



NORTH-WEST UNIVERSITY[®]
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

POTCHEFSTROOM CAMPUS

ECONOMIC AND MANAGEMENT SCIENCES



BTD AND POSTGRADUATE DEGREES

CALENDAR 2016

FACULTY OF ECONOMIC AND
MANAGEMENT SCIENCES
BTD AND POST GRADUATE
DEGREES

POTCHEFSTROOM CAMPUS

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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/webfm_send/57625

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.

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OFFICE BEARERS

DEAN Prof SS Visser

RESEARCH UNIT for Economic and Management Sciences: **WORKWELL**. Prof J Pienaar

RESEARCH UNIT for Tourism Research in Economic Environs and Society: **TREES**.
Prof M Saayman

FOCUS AREA for Trade and Development: **TRADE**. Prof W Viviers

DIRECTORS OF SCHOOLS AND PROGRAMME LEADERS:

SCHOOL OF ECONOMICS

Director: Prof WF Krugell

Programme: International Trade: Prof M Matthee

Programme: Risk Management: Prof A Heymans

Programme: Economics: Dr PMS van Heerden

SCHOOL OF BUSINESS MANAGEMENT

Director: Prof LR Jansen van Rensburg

Programme: Entrepreneurship: Prof J Kroon

Programme: Marketing: Prof E van Tonder

Programme: Tourism Management: Prof E Slabbert

SCHOOL OF HUMAN RESOURCE SCIENCES

Director: Prof JC Visagie

Programme: Labour Relations: Prof HM Linde

Programme: Industrial Psychology: Mr G Rabie

Programme: Human Resource Management and Training and Development: Vacant

SCHOOL OF ACCOUNTING SCIENCES

Director: Prof J van Romburgh

Programme for Chartered Accountancy Training (CA): Prof N van der Merwe

Programme for Financial Accountancy Training (SAIPA): Prof DP Schutte

Programme for Forensic Accountancy Training: Mr A van Zyl

Programme for Management Accountancy Training (CIMA): Mr A Burger

Programme for Taxation: Mr H van Dyk

POTCHEFSTROOM BUSINESS SCHOOL

Director: Prof TE du Plessis

Programme: MBA Education: Prof RA Lotriet

Programme: Study School & Marketing: Prof CA Bisschoff

Programme: Post Graduate Diploma in Management: Me R Scholtz

ADMINISTRATIVE MANAGER: Prof SJ van der Merwe

FACULTY COUNCIL

| | |
|--------------------------------|-------------------------------|
| Dean: Visser, SS (Chairperson) | Pienaar, J |
| Andrianatos, A | Rabie, G |
| Burger, A | Raubenheimer, H |
| Buys, PW | Saayman, M |
| Du Plessis, TE | Schutte, DP |
| Du Toit, T | Slabbert, E |
| Heymans, A | Snyman, L |
| Jackson, LTB | Stander, AL |
| Jansen van Rensburg, LR | Van der Merwe, N |
| Jorgensen, L | Van der Merwe, SJ (secretary) |
| Kroon, J | Van Dyk, H |
| Krugell, WF | Van Heerden, PMS |
| Le Roux, T | Van Romburgh, J |
| Linde, B | Van Tonder, E |
| Linde, HM | Van Zyl, A |
| Matthee, M | Visagie, JC |
| Moss, H | Viviers, W |
| | ASA chairperson |

E.1 FACULTY RULES

E.1.1 AUTHORITY OF THE GENERAL ACADEMIC RULES

The faculty rules applicable to the different qualifications, programmes and curricula offered by the Faculty and contained in this faculty calendar are subject to the General Academic 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 Academic Rules.

Each programme's structure, method of delivery and presentation are included in the respective programme documents, which are subject to the policy laid down by the Institutional Committee for Academic Standards (ICAS) 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 (DoHET) and the South African Qualifications Authority (SAQA).

E.1.2 FACULTY SPECIFIC RULES AND REGULATIONS

The **teaching policy** of the Faculty of Economic and Management Sciences is in accordance with the vision and mission of the North-West University.

Procedures regarding quality assurance in the Faculty can be found in the quality manual under the faculty's web site. (It includes the Teaching-Learning Policy and Assessment and Moderation Policy).

The **research policy** of the Faculty of Economic and Management Sciences is in accordance with the vision and mission of the North-West University. The webpage for the Research Entities in the Faculty of Economic and Management Sciences of the Potchefstroom Campus can be found under the faculty's website.

E.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 Senate and Council (http://www.nwu.ac.za/webfm_send/24749).

E.1.2.2 Calculation of participation marks

- a) The participation mark for a module is calculated from marks obtained in tests, assignments, practical and/or research assignments. Calculation of participation marks is programme-, module- and mode of delivery-specific.
- b) The ratio between theory and practical work for calculation of the participation mark for a module is as explained in the relevant study guide.

E.1.2.3 Admission to examinations

- a) Admission to the examination in any module requires a proof of participation or a participation mark (depending on the requirements of the module). (General Academic Rules A2.4.2, undergraduate degree; A3.4.2, honours degree; A4.4.2, MEd; and A5.4.2, PhD.)
- b) A proof of participation or a participation mark, which allows admission to the examination, will only be issued once a student has complied with the requirements for the module concerned to the satisfaction of the school director in consultation with the relevant programme leader. The

requirements are stipulated in the study guide for the module concerned and under the module outcomes in this calendar.

E.1.2.4 Subminimum mark to be obtained in order to pass an examination

In order for a student to pass an examination, he/she needs to obtain a subminimum mark of 40%, except where a higher subminimum is provided for in faculty rules. This rule should be read in conjunction with rule E.1.2.7 (c). Thus, even if a module mark of 50% is obtained, but the examination subminimum mark has not been obtained, the student fails the particular module.

E.1.2.5 Examination opportunities

The examination opportunities and the relevant rules are determined in accordance with General Academic Rules A2.4.4 (undergraduate degree), A3.4.4 (honours degree), A4.4.6 (MEd) and A5.4.6 (PhD).

According to Academic Rule A.2.4.2, any student who has obtained the required proof of participation and/or participation mark as prescribed will be admitted to the examination in the module concerned.

All modules in the programme allow for a student to utilise two examination opportunities in accordance with Academic Rules A.2.4.4.1, A.2.4.4.2 and A.2.4.4.3.

According to Academic Rule A.2.4.4.5, a student who requires one more module in order to complete a qualification may apply to the dean in writing to grant a final assessment opportunity on condition that the student has registered for and been admitted to the module

E.1.2.6 Access to marked examination work

A student may apply to the school director to view the answer paper and the memorandum in the presence of the lecturer and the programme leader concerned (refer to Academic Rule A.2.4.9).

Application to view answer papers must be made within a maximum period of five working days after the marks have been made available.

E.1.2.7 Pass requirements for modules, curricula and programmes

- a) The stipulations in Academic Rules A.2.4.3.1, A.2.4.3.2, A.2.4.3.3 and A.2.4.3.4, and all the subparagraphs apply.
- b) The module mark is calculated according to the ratio between the participation mark and the examination mark as set out under the module outcomes in the relevant study guide.
- c) The module mark required for a pass in a module in which examinations are written is 50%.
- d) The subminimum examination mark which has to be obtained for all modules in which examinations are written is 40% (Academic Rule A.2.4.3.3), unless stated otherwise in the rules of specific programmes and curricula.
- e) Adjustment of the module mark for a first-semester module in which an examination was written but not passed may be considered according to the stipulations of Academic Rule A.2.4.3.4.

- f) Academic Rule A.2.5.2 stipulates the requirements for passing a module/curriculum/qualification with distinction.
- g) In order to qualify with distinction, the average obtained for the compulsory and core modules over the course of the qualification from the first academic year are taken into account.
- h) A pass is obtained for a curriculum once all the modules of the programme have been passed individually (Academic Rule A.2.5.1).

E.1.2.8 Modules and credits

- a) Subjects are presented according to modules, to which a certain number of credits are allocated.
- b) Each module has a code and a descriptive name, e.g. OPLN 112 – Introduction to ETD/HRD Practices.
- c) Each module has a certain weight, known as a credit.
- d) Each module is to be passed individually.
- e) Programme-specific rules (apply according to the relevant calendar).
- f) Mode of delivery-specific rules (apply according to the relevant calendar).

E.1.2.9 Termination of studies

A student's studies may be terminated in accordance with the stipulations of General Academic Rule A.2.4.8 (undergraduate), A.3.4.6 (honours degree), A.4.4.11 (MEd) and A.5.4.11 (PhD).

E.1.2.10 Other rules

Method of delivery: Limited contact – SSM (Study School Model). Students have to attend two (2) compulsory orientation sessions (one (1) at the beginning of each semester) (one (1) in January for all students, two (2) days in July for second and third-year students) and two (2) compulsory Study Schools (one (1) during April and one (1) during September).

E.1.3 EVALUATION OF ACADEMIC LITERACY

- a) In order to evaluate their ability to function in an academic environment, all undergraduate students who register at the University for the first time must report for a compulsory skills test in academic literacy, at a time and place determined by the University. The purpose of this test is to identify students who, due to inadequate academic skills, may fail to complete their study programme within the stipulated period.
- b) Students have the option of writing the compulsory skills test in English or in Afrikaans. With the exception of students who are identified as borderline cases by the test, each student has only one opportunity to write the test. Students who are regarded as borderline cases will be granted a second opportunity to write the test. It is the student's responsibility to establish his/her results within 14 days of writing the test and to register for the correct module and in the correct semester.
- c) Students who are regarded as at-risk cases must register for the module AGLA111 [Afrikaans] or AGLE111 [English] depending upon the language in which the compulsory skills test was written. These modules are not calculated in terms of curriculum credits, but the credits earned in this way are regarded as additional credits.

- d) Admission to the examination for AGLA111/ AGLE111 requires a participation mark of 35%. Students who are not admitted to the examination for AGLA111 / AGLE111 or who fail the relevant examination as well as two or more other modules will have to be re-evaluated by the Evaluation Committee if they want to continue their studies in the following semester. In order to avoid the termination of studies, AGLA111/AGLE111 must be completed at the end of the student's second historic year, at the very latest
- e) Admission to the module AGLA121 / AGLE121, which is compulsory for all students who register at the University for the first time, requires that a student should first complete AGLA111 / AGLE111 and must obtain a mark of at least 40% for AGLA111 / AGLE111. The modules AGLA121 / AGLE121 constitute a value of 12 credits that form part of the curriculum for which the student has registered, and must be taken in the language in which the compulsory skills test and AGLA111 / AGLE111 were taken. There is a sub-minimum in each of the three components of AGLA/E121.
- f) AGLA/E121 consists of three papers, viz. Academic Literacy, Computer and Information Skills and Reading Skills. There is a subminimum in each of the three components. The student must pass each of the three components in the same semester in which he/she has registered for the module in order to pass the module.
- g) Students who failed the module AGLA111 / AGLE111, but were allowed to continue with AGLA121 / AGLE121 and who passed the examination in this module, may have the result of AGLA111 / AGLE111 condoned by the relevant School Director to allow for a pass mark in the module.
- h) Students who have already successfully completed a module or modules (course[s]) similar to AGLA111, 121 / AGLE111, 121, at another institution and can provide proof of this, can apply, in writing, to receive recognition for this from the **Head of the Centre for Academic and Professional Language Practice**.

E.1.4 WARNING AGAINST PLAGIARISM

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

http://www.puk.ac.za/opencms/export/PUK/html/beheer-bestuur/beleid-reels/WARNING_AGAINST_PLAGIARISM.pdf

E.1.5 CAPACITY STIPULATION

Please take note 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 admission requirements may not necessarily be admitted to the course for which they applied.

E.1.6 RECOGNITION OF PRIOR LEARNING

Recognition of prior learning is done in accordance with Academic Rule A.2.3.2 (A.2.3.2 – A.2.3.2.4). Any student who fails a module must repeat the module in order to obtain a new participation mark. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

E.1.7 PROGRESS REQUIREMENTS

Students in their final year who have not passed all the prescribed modules of the curriculum thus far may register for the outstanding modules provided these do

not exceed 32 credits per semester. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

E.1.8

SCHOOLS AND RESEARCH ENTITIES IN THE FACULTY

The Faculty of Economic and Management Sciences consists of five schools. A director manages each school. In every school there are different programmes, each with a programme leader. The schools are especially responsible for the teaching of undergraduate and post-graduate programmes.

The different schools and programmes are the following:

| SCHOOL | PROGRAMMES |
|-----------------------------------|---|
| Potchefstroom Business School | MBA - Education Middle Management Programme Advanced Management Programme |
| School of Human Resource Sciences | Human Resource Management Industrial Psychology and Labour Relations Management Training and Development (specializing in Human Resource Development) |
| School of Economics | International Trade Risk Management Economics Agricultural Economics and Risk Management |
| School of Business Management | Marketing Entrepreneurship Tourism Management Understanding the economic world and Business Ethics |
| School of Accounting Sciences | Chartered Accountants' Training Financial Accountants' Training Management Accountants' Training Forensic Accountants' Training Taxation |

Research in the Faculty is managed by the directors of the **Research Unit for Economic and Business Sciences: WorkWell: a Focus Area and a Niche area.**

| Research Unit/ focus area | Programme |
|---------------------------|---|
| WorkWell: | Research Unit for Economic and Management Sciences |
| TREES | Research Unit for Tourism Research in Economic Environs and. Society. |
| TRADE | Focus area for Trade and Development |

The directors of the research units and focus area are responsible for the management of research in the faculty including the research component of the master's and doctorate (PhD) education programmes. More information is available on the website of the faculty. Research is also conducted together with other research unit/focus areas (such as the Research Focus Area for Business Mathematics (BMI)

E.1.9 QUALIFICATIONS, PROGRAMMES AND CURRICULA

The University has the authority to confer the following degrees offered by the Faculty of Economic and Management Sciences:

- Bachelor in Training and Development (BTD)
- Bachelor of Education (Honours) (BEdHons) (Training and Development)
- Master of Education (MEd) (Training and Development)
- Doctor of Philosophy (PhD) (Training and Development)

E.1.10 QUALIFICATIONS IN TRAINING AND DEVELOPMENT

| BACHELOR DEGREE | | | | | |
|---|-------------------------------------|-------------------------------------|---------------------------------|----|-----------|
| Qualification | Programme | Curriculum code | Mode of delivery | of | NQF level |
| BTD Bachelor in Training and Development | Training and Development 568 100 | Human Resource Development E100P | Limited contact study school | – | 7 |
| HONOURS DEGREE | | | | | |
| Qualification | Programme | Curriculum code | Mode of delivery | of | NQF level |
| BEdHons Honours Bachelor Educationis | Training and Development 464 120 | Training and Development: E604P | Limited contact study school | – | 8 |
| MASTER'S DEGREE | | | | | |
| Qualification | Programme | Curriculum code | Mode of delivery | of | NQF level |
| Magister Educationis | Training and Development 403 132 | Training and Development E821P | Research Part-time | | 9 |
| DOCTOR'S DEGREE | | | | | |
| Qualification | Programme | Curriculum code | Mode of delivery | of | NQF level |
| PhD | Training and Development 404 122 | Training and Development E913P | Research Part-time | | 10 |

E.2 RULES OF THE BTD PROGRAMME (CODE 568100)

E.2.1 DURATION (MINIMUM AND MAXIMUM DURATION)

Minimum duration is three (3) years and maximum five (5) years for completion.

E.2.2 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

- **Minimum academic requirements:** (a) Senior Certificate (Matric) with exemption; (b) If a candidate does not have exemption, and is already 23 years of age, (then) (i) one (1) Language HG passed/any other subject HG passed + (ii) any four (4) subjects (which may include the subject under “(i)”), each passed with a minimum of an E symbol, will be considered. (c) If a candidate does not have exemption, is already 23 years of age, but not yet 44 years of age, and does not meet the requirements as stated in “(b)”, (then) a **Level 6 University Certificate** or the like will be considered. (d) If a candidate does not meet any of the requirements (a) to (c), but is already 44 years of age, the possibility of the writing (and the passing) of the University Entrance Test by the candidate will be considered. Another possibility, but one that “requires” exceptional circumstances, is what is locally known as the “Senate Discretionary” route. (e) If a candidate is already 45 years of age, (then) no academic requirements need to be met.
- **BTD programme requirements:** Relevant working experience as a trainer of at least two (2) years in the HRD/HRM environment. Please note: this qualification is not meant for FET college lecturers, educationists/ teachers/would-be teachers.

Applicants need to freely have access to the Internet, as completed assignments need to be uploaded electronically onto the efundi platform of the NWU's Potchefstroom Campus, and as email messages need to be received and sent.

E.2.3 LIST OF MODULES

Evaluation of academic literacy – AGLE 111 See E.1.3

| Module code | Descriptive name | Prerequisites | Credits |
|-------------|---------------------------------------|---------------|---------|
| AGLE 121 | Academic Literacy | | 12 |
| IOPS 111 | Introduction to Industrial Psychology | | 12 |
| IOPS 121 | Occupational health and Ergonomics | | 12 |
| IOPS 211 | Personnel psychology | | 16 |
| IOPS 221 | Career psychology | | 16 |
| LARM 111 | Introduction to Workplace relations | | 12 |
| ENGL 113 | Interactive English | | 8 |
| PSDT 111 | Professional Skills Development | | 12 |
| OPLN 111 | Communication | | 16 |
| OPLN 112 | Introduction to ETD/HRD Practices | | 8 |

| | | | |
|-----------------|--|-------------------------|----|
| OPLN 121 | Analysis & Design for Training | | 32 |
| OPLN 122 | Presentation, Facilitation & Evaluation | | 24 |
| OPLN 211 | Assessment in Skill Development | OPLN 112,121 and 122* | 24 |
| OPLN 212 | Skill Development Facilitation in ETD | OPLN 112, 121 and 122* | 24 |
| OPLN 221 | Research Methodology | | 8 |
| OPLN 222 | Learner Support & Guidance | | 16 |
| OPLN 223 | Moderation in Skills Development | OPLN 211 and 212 | 16 |
| OPLN 224 | Introduction to Adult Education in ETD practices | | 8 |
| OPLN 311 | Learner Facilitation | OPLN 121and 122* | 16 |
| OPLN 312 | Human Resource & Occupational Development | OPLN 211, 212, and 223* | 24 |
| OPLN 313 | Guidance & Counselling | OPLN 222* | 16 |
| OPLN 314 | Adult learning in ETD practices | OPLN 224* | 8 |
| OPLN 321 | Research Methodology | OPLN 221* | 16 |
| OPLN 322 | Learning Programme Design | OPLN 211. 212 and 223* | 16 |
| OPLN 323 | Evaluate an ETD provider | OPLN 211, 212 and 223* | 16 |
| OPLN 324 | Establish, implement and maintain a QMS | OPLN 211, 212 and 223* | 32 |
| WVOS 221 | Understanding the educational world | | 12 |
| WVOS 311 | Main currents in the philosophy of education | WVOS 221* | 12 |

E.2.4 CURRICULUM EXIT LEVEL OUTCOMES

On completing this degree students will possess the knowledge, skills and attitudes regarding:

- a) problem identification, problem solving and the implementation of critical and creative thinking with regard to education, training and development matters;
- b) co-operation in groups with the community, the workplace, applicable SETAs and the departments of education and/or labour;
- c) organising and managing themselves as well as their activities;
- d) gaining, analysing, organising and critically evaluating knowledge in the different domains embedded in ETD/HRD and also specifically occupation directed ETD practices;
- e) communication by means of different media in several situations;
- f) effective application of technological and scientific information, by so doing also showing respect for the environment and health of others;
- g) the holistic nature of the world as consisting of integrated systems, which implies that problem-solving does not take place in isolation;

- h) the roles of the ETD/HRD practitioner (with specific focus on the occupation directed ETD practitioner) as specialist in his/her selected role/occupation/job and member of a specific or general community;
- i) the specialised nature of education, training and development practices in the world of work;
- j) all issues related to education, training and development practices.

E.2.4.1 Specific exit level outcomes

In order to contribute to the full personal and professional development of each practitioner and social and economic development in general it is the intention that each student should be empowered with graduate knowledge of concepts, models, theories, principles, skills, research methodologies and applied competence to pursue rewarding careers in the education, training and development environment or human resources. They should therefore be able to:

Plan, prepare, organise, lead, control (manage), facilitate, develop and evaluate learning programmes and -events in a micro or macro adult learning environment effectively to ensure productivity which will result in learners being able to:

- a) Plan, produce and organise a learning event by selecting and/or developing appropriate learning programmes and their accompanying materials;
- b) Develop and utilise the most relevant media- and teaching science methodologies in relation to the environment;
- c) Identify the underlying principles of adult learning;
- d) Plan and conduct curriculum planning and –design in general;
- e) Design, develop and implement a research plan and process that supports the ETD environment;
- f) Evaluate and assure quality of learning programmes by relating education, training and development.

Communicate effectively in order to mediate knowledge and skills to learners by utilising well-designed and structured programmes and -material and by implementing the principles of Outcomes Based Education and Training which will result in learners being able to:

- a) Communicate effectively with adult learners by managing interpersonal dynamics in a group and to mediate knowledge and skills successfully in a micro- or macro-learning environment;
- b) Utilise a variety of facilitation methodologies;
- c) Plan, design, implement and administer the planning and facilitation of learning in an OBE approach and the accompanying and supporting assessment and moderation processes;
- d) Implement strategies to assist learners with special needs and learner support in general.

Identify the key areas of human resource development, contextualise these areas and then successfully integrate and implement them in a safe working environment by utilising the principles of sound Personnel-, Organisational-, and Occupational Psychology and Industrial Sociology which will result in learners being able to:

- a) Demonstrate insight and knowledge in the key areas of Personnel-, Organisational- and Occupational Psychology and Labour Relations;

- b) Demonstrate insight and knowledge to ensure a safe and healthy working environment in which human resources can be developed to their full potential and to the advantage of the organisation and the country as a whole;
- c) Demonstrate in depth knowledge of and insight into the human resource environment and the link with education, training and development;
- d) Understand the need for maintaining competence (to enhance performance) and BSTE HR- and/or ETD Practices to keep abreast of the changing human resource- and education-, training and development environment;
- e) Manage the human resource (development) function in a small or medium-sized organisation in certain functional areas such as staffing, training and development, organisational development and/or labour relations, etc.

Identify, select, plan and implement applicable strategies and supporting interventions to ensure the development of human resources in various working- and labour contexts which will result in learners being able to:

- a) Demonstrate insight and knowledge into the concepts, models, theories and principles underlying Human Resource Development;
- b) Develop and implement strategies and interventions to ensure the development of Human Resources within the framework of a continuously changing working/labour environment;
- c) Demonstrate insight and knowledge into Government legislation that supports the development of human resources and successfully integrate them into all HRD-related interventions;
- d) Demonstrate insight and knowledge into the general management of human resources;
- e) Develop interventions that support the relationship and interaction between human resource development and human resource management.

Manage the education, training and development function in the workplace by developing, implementing and continuously assessing all training interventions, systems and processes that support the training function which will result in learners being able to:

- a) Demonstrate insight into and knowledge of the historical development and underlying philosophies of education, training and development;
- b) Demonstrate insight into and knowledge of the role and function of the Training Manager;
- c) Contextualise all related legislation pertaining to education, training and development;
- d) Identify and implement all the processes and systems related to the training function;
- e) Demonstrate insight into and knowledge of the registration processes to function as training providers.

| YEAR LEVEL 1 | | | | |
|--|---|--------------|------------|-----------|
| FIRST SEMESTER | | | | |
| Module code | Description | Core Modules | Cr | NQF-level |
| AGLE 111* | See E.1.3 | | | |
| ENGL 113 | Interactive English | | 8 | 5 |
| IOPS 111 | Introduction to Industrial Psychology | | 12 | 5 |
| LARM 111 | Introduction to Workplace relations | | 12 | 5 |
| OPLN 111 | Communication | H | 16 | 5 |
| OPLN 112* | Introduction to ETD/HRD Practices | H | 8 | 5 |
| PSTD 111 | Professional Skills Development | | 12 | 5 |
| Total 1st semester | | | 68 | |
| SECOND SEMESTER | | | | |
| Module code | Description | | Cr | |
| AGLE 121 | Academic Literacy | | 12 | 5 |
| IOPS 121 | Occupational health and Ergonomic | | 12 | 5 |
| OPLN 121* | Analysis & Design for Training | H | 32 | 5 |
| OPLN 122* | Presentation, Facilitation & Evaluation | H | 24 | 5 |
| Total 2nd semester | | | 80 | |
| TOTAL YEAR 1 | | | 148 | |
| Important Note: | | | | |
| <ul style="list-style-type: none"> • OPLN 112*, 121* and 122* are prerequisites for OPLN 211 and OPLN 212 in the second year • Core modules are indicated with "H" | | | | |

| YEAR LEVEL 2 | | | | |
|--|--|--------------|------------|-----------|
| FIRST SEMESTER | | | | |
| Module code | Description | Core Modules | Cr | NQF-level |
| IOPS 211 | Personnel psychology | | 16 | 6 |
| OPLN 211* | Assessment in Skill Development | H | 24 | 6 |
| OPLN 212* | Skill Development Facilitation in ETD | H | 24 | 6 |
| Total 1st semester | | | 64 | |
| SECOND SEMESTER | | | | |
| Module code | Description | | Cr | NQF-level |
| IOPS 221 | Career psychology | | 16 | 6 |
| OPLN 221 | Research Methodology | H | 8 | 6 |
| OPLN 222 | Learner Support & Guidance | H | 16 | 6 |
| OPLN 223* | Moderation in Skills Development | H | 16 | 6 |
| OPLN 224 | Introduction to Adult Education in ETD practices | H | 8 | 6 |
| WVOS 221 | Understanding the educational world | | 12 | 6 |
| Total 2nd semester | | | 76 | |
| TOTAL YEAR 2 | | | 140 | |
| Important Note: | | | | |
| <ul style="list-style-type: none"> • OPLN 112*, 121* and 122* are prerequisites for OPLN 211 and OPLN 212 • OPLN 211 and 212 are prerequisites for OPLN 223 • Core modules are indicated with "H" | | | | |

| YEAR LEVEL 3 | | | | |
|---|--|--------------|------------|-----------|
| FIRST SEMESTER | | | | |
| Module code | Description | Core Modules | Cr | NQF-level |
| OPLN 311* | Learner Facilitation | H | 16 | 8 |
| OPLN 312* | Human Resource & Occupational Development | H | 24 | |
| OPLN 313* | Guidance & Counselling | H | 16 | 8 |
| OPLN 314* | Adult learning in ETD practices | H | 8 | 8 |
| WVOS311 | Main currents in the philosophy of education | | 12 | 8 |
| Total 1st semester | | | 76 | |
| SECOND SEMESTER | | | | |
| Module code | Description | | Cr | NQF-level |
| OPLN 321* | Research Methodology | H | 16 | 8 |
| OPLN 322* | Learning Programme Design | H | 16 | 8 |
| OPLN 323* | Evaluate an ETD provider | H | 16 | 8 |
| OPLN 324* | Establish, implement and maintain a QMS | H | 32 | 8 |
| Total 2nd semester | | | 80 | |
| TOTAL YEAR 3 | | | 156 | |
| TOTAL CREDITS FOR THE BTD DEGREE | | | 444 | |
| <p><u>Important Note:</u></p> <ul style="list-style-type: none"> • OPLN 121 and 122 are prerequisites for OPLN 311 • OPLN 211, 212, and 223 are prerequisites for OPLN 312 • OPLN 222 is a prerequisite for OPLN 313 • OPLN 224 is a prerequisite for OPLN 314 • OPLN 221 is a prerequisite for OPLN 321 • OPLN 211 or 212 or 223 is a prerequisite for OPLN 322 • OPLN 211 or 212 or 213 is a prerequisite for OPLN 323 and OPLN 324 • WVOS 211 is a prerequisite for WVOS 311 • Core modules are indicated with "H" | | | | |

E.2.6 MODULE OUTCOMES

NB! See remark E.1.3 regarding module AGLE 111

| Module code: AGLE 111 | Semester 1 | NQF-level: 5 |
|---|-------------------|---------------------|
| Title: Introduction to Academic Literacy | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none">• demonstrate basic knowledge of learning strategies, academic vocabulary and register as well as the reading and writing of academic texts in order to function effectively in the academic environment;• communicate effectively orally and in writing in an appropriate manner in an academic environment;• understand, interpret, and evaluate basic academic texts and write appropriate academic genres in a coherent manner by making use of accurate and appropriate academic conventions;• listen, speak, read and write accurately, fluently and appropriately in an ethical framework. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 2 hour written examination 50 % | | |

| Module code: AGLE 121 | Semester 2 | NQF-level: 5 |
|--|-------------------|---------------------|
| Title: Academic Literacy | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none">• demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment.• as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;• as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 2 hour written examination 50 % | | |

| Module code: ENGL 113 | Semester 1 | NQF-level: 5 |
|--|-------------------|---------------------|
| Title: Interactive English | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • communicate in English (i.e. speaking, reading and writing) at an operational level required for effective learning at university level; • participate in all group activities and reveal a sound ethical approach in all English communication. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 1½ hour written examination 50 % | | |

| Module code: IOPS 111 | Semester 1 | NQF-level: 5 |
|---|-------------------|---------------------|
| Title: Introduction to Industrial Psychology | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • demonstrate knowledge of, and insight into the core areas of Industrial Psychology, including career prospects, roles, functions and competencies of registered counsellors and psychometrists and psychologists; • define and describe the role and the use of the principles of Industrial Psychology; • analyse the biological bases of behaviour, which include cognitive abilities, memory, learning and motivation; • analyse the social bases of behaviour, which includes interpersonal interaction | | |
| Method of delivery: Full-time: limited contact study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 2 hour written examination 50 % | | |

| Module code: IOPS 121 | Semester 2 | NQF-level: 5 |
|---|-------------------|---------------------|
| Title: Occupational health and Ergonomics | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • demonstrate knowledge of the nature and importance of a safe and healthy work environment that enhances the quality of the work life of employees; • show insight into the problems that workers experience regarding safety, health, quality of work life and the human-technology interaction; • demonstrate knowledge of the application of ergonomics by designing models to fit body posture, the office/work environment, designing for special populations and the practical application of the models by means of the ergonomics checklist; • demonstrate knowledge of the connection between work and psychological well being (e.g. Psychological adjustment); • know the determinants and causes of work maladjustment and the implications thereof for safety; • demonstrate knowledge of the types of work dysfunctions and other work-related and organisational maladjustments; • demonstrate knowledge of the ways in which organisations should go about to ensure a safe and healthy work environment conducive to improving the quality of work life; and • demonstrate knowledge of the most important provisions of the Occupational Health and Safety Act (Act 86 of 1993) in maintaining safe and healthy work environments. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 2 hour written examination 50 % | | |

| Module code: IOPS 211 | Semester 1 | NQF-level: 5/6 |
|---|-------------------|-----------------------|
| Title: Personnel Psychology | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • show knowledge of the changing nature of work and how this will affect the application of psychological principles in decision-making; • analyse and apply different types of criteria/standards as it pertains to decision-making for people at work in a fair and equitable way; • evaluate/assess the quality of and applicability of different psychological predictors, and • apply the correct problem solving method such as the development, appraisal and motivation of people at work | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 2 hour written examination 50 % | | |

| Module code: IOPS 221 | Semester 2 | NQF-level: 5/6 |
|--|------------|----------------|
| Title: Career Psychology | | |
| Module outcomes: On completion of this module the student should be able to: | | |
| <ul style="list-style-type: none"> • evaluate the implications of the changing organisation for careers using various theories of career choice/development and counselling in solving career related problems. • identify different life/career stages and the methods that can be used in dealing with career issues. • assess different effects of career experiences on employees and all aspects of career management support. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 2 hour written examination 50 % | | |

| Module code: LARM 111 | Semester 1 | NQF-level: 5 |
|--|------------|--------------|
| Title: Introduction to Workplace relations | | |
| Module outcomes: On completion of this module the student should be able to: | | |
| <ul style="list-style-type: none"> • demonstrate knowledge of, insight into the terminology, core principles and theories, and background of Industrial Sociology as it is applied in business • demonstrate a fundamental knowledge and insight of the study field of Industrial Sociology. • describe the role of the worker and organisations as part of the broader society. show an understanding of the inter-relationship between business and the community • demonstrate the ability to collect information regarding the responsibility of people and the community. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 1.6 hour written examination 50 % | | |

| Module code: PSDT 111 | Semester 1 | NQF-level: 5 |
|--|------------|--------------|
| Title: Professional Skills Development | | |
| Module outcomes: On completion of this module the student should be able to: | | |
| <ul style="list-style-type: none"> • demonstrate personal attributes, such as self-management, taking responsibility and being motivated; • know and demonstrate insight into the role of group dynamics, demonstrate an ability to work in a group, lead a group and manage diversity; • demonstrate an ability to manage change; and • demonstrate the ability to do career planning and understand the chosen career environment. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative: One (1) "semester test": weight 40 % Three (3) class tests/assignments: weight 60 % Summative assessment: 1 x 3 hour written examination 50 % | | |

| Module code: OPLN 111 | Semester 1 | NQF-level: 5 |
|--|-------------------|---------------------|
| Title: Communication in ETD practices | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • analyse and communicate workplace data and • apply workplace communication skills. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 3 hour written examination 50 % | | |

| Module code: OPLN 112 | Semester 1 | NQF-level: 5 |
|--|-------------------|---------------------|
| Title: Introduction to ETD/HRD practices | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • understand OBE and training within the NQF and • engage in occupational development. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 2 hour written examination 50 % | | |

| Module code: OPLN 121 | Semester 2 | NQF-level: 5 |
|---|------------|--------------|
| Title: Analysis and Design for Training | | |
| Module outcomes: On completion of this module the student should be able to: | | |
| <ul style="list-style-type: none"> • engage with and contribute to all aspects of the education, training and development cycle; • work with numbers, patterns and measurements; • conduct learning needs analysis; decide on the content of a learning event by means of a needs analysis; • define the target profiles/skills gaps; • formulate the outcomes to be achieved in a learning event; develop a series of activities that enable learners to achieve the intended outcomes; • create, select and adapt learner support materials or equipment for each activity; prepare a learning environment that is conducive for learning; develop, design a learning programme or intervention; • identify the need for training materials by reviewing courses, programmes of existing materials; • develop outcomes to be achieved through the training materials; • design the framework for the materials; • select resources to be used; develop draft or materials; select a range of available training materials; adapt training materials; and • prepare a variety of teaching- and learning aids. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 3 hour written examination 40 % | | |

| Module code: OPLN 122 | Semester 2 | NQF-level: 5 |
|---|------------|--------------|
| Title: Presentation, Facilitation & Evaluation | | |
| Module outcomes: On completion of this module the student should be able to: | | |
| <ul style="list-style-type: none"> • assist and support learners to manage their learning experiences; • facilitate learning using a variety of methodologies e.g. by encouraging dialogue between learners and the practitioner; recap knowledge to link to previous learning; • clarify outcomes of each learning activity; implement learning activities; • consolidate each learning activity; evaluate each learning activity; identify and respond to learners with special needs and barriers to learning; • promote a learning culture; • maintain the administrative system; evaluate a learning intervention using given instruments; guide and advise learners about learning and assessment, and • evaluate the impact and quality using appropriate instruments | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 3 hour written examination 40 % | | |

| | | |
|--|-------------------|---------------------|
| Module code: OPLN 211 | Semester 1 | NQF-level: 6 |
| Title: Assessment in Skills Development | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • design and develop assessment; • plan and conduct assessment, and • evaluate learning programmes. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 3 hour written examination 40 % | | |

| | | |
|---|-------------------|---------------------|
| Module code: OPLN 212 | Semester 1 | NQF-level: 6 |
| Title: Skills Development Facilitation | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • conduct an analysis to determine outcomes of learning for skills development and other purposes; • develop an organisational training and development plan (WSP); conduct skills development administration in an organisation; • conduct planned skills development interventions in an organization (ATR), and • advise on the establishment and implementation of a quality management system for skills development practices in an organisation. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 3 hour written examination 40 % | | |

| | | |
|---|-------------------|---------------------|
| Module code: OPLN 221 | Semester 2 | NQF-level: 6 |
| Title: Research Methodology | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • conduct elementary field research in an ETD- or Occupation Directed environment by formulating a research question and stating why it is worthwhile to be investigated; • develop an elementary action plan for conducting the research; • conduct and manage the research in accordance with the action plan; • reflect on the appropriateness of the elementary research instrument, the success of the action plan and the outcomes of the research, and • write and present an elementary report on the research in a format useful and acceptable to the relevant stakeholders. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 3 hour written examination 50% | | |

| Module code: OPLN 222 | Semester 2 | NQF-level: 6 |
|--|-------------------|---------------------|
| Title: Learner Support and Guidance | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • guide and support learners; • identify the kinds of support learners may need; • analyse problems/needs and decide on appropriate action; • source and maintain information on the identified issues; provide information, advice, guidance and support (that the practitioner can handle) to learners; • refer learners' issues outside of own expertise to specialist employment-, guidance or counselling agencies as appropriate; • record advice and support provided to learners and evaluate the relationship and progress on activities one has with you and identify ways of improving it, and • evaluate own performance. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 3 hour written examination 40 % | | |

| Module code: OPLN 223 | Semester 2 | NQF-level: 6 |
|---|-------------------|---------------------|
| Title: Moderation in Skills Development | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • analyse and evaluate theoretical frameworks related to moderation in Human Resource Development; • identify, select and implement applicable moderation activities; • develop insight into the nature and extent of moderation in Human Resource Development; • moderate assessments, provide info and advice regarding skills development and • evaluate ETD-Providers/ products for organisational and moderation use. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 3 hour written examination 40 % | | |

| Module code: OPLN 224 | Semester 2 | NQF-level: 6 |
|---|-------------------|---------------------|
| Title: Introduction to Adult Education in ETD/HRD practices | | |
| Module outcomes: On completion of this module the student should be able to: | | |
| <ul style="list-style-type: none"> • demonstrate a solid understanding and knowledge regarding the underpinning philosophies and theories of andragogy; • identify and explain the difference and distinguish between andragogy as a philosophy and adult education in practice; • identify, compare and explain the difference in pedagogy and andragogy; • identify and discuss the different adult developmental phases; • identify and compare adults' preferred learning styles, methodologies and techniques; • explain and analyse the connection between adult education and skills development, and • develop a learning programme for adult education in skills development. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % | | |
| Summative assessment: 1 x 2 hour written examination 40 % | | |

| Module code: OPLN 311 | Semester 1 | NQF-level: 7 |
|---|-------------------|---------------------|
| Title: Learning Facilitation | | |
| Module outcomes: On completion of this module the student should be able to: | | |
| <ul style="list-style-type: none"> • facilitate learning using, selecting and integrating various methodologies; • prepare the learners and the learning environment for effective learning; create communication and support strategies to encourage dialogue between all participants; • recap knowledge to link to prior learning; clarify the outcomes by indicating the relationship between different activities; • you should implement learning strategies and activities by: applying learning strategies; • encouraging participatory approaches; monitoring learner progress and making the necessary interventions; • managing the learning event; • creating opportunities to apply new knowledge within the various contexts; consolidate your activities, • and evaluate the learning processes. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % | | |
| Summative assessment: 1 x 3 hour written examination 40 % | | |

| Module code: OPLN 312 | Semester 1 | NQF-level: 7 |
|--|-------------------|---------------------|
| Title: Human Resource & Occupational Development | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • engage in occupation development; manage workplace diversity; • develop, implement/manage a project/activity plan; develop and implement strategic development processes and strategies that are in line with corporate strategies, and • translate corporate-, business- and functional level strategies into Human Resource Development strategies. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 3 hour written examination 40 % | | |

| Module code: OPLN 313 | Semester 1 | NQF-level: 7 |
|---|-------------------|---------------------|
| Title: Guidance and Counselling | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • guide and support learners; • identify the kinds of support learners may need; • analyse problems/needs and decide on appropriate action; • source and maintain information on the identified issues; provide information, advice, guidance and support (that the practitioner can handle) to learners; • refer learners' issues outside of own expertise to specialist employment-, guidance or counselling agencies as appropriate; • record advice and support provided to learners and evaluate the relationship and progress on activities one has with you and identify ways of improving it, and • evaluate own performance | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 3 hour written examination 40 % | | |

| Module code: OPLN 314 | Semester 1 | NQF-level: 7 |
|--|-------------------|---------------------|
| Title: Adult learning in ETD/HRD practices | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • enable adults to facilitate their own learning; • analyse the profile and characteristics of adult trainers; • explain what cross-culturalism is and analyse its impact on adult learning and the workplace; • identify and manage stress and conflict in the workplace; • understand and address gender issues in the workplace; • motivate adult learners in their learning environment; • identify and explain the importance of the adult learners' self concept; • strategise and construct adult learning programs that embody sound concepts of adult education learning styles; • investigate, audit and critique various adult education delivery systems and ETD providers, and • demonstrate an understanding of effective adult participation techniques in the ETD workplace. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 2 hour written examination 50 % | | |

| Module code: OPLN 321 | Semester 2 | NQF-level: 7 |
|--|-------------------|---------------------|
| Title: Research Methodology | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • design, conduct and co-ordinate (limited) research; • select an applicable area and topic of research by considering the sector, workplace and topics that will transform an element of ETD or occupational practice; • select and apply appropriate research methodologies; • design, conduct and manage the research process according to the research action plan; • analyse and interpret the data collected with regard to the research question, - methodology, -hypothesis and/or topic contents; • evaluate the research process; • make recommendations regarding improvements to research, and • produce and present a research report considering a format appropriate to the target audience, occupation and discipline. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: Research proposal consisting of two sections submitted for formative assessment. Summative assessment: The participation mark is the final pass mark. | | |

| Module code: OPLN 322 | Semester 2 | NQF-level: 7 |
|---|------------|--------------|
| Title: Learning Programme Design | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • coordinate the design of a learning programme; • investigate the need for training materials in a learning programme; • select the appropriate learning support media based on learner needs and learner context; • determine the requirements, purpose and parameters of the training materials; • communicate requirements, purpose and parameters to the development team; • co-ordinate the materials development process; • arrange a pilot programme for the evaluation of the newly designed training materials, and • ensure that revisions are made. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 50 % Summative assessment: 1 x 3 hour written examination 50 % | | |

| Module code: OPLN 323 | Semester 2 | NQF-level: 7 |
|--|------------|--------------|
| Title: Evaluate and ETD provider | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • plan and prepare to evaluate learning systems of an ETD provider; • conduct and co-ordinate the evaluation of the QMS of the ETD provider; • involve stakeholders in the evaluation of learning interventions; • evaluate the implementation of a quality assurance system for learning provision and assessment, and • report findings of the evaluation and make recommendations. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 3 hour written examination 40 % | | |

| Module code: OPLN 324 | Semester 2 | NQF-level: 7 |
|---|------------|--------------|
| Title: Establish, Implement and Maintain a QMS | | |
| Module outcomes: On completion of this module the student should be able to: <ul style="list-style-type: none"> • manage a learning system as part of a quality assurance system, • and establish, implement and maintain a quality assurance system. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 3 hour written examination 40 % | | |

| Module code: WVOS 221 | Semester 2 | NQF-level: 6 |
|---|------------|--------------|
| Title: Understanding the educational world | | |
| Module outcomes: On completion of this module the student should be able to: | | |
| <ul style="list-style-type: none"> • have a fundamental knowledge base of a selection of world views and ideologies and demonstrate their critical understanding through an ability to compare the nature and function, as well as different contemporary manifestations of these world views and ideologies; • have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point, analyse and evaluate real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc.; • be able to articulate their personal world view and use it as a point of departure for arguing and communicating feasible solutions to core issues and problems of our time in a typical academic manner. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 2 hour written examination 40 % | | |

| Module code: WVOS 311 | Semester 1 | NQF-level: 7 |
|---|------------|--------------|
| Title: Main currents in the philosophy of education | | |
| Module outcomes: On completion of this module the student should be able to: | | |
| <ul style="list-style-type: none"> • have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues; • demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues salient to the field of study; • demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format. | | |
| Method of delivery: Full-time: limited contact: study school | | |
| Methods of assessment: Formative assessment: 60 % Summative assessment: 1 x 2 hour written examination 40 % | | |

E.3 RULES FOR THE HONOURS BACCALAUREUS EDUCATIONIS DEGREE (BED.HONS) IN TRAINING AND DEVELOPMENT

E.3.1 METHOD OF PRESENTATION:

This programme is only presented Part-time Limited Contact (NQF-Level 8) and only in English.

The rules for B.Ed-Hons must be read together with the general academic rules of the university, which are available on the Internet at: <http://www.nwu.ac.za>

E.3.2 DURATION (MINIMUM AND MAXIMUM DURATION)

The minimum duration of the studies for this degree is two (2) years and the maximum duration for completing the degree is three (3) years.

E.3.3 ADMISSION REQUIREMENTS FOR THE QUALIFICATION

Admission to this qualification takes place according to the general rule A.3.2 of the university. In particular the following admission requirements are valid for the BEd Hons Training and Development degree: the passing of the "BTD" (or a first degree majoring in Training and Development, with a minimum average mark of 65%, as well as the passing of the two (2) Research Methodology modules (OPLN221 and OPLN321) with a minimum average mark of 65%. Only a certain number of students can be accommodated annually, therefore, all prospective BEd. Honours Training and Development students are subjected to a selection process.

After the successful completion of the B,Ed Hons Training and Development degree at NQF Level 8 with a minimum average mark of 65% for the BEd Hons Training and Development degree, as well as a minimum mark of 65% for both research modules (FOER 611 and RSPR 671) in the BEd Hons Training and Development curriculum, students may apply for the MEd Training and Development degree at NQF Level 9. Only a certain number of students can be accommodated annually, therefore, all prospective MEd. Training and Development students are subjected to a selection process.

The programme in Educational Training and Development is aimed at persons finding themselves in a training, ETD or HRD environment outside the formal school education sector. As such, this curriculum is not accessible to full- or part-time, in-service teacher educators or FET College lecturers.

Important Note: This programme is **NOT** accredited for school education purposes.

E.3.4 CURRICULUM BED (HONOURS)

E.3.4.1 464143: E606P BEd (Honours) (Training & Development) Part Time

| Year 1 | | Year 2 | |
|--------------------------------------|-----------|--------------------------------------|-----------|
| First semester | | First semester | |
| Module code | Cr | Module code | Cr |
| FOER 611 (H) | 16 | RSPR 671 (*1) (H) | 16 |
| OPLN 612 (H) | 16 | OPLN 613 (H) | 16 |
| Total 1st semester | 32 | Total 1st semester | 32 |
| Year 1 | | Year 2 | |
| Second semester | | Second semester | |
| Module code | Cr | Module code | Cr |
| OPLN 626 (H) | 16 | RSPR 671 (*1) (H) | 16 |
| OPLN 627 (H) | 16 | OPLN 628 (H) | 16 |
| Total 2nd semester | 32 | Total 2nd semester | 32 |
| Total year 1 | 64 | Total year 2 | 64 |

(*1) 32-credit module presented across both semesters

E.3.4.2 List of modules

- Students follow the module Foundations of Education Research (FOER 611) in their first semester of study.
- Students may only enrol for the Research Project (RSPR 671) after successful completion of FOER 611 and OPLN612.
- Students execute their Research Project (RSPR 671) in the field of study they enrolled for under supervision of a member of the relevant subject group.

| Module code | Descriptive name | Prerequisites | Credits |
|----------------------------|---|---------------|---------|
| FUNDAMENTAL MODULES | | | |
| FOER 611 | Foundations of Education Research | | 16 |
| RSPR 671 | Research Project | | 32 |
| CORE MODULES | | | |
| OPLN 612 | Research management in Education Training and Development | | 16 |
| OPLN 613 | Adult education in Education Training and Development | | 16 |
| OPLN 626 | Training & Development Perspectives | | 16 |
| OPLN 627 | The Learning Organisation | | 16 |
| OPLN 628 | Human Resource Development in a changing world | | 16 |

E.3.5 MODULE OUTCOMES (NQF-LEVEL 8)

E.3.5.1 FUNDAMENTAL MODULES

| Module code: FOER 611 | Semester 1 | 16 Credits | NQF-Level: 8 |
|---|----------------|---|--------------|
| Title: Foundations of Education Research | | | |
| Module outcomes: After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none">• a broad understanding of the range of education theories, ideas and concepts that mark the current social science and educational landscape,• the ability to analyse and evaluate knowledge critically in a variety of educational contexts,• the ability to analyse and evaluate different methodological approaches so as to apply them in a variety of educational contexts• a basic level of competence to apply the dialectical relationship between education theory and education praxis• the ability to contribute to systematic and disciplined thinking about matters educational. | | | |
| Method of delivery: | | Full-time / Part-time | |
| Methods of assessment: | | Continuous Assessment 50 % Written Exam 50 % | |
| Module code: RSPR 671 | Semester 1 & 2 | 32 Credits | NQF-Level: 8 |
| Title: Research Project | | | |
| Module outcomes: After completing this module, students demonstrate that they have acquired the knowledge, skill, disposition and values to: <ul style="list-style-type: none">• identify a research problem in a specific field of specialisation;• prepare a proposal for a project to investigate the identified problem;• conduct the proposed project under supervision; and• write a scientific report on the project. | | | |
| Method of delivery: | | Full-time / Part-time | |
| Methods of assessment: | | Project Report 100 % | |

E.3.5.2 CORE MODULES

| Module code: OPLN 612 | Semester 1 | 16 Credits | NQF-Level: 8 |
|--|------------|--|--------------|
| Title: Research management in Education Training & Development | | | |
| Module outcomes: After completing this module, students demonstrate that they have acquired: <ul style="list-style-type: none">• the knowledge and skills to generate, explore and consider applicable research actions in ETD and HRD within the relevant contexts, themes, learner groups, levels of learning and availability of resources;• an understanding of how to integrate research results by means of ETD and HRD practices;• the skills to make assessments and evaluations w.r.t different approaches to research in ETD and HRD;• the skills to co-ordinate planning and selection of funding for research in ETD and HRD;• the skills to select and apply the applicable basis for occupational ETD and HRD directed research. | | | |
| Method of delivery: Part-time; limited contact study school | | | |
| Methods of assessment: | | Continuous Assessment 50 % Written Exam 50 % | |

| | | | |
|---|-------------------|--|---------------------|
| Module code: OPLN 613 | Semester 1 | 16 Credits | NQF-Level: 8 |
| Title: Adult education in Education Training and Development | | | |
| Module outcomes: After completing this module, students demonstrate that they have acquired: | | | |
| <ul style="list-style-type: none"> • a solid understanding of knowledge regarding the underpinning philosophies and theories of andragogy; • the skills and knowledge to identify, compare and contrast andragogy as a philosophy and adult education as a praxis; • a working knowledge of different teaching and learning methodologies in adult education; • the knowledge and understanding of the different theories that play a functional role in the different concepts in adult learning, e.g. memory, self-directed learning, critical reflection, experiential learning, cross-culturalism etc.; • specialised knowledge of and practical skills in the grounding, planning, motivation and implementation of teaching and learning opportunities within adult education; • an understanding of the different areas of and for research in adult education within the ambit of different occupations. • the skills to do research and the knowledge to explain the role and function of adult education within an OBE and skills development context. | | | |
| Method of delivery: | | Part-time; limited contact study school | |
| Methods of assessment: | | Continuous Assessment 50 % Written Exam 50 % | |
| Module code: OPLN 626 | Semester 2 | 16 Credits | NQF-Level: 8 |
| Title: Training & Development Perspectives | | | |
| Module outcomes: After completing this module, students demonstrate that they have acquired: | | | |
| <ul style="list-style-type: none"> • a broad understanding of the influences of education, training and development on the vocationally directed market and development sectors; • the ability to compare, evaluate and ascertain the value of the different bands and systems in education and training; • the ability to apply management principles conducive to learning e.g. conduct planning, organise, exercise leadership and control in a micro- or macro- adult education, training and/or development environment. | | | |
| Method of delivery: | | Part-time; limited contact study school | |
| Methods of assessment: | | Continuous Assessment 50 % Written Exam 50 % | |
| Module code: OPLN 627 | Semester 2 | 16 Credits | NQF-Level: 8 |
| Title: The Learning Organisation | | | |
| Module outcomes: After completing this module, students demonstrate that they have acquired: | | | |
| <ul style="list-style-type: none"> • the knowledge and understanding of what the characteristics and criteria of and for a learning organisation are; • the knowledge and skills to evaluate and implement the different models of learning and analyse techniques constituting the fundamental principles of HRD; • the skills to design and develop active strategies that will ensure that the investment in training will return a good interest (ROI). | | | |
| Method of delivery: | | Part-time; limited contact study school | |
| Methods of assessment: | | Continuous Assessment 50 % Written Exam 50 % | |

| | | | |
|--|-------------------|--|---------------------|
| Module code: OPLN 628 | Semester 2 | 16 Credits | NQF-Level: 8 |
| Title: Human Resource Development in a changing world | | | |
| Module outcomes: After completing this module, students demonstrate that they have acquired: | | | |
| <ul style="list-style-type: none"> • the knowledge to analyse the social and economic context of a First World vs the Third World in HRD; • an understanding of the different challenges facing HRD in relevant work place environments; • the ability to address the special needs of learners and marginalised communities in HRD critically. | | | |
| Method of delivery: | | Part-time; limited contact study school | |
| Methods of assessment: | | Continuous Assessment 50 % Written Exam 50 % | |

E.4 RULES FOR THE DEGREE MAGISTER EDUCATIONIS/ MASTER OF EDUCATION (M.ED.) IN TRAINING AND DEVELOPMENT

E.4.1 METHOD OF PRESENTATION:PART-TIME IN ENGLISH ONLY

All master's programmes fall within the research entity of the faculty and must contribute to the development of the projects in the research entity.

The stipulations for the MEd degree must be read together with the general academic rules of the university, which are available on Internet at:

http://www.nwu.ac.za/gov_man/policy/7P-Academic_Rules_e.pdf.

E.4.2 RESEARCH M.ED. DEGREE

E.4.2.1 ADMISSION REQUIREMENTS AND REGISTRATION

E.4.2.1.1 General admission requirements

- (i) A student intending to enrol for the MEd degree must obtain permission from the research director/school director to undertake the study.
- (ii) A student registering for the first time for the MEd degree must do so at the time determined by the University.
- (iii) A student can only register if a letter of permission, signed by his/her supervisor, has been submitted to the registration office.
- (iv) Re-registration for the following years of study must take place at the time determined by the University. Should a student not have re-registered at the time determined by the University, he/she must apply to the University for re-admission.

E.4.2.1.2 Specific admission requirements

- (i) A BEd. Hons degree in Training and Development in addition to at least 5 years experience as a trainer are prerequisites.
- (ii) The student must have obtained a minimum average pass mark of 65% for the BEd Hons degree, as well as a minimum pass mark of 65% for the research modules in the BEd Hons degree.
- (iii) Students must demonstrate acceptable levels of proficiency in terms of their computer and academic literacy. All prospective MEd students must undergo compulsory computer and academic literacy assessments and their admission will also depend on their performance in these assessments.
- (iv) Even if a prospective student meets all of the above admission requirements, the application may still be turned down (1) owing to a lack of capacity in the Faculty to render adequate supervision, or (2) if the proposed research topic cannot be accommodated within the focus of existing research programmes/projects in the Faculty.

E.4.2.2 RECOGNITION OF PRIOR LEARNING

Prior knowledge as recognised by the Faculty Board.

E.4.2.3 STUDY PROGRAMME

- (i) A student for the MEd degree must, unless the research director decides otherwise, follow an approved programme in the Research Focus Area in consultation with the research director. Attendance of the approved programme is compulsory, and if the student fails to do so, his/her studies may be terminated
- (ii) A student who has been admitted to the MEd programme must submit a research proposal to the MEd & PhD Programme Committee for approval within six (6) months after registration. The approved academic processes and administrative cut-off dates for submission must be followed.
- (iii) If a student fails to submit the research proposal for approval within six (6) months after registration, his/her studies may be terminated.

E.4.2.4 DURATION OF THE STUDIES

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 a period of three (3) years.

E.4.2.5 EXTENSION OF STUDY PERIOD

- (i) A student who does not complete his/her studies within the maximum period must apply to the research director for an extension of the study period by one academic year at the end of the third year of the studies (A Rule 4.4.10).
- (ii) The supervisor must provide a motivation for the extension of the study period to the research director of the Research Entity.
- (iii) An application for the extension of the study period must be in the form of a submission 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 supervisor is still available (A Rule 4.4.10.3.5).
- (iv) If the study period is extended, a levy determined by the council from time to time, will be imposed (A Rule 4.4.10.4).

E.4.2.6 CURRICULUM) MED (Training and Development)

E.4.2.6.1 403132: E813P MED (Training and Development)

| Module Code | Descriptive Name | Credits |
|--------------------|--------------------------|----------------|
| OPLN 871 | Training and Development | 240 |

E.4.2.7 EXAMINATIONS

The examination for the MEd degree consists of a (a) full dissertation or (b) published research article(s).

E.4.2.7.1 Appointment of examiners

- (i) The Faculty's MEd and PhD Examination Committee appoints the examiners.

- (ii) The appointment of examiners is done in accordance with Academic Rule 4.4.3.
- (iii) At least three months before submission of the dissertation, students and their supervisors must notify the administration officer of the MEd and PhD Examination Committee in writing of their intention to submit the dissertation for examination.
- (iv) No examiner of a dissertation may have been involved in any manner in the supervision of the student or have acted as a critical reader of the dissertation

E.4.2.7.2 Requirements to which the dissertation must conform

- (i) A dissertation must provide proof that the student has mastered the relevant research paradigms and methodologies.
- (ii) Regarding the technical requirements, a dissertation must comply with all the requirements prescribed by the Faculty Board and the latest “Manual for Postgraduate Studies”.
- (iii) Should a dissertation be presented in the form of (a) published research article(s) or (an) unpublished manuscript(s) in article format, and should more than one such article or manuscript be submitted, the dissertation must still be presented as a unit, containing an overarching problem statement, a focused and integrated literature review, as well as a concluding discussion.

E.4.2.7.3 Submission in the dissertation for examination

- (i) A dissertation may be submitted for examination only with the written permission of the supervisor(s).
- (ii) A dissertation that has been submitted for examination cannot be withdrawn by the student or supervisor(s).

E.4.2.7.4 Requirements for passing

- (i) A student passes when a mark of at least 50% is obtained.
- (ii) A student passes with distinction when a mark of at least 75% is obtained.
- (iii) A student who has failed a dissertation may only apply for re-admission to the same MEd degree programme once, after which a new study must be registered. The Director of the Research Focus Area must be notified before such registration may be approved.

E.4.2.8 TERMINATION OF STUDIES

The studies of a student may be terminated if he/she exceeds the maximum duration of the study period or in the case of unsatisfactory academic performance (A Rule 4.4.11). From the time of registration, the student’s academic progress will be monitored continuously by means of half-yearly progress reports.

E.4.2.9 ARTICULATION

This qualification gives access to the PhD degree

E.5 RULES FOR THE DEGREE PHILOSOPHIAE DOCTOR (PH.D.)

Method of presentation: Part-time in English only

The stipulations for the doctoral 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/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-Arules2014_a.pdf

All doctoral studies fall within the research entity of the Faculty and must contribute to the development of the projects in the research Focus Area.

E.5.1 AIMS OF THE DOCTORAL DEGREE PROGRAMME

The aim of the doctoral degree programme is to provide in South Africa's need for dedicated and highly specialised training and development researchers, who are empowered to conduct original training and development research, to make a scientific contribution to knowledge construction and understanding of training and development either by contributing to the discovering of new knowledge or developing a critical research approach, and to contribute in a responsible and meaningful way to the improvement of training and development at a local, national and international level.

E.5.2 ADMISSION REQUIREMENTS

E.5.2.1 General admission requirements

- (i) Admission shall be subject to approval by the Faculty on recommendation of the research director and in consultation with the school director where applicable. Students are advised to discuss their intended research and supervision well in advance of admission to a doctoral programme.
- (ii) A student can only register if a letter of permission, signed by his/her promoter, has been submitted to the registration office.**
- (iii) A student registering for the first time for the doctoral degree must do so at the time determined by the University.
- (iv) Re-registration for the following years of study must take place at the time determined by the University.
- (v) Should a student in any year fail to register at the time determined by the University, the Faculty may allocate the topic of the thesis, if already registered, to another student.
- (vi) Should a student fail to register at the time determined by the University, he/she must apply to the Registrar for re-admission.

E.5.2.2 Specific admission requirements

- (i) A master's degree (MEd) in Training and Development and five years experience as a trainer are prerequisites.
- (ii) Should a student not be in possession of a master's degree in Training and Development, but be in possession of another master's degree, further conditions for admission may be set by the Faculty
- (iii) The student must have obtained a minimum average pass mark of 65% for the MEd degree.

- (iv) Students must demonstrate acceptable levels of proficiency in terms of their computer and academic literacy. All prospective PhD students must undergo compulsory computer and academic literacy assessments and their admission will also depend on their performance in these assessments.
- (v) Even if a prospective student meets all of the above admission requirements, the application may still be turned down (1) owing to a lack of capacity in the Faculty to render adequate supervision, or (2) if the proposed research topic cannot be accommodated within the focus of existing research programmes/projects in the Faculty.

E.5.3 RECOGNITION OF PRIOR LEARNING

Prior learning as recognised by the Faculty Board.

E.5.4 STUDY PROGRAMME

- (i) A student for the PhD degree must, unless the research director decides otherwise, follow an approved programme in the research Focus Area in consultation with the research director. Attendance of the approved programme is compulsory, and if the student fails to do so, his/her studies may be terminated
- (ii) A student who has been admitted to the PhD programme must submit a research proposal to the MEd & PhD Programme Committee for approval within six (6) months after registration. The approved academic processes and administrative cut-off dates for submission must be followed.
- (iii) If a student fails to submit a research proposal for approval within six (6) months after registration, his/her studies may be terminated (A Rule 5.4.11).

E.5.5 DURATION OF THE STUDIES

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 doctoral degree is a period of four (4) years.

E.5.6 EXTENSION OF THE STUDY PERIOD

- (i) A student who does not complete his/her studies within the maximum period must apply to the research director for an extension of the study period by one academic year at the end of the fourth year of his studies (A Rule 5.4.10).
- (ii) The promoter must provide a motivation for the extension of the study period to the research director of the Focus Area.
- (iii) An application for the extension of the study period must be in the form of a submission in which the following are indicated (A Rule 5.4.10.3):
 - (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.
- (iv) If the study period is extended, a levy determined by the council from time to time, will be imposed (A Rule 5.4.10.4).

E.5.7 LIST OF PROGRAMMES

| Programme Code | Curriculum Code | Descriptive Name | Curriculum Abbreviation | Credits |
|----------------|-----------------|--------------------------|-------------------------|---------|
| 404 122 | E913P | Training and Development | OPLN 971 | 360 |

E.5.8 EXAMINATIONS

E.5.8.1 Appointment of examiners

- (i) For the examination of a doctoral thesis at least three examiners, including international external examiners, are appointed by the MEd & PhD Examination Committee of the Faculty. 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 or have acted as a critical reader of the thesis.
- (ii) At least three months before submission of the thesis, students and their promoters must notify the MEd and PhD Examination Committee in writing of their intention to submit the thesis for examination.

E.5.8.2 Examinations

- (i) Examinations for a doctoral degree comprise at least a doctoral thesis that details the student's original research.
- (ii) A doctoral thesis must be submitted for examination.
- (iii) An oral defence of the thesis is required before a final examination mark can be awarded.

E.5.9 REQUIREMENTS FOR A DOCTORAL THESIS

- (i) A doctoral thesis must contribute towards scientific training and development research, knowledge construction and insight into the research domain, and has to provide proof of originality, either by finding new facts, or by exercising an independent critical research approach (A Rule 5.4.4.1).
- (ii) The editing of a thesis must be satisfactory and comply with the requirements laid down by the Faculty Board (A Rule 5.4.2.5) and the latest 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, supplemented by an overarching problem statement, a focussed literature analysis and integrated, together with a summarised concluding discussion.

E.5.10 TERMINATION OF STUDIES

The studies of a student may be terminated if he/she exceeds the maximum duration of the study period or in the case of unsatisfactory academic performance (A Rule 5.4.11). From the time of registration, the student's academic progress will be monitored continuously by means of half-yearly progress reports.

File reference: 7P/7.2.5/P-FEMS