

# **CALENDAR 2013**

FACULTY OF EDUCATION  
SCHOOL FOR POSTGRADUATE  
STUDIES

**Mafikeng Campus**

Address all correspondence to:

The Registrar  
North-West University  
Mafikeng Campus  
Private Bag X2046  
Mmabatho  
2735

Tel: 018 398 2140

Fax: 018 389 2189

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

**PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.**

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

**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 the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

## Table of Contents

<b>M.1</b>	<b>FACULTY RULES</b> .....	<b>1</b>
<b>M.1.1</b>	<b>AUTHORITY OF THE GENERAL RULES</b> .....	<b>1</b>
M.1.1.1	New policy on the minimum requirements for teacher education qualifications.....	1
<b>M.1.2</b>	<b>FACULTY SPECIFIC POLICY &amp; RULES</b> .....	<b>2</b>
M.1.2.1	Teaching policy.....	2
M.1.2.2	Research policy .....	3
<b>M.1.3</b>	<b>WARNING AGAINST PLAGIARISM</b> .....	<b>3</b>
<b>M.1.4</b>	<b>CAPACITY STIPULATION</b> .....	<b>3</b>
<b>M.1.5</b>	<b>SCHOOLS OF THE FACULTY</b> .....	<b>3</b>
<b>M.1.6</b>	<b>QUALIFICATIONS, DIRECTIONS AND PROGRAMMES</b> .....	<b>3</b>
<b>M.1.7</b>	<b>RECOGNITION OF PRIOR LEARNING</b> .....	<b>4</b>
<b>M.1.8</b>	<b>LIST OF POSTGRADUATE QUALIFICATIONS</b> .....	<b>5</b>
<b>M.1.9</b>	<b>RULES FOR THE HONOURS BACHELOR OF EDUCATION (HONS BEd)</b> .....	<b>6</b>
M.1.9.1	General Information .....	6
M.1.9.1.1	Purpose .....	6
M.1.9.1.2	Duration (minimum and maximum) .....	6
M.1.9.1.3	Admission requirements for the qualification .....	6
M.1.9.1.3.1	General admission requirements .....	6
M.1.9.1.4	Admission to examination.....	7
M.1.9.1.5	Participation marks .....	7
M.1.9.1.6	Examination marks .....	7
M.1.9.1.7	Module (final) marks .....	7
M.1.9.1.8	Pass requirements of a programme .....	7
M.1.9.1.9	Recognition of prior learning .....	8
<b>M.1.9.2</b>	<b>LIST OF FUNDAMENTAL MODULES</b> .....	<b>8</b>
<b>M.1.9.3</b>	<b>PROGRAMMES</b> .....	<b>9</b>
M.1.9.3.1	Programme: Education Management, Law and Systems .....	9
M.1.9.3.1.1	Programme outcomes.....	9
M.1.9.3.1.2	Curriculum: Education Management, Law and Systems .....	9
M.1.9.3.2	Programme: Education in Learner Support .....	10
M.1.9.3.2.1	Programme outcomes.....	10
M.1.9.3.2.2	Curriculum: Education in Learner Support.....	10
M.1.9.3.3	Programmes phased out at the end of 2009 .....	11

M.1.9.3.4	Programmes phased out at the end of 2010 .....	11
M.1.9.3.5	New programmes to be re-introduced in 2013-2014 .....	11
<b>M.1.9.4</b>	<b>MODULE OUTCOMES.....</b>	<b>12</b>
<b>M.1.9.5</b>	<b>ARTICULATION.....</b>	<b>19</b>
<b>M.1.10</b>	<b>RULES FOR THE DEGREE MASTER OF EDUCATION (MEd).....</b>	<b>18</b>
M.1.10.1	Type of programmes.....	18
M.1.10.1.1	Research Master's degree (MEd) .....	18
M.1.10.1.2	Structured Master's degree (MEd) .....	18
<b>M.1.10.2</b>	<b>RULES FOR THE RESEARCH MASTER'S DEGREE (MEd) .....</b>	<b>18</b>
M.1.10.2.1	Nature and aims of the qualification .....	18
M.1.10.2.1.1	General aims .....	18
M.1.10.2.1.2	Specific objectives .....	20
M.1.10.2.2	Admission requirements and registration .....	19
M.1.10.2.2.1	General admission requirements .....	19
M.1.10.2.2.2	Specific admission requirements.....	19
M.1.10.2.3	Recognition of prior learning .....	19
M.1.10.2.4	Study programme .....	21
M.1.10.2.5	Duration of the studies (minimum and maximum) .....	21
M.1.10.2.6	Extension of study period.....	21
M.1.10.2.7	List of programmes .....	21
M.1.10.2.8	Examinations .....	21
M.1.10.2.8.1	Appointment of examiners .....	22
M.1.10.2.8.2	Requirements to which the dissertation must conform .....	22
M.1.10.2.8.3	Requirements for passing.....	22
M.1.10.2.9	Termination of studies.....	22
M.1.10.2.10	Articulation.....	22
<b>M.1.10.3</b>	<b>RULES FOR THE STRUCTURED MASTER'S DEGREE (MEd) .....</b>	<b>22</b>
M.1.10.3.1	Nature and aims of the qualification .....	23
M.1.10.3.1.1	General aim .....	23
M.1.10.3.1.2	Specific objectives .....	23
M.1.10.3.2	Admission requirements and registration .....	23
M.1.10.3.2.1	General admission requirements .....	23
M.1.10.3.2.2	Specific admission requirements.....	23
M.1.10.3.3	Recognition of prior learning .....	24
M.1.10.3.4	List of programmes and modules .....	24
M.1.10.3.4.1	List of programmes .....	24
M.1.10.3.4.2	List of modules .....	24

M.1.10.3.4.3	Module outcomes .....	25
M.1.10.3.5	Curricula .....	30
M.1.10.3.5.1	MEd Educational Management .....	30
M.1.10.3.6	Duration of studies (minimum and maximum) .....	30
M.1.10.3.7	Extension of study period.....	30
M.1.10.3.8	Examinations .....	31
M.1.10.3.8.1	Admission to examinations .....	31
M.1.10.3.8.2	Participation marks .....	31
M.1.10.3.8.3	Examinations marks .....	31
M.1.10.3.8.4	Module (final) marks .....	31
M.1.10.3.8.5	Pass requirements of a programme .....	31
M.1.10.3.9	Repetition of modules .....	31
M.1.10.3.10	Requirements for the mini-dissertation .....	32
M.1.10.3.11	Termination of studies.....	33
M.1.10.3.12	Articulation.....	33
<b>M.1.11</b>	<b>RULES FOR THE DEGREE DOCTOR OF PHILOSOPHY (PhD).....</b>	<b>33</b>
M.1.11.1	Aims of the doctor's degree programme .....	33
M.1.11.2	Admission requirements .....	33
M.1.11.2.1	General admission requirements .....	33
M.1.11.2.2	Specific admission requirements.....	34
M.1.11.3	Recognition of prior learning .....	35
M.1.11.4	Study programme .....	35
M.1.11.5	Duration of the studies (minimum and maximum) .....	35
M.1.11.6	Extension of the study period.....	35
M.1.11.7	List of programmes .....	35
M.1.11.8	Examinations .....	35
M.1.11.8.1	Appointment of examiners .....	35
M.1.11.8.2	Examination requirements .....	35
M.1.11.8.3	Requirements for a doctoral thesis.....	36
M.1.11.9	Termination of studies.....	36
M.1.11.10	Articulation.....	36

# Office Bearers

## EXECUTIVE DEAN

Prof DH Gericke

## DIRECTORS

### School of Postgraduate Studies

Vacant

### School of Undergraduate Studies

Vacant

### School for Continuing Education

Prof A Oduaran

## FACULTY COUNCIL

### 1. Directors

- School of Postgraduate Studies (SPS)
- School of Undergraduate Studies (SUS)
- School of Continuing Education (SCE)

### 2. Faculty Representatives on Campus Senate

### 3. Faculty Representatives on Institutional Senate

### 4. Programme Co-ordinators

- BEd
- PGCE
- BEd Hons
- MEd & PhD
- ACE
- NPDE

### 5. Professors and Associated Professors

### 6. Student Representative

### 7. Library Representative

### 8. Administrative Manager (ex-officio) (minute-keeper)

## **M.1 FACULTY RULES**

### **M.1.1 AUTHORITY OF THE GENERAL RULES**

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

#### **M.1.1.1 NEW POLICY ON THE MINIMUM REQUIREMENTS FOR TEACHER EDUCATION QUALIFICATIONS**

It is of utmost importance for past, present and future students in Education to note that the Department of Higher Education and Training issued through Government Notice No 583 of 15 July 2011 in terms of Section 8(2)(c) of the National Qualifications Framework Act, 2008 (Act 67 of 2008), a new policy on the minimum requirements for teacher education qualifications. This policy aligns qualifications for teacher education with the Higher Education Qualifications Framework, 2007, and it replaced the Norms and Standards for Educators in Schooling, 2000, in its entirety.

For your convenience, the following table sets out the current NQF levels and the new NQF (HEQF) levels of the present and the future (new or re-designed) qualifications in Education:

<b>CURRENT NQF LEVELS</b>		<b>CURRENT QUALIFICA- TIONS</b>	<b>NEW NQF (HEQF) LEVELS</b>	<b>NEW QUALIFICA- TIONS</b>
1	8b	PhD	10	PhD
2	8a	MEd	9	MEd
3	7	Hons BEd	8	Hons BEd
4	New	New	8	PGDE
5	6	BEd	7	BEd
6	6	PGCE	7	ADT
7	New	New	7	ADE
8	New	New	6	ACT
9	6	ACE	To be phased out	To be phased out
10	6	NPDE	To be phased out	To be phased out

For each of the above qualification types there are specialisations in terms of minimum admission requirements, minimum total credits, NQF (HEQF) levels, prescribed credit values at various NQF (HEQF) levels, its purpose and characteristics, and progression possibilities [Note that all the curricula of the present qualifications as reflected in above table will be updated to fulfil the requirements of the new NQF (HEQF) levels].

The traditional qualifications BEd, Hons BEd, MEd and PhD and the ADTC (previously PGCE) will still be offered. The new qualifications Postgraduate Diploma in Education (PGDE) and the Advanced Diploma in Education (ADE) will only be considered on the PQM after an in-depth needs analysis in 2013 to establish if it will be sustainable and viable programmes in the future. The Advanced Certificate Teaching (ACT) is not considered as a future programme in the near future. The present programmes Advanced Certificate Education (ACE) and the National Professional Diploma Education (NPDE) will be phased out from 2014.

Regarding the PGDE, ADE and ACT it is important to ascertain yourself of the roles of these qualifications in the future. The PGDE will offer specialisation further in the new role to support teaching and learning as well as in the new learning specialisation phase or subject development. It is on the same level as the Hons BEd but a sustained research project may not be required; holders of the PGDE may be required to undertake additional modules of at least 30 credits to obtain admission to the MEd. The ADE is aimed for further specialisation in the new specialisation phase or subject developed previously in the ACT as well as in the new role to support teaching and learning. It is a pre-requirement to enrol for the PGDE. The ACT is aimed on developing a new teaching specialisation phase or subject. It is a pre-requirement for enrolment for the ADE.

It is the responsibility of every person who is studying education or is planning to study it at this faculty, to ascertain himself/herself of the terms of Government Notice No 583 of 15 July 2011.

## **M.1.2 FACULTY SPECIFIC POLICY & RULES**

### **M.1.2.1 Teaching policy:**

The teaching policy of the Faculty of Education is aligned with the vision and mission of the North-West University and the Faculty of Education. The policy determines the following aspects that bear on teaching in the faculty:

- Effective teaching
- Education, teaching, and training
- Medium of instruction
- Teaching based on religiously-grounded values
- Quality assurance
- Support of staff
- Modes of delivery
- Assessment
- Technology and teaching



### **M.1.2.2 Research policy**

The postgraduate activities in the School of Postgraduate Studies (SPS) are in accordance with both the mission of the North-West University and the strategic management plan of the Research Focus Area. The objectives of research done in the SPS are:

- a) exploiting new knowledge in the education areas that are the focus of research in the SPS;
- b) interpreting, systematising and utilising in practice existing knowledge in view of the education task;
- c) investigating teaching methods typical of a subject;
- d) evaluating existing theories and methods, developing new theories and developing new methods;
- e) exploiting existing and new sources of knowledge in order to be of service to the community;
- f) investigating all those activities enabling more effective education, such as activities concerning education administration, law and systems.

### **M.1.3 WARNING AGAINST PLAGIARISM**

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). For further details see: <http://www.nwu.ac.za>

### **M.1.4 CAPACITY STIPULATION**

Please take cognizance 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.

### **M.1.5 SCHOOLS OF THE FACULTY**

- School of Postgraduate Studies (SPS)
- School of Undergraduate Studies (SUS)
- School of Continuing Education (SCE)

### **M.1.6 QUALIFICATIONS, DIRECTIONS AND PROGRAMMES**

In the Faculty of Education, different qualifications can be obtained. A certain qualification is presented in one specific school and in every school there are one or more programmes, of which each has a fixed curriculum. A potential learner must therefore initially decide which qualification he/she wishes to obtain. After a learner has decided which qualification he/she wishes to obtain, a direction of study must be chosen after which he/she must make a selection from the different programmes presented in that direction.

## **M.1.7 RECOGNITION OF PRIOR LEARNING**

- a) The North-West University accepts the principle underlying outcomes-based, source-based and lifelong learning, in which consideration of articulation and mobility play a significant role, and subscribes to the view that recognition of prior learning, whether it has been acquired by formal education programmes at this or other institutions, or informally (by experience), is an indispensable element in deciding on admission to and awarding credits in an explicitly chosen teaching-learning programme of the university.
- b) The recognition of prior learning concerns the provable knowledge and learning that an applicant has acquired, whether by having completed formal education programmes, or by experience. At all times the question will be what the level of skills are, and skills will be judged in the context of the exit level skills required for the intended teaching-learning programme or modules in the programme, of the status for which the applicant applies, and not merely by virtue of the experience recorded by the applicant. Recognition of prior learning will therefore take place in terms of applied competencies demonstrated by the applicant in his/her application, taking into consideration the exit level outcomes that have to be obtained by means of the selected teaching-learning programme.
- c) The North-West University accepts that recognition of prior learning must take place within the normal existing policy on the admission of potential and existing learners – whether from this or another institution – with regard to awarding credits in a valid, trustworthy and fair way.
- d) For processing an application for recognition of prior learning, a non-refundable administrative fee determined by the university from time to time is payable.
- e) For A-rules ruling recognition of prior learning see A.2.6 and A.3.3.2 and A.4, A.5 and A.6.

**M.1.8 LIST OF POSTGRADUATE QUALIFICATIONS**

<b>HONOURS DEGREE</b>				
<b>Qualification</b>	<b>Programme and Code</b>	<b>Curriculum and Code</b>	<b>Method of Delivery</b>	<b>NQF level</b>
<b>Honours Bachelor of Education (Hons BEd)</b>	Education Management, Law & Systems 464 121	Education Management, Law & Systems O605M	Part time	7
	Education in Learner Support 464 148	Education in Learner Support O611M	Part time	7

<b>MASTER'S DEGREE</b>				
<b>Qualification</b>	<b>Programme and Code</b>	<b>Curriculum and Code</b>	<b>Method of Delivery</b>	<b>NQF level</b>
<b>Magister Education (MEd)</b>	Educational Management (Full Dissertation) 403 107	Educational Management O804M	Part time	8
	Educational Management (Structured) 403 107	Educational Management O803M	Part time	8
	Educational Psychology (Full Dissertation) 403 109	Educational Psychology O808M	Part time	8

<b>DOCTORAL DEGREE</b>				
<b>Qualification</b>	<b>Programme and Code</b>	<b>Curriculum and Code</b>	<b>Method of Delivery</b>	<b>NQF level</b>
<b>Doctor of Philosophy (PhD)</b>	Educational Psychology 404 105	Educational Psychology O902M	Part time	9
	Educational Management 404 108	Educational Management O909M	Part time	9

## **M.1.9 RULES FOR THE HONOURS BACHELOR OF EDUCATION (HONS BEd)**

- Minimum enrolments per programme for 2013 are 10 students.
- Maximum enrolments per programme for 2013 are 25 students.

Method of presentation: part time.

### **M.1.9.1 GENERAL INFORMATION**

#### **M.1.9.1.1 Purpose**

- a) This qualification is intended to acknowledge specific academic or professional studies in education. On completion of their studies, candidates will demonstrate an advanced reflexive understanding of and a competency in knowledge, skills, values, principles, methods and procedures relevant to their specific specialisation.
- b) This qualification prepares students for studies leading to a Master's degree in Education (MEd) at NQF level 8.
- c) Students will be able to understand the role that research plays in education, make basic evaluations and conduct education research.
- d) These studies will enable students to play a leadership role in professional education activities in the different sectors of teaching in South Africa.

#### **M.1.9.1.2 Duration (minimum and maximum duration)**

The attention of all candidates is drawn to the General Rules of the university. The minimum duration of the studies for this degree is one (1) year and the maximum duration for completing the degree is three (3) years. The curriculum shall extend over a minimum period of two semesters for full-time study. In the case of part time, the curriculum shall extend over a minimum period of four semesters.

#### **M.1.9.1.3 Admission requirements for the qualification**

Admission to this qualification takes place according to the General Rules (A.2 and A.4.2) of the university. In particular the following admission requirements are valid for the Hons BEd degree:

##### **M.1.9.1.3.1 General admission requirements**

Demonstration of learning outcomes at NQF level 6 (480 credits of which 72 at NQF level 6) comprising the following:

- Pass in a bachelor's degree or licentiate (360 credits) plus a Postgraduate Certificate in Education or any other professional education qualification (120 credits of which 72 at level 6); or
- Pass in a Bachelor of Education degree (480 credits); or
- Pass in a bachelor's degree (480 credits) that is evaluated as applicable; or
- Any other recognised education qualification that adds up to 480 credits (of which 72 at level 6);
- Qualified teachers holding a former four-year professional teaching degree e.g. BEd, BPrimEd, BSecEd, BA Ed or a former postgraduate professional teaching qualification [PGCE, HDE (PG) and University Education Diploma (UED)] may apply in the future for assessment to gain entry to the Hons BEd qualification.

- A minimum pass mark (average) of 65% for the four years of undergraduate studies in education.
- It is required that a student successfully complete the module FOER 611 before he/she can start with the research component (RSPR 671).
- When the new Hons BEd (NQF level 8) is implemented, holders of the present BEd (NQF level 6) may apply in the future for assessment to gain entry to the BEd.
- For detailed descriptions of the new policy on the minimum requirements for teacher qualification, see also M.1.1.1.

#### **M.1.9.1.4 ADMISSION TO EXAMINATIONS**

Admission to examinations in any module in which examinations are taken takes place by obtaining a proof of participation from the school director after the student proof that learning activities have been executed according to the programme prescriptions.

#### **M.1.9.1.5 PARTICIPATION MARKS**

- Participation marks for a module are compiled from tests, assignments and practical work where applicable. The relation between theory and practical work in calculating the participation marks is explained in the study guide concerned;
- The sub minimum of the participation marks for entry to examination is 40%.

#### **M.1.9.1.6 EXAMINATION MARKS**

The sub minimum for a module in which examinations are taken, is 40%.

#### **M.1.9.1.7 MODULE (FINAL) MARKS**

The requirements for passing a module in which examinations are taken are a module (final) mark of 50%. In calculating the module mark the participation mark carries a weight of 50% and the examination mark a weights of 50%.

#### **M.1.9.1.8 PASS REQUIREMENTS OF A PROGRAMME**

- Passing all the separate modules of which the curriculum is compiled, passes a curriculum;
- The qualification is passed with distinction if an average mark of at least 75% is attained in all modules.

#### **M.1.9.1.9 Recognition of prior learning**

Prior relevant learning as recognised by the Faculty Board.

**M.1.9.2 List of Fundamental Modules**

<b>FUNDAMENTAL MODULES</b>			
<b>MODULE CODE</b>	<b>DESCRIPTIVE NAME</b>	<b>PRE-REQUISITES</b>	<b>CREDITS</b>
APLS 673	Applied Learning Support	None	32
CEPS 612	Community Education Psychology	None	16
EMLO 611	Educational Management and Organisation	None	16
FLCE 621	Facilitation and Lay Counselling for Educators	None	16
FOER 611	Foundations of Education Research	None	16
LORE 671	Life Orientation	None	32
ONWB 624	Human Resources Management and Development in Education	None	16
ONWB 625	Financial School Management	None	16
ONWR 611	Education Law: Theory and Praxis	None	16
RSPR 671	Research Project	None	32
VGLO 611	Education Systems : Structure and Functions	None	16

**M 1.9.3 PROGRAMMES****M 1.9.3.1 PROGRAMME: EDUCATION MANAGEMENT, LAW AND SYSTEMS  
464 121 O605M****M 1.9.3.1.1 Programme outcomes**

Students demonstrate that they have acquired a sound knowledge base and critical understanding of education in general and of their area(s) of specialisation in particular.

Students demonstrate the ability to critically analyse knowledge in their area(s) of specialisation and to contribute to systematic and disciplined thinking about educational matters and issues, with particular reference to their area(s) of specialisation.

Students demonstrate ability to conduct independent inquiry (under supervision) in a specialised field of education, training or development, and to report their findings in academically appropriate ways.

Students exhibit the potential to act as academic leaders and experts in the field of education, training and development

Students demonstrate the ability to make responsible decisions and solve salient problems in respect of crucial educational matters.

Students demonstrate the ability to work effectively with others as a team, with the staff and the learners of the school as a teaching-learning organisation, and in other relevant context.

**M 1.9.3.1.2 Curriculum 0605M : Education Management, Law and Systems (part time)**

YEAR LEVEL 1 : FIRST SEMESTER		YEAR LEVEL 2 : FIRST SEMESTER	
Module Code	Credits	Module Code	Credits
FOER 611	16	VGLO 611	16
EMLO 611	16	RSPR 671	16
ONWR 611	16		
<b>TOTAL FIRST SEMESTER</b>	<b>48</b>	<b>TOTAL FIRST SEMESTER</b>	<b>32</b>
YEAR LEVEL 1 : SECOND SEMESTER		YEAR LEVEL 2 : SECOND SEMESTER	
Module Code	Credits	Module Code	Credits
ONWB 624	16	RSPR 671	16
ONWB 625	16		
<b>TOTAL SECOND SEMESTER</b>	<b>32</b>	<b>TOTAL SECOND SEMESTER</b>	<b>16</b>
<b>TOTAL YEAR LEVEL 1</b>	<b>80</b>	<b>TOTAL YEAR LEVEL 2</b>	<b>48</b>
<b>TOTAL CREDITS FOR THE PROGRAMME : 128</b>			

**M 1.9.3.2 PROGRAMME: EDUCATION IN LEARNER SUPPORT 464 148 0611M****M 1.9.3.2.1 Programme outcomes**

Students demonstrate that they have acquired a sound knowledge base and critical understanding of education in general and of their area(s) of specialisation in particular.

Students demonstrate the ability to critically analyse knowledge in their area(s) of specialisation and to contribute to systematic and disciplined thinking about educational matters and issues, with particular reference to their area(s) of specialisation.

Students demonstrate ability to conduct independent inquiry (under supervision) in a specialised field of education, training or development, and to report their findings in academically appropriate ways.

Students exhibit the potential to act as academic leaders and experts in the field of education, training and development

Students demonstrate the ability to make responsible decisions and solve salient problems in respect of crucial educational matters.

Students demonstrate the ability to work effectively with others as a team, with the staff and the learners of the school as a teaching-learning organisation, and in other relevant context.

**M 1.9.3.2.2 Curriculum 0611M: Education in Learner Support (part time)**

YEAR LEVEL 1 : FIRST SEMESTER		YEAR LEVEL 2 : FIRST SEMESTER	
Module Code	Credits	Module Code	Credits
FOER 611	16	RSPR 671	16
LORE 671	16	APLS 673	16
CEPS 612	8		
<b>TOTAL FIRST SEMESTER</b>	<b>40</b>	<b>TOTAL FIRST SEMESTER</b>	<b>32</b>
YEAR LEVEL 1 : SECOND SEMESTER		YEAR LEVEL 2 : SECOND SEMESTER	
Module Code	Credits	Module Code	Credits
FLCE 621	8	RSPR 671	16
LORE 671	16	APLS 673	16
<b>TOTAL SECOND SEMESTER</b>	<b>24</b>	<b>TOTAL SECOND SEMESTER</b>	<b>32</b>
<b>TOTAL YEAR LEVEL 1</b>	<b>64</b>	<b>TOTAL YEAR LEVEL 2</b>	<b>64</b>
<b>TOTAL CREDITS FOR THE PROGRAMME : 128</b>			



### **M.1.9.3.3 PROGRAMMES PHASED OUT AT THE END OF 2009**

**M.1.9.3.3.1** The following eight programmes were phased out at the end of 2009 and closed since the beginning of 2010 for new enrolments:

- Special Education: 464 136 EDO1M;
- Guidance and Counselling: 464 118 EDO1M;
- Remedial Education: 464 117 EDO1M;
- Adult Education: 464 130 EDO1M;
- Educational Management: 464 137 EDO1M;
- Project Management: 464 114 0603M;
- Educational Technology: 464 132 EDO1M;
- General Education: 464 113 EDO1M.

For a detailed description of programme and module outcomes of these phased-out programmes, please consult the 2009 Calendar for Postgraduate Studies (pp 11-23).

### **M.1.9.3.4 PROGRAMMES PHASED OUT AT THE END OF 2010**

**M.1.9.3.4.1** The following five programmes were phased out at the end of 2010 and closed since the beginning of 2011 for new enrolments:

- Environmental Education: 464 119 EDO1M;
- Economic and Management Services: 464 135 0601M;
- Mathematical/Natural Sciences: 464 134 0602M;
- Technology Education: 464 133 0603M;
- Curriculum Design and Development: 464 131 EDO1M;
- Project Management: 464 114 0616M;
- Curriculum Studies: 464 140 0603M.

For a detailed description of programme and module outcomes of these phased-out programmes, please consult the 2008-2010 Calendars for Postgraduate Studies.

### **M.1.9.3.5 NEW PROGRAMMES TO BE RE-INTRODUCED IN 2013-2014**

The present Hons BEd programmes (Education in Learner Support: 464 148 0611M and Education Management, Law and Systems: 464 121 0605M) are in the process to be re-designed and to be re-introduced as new programmes in terms of Government Notice No 583 of 15 July 2011 (See M.1.1.1). The Hons BEd will be upgraded from an NQF level 7 qualification to a new HEQF 8 level qualification in 2013-2014. This implies that the General Admission Requirements (M.1.9.1.3.1) will also be changed in 2013-2014. These changes and requirements will be reflected in the 2014 Calendar of SPS. The phasing out of the present Hons BEd (NQF level 7) will start in 2014.

## M 1.9.4 MODULE OUTCOMES

MODULE CODE: FOER 611	SEMESTER 1	16 CREDITS	NQF-LEVEL: 7
<b>TITLE: FOUNDATIONS OF EDUCATION</b> Students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• a broad understanding of the range of education theories, ideas and concepts that mark the current social sciences and educational landscape;</li> <li>• the ability to analyse and evaluate knowledge critically in a variety of educational contexts;</li> <li>• the ability to analyse and evaluate different methodological approaches so as to apply them in a variety of educational contexts;</li> <li>• a basic level of competence to apply the dialectical relationship between education theory and education praxis; and</li> <li>• the ability to contribute to systematic and disciplined thinking about matters educational.</li> </ul>			
Delivery mode: Part time Assessment methods: Continuous Assessment 50% Written Exams 50%			
MODULE CODE: RSPR 671	SEMESTER 1 & 2	32 CREDITS	NQF-LEVEL: 7
<b>TITLE: RESEARCH PROJECT</b> Students demonstrate that they have acquired the knowledge, skills, disposition and values to: <ul style="list-style-type: none"> <li>• identify a research problem in a specific field of specialisation;</li> <li>• prepare a proposal for a project to investigate the identified problem;</li> <li>• conduct the proposed project under supervision; and</li> <li>• write a scientific report on the project.</li> </ul>			
Delivery mode: Part time Assessment methods: Project Report 100%			
MODULE CODE: ONWR 611	SEMESTER 1	16 CREDITS	NQF-LEVEL: 7
<b>TITLE: EDUCATIONAL LAW: THEORY AND PRAXIS</b> Students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• the ability to contemplate theoretically and define the core nature of Educational Law;</li> <li>• a theoretical and conceptual knowledge of terminology of Educational Law;</li> <li>• the ability to describe the sources of Educational Law and apply them correctly;</li> <li>• a theoretical and conceptual knowledge of, as well as an ability to apply Common Law principles to education practice;</li> <li>• the ability to apply knowledge and understanding of Educational Law principles in education- related scenarios;</li> <li>• a theoretical and conceptual knowledge of, as well as an ability to analyse, interpret and apply educational legislation in educational practice;</li> <li>• the ability to analyse, interpret and apply the Constitution in educational practice;</li> <li>• a theoretical and conceptual knowledge of relevant court cases as well as an ability to study, analyse and apply court cases to the interpretation of relevant legislation.</li> </ul>			
Delivery mode: Part time Assessment methods: Continuous Assessment 50% Written Exams 50%			
MODULE CODE: VGLO 611	SEMESTER 1	16 CREDITS	NQF-LEVEL: 7
<b>TITLE: EDUCATION SYSTEMS: STRUCTURE AND FUNCTIONS</b> Students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• an understanding of the origin, development, nature and purpose of comparative education;</li> <li>• the ability to compare different education systems along cross-national lines;</li> <li>• the ability to illuminate an educational issue from a comparative perspective.</li> </ul>			
Delivery mode: Part time Assessment methods: Continuous Assessment 50% Written Exams 50%			
MODULE CODE: ONWB 624	SEMESTER 2	16 CREDITS	NQF-LEVEL: 7
<b>TITLE: HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT IN EDUCATION</b> Students demonstrate that they have acquired: <ul style="list-style-type: none"> <li>• a comprehensive and systematic knowledge of major theories, approaches, concepts, contemporary issues, aims, history and challenges relating to Human Resource Development in the work place;</li> <li>• the ability to interpret and evaluate selected policies, laws and principles applicable to Human Resources Management;</li> <li>• the ability to explain processes of resourcing and assessing talent at the workplace;</li> </ul>			

<ul style="list-style-type: none"> <li>• knowledge of continuous professional development in order to analyse, design and apply training programmes aimed at developing talent among employees;</li> <li>• the ability to interpret and apply career management principles and models;</li> <li>• the ability to apply knowledge of Human Resources Development to improve performance in the workplace and to develop themselves as individuals.</li> </ul>			
Delivery mode: Part time			
Assessment methods: Continuous Assessment 50%		Written Exams 50%	
<b>MODULE CODE: ONWB 625</b>	<b>SEMESTER 2</b>	<b>16 CREDITS</b>	<b>NQF-LEVEL: 7</b>
<b>TITLE: FINANCIAL SCHOOL MANAGEMENT</b>			
Students demonstrate that they have acquired:			
<ul style="list-style-type: none"> <li>• an understanding of the nature and complexity of the relation between economic and political aspects and the financing of schools;</li> <li>• the ability to apply and extend education management areas concerned with finances in order to analyse the implications in practice;</li> <li>• the ability to apply the theory of budgeting and financing of schools in a practical manner;</li> <li>• a deep understanding of the implications of selected policy documents and laws for the financing of schools.</li> </ul>			
Delivery mode: Part time			
Assessment methods: Continuous Assessment 50%		Written Exams 50%	
<b>MODULE CODE: CEPS 612</b>	<b>SEMESTER 1</b>	<b>8 CREDITS</b>	<b>NQF-LEVEL: 7</b>
<b>TITLE: COMMUNITY EDUCATIONAL PSYCHOLOGY</b>			
After completion of this module, students will be equipped with:			
<ul style="list-style-type: none"> <li>• well-rounded knowledge of the theoretical underpinnings of Educational Psychology as contained in the eco-systemic perspective as well as the theoretical underpinnings of community psychology;</li> <li>• well-rounded knowledge concerning the principles of the community psychology, including health promotion, and the different role-players participating in the process;</li> <li>• integrated knowledge and skills in order to apply community Educational Psychology theory as well as health promoting principles;</li> <li>• applied integrated knowledge, skills and values in order to execute organisational development interventions for improving the health and well-being in various contexts.</li> </ul>			
Delivery mode: Part time			
Assessment methods: Continuous Assessment 50%		Written Exams 50%	
<b>MODULE CODE: LORE 671</b>	<b>SEMESTER 1 &amp; 2</b>	<b>32 CREDITS</b>	<b>NQF-LEVEL: 7</b>
<b>TITLE: LIFE ORIENTATION</b>			
After completion of this module, students will be equipped:			
<ul style="list-style-type: none"> <li>• with a comprehensive and systemic knowledge about the theories and principles that underpin Life Orientation and be able to apply it to the practical situation;</li> <li>• with a deep understanding of the Life Orientation curriculum with reference to the levels of epistemology, learning-teaching-support material;</li> <li>• with the skills to develop a personal plan as facilitator and counsellor in Life Orientation and to apply facilitation and counselling to support diverse learners;</li> <li>• with a sound knowledge of career development theories.</li> </ul>			
Delivery mode: Part time			
Assessment methods: Continuous Assessment 50%		Written Exams 50%	
<b>MODULE CODE: FLCE 621</b>	<b>SEMESTER 2</b>	<b>8 CREDITS</b>	<b>NQF-LEVEL: 7</b>
<b>TITLE: FACILITATION AND LAY COUNSELLING FOR EDUCATORS</b>			
After completion of this module, the student should:			
<ul style="list-style-type: none"> <li>• be equipped with basic knowledge, skills and attitudes that will enable them to support learners who need guidance or experience life problems, and refer those learners who are in need of specialised counselling;</li> <li>• be equipped with basic knowledge, skills and attitudes that will enable them to identify a range of emotional and social problems in children and adolescents, as barriers to learning, to refer those learners who are in need of specialised counselling or therapy and to provide support;</li> <li>• demonstrate knowledge, skills and attitudes regarding the identification of a range of emotional and social problems in children and adolescents;</li> <li>• demonstrate knowledge, skills and attitudes regarding referral of those learners for specialised counselling or therapy;</li> <li>• demonstrate knowledge, skills and attitudes regarding the provision of support from an eco-systemic approach.</li> </ul>			

Delivery mode: Part time		Written Exams 50%	
Assessment methods: Continuous Assessment 50%			
<b>MODULE CODE: APLS 673</b>	<b>SEMESTER 1 &amp; 2</b>	<b>32 CREDITS</b>	<b>NQF-LEVEL: 7</b>
<b>TITLE: APPLIED LEARNING SUPPORT</b>			
After completion of this module the student will be equipped:			
<ul style="list-style-type: none"><li>• with a broad knowledge and understanding of the diverse learning needs (barriers to learning) in a variety of contexts (school, classroom, home, community) which may require learning support, in terms of learning, emotional and social, and contextual support;</li><li>• with knowledge and skills to analyse and critically evaluate the various learning support approaches and techniques regarding learners' diverse needs in a variety of contexts;</li><li>• with a high level of competence to apply the various support approaches and techniques in a variety of contexts;</li><li>• with knowledge of the different phases in the learner support process and its application to the planning of support for learners who experience barriers to learning;</li><li>• with the skills to apply the process to support learners who experience barriers to learning;</li><li>• with integrated knowledge and skills to draw up a support programme for a variety of needs or barriers that learners may experience;</li><li>• with a high level of competence in applying specific support programmes;</li><li>• with a broad and comprehensive understanding of the range of inclusive education theoretical perspectives;</li><li>• with knowledge and skills to analyse and evaluate knowledge critically with regard to different inclusive education theoretical perspectives;</li><li>• with a high level of competence to apply the different inclusive education theoretical perspectives in a variety of contexts;</li><li>• with systematic and disciplined thinking about different inclusive education theoretical perspectives;</li><li>• to exhibit an appropriate attitude towards attitude with regards to ethical principles which relate to inclusive education theoretical perspectives.</li></ul>			
Delivery mode: Part time		Written Exams 50%	
Assessment methods: Continuous Assessment 50%			
<b>MODULE CODE: EMLO 611</b>	<b>SEMESTER 1</b>	<b>16 CREDITS</b>	<b>NQF-LEVEL: 7</b>
<b>TITLE: EDUCATIONAL MANAGEMENT</b>			
Students demonstrate that they have acquired:			
<ul style="list-style-type: none"><li>• an understanding of the structure and functioning of the workplace in which Educational Management activities are executed;</li><li>• the necessary knowledge of and insight into the ecology (culture and climate) and the change and development of the educational organisation;</li><li>• a profound knowledge of and insight into Educational Management as a field of scientific endeavour;</li><li>• the ability to distinguish between the management tasks (how to manage) and management areas (what to manage) and be able to apply these tasks in order to ensure an effective Educational Management practice.</li></ul>			
Delivery mode: Part time		Written Exams 50%	
Assessment methods: Continuous Assessment 50%			

### **M.1.9.5 ARTICULATION**

This qualification gives access to the MEd.

### **M 1.10 RULES FOR THE DEGREE MASTER OF EDUCATION (MEd)**

Learners may choose between a research master's degree and a structured master's degree.

- The stipulations for the master's degree must be read together with the General Academic Rules of the university, which are available on the Internet at <http://www.nwu.ac.za>
- The present MEd programmes (Educational Management: 403107 0804M and 403107 0803M and Educational Psychology: 403109 0808M) are in a process to be re-designed and to be re-introduced as new programmes in terms of Government Notice No **583** of **15 July 2011** (Policy on the minimum requirements for Teacher Education Qualifications). The present MEd will be upgraded from a current NQF 8 qualification to a new HEQF 9 qualification in 2013-2014. This implies that the Admission Requirements (M.1.10.2.2 and M.1.10.3.2) will also be changed in 2013-2014. These changes and requirements will be reflected in the 2014 Calendar of SPS. The phasing-out of the present MEd (NQF 8) will start in 2014.
- For a detailed description of the new policy on the minimum requirements for teacher qualifications, see also M.1.1.1.

#### **M 1.10.1 TYPE OF PROGRAMMES**

##### **M 1.10.1.1 RESEARCH MASTER'S DEGREE (MEd)**

**Method of presentation: Part time**

The **research master's degree** can be obtained in one of the curricula in M 1.10.2.7.

##### **M 1.10.1.2 STRUCTURED MASTER'S DEGREE (MEd)**

**Method of presentation: Part time**

The **structured master's degree** can be obtained in one of the curricula in M 1.10.3.4.1.

#### **M 1.10.2 RESEARCH MASTER'S DEGREE (MEd): EDUCATIONAL MANAGEMENT AND EDUCATIONAL PSYCHOLOGY**

##### **M 1.10.2.1 NATURE AND AIMS OF THE QUALIFICATION**

###### **M 1.10.2.1.1 General aims**

The aim of the master's degree is to equip dedicated education specialists academically and to lead them to academic expertise and excellence to fulfil

their vocation and to provide in South Africa's need for high level education researchers and decision makers.

#### **M 1.10.2.1.2 Specific objectives**

The specific objectives of the qualification are:

- i. Promoting educational expertise and development of learners through an advanced and profound knowledge and a critical attitude in one of the master's programmes to enable them to contribute to the improvement of education at a local and national level by rendering services (middle and high level) in a responsible and meaningful way; and
- ii. Developing the research abilities and skills of learners in such a way that they can conduct original research that will result in writing a dissertation or (a) research article(s).

#### **M 1.10.2.2 ADMISSION REQUIREMENTS AND REGISTRATION**

##### **M 1.10.2.2.1 General admission requirements**

- i. A student intending to enrol for the master's degree must get permission from the Research Director/School Director to undertake the studies.
- ii. A student registering for the master's degree for the first time must do so before the date as stipulated in A.5.3.
- iii. Re-registration for subsequent years of study must be done every year before or on the date as stipulated in A.5.3.

##### **M 1.10.2.2.2 Specific admission requirements**

- i. A Hons BEd in the direction for which the candidate qualifies to register, plus the following:
- ii. A minimum average pass mark of 65% as well as a minimum mark of 65% for both the research modules (FOER611 and RSPR671) in the Hons BEd is required.
- iii. Candidates must further
  - a) have a computer at their disposal,
  - b) be computer literate, and
  - c) be competent in accessing Internet sources and databases.
- iv. When the new MEd (NQF level 9) is implemented, holders of the present Hons BEd (NQF level 7) may apply in the future for assessment to gain entry to the MEd.
- v. Qualified teachers holding an equivalent of the Hons BEd (e.g. a pre-2000 BEd degree) may apply in the future for assessment to gain entry to the MEd.

#### **M 1.10.2.3 RECOGNITION OF PRIOR LEARNING**

Prior knowledge as recognised by the Faculty Board.

#### **M 1.10.2.4 STUDY PROGRAMME**

- i. A learner for the master's degree must, unless the Research Director decides otherwise, follow an approved study programme in the research focus area in consultation with the School Director (A.5.1.2).
- ii. A learner that has been admitted to the master's degree must present a research proposal to the Executive Committee of the Faculty Board for approval in consultation with the Research Director and School Director within six (6) months after registration as a learner (A.5.3).
- iii. If a learner fails in presenting the research proposal for approval within six (6) months, the studies are terminated (A.5.3).

#### **M 1.10.2.5 DURATION OF THE STUDIES (minimum and maximum)**

The minimum duration of the studies for this qualification is one (1) year or the acquisition of 240 credits, and the maximum length of time for completing the degree is a period of three (3) years.

#### **M 1.10.2.6 Extension of study period**

- i. A learner that does not complete the studies within the maximum period must apply to the School Director for an extension of the study period by one academic year at the end of the third year of the studies (A.5.4.10).
- ii. An application for the extension of the study period must be in the form of a proposal in which the following are indicated (A.5.4.10):
  - a) That the research topic is still relevant;
  - b) What progress has already been made;
  - c) What still has to be done to complete the studies; and
  - d) Whether the study leader is still available.
- iii. If the study period is extended, it will be granted at a levy determined by the Council from time to time ((A.5.4.10).

#### **M 1.10.2.7 List of Programmes**

QUALIFICATION CODE	CURRICULUM CODE	DESCRIPTIVE NAME	CREDITS
403107	0804M	Educational Management (EDPM 871)	240
403109	0808M	Educational Psychology (EDFM 871)	240

#### **M 1.10.2.8 EXAMINATIONS**

The examination for the research master's degree consists of a dissertation or (a) published research article(s).

#### **M 1.10.2.8.1 Appointment of Examiners**

- i. Appointment of examiners is done in accordance with General Rules A.5.4.3.
- ii. At least three months before submission of the dissertation, learners must notify the Director of The School Postgraduate Studies in writing of their intentions to submit the dissertation for examination.

#### **M 1.10.2.8.2 Requirements to which the dissertation must conform**

- i. A dissertation must be a proof that the learner is at home in the method of research (A.5.4.8).
- ii. Regarding the technical requirements, a dissertation must comply with the requirements prescribed by the Faculty Board and the Manual for Postgraduate Studies (A.5.4.8).
- iii. If a dissertation is presented in the form of (a) published research article(s) or (an) unpublished manuscript(s) in article format, and if more than one such article or manuscript is used, the dissertation must still be presented as a unit, supplemented by an overarching problem statement, a focussed literature analysis and integrated, together with a summarised concluding discussion (A.5.4.8).

#### **M 1.10.2.8.3 Requirements for passing**

- i. A dissertation passes if the learner obtains marks of at least 50%;
- ii. A dissertation passes with distinction if the learner obtains marks of at least 75%;
- iii. A learner failing a dissertation may apply, only one time, to be admitted to studies for the master's degree at the university again, in which case new studies must be undertaken. (A.5.4.6).

#### **M 1.10.2.9 Termination of studies**

The studies of a learner can be terminated if he/she exceeds the maximum duration of the study period, or fails to comply with all the requirements of the Senate or the faculty.

#### **M 1.10.2.10 Articulation**

This qualification gives access to the PhD.

#### **M 1.10.3 RULES FOR STRUCTURED MASTER'S DEGREE (MEd)**

The structured master's degree can be obtained only in Educational Management curricula on a part-time basis.

The stipulations for the master's degree must be read together with the General Academic Rules of the university, which are available on the Internet at <http://www.nwu.ac.za>



- Minimum new enrolments for 2013 are 10 students.
- Maximum enrolments for 2013 are 15 students.

### **M 1.10.3.1 NATURE AND AIM OF THE QUALIFICATION**

#### **M 1.10.3.1.1 General aim**

The aim of the master's degree is to equip dedicated education specialists academically and to lead them to academic expertise and excellence to fulfil their vocation and to provide in South Africa's needs for high level education researchers and decision makers.

#### **M 1.10.3.1.2 Specific objectives**

- i. Promoting educational expertise and development of learners through an advanced and profound knowledge and a critical attitude in the direction of the programme to enable them to contribute to the improvement of education at a local and national level by exercising leadership in rendering service (middle and high level) in a responsible and meaningful way; and
- ii. Developing the research abilities and skills of learners in such a way that they can conduct original research that will result in writing a comprehensive and coherent report.

### **M 1.10.3.2 ADMISSION REQUIREMENTS AND REGISTRATION**

#### **M 1.10.3.2.1 General admission requirements**

- i. A student intending to enrol for the master's degree must get permission from the School Director to undertake the studies (A.5.3).
- ii. A student registering for the master's degree for the first time must do so before the date as stipulated in A.5.3.
- iii. Re-registration for subsequent years of study must be done every year before or on the date as stipulated in A.5.3.
- iv. It is required that a student successfully complete the module Advance Research Methods in Education (EDFM811) before he/she starts with the mini-dissertation (EDPM 873)

#### **M 1.10.3.2.2 Specific admission requirements**

- i. A Hons BEd in the direction for which the candidate qualifies to register, plus the following:
- ii. A minimum average pass mark of 65% as well as a minimum mark of 65% for both the research modules (FOER611 and RSPR671) in the Hons BEd is required.
- iii. in the Hons BEd is required.
- iv. Candidates must further
  - a) have a computer at their disposal;

- b) be computer literate;
- c) be competent in accessing Internet sources and databases;
- d) When the new MEd (NQF level 9) is implemented, holders of the present Hons BEd (NQF level 7) may apply in the future for assessment to gain entry to the MEd.
- e) Qualified teachers holding an equivalent of the Hons BEd (e.g. a pre-2000 BEd degree) may apply in the future for assessment to gain entry to the MEd.

### **M 1.10.3.3 RECOGNITION OF PRIOR LEARNING**

Prior knowledge as recognised by the Faculty Board.

### **M 1.10.3.4 List of programmes and modules**

#### **M 1.10.3.4.1 List of programmes**

<b>PROGRAMME CODE</b>	<b>CURRICULUM CODE</b>	<b>DESCRIPTIVE NAME</b>	<b>CR</b>
403107	0803M	Educational Management (EDPM 873.)	240

#### **M 1.10.3.4.2 LIST OF MODULES**

##### **MEd Educational Management 403107 0803M**

<b>MODULE CODE</b>	<b>MODULE NAME</b>	<b>CREDITS</b>
EDFM 811	Advanced Human Research Methods in Education	24
EDPM 811	Theory and Practice of Educational Management	24
EDPM 812	Advanced Human Resource Management in Education	24
EDPM 821	Management in Education Organisational Theory	24
EDPM 822	Instructional Supervision	24
EDPM 873	Mini-dissertation	120

### M 1.10.3.4.3 MODULE OUTCOMES

<b>MODULE CODE: EDFM 811</b>	<b>SEMESTER 1</b>	<b>24 CREDITS</b>	<b>NQF-LEVEL: 8</b>
<b>TITLE: ADVANCED RESEARCH METHODS IN EDUCATION</b>			
<b>PURPOSE:</b> To provide learners with advanced approaches of designing educational research studies, constructing measuring instruments, collecting data, using statistical and non-statistical techniques for analysing data, interpreting data, and writing research reports.			
<b>INTENDED LEARNING OUTCOMES:</b> Learners will be able to: <ul style="list-style-type: none"> <li>- Differentiate between the major paradigms in educational research and types of research.</li> <li>- Develop an educational research problem.</li> <li>- Conduct the review of the literature and demonstrate an understanding of the importance and procedures thereof.</li> <li>- Develop different types of hypothesis.</li> <li>- Examine and use various experimental designs and approaches.</li> <li>- Demonstrate an understanding and do practical exercises in descriptive statistics.</li> <li>- Demonstrate an understanding and conduct practical exercises in inferential statistics.</li> <li>- Compile research proposals and present research reports.</li> </ul>			
<b>PRE-REQUISITES:</b> Hons BEd or its equivalent			
<b>CO-REQUISITES:</b> None			
<b>DELIVERY MODES:</b> <ul style="list-style-type: none"> <li>- Lectures</li> <li>- Directed private study</li> <li>- Seminars</li> <li>- Project work</li> </ul>			
<b>ASSESSMENT:</b> <ul style="list-style-type: none"> <li>- Assignment I (research problems) : 50%</li> <li>- Assignment II (hypotheses) : 50%</li> <li>- Project (research proposal 3500 – 4000 words)</li> <li>- End of module examination : 50%</li> </ul>			
<b>MODULE CODE: EDPM 811</b>	<b>SEMESTER 1</b>	<b>24 CREDITS</b>	<b>NQF-LEVEL: 8</b>
<b>TITLE: THEORY AND PRACTICE OF EDUCATIONAL MANAGEMENT</b>			
<b>PURPOSE:</b> To provide students with broad knowledge and understanding of concepts, theories and issues in educational management.			
<b>INTENDED LEARNING OUTCOMES:</b> The students should be able to: <ul style="list-style-type: none"> <li>- Demonstrate critical understanding of theory and practice of Educational Management.</li> <li>- Evaluate current educational approaches and practices.</li> <li>- Identify and examine issues and challenges in the education system.</li> <li>- Apply knowledge and skills acquired in this module in a practical situation.</li> </ul>			
<b>PRE-REQUISITES:</b> Hons BEd or its equivalent			
<b>CO-REQUISITES:</b> None			
<b>DELIVERY MODES:</b> <ul style="list-style-type: none"> <li>- Lectures</li> <li>- Directed self-study</li> <li>- Seminars</li> <li>- Case study</li> </ul>			
<b>ASSESSMENT:</b> <ul style="list-style-type: none"> <li>- Written Work ) 50%</li> <li>- Presentation )</li> <li>- Project ) 50%</li> <li>- Examination )</li> <li>- Research Paper )</li> </ul>			

<b>MODULE CODE: EDPM 812</b>	<b>SEMESTER 1</b>	<b>24 CREDITS</b>	<b>NQF-LEVEL: 8</b>
<b>TITLE: ADVANCED HUMAN RESOURCE MANAGEMENT IN EDUCATION</b>			
<b>PURPOSE:</b> To provide students with broad knowledge and understanding of the human resource management and labour relation issues and challenges.			
<b>INTENDED LEARNING OUTCOMES:</b> The students should be able to: <ul style="list-style-type: none"> <li>- Demonstrate critical understanding of human resource management in education.</li> <li>- Apply techniques of forecasting and predicting human resources to analyse the union management relationships.</li> <li>- Make sound judgements on issues related to Human Resources Management in the education setting.</li> <li>- Carry out a small-scale project on Human Resource Management.</li> </ul>			
<b>PRE-REQUISITES:</b> Hons BEd or its equivalent			
<b>CO-REQUISITES:</b> None			
<b>DELIVERY MODES:</b> <ul style="list-style-type: none"> <li>- Lectures</li> <li>- Self-study</li> <li>- Seminars</li> <li>- Case study</li> </ul>			
<b>ASSESSMENT:</b> <ul style="list-style-type: none"> <li>- Written Work : 50%</li> <li>- Presentation / Examination : 50%</li> <li>- Research Paper</li> </ul>			
<b>MODULE CODE: EDPM 821</b>	<b>SEMESTER 2</b>	<b>24 CREDITS</b>	<b>NQF-LEVEL: 8</b>
<b>TITLE: MANAGEMENT IN EDUCATION : ORGANISATIONAL THEORY</b>			
<b>PURPOSE:</b> To broaden students understanding of organisational theory and to provide a basis for a critical analysis of the dynamics of organisations.			
<b>INTENDED LEARNING OUTCOMES:</b> The students should be able to: <ul style="list-style-type: none"> <li>- Demonstrate an understanding of key concepts in organisational theory.</li> <li>- Apply theoretical knowledge of concepts to the solution of problems in real work situations.</li> <li>- Critically analyse current organisational issues.</li> </ul>			
<b>PRE-REQUISITES:</b> Hons BEd or its equivalent			
<b>CO-REQUISITES:</b> None			
<b>DELIVERY MODES:</b> <ul style="list-style-type: none"> <li>- Lectures</li> <li>- Self-study</li> <li>- Seminars</li> <li>- Case study</li> </ul>			
<b>ASSESSMENT:</b> <ul style="list-style-type: none"> <li>- Assignment / Class Presentations : 50%</li> <li>- Examination: 50%</li> </ul>			
<b>MODULE CODE: EDPM 822</b>	<b>SEMESTER 2</b>	<b>24 CREDITS</b>	<b>NQF-LEVEL: 8</b>
<b>TITLE: INSTRUCTIONAL SUPERVISION</b>			
<b>PURPOSE:</b> To broaden students' understanding of instructional supervision and to provide a basis for a critical analysis of the dynamics of instructional supervision.			
<b>INTENDED LEARNING OUTCOMES:</b> The students should be able to: <ul style="list-style-type: none"> <li>- Supervise and support their staff on instructional matters.</li> <li>- Facilitate a one-to-one feedback with educators.</li> <li>- Improve instruction.</li> <li>- Apply knowledge and skills acquired in the course in a practical situation.</li> </ul>			

<b>PRE-REQUISITES:</b> Hons BEd or its equivalent			
<b>CO-REQUISITES:</b> None			
<b>DELIVERY MODES:</b>			
<ul style="list-style-type: none"> <li>- Lectures</li> <li>- Self-study</li> <li>- Seminars</li> <li>- Case study</li> </ul>			
<b>ASSESSMENT:</b>			
<ul style="list-style-type: none"> <li>- Assignment ) 50%</li> <li>- Presentation )</li> <li>- Examination or small-scale project ) 50%</li> </ul>			
<b>MODULE CODE: EDPM 873</b>	<b>SEMESTER 1 &amp; 2</b>	<b>120 CREDITS</b>	<b>NQF-LEVEL: 8</b>
<b>TITLE: MINI-DISSERTATION IN EDUCATIONAL PLANNING/ADMINISTRATION</b>			
<b>PURPOSE:</b> The module provides advanced skills in research and report writing with specific reference to area of specialisation in Educational Planning and Administration at the MEd level.			
<b>INTENDED LEARNING OUTCOMES:</b>			
Learners should be able to:			
<ul style="list-style-type: none"> <li>- Identify a research problem in area of specialisation.</li> <li>- Apply skills and principles of conducting research.</li> <li>- Write a mini research report which shows an understanding of basic research principles.</li> </ul>			
<b>PRE-REQUISITES:</b> Hons BEd or its equivalent			
<b>CO-REQUISITES:</b> None			
<b>DELIVERY MODES:</b>			
<ul style="list-style-type: none"> <li>- Proposal Writing</li> <li>- Seminars</li> <li>- Data Collecting</li> <li>- Consultations</li> <li>- Report Chapters Presentations and Feedback</li> </ul>			
<b>ASSESSMENT:</b>			
<ul style="list-style-type: none"> <li>- Mini Research Proposal )</li> <li>- Mini Research Project Report ) 100%</li> </ul>			

### M 1.10.3.5 CURRICULA

Offering/presentation of the curriculum is dependent on a minimum registration of at least **10** students and a maximum registration of at least **15** students for 2013.

A student who registers for above structure master's degree must take the following two curricula: EDPM 821 and EDPM 822

#### M 1.10.3.5.1 MEd Educational Management : 403107 0803M

FIRST YEAR			
SEMESTER 1		SEMESTER 2	
Module Code	Credits	Module Code	Credits
Fundamental Learning: EDFM 811	24	Core Learning: EDPM 821 EDPM 822	24 24
Core Learning: EDPM 811 EDPM 812	24 24		
<b>Subtotal</b>	<b>72</b>	<b>Subtotal</b>	<b>48</b>
SECOND YEAR			
Elective Learning: EDPM 873			120
<b>TOTAL CREDITS</b>			<b>240</b>

### M 1.10.3.6 DURATION OF STUDIES (minimum and maximum)

The minimum duration of the studies for this qualification is two (2) years or the acquisition of 240 credits, and the maximum length of time for completing the degree is three (3) years.

### M 1.10.3.7 EXTENSION OF STUDY PERIOD

- A learner that does not complete the studies within the maximum period must apply to the School Director for an extension of the study period by one academic year before the end of the third year of the studies (A.5.4.11).
- If the study period is extended, it will be granted at a levy determined by the Council from time to time (A.5.4.10).

### M 1.10.3.8 EXAMINATIONS

#### M 1.10.3.8.1 Admission to examinations

Admission to examinations in any module in which examinations are taken takes place by obtaining a proof of participation from the school director after the student proof that learning activities have been executed according to the programme prescriptions.

#### **M 1.10.3.8.2 Participation marks**

- Participation marks for a module are compiled from tests, assignments and practical work where applicable. The relation between theory and practical work in calculating the participation marks is explained in the study guide concerned;
- The sub minimum of the participation marks for entry to examination is 40%.

#### **M 1.10.3.8.3 Examination marks**

The sub minimum for a module in which examinations are taken, is 40%.

#### **M 1.10.3.8.4 Module (final) marks**

The requirements for passing a module in which examinations are taken are a module (final) mark of 50%. In calculating the module mark the participation mark carries a weight of 50% and the examination mark a weights of 50%.

#### **M 1.10.3.8.5 Pass requirements of a programme**

- Passing all the separate modules of which the curriculum is compiled, passes a curriculum;
- The qualification is passed with distinction if an average mark of at least 75% is attained in all modules.

#### **M 1.10.3.9 Repetition of modules**

- i. Within the maximum study period of three years a learner may once repeat one module.
- ii. A learner repeating a module must register again for that module and obtain a participation mark or comply with other requirements as determined by the School Director in order to be granted admission to examinations in that modules.
- iii. If a learner repeats a module and does not pass that specific module in the next examination period, the learner must reapply to the university for admission to a curriculum different from the curriculum the learner repeated and failed.

#### **M 1.10.3.10 Requirements for the mini-dissertation**

A mini-dissertation must

- i. prove that a learner is familiar with scientific/inquiry-oriented problem-solving in the specific field of practice; and
- ii. comply with technical aspects as specified by the Faculty Board (A.5.4.8) and the Manual for Postgraduate Studies.

### **M 1.10.3.11 Termination of studies**

The studies of a learner can be terminated in terms of A.5.4.11 if:

- i. the learner exceeds the maximum duration of the study period;
- ii. at least half of the credits for the degree have not been obtained at the end of two consecutive study years.

A learner, whose studies have been terminated, may reapply to the university for admission to a curriculum different from the curriculum the learner repeated and failed a second time.

### **M 1.10.3.12 Articulation**

This qualification gives access to the PhD.

## **M 1.11 RULES FOR THE DEGREE DOCTOR OF PHILOSOPHY (PhD)**

### **Method of presentation: Part time**

The doctor's degree can be obtained in one of the directions/programmes in rule M.1.11.7 and can be taken on a part-time basis.

- The stipulations for the doctor's degree must be read together with the General Academic Rules of the university, which are available on the Internet at: <http://www.nwu.ac.za>
- The present PhD programmes (Educational Management: 404108 0909M and Educational Psychology: 404105 0902M) are in a process to be re-designed and to be re-introduced as new programmes in terms of Government Notice No **583** of **15 July 2011** (Policy on the minimum requirements for Teacher Education Qualifications). The present PhD will be upgraded from a current NQF 8b qualification to a new HEQF 10 qualification in 2013-2014. This implies that the Admission Requirements (M.1.11.2) will also be changed in 2013-2014. These changes and requirements will be reflected in the 2014 Calendar of SPS. The phasing-out of the present PhD (NQF 9) will start in 2014.
- For a detailed description of the new policy on the minimum requirements for teacher qualifications, see also M.1.1.1.

### **M 1.11.1 AIMS OF THE DOCTOR'S DEGREE PROGRAMME**

The aim of the doctor's degree programme is to provide in South Africa's needs for dedicated and highly specialised education researches, who are empowered to conduct original research, to make a definite scientific contribution to the knowledge and understanding of one of the speciality areas mentioned below, either by discovering new knowledge or exercising abilities, and to contribute in a responsible and meaningful way to the improvement of education at a local, national and international level.



## **M 1.11.2      ADMISSION REQUIREMENTS**

### **M 1.11.2.1      General admission requirements**

- i. A learner intending to enrol for a doctor's degree must obtain permission from the relevant School Director to undertake the studies (A.6.2).
- ii. A learner registering for the doctor's degree for the first time must do so before the date stipulated in A.6.3.
- iii. Re-registration for subsequent years of study must be done before or on the date as stipulated in A.6.3.
- iv. The Faculty Board can exempt a learner who has been admitted to the doctor's degree, from half of the study period or credit points at the most, on the basis of outcomes reached or research work, or both, which the learner did at the university or another university or institution recognised by the Senate before the learner registered for a doctor's degree, if the Faculty Board is convinced that the outcomes reached or research work conducted in this way is of the standard of a doctor's degree and that they relate to the topic of the studies.
- v. When the new PhD (NQF level 10) is implemented, holders of the present MEd (NQF level 8a) may apply in the future for assessment to gain entry to the PhD.

### **M 1.11.2.2      Specific admission requirements**

- i. A master's degree in the direction for which the candidate qualifies to register for the PhD;
- ii. A minimum average pass mark of 65% in the research master's degree; or
- iii. A minimum average pass mark of 65% as well as a minimum mark of 65% for the research modules (EDFM811 and EDPM873) in the structured master's degree;
- iv. Candidates must further
  - a) have a computer at their disposal,
  - b) be computer literate, and
  - c) be competent in accessing Internet sources and databases.

## **M 1.11.3      RECOGNITION OF PRIOR LEARNING**

Prior learning as recognised by the Faculty Board.

### **M 1.11.4      STUDY PROGRAMME**

- i. A learner for the doctor's degree must follow an approved study programme in the research focus area in consultation with the School Director (A.6.1).

- ii. A learner that has been admitted to the doctor's degree must present a research proposal to the Executive Committee of the Faculty Board for approval in consultation with the Research Director and School Director within six (6) months after registration as a learner (A.6.3).
- iii. If a learner fails in presenting the research proposal for approval within six (6) months as intended in M.1.11.7, the studies are terminated (A.6.3).

#### **M 1.11.5 DURATION OF THE STUDIES (minimum and maximum)**

The minimum duration of the studies for this qualification is a period of two (2) years or the period necessary to acquire the required 360 credits, and the maximum length of time for completing the doctor's degree is a period of four (4) years.

#### **M 1.11.6 EXTENSION OF THE STUDY PERIOD**

- i. A learner that does not complete the studies within the maximum period must apply to the School Director for an extension of the study period by one academic year at the end of the fourth year of the studies;
- ii. An application for the extension of the study period must be in the form of a proposal in which the following are indicated:
  - a) That the research topic is still relevant;
  - b) What progress has already been made;
  - c) What still has to be done to complete the studies; and
  - d) Whether the promoter is still available.
- iii. If the study period is extended, it will be granted at a levy determined by the Faculty Board from time to time.

#### **M 1.11.7 LIST OF PROGRAMMES**

PROGRAMME CODE	CURRICULUM CODE	DESCRIPTIVE NAME	CREDITS
404108	0909M	Educational Management (DEPM 971)	360
404105	0902M	Educational Psychology (DDPM 971)	360

#### **M 1.11.8 EXAMINATIONS**

##### **M 1.11.8.1 Appointment of examiners**

For the examination of a doctoral thesis, at least three examiners, including external examiners, must be appointed by the Dean in consultation with the relevant School or Research Director. The external examiners must be in the

majority. No examiner of a thesis may have been involved in any manner in the supervision of the student.

#### **M 1.11.8.2 Examination requirements**

- i. Examinations for a doctor's degree comprise of at least a doctoral thesis containing the learner's research (A.6.4);
- ii. A doctoral thesis must be handed in for an examination to be conducted on it (A.6.4);
- iii. The Faculty Board can prescribe additional requirements for acquiring a doctor's degree in the form of either a written and/or oral examination (A.6.4).

#### **M 1.11.8.3 Requirements for a doctoral thesis**

- i. A doctoral thesis must make a definite contribution to the knowledge of and insight into a subject and has to give proof of originality, either by finding new facts, or by exercising an independent critical ability (A.6.4.2);
- ii. The editing of a thesis must be satisfactory and comply with the requirement laid down by the Faculty Board (A.6.4.2) and the Manual for Postgraduate Studies;
- iii. If a thesis is presented in the form of (a) published research article(s) or (an) unpublished manuscript(s) in article format, and if more than one such article or manuscript is used, the thesis must still be presented as a unit, supplement by an overarching problem statement, a focussed literature analysis and integrated, together with a summarised, concluding discussion.

#### **M 1.11.9 Termination of studies**

The studies of a learner can be terminated if a learner exceeds the maximum duration of the study period (A.6.4.11).

#### **M 1.11.10 Articulation**

The PhD is the highest postgraduate qualification. This qualification gives access to postdoctoral research/studies where applicable.