
| <b>Module code: ECMM 211</b>   | <b>Semester 1</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Creative Arts Music and movement in the early years  |                   |                     |
| <b>Module outcomes:</b> On completion of the 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>• assess the young child's knowledge, musical skills and values; and</li> <li>• listen to, read and write music, to play simple accompaniments on the guitar and Orff/African percussion instruments and melodic patterns on the recorder.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance  |                   |                     |

|  |                   |                     |
|--|-------------------|---------------------|
| <b>Module code: ECOA 311 / ECOO 311/ ECOT 311/ ECOX 311</b>  | <b>Semester 1</b> | <b>NQF level: 5</b> |
| <b>Module Title (name):</b> Conversational Language proficiency: Afrikaans/Sesotho /Setswana /isiXhosa   |                   |                     |
| <b>Module outcomes:</b> On completion of this module, the student should demonstrate: <ul style="list-style-type: none"> <li>• cognitive academic language proficiency in an African language of speaking, reading, writing and listening in order to communicate across the curriculum;</li> <li>• the ability to use language for interpersonal and pedagogic purposes in the playroom in order to perform teaching activities in a fluent and confident way in a conversational language;</li> <li>• an enriched personal language profile by acquiring functional knowledge of appropriate words and phrases in an African language;</li> <li>• the ability to identify and distinguish different communicative skills and strategies underpinning spoken communication required within an education context;</li> <li>• the ability to understand and distinguish the three contexts—communicative, situational, and sociocultural—in which communication and literacy develop;</li> <li>• the ability to facilitating playroom management in a conversational language;</li> <li>• the ability to use conversational language for interpersonal and pedagogic purposes in the playroom in order to perform teaching activities in a fluent and confident way.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance  |                   |                     |

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|---|-------------------|---------------------|
| <b>Module code: EEDL 321</b>  | <b>Semester 2</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Education law in the ECCE setting   |                   |                     |
| <p><b>Module outcomes:</b> On successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> <li>• an understanding of the Constitution of South Africa and the implication thereof for education;</li> <li>• the ability to apply the key terms, concepts and legal principles of the CRSA within the framework of Birth - 4 years' practices;</li> <li>• an understanding of the human rights contained in the CRSA and the implications thereof within the school, and playroom;</li> <li>• an understanding of the South African Schools Act;</li> <li>• the comprehension of school management and governance in accordance with the South African Schools Act.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance   |                   |                     |

|  |                    |                     |
|--|--------------------|---------------------|
| <b>Module code EEDM 271</b>  | <b>Year Module</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Education Management in the early years  |                    |                     |
| <p><b>Module outcomes:</b> On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• demonstrate integrated knowledge with regard to playroom organisation;</li> <li>• demonstrate an understanding of and an 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 playroom organisation;</li> <li>• demonstrate the ability to manage and support the learning needs of all young children; and</li> <li>• comprehend, consider and apply ethical implications of decisions and actions taken within the professional context with specific focus on birth – 4 years.</li> </ul> |                    |                     |
| <b>Method of delivery:</b> Distance  |                    |                     |

|  |                   |                     |
|--|-------------------|---------------------|
| <b>Module Code: EEMS 311</b>   | <b>Semester 1</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Management and systems in ECCE   |                   |                     |
| <p><b>Module outcomes:</b> On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge with regard to 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 Birth - 4 years' playroom;</li> <li>• display an understanding and make decisions in light of the nature, aims and structure of an education system;</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 Birth - 4 years' context.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance  |                   |                     |

|  |                    |                     |
|--|--------------------|---------------------|
| <b>Module code: EESB 271</b>   | <b>Year Module</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Emotional and Social Barriers in the early years   |                    |                     |
| <p><b>Module outcomes:</b> On successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> <li>• discipline-specific detailed conceptual as well as theoretical knowledge and understanding with regard to emotional and social difficulties as identified;</li> </ul> |                    |                     |

- detailed knowledge and understanding of the role of the teacher, family and community in supporting learners experiencing emotional and social difficulties as identified during early childhood;
- the ability to effectively apply the necessary skills, attitudes and values to render support to learners who experience emotional and social difficulties in the early childhood
- knowledge and awareness of, as well as personal reflection on their professional conduct towards all learners.

**Method of delivery:** Distance

|                            |                   |                     |
|----------------------------|-------------------|---------------------|
| <b>Module code EHS 121</b> | <b>Semester 2</b> | <b>NQF level: 6</b> |
|----------------------------|-------------------|---------------------|

**Module Title (name):** History of ECCE

**Module outcomes:** On completion of the module the student should be able to demonstrate:

- demonstrate a sound knowledge of the **history, theories, models** and programmes in birth – 4 years' sites/centres internationally and in South Africa.
- demonstrate integrated knowledge with regard to playroom organisation;
- demonstrate an understanding of and an 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 playroom organisation;
- demonstrate the ability to manage and support the learning needs of all young children;
- comprehend, consider and apply ethical implications of decisions and actions taken within the history and theories based on birth – 4 years.

**Method of delivery:** Distance

|                             |                   |                     |
|-----------------------------|-------------------|---------------------|
| <b>Module code: EKW 111</b> | <b>Semester 1</b> | <b>NQF level: 6</b> |
|-----------------------------|-------------------|---------------------|

**Module name:** Knowledge and understanding of the world

**Module outcomes:** On completion of the module the student should be able to demonstrate:

- detailed knowledge and clear understanding of theories of Beginning knowledge in the early years;
- interrogate the structure of Beginning knowledge in order to use central concepts and inquiry tools to support learning;
- ability to effectively implement and setting up learning environments to support *Beginning knowledge*;
- translate own knowledge, appropriate learning standards and other indigenous resources to design, plan, implement, evaluate and reflect on meaningful play experiences for each child in *Beginning knowledge*.
- analyse the nature and scope of a contextual problems and challenges to design, plan, implement, evaluate and reflect on meaningful play experiences for each child in Beginning knowledge and select the best possible solution to solve and address problems with a view to support progress in the practice of Beginning knowledge in the early years.

**Method of delivery:** Distance

|                             |                    |                     |
|-----------------------------|--------------------|---------------------|
| <b>Module code ELSI 371</b> | <b>Year module</b> | <b>NQF level: 6</b> |
|-----------------------------|--------------------|---------------------|

**Module Title (name):** Inclusive education in the early years

**Module outcomes:** On completion of the module the student should be able to demonstrate:

- detailed understanding and knowledge of international and local policy frameworks on inclusive education;
- detailed knowledge and understanding of learning theories to identify how they influence teaching strategies selected in an ECCE setting;

- detailed knowledge and understanding of early identification of barriers to learning and development;
- selection and application of appropriate teaching methods to design a learning programme in which curriculum adaptation is implemented for young children with diverse needs in their own context;
- Creation and management of an enabling inclusive learning environment;
- application of ethical principles in order to promote social cohesion through inclusive educational practices.

**Method of delivery:** Distance

|                              |                   |                     |
|------------------------------|-------------------|---------------------|
| <b>Module code: EMKP 211</b> | <b>Semester 1</b> | <b>NQF level: 6</b> |
|------------------------------|-------------------|---------------------|

**Module name:** Mathematical knowledge for ECCE teachers in practice 1

**Module outcomes:** On completion of the module the student should be able to demonstrate:

- detailed knowledge and understanding of emergent mathematics in the early years;
- detailed knowledge and understanding of ethno-mathematics in the early years;
- ability to distinguish and evaluate competencies related to emergent mathematics;
- ability to select, plan and implement emergent mathematics through play for babies, toddlers and young children.

**Method of delivery:** Distance

|                              |                   |                     |
|------------------------------|-------------------|---------------------|
| <b>Module code: EMKT 111</b> | <b>Semester 1</b> | <b>NQF level: 5</b> |
|------------------------------|-------------------|---------------------|

**Module name:** Mathematical knowledge for ECCE teachers

**Module outcomes:** On completion of the module the student should be able to demonstrate:

- knowledge and informed understanding of theories, concepts and principles of early mathematics for young children;
- the ability to manage and apply knowledge of child development and early learning knowledge to support early mathematics;
- ability to select, plan, implement and manage learning environments suitable for supporting the development of early mathematics;
- the ability to evaluate the structure of the content for supporting early mathematics;
- knowledge and informed understanding of own knowledge about child development and early learning, appropriate learning standards, and indigenous resources to design, plan, implement, evaluate and reflect on meaningful play experiences for each child in early mathematics.

**Method of delivery:** Distance

|                              |                   |                     |
|------------------------------|-------------------|---------------------|
| <b>Module code: EPFC 221</b> | <b>Semester 2</b> | <b>NQF level: 6</b> |
|------------------------------|-------------------|---------------------|

**Module name:** Building Partnerships with families and communities

**Module outcomes:** On completion of the module the student should be able to demonstrate:

- detailed knowledge of Ubuntu and partnerships, working with culturally diverse families and young children within different family structures;
- detailed knowledge of strategies to promote Ubuntu principles with families supporting children in different ECCE models (centre, home and community-based);
- interaction and collaboration with others in diverse cultural and linguistic contexts;
- support for young children's learning and development in partnership with families and communities;
- well-developed networking and negotiation skills, based on ethical principles, within the ECCE setting.

**Method of delivery:** Distance

|   |                   |                     |
|---|-------------------|---------------------|
| <b>Module code EPOL 211</b>   | <b>Semester 1</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> ECCE Policies   |                   |                     |
| <p><b>Module outcomes:</b> On completion of the module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• detailed knowledge of policies, laws, legislations and professional standards in early childhood.</li> <li>• Engagement with identity development of early childhood professionals as critically reflective educators.</li> <li>• Analysis of professionalism in the early years through the use of theoretical knowledge and practical responses,</li> <li>• knowledge of ethics and practical steps to be taken for ethical practices when working with young children in diverse contexts.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance   |                   |                     |

|  |                   |                     |
|--|-------------------|---------------------|
| <b>Module code ERES 311</b>  | <b>Semester 1</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Research in the early years  |                   |                     |
| <p><b>Module outcomes:</b> On completion of the module the student should be able to:</p> <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;</li> <li>• demonstrate and apply basic ethical principles when conducting research in the context of the Birth - 4 years playroom.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance  |                   |                     |

|   |                   |                     |
|---|-------------------|---------------------|
| <b>Module code: ESHG 311</b>  | <b>Semester 1</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Social Science in the early years 1: History and Geography  |                   |                     |
| <p><b>Module outcomes:</b> On completion of the module the student should be able to demonstrate:</p> <p><b>Social Science: History</b></p> <ul style="list-style-type: none"> <li>• understand the development of a just and democratic society;</li> <li>• 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;</li> <li>• demonstrate a general knowledge and an understanding of the history of all people who reside in South Africa;</li> <li>• understand our diverse past and a mutual grasp of how that informs our present reality (historical consciousness);</li> <li>• understand the interpretation of heritage and its roles in constructing identity;</li> <li>• appreciate the special contribution of oral tradition and archaeology, and of the impact of the environment on historical developments;</li> <li>• demonstrate an ability to become critically responsible citizens within a context where human and environmental rights are fostered;</li> <li>• understand patterns of social development and the impact of technology on society and the environment;</li> <li>• display the skill of interacting critically with information from a range of sources, including sources that offer different perspectives of the same event or issue.</li> </ul> <p><b>Social Science: Geography</b></p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understand the place in which they live, of other people and of other places, the significance of location and of how people and places interrelate and interconnect;</li> </ul> |                   |                     |

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

**Method of delivery:** Distance

|                             |                   |                     |
|-----------------------------|-------------------|---------------------|
| <b>Module code ESNT 321</b> | <b>Semester 2</b> | <b>NQF level: 6</b> |
|-----------------------------|-------------------|---------------------|

**Module Title (name):** Social Science in the early years 2: Natural Science and Technology

**Module outcomes:** On completion of the module the student should be able to demonstrate:

**Social Science: Natural Science**

- is an exploration of the world by observing and manipulating common objects and materials in the environment;
- builds on the learner's curiosity and ways of knowing, and encourages investigation of the natural world with a sense of wonderment and provides the learner with the opportunity to develop the process skills so fundamental to scientific inquiry, and creates essential opportunities for language development as the learner talks about experiences;
- encourages the learners to use their most fluent language in order to express their own ideas, describe location as up, down, in front of or behind and to describe and manipulate objects by pushing, pulling, throwing, dropping, and rolling, so that the position and movement of objects receive attention;
- helps learners to recognize names for different properties such as size, shape, texture and colour, and to be able to sort and categorize objects accordingly and to be able to describe, from investigation, the properties of different kinds of materials (e.g. paper, wood, metal, water);
- guides 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;
- guides learners to explore their environments and reflect on their observations and discoveries.

**Social Science: Technology**

Technology helps learners to:

- understand the knowledge related to various aspects of Technology;
- apply the skills relevant to Technology;
- demonstrate a positive attitude to the facilitation of various aspects of Technology; and
- to integrate technology with the subjects for the Foundation Phase (Language and Mathematics);

**Learners should**

- encounter technology through projects structured around technological skills – investigating, designing, making and evaluating;
- be encouraged to express opinions, make choices and plan the way in which things are done. Opportunities should be created for co-operative learning;
- be encouraged to practise activities that will enhance fine motor co-ordination and dexterity through the use of simple tools for cutting, shaping, folding and joining materials like paper and card;
- acquire simple measuring skills and practise it during this process and should be introduced to safety issues, and sensitized to the dangers of electrical outlets, gas and paraffin devices.

**Method of delivery:** Distance

|                             |                    |                     |
|-----------------------------|--------------------|---------------------|
| <b>Module code ETLP 171</b> | <b>Year module</b> | <b>NQF level: 5</b> |
|-----------------------------|--------------------|---------------------|

**Module Title (name):** Teaching and Learning through play

**Module outcomes:** On completion of the module the student should be able to demonstrate the following play based methods:

- basic knowledge and understanding of the information processing model of memory;
- an informed understanding of constructivist approaches to teaching and learning, of the whole child (physical, emotional social and cognitive)
- basic knowledge and understanding of the participative approach in teaching and learning in the playroom;
- a positive attitude towards a process-oriented teaching and learning approach in the playroom;
- an informed understanding of the self-efficacy beliefs in teaching and learning babies, toddler and young child;
- and demonstrate what contribution playroom organisation makes towards effective teaching-learning of babies, toddlers and young children.

**Method of delivery:** Distance

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|------------------------------|-------------------|---------------------|
| <b>Module code:</b> EWEL 111 | <b>Semester 1</b> | <b>NQF level: 5</b> |
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**Module Title (name):** Health, Safety and Nutrition in the ECCE centre

**Module outcomes:** On completion of the module the student should be able to demonstrate:

- informed knowledge of the basic concepts of health, safety and nutrition in early childhood;
- ability to select, plan, implement and manage norms and standards for health, safety and nutrition for babies, toddlers and young children;
- the knowledge of theoretical and practical ways to create a health promoting early learning environment for health, safety and nutrition in collaboration with their staff, parents and other stakeholders; and
- knowledge and informed understanding of supporting babies, toddlers and young children's health, safety and nutrition in responsive ways.

**Method of delivery:** Distance

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|------------------------------|-------------------|---------------------|
| <b>Module code:</b> EWEL 121 | <b>Semester 2</b> | <b>NQF level: 5</b> |
|------------------------------|-------------------|---------------------|

**Module Title (name):** Well-being in early childhood

**Module outcomes:** On completion of the module the student should be able to demonstrate:

- informed knowledge through engaging with theories and concepts of well-being;
- engagement with information about young children's well-being through situation analysis;
- translation of own knowledge, appropriate learning standards and other indigenous resources to design, plan, implement, evaluate and reflect on meaningful play experiences for the development of physical, social and emotional well-being.

**Method of delivery:** Distance

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|------------------------------|-------------------|---------------------|
| <b>Module code:</b> EWIL 111 | <b>Semester 1</b> | <b>NQF level: 5</b> |
|------------------------------|-------------------|---------------------|

**Module Title (name):** Work Integrated Learning 1 (Learning in practice; Learning from practice)

**Module outcomes:** On completion of this module, the student should demonstrate:

- specialised knowledge and informed understanding of academic and professional knowledge related to playroom practise (in practise and from practise);
- an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment including managing the ECCE site; and
- an ability to act in accordance with prescribed organisational and professional ethical codes of conduct, values and practises and to seek guidance on ethical and professional issues.

**Method of delivery:** Distance

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|---|-------------------|---------------------|
| <b>Module code: EWIL 121</b>  | <b>Semester 2</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Work-integrated Learning 2 (Learning in practice; Learning from practice)   |                   |                     |
| <p><b>Module outcomes:</b> On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>specialised knowledge and informed understanding of academic and professional knowledge related to playroom practise (in practise and from practise);</li> <li>an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including managing the ECCE site; and</li> <li>an ability to act in accordance with prescribed organisational and professional ethical codes of conduct, values and practises and to seek guidance on ethical and professional issues.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance   |                   |                     |

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|---|-------------------|---------------------|
| <b>Module code: EWIL 211</b>  | <b>Semester 1</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Work-integrated Learning 3 (Learning in practice; Learning from practice)   |                   |                     |
| <p><b>Module outcomes:</b> On successful completion of this module the student should be able to demonstrate:</p> <ul style="list-style-type: none"> <li>specialised knowledge and informed understanding of academic and professional knowledge related to playroom practise (in practise and from practise);</li> <li>an ability to evaluate and be accountable for the complexity of the teacher's responsibilities in facilitating learning in a diverse educational environment; including managing the ECCE site; and</li> <li>an ability to act in accordance with prescribed organisational and professional ethical codes of conduct, values and practises and to seek guidance on ethical and professional issues.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance   |                   |                     |

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|---|-------------------|---------------------|
| <b>Module code: EWIL 221</b>  | <b>Semester 2</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Work-integrated Learning 4 (Learning in practice; Learning from practice)   |                   |                     |
| <p><b>Module outcomes:</b> On completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> <li>detailed and specialised knowledge and understanding of the practise-based knowledge related to playroom practise (in practise and from practise); as well as the ability to evaluate and solve routine problems related to playroom practise;</li> <li>the ability to select, evaluate and apply the teacher's responsibilities in facilitating learning in a diverse educational environment including managing the ECCE site;</li> <li>understanding of the ethical implications of decisions, actions and practises specifically relevant to teaching, in accordance with the code of conduct of The South African Council for Educators (SACE); and</li> <li>detailed knowledge and understanding of the required language proficiency.</li> </ul> |                   |                     |
| <b>Method of delivery:</b> Distance   |                   |                     |

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|---|-------------------|---------------------|
| <b>Module code: EWIL 311</b>  | <b>Semester 1</b> | <b>NQF level: 6</b> |
| <b>Module Title (name):</b> Work-integrated Learning 5 (Learning in practice; Learning from practice)   |                   |                     |
| <p><b>Module outcomes:</b> On completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> <li>the ability to integrate academic and educational knowledge related to different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;</li> </ul> |                   |                     |

- the ability to select, evaluate and apply the teacher's responsibilities in managing a playroom and facilitating learning in a diverse educational environment including managing the ECCE site;
- accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and
- proof of proficiency in the required language.

**Method of delivery:** Distance

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|------------------------------|-------------------|---------------------|
| <b>Module code:</b> EWIL 321 | <b>Semester 2</b> | <b>NQF level:</b> 7 |
|------------------------------|-------------------|---------------------|

**Module Title (name):** Work-integrated Learning 6 (Learning in practice; Learning from practice)

**Module outcomes:** On completion of this module, the student should

- the ability to integrate academic and educational knowledge related to different aspects in teaching and selecting, managing and performing learning assessment (formative and summative) in practise and from practise;
- the ability to select, evaluate and apply the teacher's responsibilities in managing a playroom and facilitating learning in a diverse educational environment including managing the ECCE site;
- accountable actions in accordance with the code of conduct of The South African Council for Educators (SACE); and
- proof of proficiency in the required language.

**Method of delivery:** Distance

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|-----------------------------|-------------------|---------------------|
| <b>Module code</b> EYFA 221 | <b>Semester 2</b> | <b>NQF level:</b> 6 |
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**Module Title (name):** First Additional English Language

**Module outcomes:** On completion of this module, the student should demonstrate:

- insight and understanding of relevant theoretical foundations in Literacy and Second Language Instruction;
- detailed knowledge and an understanding of what second language instruction should entail for 0-4-year-old young children;
- the ability to engage learners in literacy such as phonics and word identification and vocabulary development;
- the ability to interact creatively with literacy to include diverse learners;
- to select functional and enjoyable multicultural children's literature and how to apply it in teaching;
- the ability to identify the nature and scope of applicable, effective planning and assessment.

**Method of delivery:** Distance

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|------------------------------|-------------------|---------------------|
| <b>Module code:</b> RTCL 111 | <b>Semester 1</b> | <b>NQF level:</b> 5 |
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**Module Title (name):** Educational Media and Technology

**Module outcomes:** On successful completion of this module, the student should demonstrate:

- the ability to use the computer as a tool and to become computer literate and use the Internet to search for possible topics / themes suitable for ECCE playroom 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, spread sheets, graphics, e-mails, browsing and search engines;
- knowledge of hardware, software, networking & peripheral devices;
- 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 & search engines.

**Method of delivery:** Distance

