MAFIKENG CAMPUS
EDUCATION AND TRAINING

POSTGRADUATE PROGRAMMES

JAARBOEK
2017
YEARBOOK

NWU®

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 them-selves 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

Office Bearers

EXECUTIVE DEAN OF FACULTY OF EDUCATION & TRAINING

Prof A B Oduaran
Tel: 018 3892208
Secretary: Mrs Mothibi
Tel: 018 3892191

DIRECTOR OF SCHOOL OF EDUCATION LEADERSHIP DEVELOPMENT

Vacant

Tel: 018 3892498

Secretary: Mrs Senne

Tel: 018 3892500

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 Academic Rules (A Rules) of the University, as determined from time to time by the Council of the University on recommendation by the Senate. The A Rules are available at http://www.nwu.ac.za.

M.1.1.1 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 and Notice No 1040 of 2012 in terms of Section 8(2)(c) of the National Qualifications Framework Act, 2008 (Act 67 of 2008), a 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.

The following table sets out the NQF (HEQF) levels of the qualifications in Education:

NQF (HEQF) LEVELS	QUALIFICATIONS
10	PhD
9	MEd
8	BEd Hons
8	PGDE
7	BEd
7	PGCE
7	ADE

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.

The present programmes Advanced Certificate Education (ACE) and the National Professional Diploma Education (NPDE) was phased out from 2015. These qualifications do not provide entry into the BEd Hons.

The PGDE is not offered in 2017 but from 2018 onwards. It will offer further professional development in the support of teaching and learning. It is on the same level as the BEd Hons but a research project may not be required in the PGDE. If graduates of the PGDE wish to continue on to an MEd, they will be required to

undertake additional research modules of at least 30 credits to obtain admission to the MEd.

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 and Training. 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 research activities in the School of Education Leadership Development (SELD) 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 the postgraduate research done in the SELD are:

a) exploiting new knowledge in the education areas that are the focus of research in the SELD;

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.2 **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.3 **CAPACITY STIPULATION**

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

M.4 QUALIFICATIONS AND PROGRAMMES

HONOURS DEGREE				
Qualification	**Programme and Code**	**Curriculum and Code**	**Method of Delivery**	**NQF level**
Honours Bachelor of Education (BEdHons)	Education Management, Law & Systems 464 121	Education Management, Law & Systems O605M	Part-time	8
	Learner Support (for second year students) 464 148	Education in Learner Support O611M	Part-time	8

MASTER'S DEGREE				
Qualification	**Programme and Code**	**Curriculum and Code**	**Method of Delivery**	**NQF level**
Master of Education (MEd)	Education Management 4CB N01	Education Management O801M	Part-time	9
	Mathematics/ Science Education (Full Dissertation) 403 114	Mathematics/ Science Education O814M	Part-time	9

DOCTORAL DEGREE				
Qualification	**Programme and Code**	**Curriculum and Code**	**Method of Delivery**	**NQF level**
Doctor of Philosophy (PhD)	Education Management 4CA R06	Education Management O901M	Part-time	10
	Curriculum Studies 4CA R03	Curriculum Studies O901M	Part-time	10

M.5   **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.6   **RULES FOR THE BACHELOR IN EDUCATION HONOURS (BEd Hons)**

▪ Minimum enrolments per programme are 10 students.
▪ Maximum enrolments per programme are 30 students.

Method of presentation: part-time.

M.6.1   **GENERAL INFORMATION**

M.6.1.1   **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 9.

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.6.1.2   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 in one calendar year for full-time study. In the case of part-time, the curriculum shall extend over a minimum period of four semesters in tow calendar years.

M.6.1.3   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 BEd Hons degree:

M.6.1.3.1   General admission requirements

Demonstration of learning outcomes at NQF level 7 (480 credits of which 72 at NQF level 7) 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 7); 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 7);

- 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 for assessment of the qualification to gain entry to the BEd Hons qualification.

- A minimum pass mark (average) of 65% for the four years of undergraduate studies in education.

- It is required that a student successfully completes the module FOER 611 before he/she can start with the research component (RSPR 671).

M.6.1.3.2   Admission to examinations

Admission to examinations in any module in which examinations are taken, takes place by obtaining a proof of participation mark from the School Director that learning activities have been executed according to the programme prescriptions.

M.6.1.4   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.6.1.5   Examination marks

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

M.6.1.6   Module (final) marks

The requirement for passing a module in which examinations are taken is 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.6.1.7   Pass requirements of a programme

• Passing all the separate modules of which the curriculum is compiled, passes a curriculum;

• The BEd Hons is passed with distinction if an average mark of at least 75% is attained in all the modules prescribed for the curriculum and the qualification is passed in a maximum period of two semesters (one year) for full-time study or four semesters (two years) for part-time study.

M.6.2   LIST OF FUNDAMENTAL MODULES

EDUCATION MANAGEMENT, LAW & SYSTEMS:
(464 121 – O605M)

FUNDAMENTAL MODULES			
MODULE CODE	DESCRIPTIVE NAME	PRE-REQUISITES	CREDITS
EMLO 611	Educational Management and Organisation	None	16
FOER 611	Foundations of Education Research	None	16
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

LEARNER SUPPORT:
(464 148 O611M)

FUNDAMENTAL MODULES			
MODULE CODE	DESCRIPTIVE NAME	PRE-REQUISITES	CREDITS
APLS 673	Applied Learning Support	None	32
LORE 671	Life Orientation	None	32
CEPS 612	Community Education Psychology	None	16
FLCE 621	Facilitation and Lay Counselling for Educators	None	16
FOER 611	Foundations of Education Research	None	16
RSPR 671	Research Project	None	32

M.6.3   PROGRAMMES

M.6.3.1   Programme 464 121: Education management, law and systems

M.6.3.1.1   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.6.3.1.2   Curriculum 0605M: Education Management, Law and Systems

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		
TOTAL FIRST SEMESTER	**48**	**TOTAL FIRST SEMESTER**	**32**
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		
TOTAL SECOND SEMESTER	**32**	**TOTAL SECOND SEMESTER**	**16**
TOTAL YEAR LEVEL 1	**80**	**TOTAL YEAR LEVEL 2**	**48**
TOTAL CREDITS FOR THE PROGRAMME : 128			

M.6.3.2   Programme 464 148:   Education in Learner Support/Special Needs Education

M.6.3.2.1   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.6.3.2.2 Curriculum O611M: Learner Support

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		
TOTAL FIRST SEMESTER	**40**	**TOTAL FIRST SEMESTER**	**32**
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
TOTAL SECOND SEMESTER	**24**	**TOTAL SECOND SEMESTER**	**32**
TOTAL YEAR LEVEL 1	**64**	**TOTAL YEAR LEVEL 2**	**64**
TOTAL CREDITS FOR THE PROGRAMME : 128			

M.6.4   MODULE OUTCOMES

MODULE CODE: FOER 611	SEMESTER 1	16 CREDITS	NQF-LEVEL: 8

TITLE: FOUNDATIONS OF EDUCATION
Students demonstrate that they have acquired:
- a broad understanding of the range of education theories, ideas and concepts that mark the current social sciences 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; and
- the ability to contribute to systematic and disciplined thinking about matters educational.

Assessment methods: Continuous Assessment 50%		Written Exams 50%	

MODULE CODE: RSPR 671	SEMESTER 1 & 2	32 CREDITS	NQF-LEVEL: 8

TITLE: RESEARCH PROJECT
Students demonstrate that they have acquired the knowledge, skills, disposition and values to:
- 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.

Assessment methods: Project Report 100%			

MODULE CODE: ONWR 611	SEMESTER 1	16 CREDITS	NQF-LEVEL: 8

TITLE: EDUCATIONAL LAW: THEORY AND PRAXIS
Students demonstrate that they have acquired:
- the ability to contemplate theoretically and define the core nature of Educational Law;
- a theoretical and conceptual knowledge of terminology of Educational Law;
- the ability to describe the sources of Educational Law and apply them correctly;
- a theoretical and conceptual knowledge of, as well as an ability to apply Common Law principles to education practice;
- the ability to apply knowledge and understanding of Educational Law principles in education- related scenarios;
- a theoretical and conceptual knowledge of, as well as an ability to analyse, interpret and apply educational legislation in educational practice;
- the ability to analyse, interpret and apply the Constitution in educational practice;
- 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.

Assessment methods: Continuous Assessment 50%		Written Exams 50%	

MODULE CODE: VGLO 611	SEMESTER 1	16 CREDITS	NQF-LEVEL: 8

TITLE: EDUCATION SYSTEMS: STRUCTURE AND FUNCTIONS
Students demonstrate that they have acquired:
- an understanding of the origin, development, nature and purpose of comparative education;
- the ability to compare different education systems along cross-national lines;
- the ability to illuminate an educational issue from a comparative perspective.

Assessment methods: Continuous Assessment 50%		Written Exams 50%	

MODULE CODE: ONWB 624	SEMESTER 2	16 CREDITS	NQF-LEVEL: 8

TITLE: HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT IN EDUCATION
Students demonstrate that they have acquired:
- 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;
- the ability to interpret and evaluate selected policies, laws and principles applicable to Human Resources Management;
- the ability to explain processes of resourcing and assessing talent at the workplace;
- knowledge of continuous professional development in order to analyse, design and apply training programmes aimed at developing talent among employees;
- the ability to interpret and apply career management principles and models;
- the ability to apply knowledge of Human Resources Development to improve performance in the workplace and to develop themselves as individuals.

Assessment methods: Continuous Assessment 50%		Written Exams 50%	

MODULE CODE: ONWB 625	SEMESTER 2	16 CREDITS	NQF-LEVEL: 8

TITLE: FINANCIAL SCHOOL MANAGEMENT
Students demonstrate that they have acquired:
- an understanding of the nature and complexity of the relation between economic and political aspects and the financing of schools;
- the ability to apply and extend education management areas concerned with finances in order to analyse the implications in practice;
- the ability to apply the theory of budgeting and financing of schools in a practical manner;
- a deep understanding of the implications of selected policy documents and laws for the financing of schools.

Assessment methods: Continuous Assessment 50%		Written Exams 50%	
MODULE CODE: CEPS 612	**SEMESTER 1**	**8 CREDITS**	**NQF-LEVEL: 8**

TITLE: COMMUNITY EDUCATIONAL PSYCHOLOGY
After completion of this module, students will be equipped with:
- 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;
- well-rounded knowledge concerning the principles of the community psychology, including health promotion, and the different role-players participating in the process;
- integrated knowledge and skills in order to apply community Educational Psychology theory as well as health promoting principles;
- applied integrated knowledge, skills and values in order to execute organisational development interventions for improving the health and well-being in various contexts.

Assessment methods: Continuous Assessment 50%		Written Exams 50%	
MODULE CODE: IELS 671	**SEMESTER 1 & 2**	**32 CREDITS**	**NQF-LEVEL: 8**

TITLE: INCLUSIVE EDUCATION AND LEARNER SUPPORT
After completion of this module, students will demonstrate:
- an integrated and in-depth knowledge as well as a broad and comprehensive understanding of the range of Inclusive education theoretical perspectives;
- integrated knowledge and skills to analyse and evaluate different inclusive education theoretical perspectives critically;
- a high level of competence to apply the different inclusive education theoretical perspectives in a variety of contexts;
- integrated knowledge and skills to analyse and critically evaluate various learning support approaches and techniques within an inclusive education approach regarding learners' diverse needs in a variety of contexts;
- integrated 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;
- an appropriate professional attitude towards ethical principles which relate to inclusive education's theoretical perspectives as well as learning support approaches and techniques.

Assessment methods: Continuous Assessment 50%		Written Exams 50%	
MODULE CODE: FLCE 621	**SEMESTER 2**	**8 CREDITS**	**NQF-LEVEL: 8**

TITLE: FACILITATION AND LAY COUNSELLING FOR EDUCATORS
After completion of this module, the student should:
- 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;
- 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;
- demonstrate knowledge, skills and attitudes regarding the identification of a range of emotional and social problems in children and adolescents;
- demonstrate knowledge, skills and attitudes regarding referral of those learners for specialised counselling or therapy;
- demonstrate knowledge, skills and attitudes regarding the provision of support from an eco-systemic approach.

Assessment methods: Continuous Assessment 50%		Written Exams 50%	
MODULE CODE: APLS 674	**SEMESTER 1 & 2**	**32 CREDITS**	**NQF-LEVEL: 8**

TITLE: APPLIED LEARNING SUPPORT
After completion of this module the student will be equipped with:
- a broad and in-depth 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, social, and contextual support;
- a high level of competence to apply various support approaches and techniques in a variety of contexts (school, classroom, home, community);
- the skills to apply various support approaches and techniques to support learners who experience barriers to learning;
- integrated knowledge and skills to compile a support programme for a variety of learning needs or barriers that learners may experience;
- a high level of competence in applying specific support programmes;
- an appropriate professional attitude towards ethical principles which relate to the learning support of learners who experience barriers to learning.

Assessment methods: Continuous Assessment 50%		Written Exams 50%	
MODULE CODE: EMLO 611	**SEMESTER 1**	**16 CREDITS**	**NQF-LEVEL: 8**

TITLE: EDUCATIONAL MANAGEMENT
Students demonstrate that they have acquired:
- an understanding of the structure and functioning of the workplace in which Educational Management activities are executed;
- the necessary knowledge of and insight into the ecology (culture and climate) and the change and development of the educational organisation;
- a profound knowledge of and insight into Educational Management as a field of scientific endeavour;

• 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.	
Assessment methods: Continuous Assessment 50%	Written Exams 50%

M.6.5   ARTICULATION

This qualification gives access to the degree Master of Education (MEd).

M.7   RULES FOR THE DEGREE MASTER OF EDUCATION (MEd)

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

M.7.1   RESEARCH MASTER'S DEGREE (MEd)

The Master's degree is presented only as a research degree.

Method of presentation: Full-time/Part-time

M.7.2   PROGRAMMES OFFERED

QUALIFICATION CODE	CURRICULUM CODE	DESCRIPTIVE NAME	CR
4CB N01	O801M	Educational Management and Leadership (EDMA871)	180
403 114	O814M	Maths/ Science Education (SEDM 871)	180

M.7.3   AIMS OF THE QUALIFICATION

M.7.3.1   General aims

The aim of the Master's degree is to equip dedicated education specialists with scholarly scientific knowledge and skills to be able to contribute to academic expertise in education and to fulfil their vocation to provide in South Africa's need for high level education researchers and decision makers.

M.7.3.2   Specific objectives

The specific objectives of the qualification are:

i. Promoting educational expertise and development of postgraduate students through an advanced and profound knowledge and a critical attitude in the Master's programme, to enable them to contribute to the improvement of education at a local and national level; and

ii. Developing their research abilities and skills in order to be able to conduct original research that will result in writing a dissertation or (a) research article(s).

M.7.4   ADMISSION REQUIREMENTS AND REGISTRATION

M.7.4.1   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.

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.7.4.2   Specific admission requirements

    i. A BEd Hons 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 BEd Hons is required.

    iii. Candidates must further

        a) have a computer at their disposal,
        b) be computer literate,
        c) be competent in accessing Internet sources and databases, and
        d) have e-mail access.

M.7.5   STUDY PROGRAMME

    i. The student must do research in a specific area of study in the programme enrolled for, under supervision of the study leader.

    ii. The student must present a research proposal to the MEd and PhD Programme Committee of the Faculty for approval in consultation with the School Director and the supervisor within six (6) months after registration (A.5.3).

    iii. If the student fails in presenting the research proposal for approval within six (6) months, the study may be terminated (A.5.3).

M.7.6   DURATION OF THE STUDIES (minimum and maximum)

The minimum duration of the studies for the Master's degree is one (1) year (full-time) for the acquisition of the required 240 credits, and the maximum duration of study for completing the degree is three (3) years (part-time).

M.7.6.1   Extension of study period

    i. A student who does not complete the study within the maximum period must apply to the School Director for an extension of the study period by one academic year.

    ii. An application for the extension of the study period must be in the form of a written request 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 supports the extension (a written motivation by the supervisor must be attached to the request).

    iii. If the study period is extended, the student will have to pay the registration fee for the extension period as well.

M.7.7   **EXAMINATIONS**

The research Master's degree is examined by way of a dissertation to be submitted to external examiners, of by way of publication of research articles.

M.7.7.1   **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, students must notify the School Director in writing of their intention to submit the dissertation for examination, also signed by the supervisor.

M.7.7.2   **Examination requirements for the dissertation**

i. A dissertation must be a proof that the learner is skilled 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 School.

iii. If a dissertation is presented in the form of published research articles, the dissertation must still be presented as a unit, with a first chapter with an overarching problem statement and a focussed literature analysis, followed by the articles presented as chapters, and ending with a final chapter with a concluding discussion (A.5.4.8).

M.7.7.3   **Requirements for passing**

i.   A dissertation passes if the student obtains a final mark of at least 50% for the dissertation;

ii.   A dissertation for the MEd passes with distinction if the student obtains an average mark of at least 75% for the full dissertation and the qualification is passed within the maximum period allowed (one year full-time; three years part-time);

iii. A student failing a dissertation may apply only once to be admitted again to the Master's degree at the University, in which case a new study must be undertook. (A.5.4.6).

M.7.8   **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.7.9   **ARTICULATION**

This qualification provides access to the degree Doctor of Philosophy in Education (PhD).

M.8 **RULES FOR THE DEGREE DOCTOR OF PHILOSOPHY IN EDUCATION (PhD)**

M**ethod of presentation: Full-time/Part-time**

The stipulations for the Doctoral degree must be read together with the General Academic Rules of the University, which are available at http://www.nwu.ac.za

M.8.1 **RESEARCH DOCTORAL DEGREE (PhD)**

The Doctoral degree is presented only as a research degree.

Method of presentation: Full-time/Part-time

M.8.2 **PROGRAMMES OFFERED**

PROGRAMME CODE	CURRICULUM CODE	DESCRIPTIVE NAME	CREDITS
4CA R06	O901M	Education Management (EDMA971)	360
4CA R03	O901M	Curriculum Studies (CRSE 971)	360

M.8.3 **AIMS OF THE DOCTORAL DEGREE PROGRAMME**

The aim of the Doctoral degree programme is to provide in South Africa's needs for dedicated and highly specialised education researchers, who are empowered to conduct original research, to make a definite scientific contribution to the knowledge and understanding of one of the speciality areas indicated above, 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.8.4 **ADMISSION REQUIREMENTS**

M.8.4.1 **General admission requirements**

  i. A student intending to enrol for a Doctoral degree must obtain permission from the School Director to undertake the studies (A.6.2).

  ii. A student registering for the Doctoral 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 student who has been admitted to the Doctoral 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 student did at the University or another university or institution recognised by the Senate before the learner registered for a Doctoral 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.

M.8.4.2 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 Master's degree;
iii. Candidates must further

   a) have a computer at their disposal,
   b) be computer literate,
   c) be competent in accessing Internet sources and databases, and
   d) have access to e-mail.

M.8.5 STUDY PROGRAMME

i. A student in the Doctoral degree must register in an approved study programme in consultation with the School Director (A.6.1).

ii. A student that has been admitted to the Doctoral degree must present a research proposal to the MEd and PhD Programme Committee of the Faculty for approval in consultation with the School Director and the promoter within six (6) months after registration (A.6.3).

iii. If a student fails in presenting the research proposal for approval within six (6) months, the studies may be terminated (A.6.3).

M.8.6 DURATION OF THE STUDIES (minimum and maximum)

The minimum duration of the study for this qualification is a period of two (2) years (full-time) to acquire the required 360 credits, and the maximum duration of completing the Doctoral degree is a period of four (4) years (part-time).

M.8.6.1 EXTENSION OF THE STUDY PERIOD

i. A student who does not complete the study 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 written request 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 supports the request (a written motivation by the promoter must be attached to the request).

iii. If the study period is extended, the student will have to pay the registration fee for the extension period as well.

M.8.7 EXAMINATIONS

M.8.7.1 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, students must notify the School Director in writing of their intention to submit the dissertation for examination, also signed by the supervisor.

iii. For the examination of a Doctoral thesis, at least three external examiners must be appointed by the Dean in consultation with the School Director. No examiner of a thesis may have been involved in any manner in the supervision of the student

M.8.7.2 Examination requirements for the thesis

i. A Doctoral thesis must be handed in for an examination to be conducted on it (A.6.4);

ii. The Faculty Board can prescribe additional requirements for acquiring a Doctoral degree in the form of either a written and/or oral examination (A.6.4).

iii. 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);

iv. 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;

v. If a thesis is presented in the form of published research articles, the thesis must still be presented as a unit, with a first chapter with an overarching problem statement and a focussed literature analysis, followed by the published articles, and ending with a final chapter with a concluding discussion.

M.8.8 TERMINATION OF STUDIES

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

M.8.9 ARTICULATION

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