

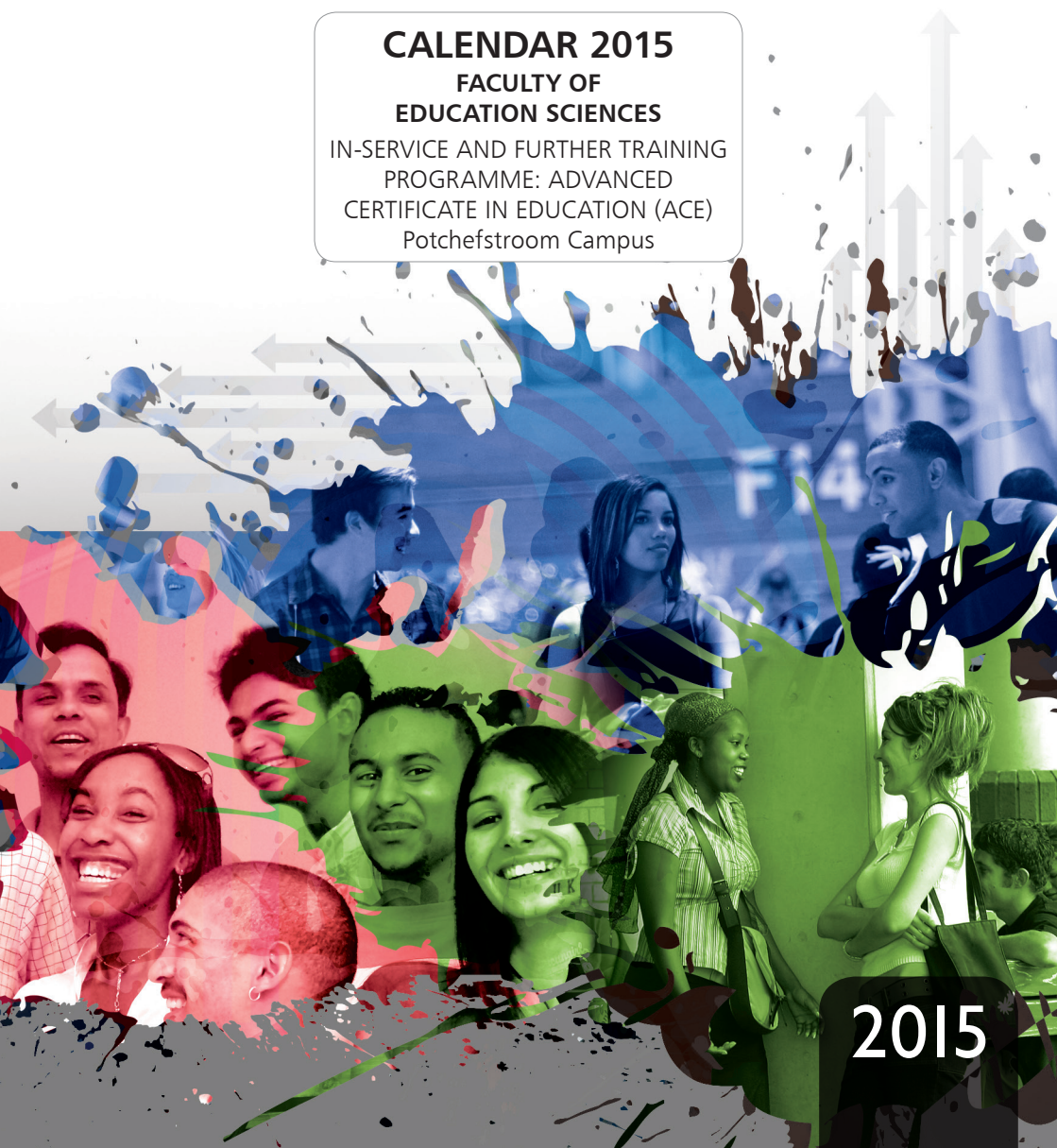


NORTH-WEST UNIVERSITY<sup>®</sup>  
YUNIBESITHI YA BOKONE-BOPHIRIMA  
NOORDWES-UNIVERSITEIT

## CALENDAR 2015

### FACULTY OF EDUCATION SCIENCES

IN-SERVICE AND FURTHER TRAINING  
PROGRAMME: ADVANCED  
CERTIFICATE IN EDUCATION (ACE)  
Potchefstroom Campus



2015

Address all correspondence to:

The Registrar  
North-West University  
Potchefstroom Campus  
Private Bag X6001  
Potchefstroom  
2520

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

## **PLEASE MENTION YOUR STUDENT NUMBER IN ALL CORRESPONDENCE**

The General Academic Rules of the University, to which all students are to adhere and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the website at:

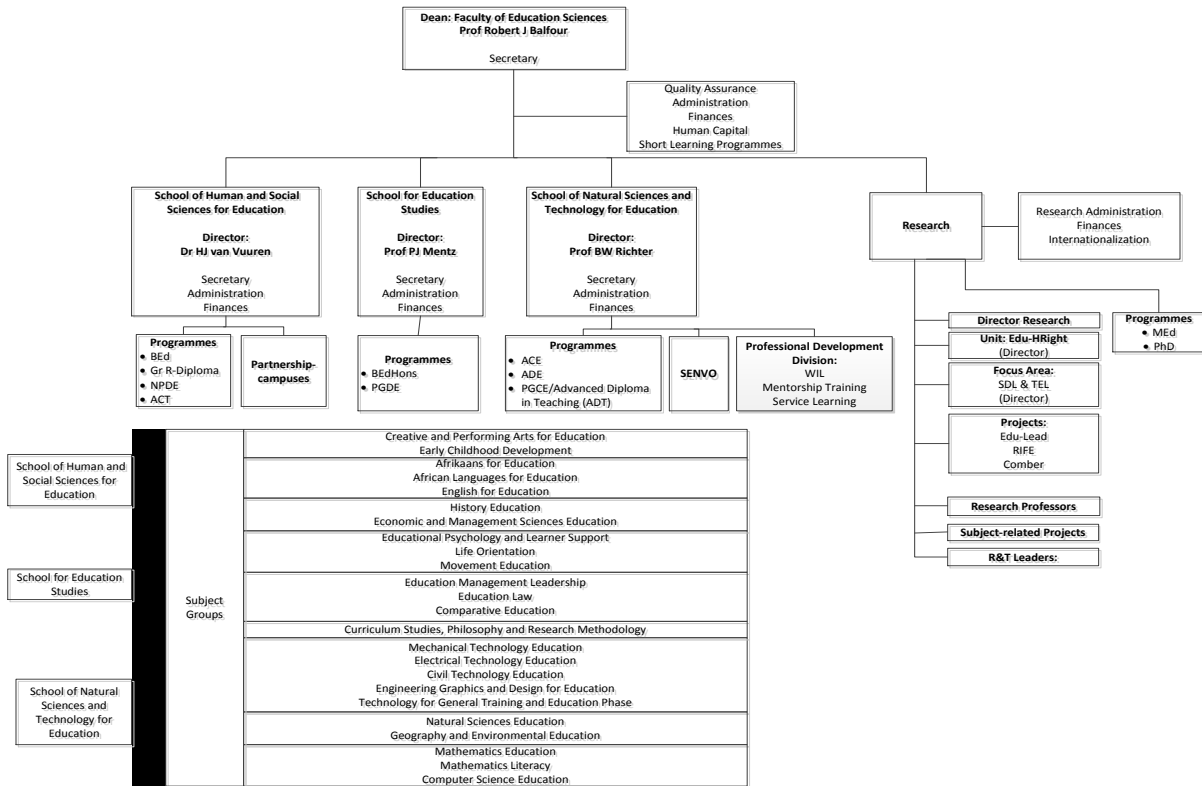
[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-Arules2014\\_e.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-Arules2014_e.pdf)

**Please note:** While 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 appear. Before students make a final selection of modules, it is their responsibility to consult the class timetable regarding possible clashes. Should there be a clash in a student's planned selection, the relevant module combination will not be permitted

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# **FACULTY OF EDUCATION SCIENCES: OFFICE BEARERS**

## **Executive Dean**

Prof RJ Balfour (BA, BAHons, HDE (PGCE), MA, PhD)

## **Directors of Schools and Research Entities**

### **School for Natural Science and Technology for Education**

Prof BW Richter (BA, BAHons, MA, PhD, UED)

### **School of Education Studies**

Prof PJ Mentz (BA, HED (Postgraduate), BEd, MEd, DEd, DTE)

### **School of Human and Social Science for Education**

Dr HJ van Vuuren (BA, HED (Postgraduate), BAHons, BEd, MEd, PhD)

### **Faculty Research Administration (FERA)**

Prof CD Roux (BA, BAHons, SED, MA, DPhil)

### **Research Unit: Edu- HRight**

Prof JP Rossouw (POD (*Onderwys diploma*), BEd, MEd, DEd)

### **Research Focus Area: SDL&TEL**

Prof E Mentz (BA, HOD (Nagraads), BSc(Hons), MSc, PhD)

### **Administrative Manager: Under- and Postgraduate Programmes and Research**

Mr JJ Liebenberg

### **Administrative Manager: Meeting Administration, Management Information and Programme Development**

Ms AMC Cloete

### **Head of Quality**

Ms V Claassen

### **Financial Officer**

Ms JM van Heerden

### **Management Committee of the Faculty**

Prof RJ Balfour (*Chairperson*)

Prof BW Richter

Prof PJ Mentz

Dr HJ Van Vuuren

Prof CD Roux (Faculty of Education Research Administration)

Prof JP Rossouw (Research Unit: Edu-HRight)

Prof E Mentz (Research Focus Area: SDL&TEL)

Prof WJ van Vollenhoven (UODL – staff)

Mr JJ Liebenberg (Under- and Postgraduate Programmes and Research

Ms AMC Cloete (Meeting Administration, Management Information and Programme Development)

Ms V Claassen (Head of Quality)

Ms JM van Heerden (Financial Officer)

## **Faculty Board**

Executive Dean (*Chairperson*)

Directors of the schools and Research Administration, Research Unit and Research Focus Area

Faculty representatives in the Campus Senate

Faculty representatives in the Institutional Senate

Research professors of the schools and Focus Area

Programme leaders:

- MEd and PhD
- BEdHons
- Postgraduate Diploma in Education (PGDE)
- Postgraduate Certificate in Education (PGCE) / Advanced Diploma in Teaching (ADT)
- BEd

- Foundation Phase
- Intermediate and Senior Phase
- Senior and Further Education and Training Phase
- Senior and Further Education and Training Phase (Technology)
- Advanced Diploma in Education (ADE)
- Advanced Certificate in Education (ACE)
- National Professional Diploma in Education (NPDE)
- Diploma in Grade R Teaching
- Advanced Certificate in Teaching (ACT)
- Short learning programmes

Subject group chairpersons

Chairpersons of Faculty Board committees

Academic manager: Open Distance Learning

Manager: Division of Professional Development

Administrative Manager: Under- en Postgraduate Programmes and Research

Administrative Manager: Meeting Administration, Management Information and Programme Development

Head of Quality

Student representatives

Representative of the Faculty of Natural Sciences

## **CONTACT DETAILS FOR THE FACULTY**

Telephone number: 018 299 1766

Website: <http://www.nwu.ac.za/p-fes/index.html>

E-mail address: Edu-EnquiryPotch@nwu.ac.ZA

## SCHOOLS IN THE FACULTY

School	Subject Group
School of Human and Social Science for Education	<ul style="list-style-type: none"> <li>○ African Languages for Education</li> <li>○ Afrikaans for Education</li> <li>○ Creative and Performing Arts for Education</li> <li>○ Early Childhood Development</li> <li>○ Economic and Management Sciences Education and History Education</li> <li>○ English for Education</li> </ul>
School of Natural Science and Technology for Education	<ul style="list-style-type: none"> <li>○ Computer Science Education</li> <li>○ Geography Education and Environmental Education</li> <li>○ Mathematics Education</li> <li>○ Mathematics Literacy</li> <li>○ Natural Sciences Education</li> <li>○ Technology for Education</li> </ul>
School of Education Studies	<ul style="list-style-type: none"> <li>○ Comparative Education</li> <li>○ Curriculum Studies, Philosophy and Research Methodology</li> <li>○ Education Law</li> <li>○ Education Management Leadership</li> <li>○ Educational Psychology and Learner Support</li> <li>○ Life Orientation</li> <li>○ Movement Education</li> </ul>

## **QUALIFICATIONS, PROGRAMMES AND CURRICULA**

The University has the authority to confer the following degrees, certificates and diplomas offered by the Faculty of Education Sciences:

- Doctor of Philosophy (PhD)
- Master of Education (MEd)
- Bachelor of Education Honours (BEdHons)
- Postgraduate Certificate in Education (PGCE)
- Bachelor of Education (BEd)
- Diploma in Grade R Teaching
- National Professional Diploma in Education (NPDE)
- Advanced Certificate in Education (ACE)

## **OP.1 GENERAL ACADEMIC RULES AND FACULTY RULES**

### **OP.1.1 AUTHORITY OF THE GENERAL ACADEMIC RULES**

Programme-specific requirements, procedures and structures are detailed in the respective programme documents and included in the annual calendars of the Faculty. Where applicable, reference is made to the Faculty Rules as detailed in the document.

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).

#### **OP.1.1.1 Policies and specific rules and regulations**

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

Procedures regarding quality assurance in the Faculty (Teaching-Learning Policy and Assessment and Moderation Policy) are available on our webpage at:

[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-TL\\_e.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-TL_e.pdf)

[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-8.1.7-assessment\\_e.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-8.1.7-assessment_e.pdf)

The **research guideline** of the Faculty of Education Sciences is in accordance with the **research policy** and vision and mission of the North-West University. The development of academic scholarship is a priority as is the maintenance of relevant, innovative, leading and focused research to address the challenges faced by education both nationally and internationally.

The webpage for the Research Unit, Focus Area and general research of the Faculty of Education Sciences:

<http://www.nwu.ac.za/content/welcome-faculty-rfa>

#### **OP.1.1.2 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/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-7.1.1\\_Admissions\\_e.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-7.1.1_Admissions_e.pdf)

#### **OP.1.1.3 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.

#### **OP.1.1.4 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 subject group chairperson/programme leader. The requirements are stipulated in the study guide for the module concerned and under the module outcomes in this calendar.

#### **OP.1.1.5 Subminimum for examination**

The subminimum for examinations in all modules is 40% except where a higher subminimum is provided for in faculty rules.

#### **OP.1.1.6 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).

#### **OP.1.1.7 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 calendar.
- c) The module mark required for a pass in a module in which examinations are written is 50%.
- d) The subminimum 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 core modules (specialisation subjects) and Education modules over the course of the qualification from the second academic year is 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).

#### **OP.1.1.8 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. ORAK 511 – Education Law, Systems and Management.
- 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). See OP1.3 of this Calendar for rules applicable to ODL programmes.
- f) Mode of delivery-specific rules (apply according to the relevant calendar). See OP1.3 of this Calendar for rules applicable to ODL programmes.

#### **OP.1.1.9 Qualification with distinction**

General Academic Rule 2.5.2:

An undergraduate qualification is conferred with distinction where the student completes the degree in the minimum period and has achieved an average of 75% in all the core modules identified for this purpose in the applicable faculty rules. For purposes of calculating the average, modules completed at other institutions and that are recognised as such by the NWU, must be taken into account.

#### **OP.1.1.10 Termination of studies**

A student's studies may be terminated in accordance with the stipulations of General Academic Rules A2.4.8 (undergraduate), A3.4.6 (honours degree), A4.4.10 (MEd) and A5.4.10 (PhD).

#### **OP.1.1.11 Evaluation of Academic Literacy**

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.

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 result within 14 days of writing the test and to register for the correct module and in the correct semester.

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.

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.

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.

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.

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.

Students who have already successfully completed a module [s] / course[s] equivalent to AGLA111, 121 / AGLE111, 121 at another institution and can provide proof of this qualification, may apply in writing to the Head of the Centre for Academic and Professional Language Practice for formal recognition.

**During registration all open distance learning students are supplied with an academic literacy study materials package that can be completed at their own tempo. The aim of the materials is to improve the academic literacy of these students.**

#### **OP.1.1.12      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](http://www.puk.ac.za/opencms/export/PUK/html/beheer-bestuur/beleid-reels/WARNING_AGAINST_PLAGIARISM.pdf)

#### **OP.1.1.13      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.

#### **OP.1.1.14      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.

**OP.1.1.15 Language policy and interpreting in the faculty**

Programme Specific

The Language Policy of the NWU is available at the following web address:

<http://www.nwu.ac.za/webfmsend/24728>

- a) Contact classes for open distance learning programmes are offered in English.
- b) Study guides for open distance learning programme modules are available in English and Afrikaans. The student must indicate study guide language of preference on his/her registration form.

## **OP.2 WHAT IS OPEN DISTANCE LEARNING (ODL)**

Open learning is an approach which combines the principles of learner-centeredness, lifelong learning, flexibility provision, the removal of barriers to learning, accessibility to learning, the recognition of prior learning, the provision of learner support, the construction of learning programmes in the expectation that learners can succeed, e-learning and the maintenance of rigorous quality assurance.

The Unit for Open Distance Learning at the Potchefstroom Campus deliver several distance programmes on behalf of the faculties at a number of open learning centres in Southern Africa. Distance learning programmes are offered on the following principles:

- a) Students can register any time of the year.
- b) Each programme has a minimum and maximum duration to complete.
- c) Students have a number of assessment opportunities (examinations) during a study period and all modules can be written at each assessment opportunity.
- d) Students do not have a second examination opportunity directly after the first attempt. If they fail the first attempt (e.g. June), they can write the failed module during the next examination opportunity (e.g. November). A valid participation mark will give the student access to two examination opportunities, where after a student must generate a new participation mark.
- e) Contact classes are mainly presented by means of interactive white boards, supported by facilitators. Lectures can also be followed on a personal computer if students have access to the Internet. All modules presented by means of interactive white boards are stored on the Internet for students to access at a later stage.
- f) Students are supported by means of a Call Centre, social media (Facebook) and contact with lecturers and facilitators.
- g) Examinations are written at several examination centres throughout Southern Africa, but the NWU can request students to write a specific module (e.g. Computer Science) at the Potchefstroom Campus.

### **OP.2.1 RULES APPLICABLE TO ODL PROGRAMMES**

#### **OP.2.1.1 ODL Examination opportunities**

ODL examination opportunities are scheduled during March/April and Sept/Oct of every year. Students can write any module during the first or second examination opportunity annually. Examination opportunities and information are communicated to students through relevant programme information booklets, personal time tables, the NWU and OLG websites, MOODLE, MobiSite and examination letters. Number of examination opportunities per module are determined according to the maximum study period of the qualification for which the student is registered.

#### **OP.2.1.2 Admission to examinations**

According to Academic Rule A.2.4.2 and A3.4.2 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.

Submission of one assignment will allow a student a second examination opportunity, should he/she fail the first attempt.

#### **OP.2.1.3 Participation mark**

"Participation mark" means the mark awarded within a prescribed period to a student in a module by way of formative assessment for the completion of those teaching-learning activities which are required as part of the study within the module.

A participation mark for modules in ODL-programmes is obtained by successfully completing and obtaining an assignment mark for the prescribed assignments as stipulated within every module-specific tutorial letter.

An assignment mark may only contribute towards the participation mark of a specific module for two consecutive examination opportunities. Thereafter a new assignment must be submitted for a new participation mark in order to gain admission to write the examination in that module.

#### **OP.2.1.4 Module mark**

A "module mark" is a mark calculated according to a formula which is determined from time to time for each module in terms of faculty rules, based on the participation mark and the examination mark awarded to a student in a module; provided that the weight of the participation mark in the above mentioned formula may not be less than 30% or more than 70%.

In calculating the module mark for all modules in the NPDE, ACE, PGCE and Upgrade (except when stated otherwise in a particular curriculum), the participation mark carries a weight of 40% and the examination mark a weight of 60% towards the final module mark.

#### **OP.2.1.5 Unsatisfactory academic performance**

A student whose academic performance is found to be unsatisfactory shall receive a formal written warning from the relevant Director. Thereafter, if progress is still not satisfactory, the student may be dealt with in terms of General Academic Rules A2.4.8 and A3.4.6

#### **OP.2.1.6 Termination of studies of ODL-students**

The minimum and maximum duration of study for the various qualifications is indicated in the calendar and in the information booklets for these qualifications. One year before the maximum duration of study is exceeded and a student's studies are finally terminated, such a student will receive a warning letter from the Executive Director: UODL and the Dean: FES or an administrator to inform him/her of the two final examination opportunities to pass all outstanding modules. Should such a student still have modules outstanding after these examination opportunities, the studies of such a student must be terminated in terms of Academic Rule A.2.4.8 and A.3.4.6.

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

## OP.3      ACE PROGRAMMES AND CURRICULUMS OFFERED BY THE FACULTY OF EDUCATION SCIENCES

Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
<b>Advanced Certificate in Education (ACE)</b>  <b>NOTE:</b> <b>**Final intake for ACE is Des 2015. ACE must be phased out by 2018.</b>  <b>**2015 is the last year in which students who enrol for the ACE may articulate into the BEdHons at NQF level 7, provided that they must have completed the ACE by 2016.</b>  <b>**From 2016 onwards students with an ACE must articulate into the ADE followed by the PGDE.</b>  <b>**Refer to OP.1.10.1 for phasing out dates</b>	English Education: 423 122	English Education: O433P/M	ODL Cedar college APEE	6
	Geography Education: 423 123	Geography Education: O434P/V	ODL APEE	6
	History Education: 423 124	History Education: O435P/V	ODL APEE	6
	Sciences Education: 423 125	Science Education (FET Band): O436P	Sediba	6
	Sciences Education: 423 125	Science Education (GET Band): O437P/V	Sediba	6
	Professional Education Development: 423 129	Foundation Phase: O445P	ODL Upton college APEE	6
	Professional Education Development: 423 129	Intermediate and Senior Phase: O446P	ODL Upton college APEE	6
	Professional Education Development: 423 129	Life Orientation: O447P/M/V	ODL Cedar college APEE	6
	Professional Education Development: 423 129	Mathematical Literacy: O444P//M/V	ODL APEE	6
	Learner Support: 423 130	Learner Support: O430P//M/V	ODL	6
	Setswana Education: 423 131	Setswana Education: O439P/M	ODL	6
	Mathematics Education: 423 134	Mathematics Education (FET Band): O442P/V	Sediba	6
	Mathematics Education: 423 134	Mathematics Education (GET Band): O443P/V	ODL APEE	6
	Technology Education: 423 136	Technology Education: O426P/M	ODL APEE	6
	School Leadership: 423 138	School Leadership: O432P/M	ODL	6
	Movement Science Education 423 121	Movement Science Education O440P	ODL APEE	6

ODL: Open Distance Learning (OLG, bursary- and "flexi" students)

## **OP.4 ADVANCED CERTIFICATE IN EDUCATION**

### **OP.4.1 RULES FOR THE ADVANCED CERTIFICATE IN EDUCATION (ACE)**

#### **OP.4.1.1 Final intake and articulation of the ACE**

The final year for student intake for the ACE programme is 2015. These students must have completed the certificate by December 2018.

Articulation routes for students who hold an ACE are as follows:

Students enrolled for an ACE and wishing to articulate to a BEdHons degree at NQF Level 7 must do so by 2014 and must complete the certificate by December 2016.

As from 2016, students who hold an ACE may articulate to an ADE, and then to a PGDE, once having obtained the diploma. As from 2015, the ACT will replace the ACE.

#### **OP.4.1.2 Purpose of the programme**

The ACE is a flexible NQF Level 6 qualification aimed at providing educators with an opportunity to either upgrade and enrich their existing knowledge in a particular area of specialisation, or change their area of specialisation. The former might become necessary due to new developments in an area of study while the latter may be a response to changing national needs or a need for a change in career path. The ACE is open to candidates who are already in possession of an approved Level 5 qualification in the field of education, training and development, and creates additional opportunities for further study at NQF Level 7. Candidates should note that the ACE will be phasing out from 2015 as it is not part of the qualification structure of the new HEQF.

#### **OP.4.1.3 Minimum and maximum duration of study**

- a) For ACE specialisations offered over one year the minimum duration of study is one year and the maximum duration is three years, unless stated otherwise.
- b) With exception of ACE Mathematical Literacy with a minimum of two years and a maximum of four years.

#### **OP.4.1.4 Admission requirements for the qualification**

To be admitted to the Advanced Certificate in Education the student must be in possession of at least an approved after school teaching qualification of three years (NQF level 5), evaluated at REQV level 13 (M+3).

#### **OP.4.1.5 Specific requirements for different ACE specialisations**

Where applicable, specific requirements are explained under each of the relevant curricula in this Calendar.

#### **OP.4.1.6 Qualification outcomes**

After the successful completion of an ACE the student must demonstrate, in his/her area of specialization, the following:

- a) practical skill in selecting, designing, planning, implementing and evaluating, appropriate and effective projects, procedures and/or programmes;

- b) appropriate and adaptable professional skills and judgement, in a variety of contexts of practice;
- c) commitment to high standards in practice and in professional development;
- d) a capacity to critically analyse relevant materials, resources and practices in light of a conceptual understanding of an area of specialisation;
- e) the ability to justify certain choices within an area of specialisation in light of:
  - i. critical understanding of the theoretical aspects underlying an area of specialisation;
  - ii. understanding of current social, economical, political, technological and environmental circumstances relevant to the area of specialisation;
  - iii. relevant features of the context, including the organizational environment, the resources available, and the purposes of the tasks at hand; and
  - iv. contemporary trends in the area of specialisation (South African Qualifications Authority, 2001, p. 48 en 49).

#### **OP.4.2 LIST OF MODULES**

<b>Module code</b>	<b>Descriptive Name</b>	<b>Credits</b>
AGSK 512	African History	16
ASDK 522	Applied Subject Didactical aspects of English	16
ATEK 511	Advanced Thematic Studies for English in Education	16
BOPK 511	Presentation of Movement Education in Schools	16
CDEK 511	Construction and Deconstruction in English Education	16
EDDM 511	Basic Classroom Research	12
EDIM 511	Familiarity with Technology Education	12
EDIM 512	Resources and Technology	12
EDIM 513	Materials, Graphics and Technology	12
EDIM 524	Technology, People and Society	12
EDIM 525	Energy and Technology	12
EDIM 526	Teaching and Learning Strategies for Technology Education	24
EDIM 579	Guided Field Project	24
EUCE 511	End User Computing for Educators	8
FROF 571	Foundation Phase OBE: Introduction	32
FROG 571	Foundation Phase OBE: Application	32
FROL 571	Foundation Phase Technology	32
FROP 571	OBE and the Language Classroom	32
FROS 571	Classroom Planning with the NCS	32
FSET 511	Foundation studies in Education	8
GBGK 511	Population Geography and Urban Geography	16
GGGK 521	Subject Didactics of Geography B	16
GKLG 521	Climatology and Geomorphology	16

Module code	Descriptive Name	Credits
GSGK 511	Subject Didactics of Geography A	16
HIVA 521	HIV/AIDS: Legislation, Counselling and Support	8
LOBO 571	Citizenship Education	32
LOCK 571	Personal Well-being: Physical Health and Recreation	32
LOHA 571	Personal Well-being: Health and Aids	32
LSDL 528	Disabilities and Learning Difficulties in Education	16
LSED 518	Emotional and other Difficulties in Education	16
LSIE 518	Inclusive Education: A Policy Perspective	16
LSSH 528	Social and Health Issues in Education	16
MLED 572	Didactics of Mathematical Literacy	32
MLED 574	Mathematical Literacy in Context	32
MLED 571	Mathematics in Context I	32
MLED 576	Mathematics in Context II	32
NCHK 511	Chemistry for Science Education A	16
NCHK 521	Chemistry for Science Education B	16
NDNK 512	Didactics of Physics	8
NDNK 522	Didactics of Chemistry	8
NDSK 521	Didactics of Science Intermediate Phase	16
NDWK 522	Didactics of Mathematics (GET Band)	16
NEBK 511	The Earth and Beyond for Science	16
NECK 521	Energy and Change for Science	16
NFSK 511	Physics for Science Education	16
NFSK 521	Electricity for Science Education	16
NLLK 511	Life and Living for Science	16
NMMK 521	Matter and Materials for Science	16
NVMI 521	Introduction in Research Methods	8
NWPK 511	Development of Number sense (GET Band)	16
NWPK 512	Fundamentals of Algebra(GET Band)	16
NWPK 521	Geometric Thinking (GET Band)	16
NWPK 522	Graphs and Data Analysis (GET Band)	16
NWSK 513	Mathematics for ACE IA	16
NWSK 514	Mathematics for ACE IB	16
NWSK 523	Mathematics for ACE IIA	16
NWSK 524	Mathematics for ACE IIB	16
NWSK 525	Mathematics for ACE IIC	16
ORAK 511	Education Law, Systems and Management A	8
ORAK 521	Education Law, Systems and Management B	8
ORLK 511	Teaching and Learning A	8
ORLK 521	Teaching and Learning B	8
PCDG 572	Manage Policy, Planning, School Development and Governance	20

Module code	Descriptive Name	Credits
PCLM 521	School Leadership and Management In The South African Context	10
PCMP 571	Lead and Manage People	20
PCPO 522	Portfolio to Demonstrate School Management and Leadership	10
PCSR 571	Manage Organisational Systems, Physical and Financial Resources	20
PCTL 572	Manage Teaching and Learning	20
PELP 512	Lead and Manage a Learning Area, Subject or Phase	12
PEMA 512	Moderate Assessment	10
PEMM 512	Mentor school managers	12
PEPA 512	Plan and Conduct Assessment	15
PFCL 521	Basic Computer Literacy in School Management	10
PFLS 511	Language Skills in School Management and Leadership	6
SANK 521	Sport Science: Emergency First Aid, Sport Injuries & Coaching	16
SDEK 522	Subject Didactical Aspects of English	16
SPKK 511	A Multi-disciplinary Perspective on Sport	16
SPRK 521	General Sport and Recreation Principles	16
SSGK 521	South African History (1948-1994)	16
SVDK 511	Applied Educational Didactical Aspects in Setswana: Intermediate and Senior Phase	16
SVDK 522	Applied Subject Didactics for Setswana Teaching	16
SWHK 511	Advanced Setswana Language	16
SWHK 521	Advanced Educational Literary Studies in Setswana	16
TECH 571	Intermediate & Senior Phase Technology	32
VGAK 511	Subject Didactics of History A	16
VGBK 521	Subject Didactics of History B	16

### **OP.4.3 PROGRAMMES OFFERED IN ADVANCED CERTIFICATE IN EDUCATION**

#### **OP.4.3.1 Advanced Certificate in Education: English Education (423 122)**

##### **OP.4.3.1.1 Curriculum outcomes**

After completion of the ACE in English Education the student will:

- demonstrate theoretical knowledge of and scientific insight into relevant aspects of English Education;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the teaching of English as specialisation;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in

the education environment) within his/her area of specialisation and classroom practice.

**OP.4.3.1.2      Compilation of curriculum O433P/M**

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
CDEK 511	16	SDEK 522	16
ATEK 511	16	ASDK 522	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>128</b>

**OP.4.3.2      Advanced Certificate in Education: Geography Education (423 123)**

**OP.4.3.2.1      Curriculum outcomes**

After completion of the ACE in Geography Education the student will:

- demonstrate theoretical knowledge of and scientific insight into relevant aspects of Geography Education;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in Geography Education;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

**OP.4.3.2.2      Compilation of curriculum O434P/V**

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
GSGK 511	16	GKLG 521	16
GBGK 511	16	GGGK 521	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>128</b>

**OP.4.3.3 Advanced Certificate in Education: History Education (423 124)****OP.4.3.3.1 Curriculum outcomes**

After completion of the ACE in History Education the student will:

- demonstrate theoretical knowledge of and scientific insight into relevant aspects of History Education;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the field of History Education;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

**OP.4.3.3.2 Compilation of curriculum O435P/V**

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
AGSK 512	16	SSGK 521	16
VGAK 511	16	VGBK 521	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>128</b>

**OP.4.3.4 Advanced Certificate in Education: Sciences Education (Further Education and Training band) (423 125)****OP.4.3.4.1 Curriculum outcomes**

After completion of the ACE in Sciences Education (Further Education and Training band) the student will:

- demonstrate conceptual understanding of physics and chemistry concepts in the contexts of the requirements of the relevant national curriculum;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the field of Sciences Education;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

**OP.4.3.4.2 Specific requirements for the ACE in Sciences Education (FET band)**

This programme is presented through the Sediba project on a part-time basis and only in English. Admission is subject to a strict selection process.

Candidates are *considered* for admission if they are in possession of a recognised:

- three year teaching diploma for the secondary school with specialisation in Physical Sciences; **OR**
- three year teaching diploma for the secondary school **and** a pass mark for matric Physical Sciences (or comparable level exams in Physical Sciences) **and** at least three years teaching experience in the field of Physical Sciences in the Further Education and Training band.

This specialisation is presented over a two-year period by means of a vacation school model in the School of Physical and Chemical Sciences in the Faculty of Natural Sciences.

#### OP.4.3.4.3 **Compilation of curriculum O436P**

First Year		Second Year	
Module code	Cr	Module code	Cr
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NDNK 512	8	NDNK 522	8
NCHK 511	16	NCHK 521	16
NFSK 511	16	NFSK 521	16
<b>Total 1<sup>st</sup> Year</b>	<b>64</b>	<b>Total 2<sup>nd</sup> Year</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>128</b>

#### OP.4.3.5 **Advanced Certificate in Education: Sciences Education (General Education and Training band) (423 125)**

##### OP.4.3.5.1 **Curriculum outcomes**

After completion of the Advanced Certificate in Education in Sciences Education (General Education and Training Band) the student will:

- demonstrate conceptual understanding of basic concepts of science in the context of the requirements of the relevant national education curriculum;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the field of Sciences Education;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

##### OP.4.3.5.2 **Faculty specific rules for the ACE in Sciences Education (GET band)**

This programme is presented through the Sediba project on a part-time basis and only in English. Admission is subject to a strict selection process.

Candidates are *considered* for admission if they are in possession of a recognised:

- a) three year teaching diploma for the primary school with specialisation in Sciences; **OR**
- b) three year teaching diploma **and** at least three years teaching experience in the field of Sciences in the General Education and Training band.

This specialisation is presented over a two-year period by means of a vacation school model in the School of Physical and Chemical Sciences in the Faculty of Natural Sciences.

OP.4.3.5.3

#### **Compilation of curriculum O437P/V**

<b>First Year</b>		<b>Second Year</b>	
<b>Module code</b>	<b>Cr</b>	<b>Module code</b>	<b>Cr</b>
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NEBK 511	16	NMMK 521	16
NLLK 511	16	NECK 521	16
		NDSK 521	16
<b>Total 1<sup>st</sup> Year</b>	<b>56</b>	<b>Total 2<sup>nd</sup> Year</b>	<b>72</b>
<b>Total credits for the curriculum</b>			<b>128</b>

OP.4.3.6

#### **Advanced Certificate in Education: Professional Education Development**

##### **Faculty specific rules for ACE in Professional Education Development**

The examinations in the 32-credit modules will be written after completion of two semesters (thus during the second examination opportunity after date of registration).

OP.4.3.6.1

#### **Advanced Certificate in Education: Professional Education Development: Foundation Phase (423 129)**

OP.4.3.6.1.1

##### **Curriculum outcomes**

After completion of the ACE in Professional Education Development: Foundation Phase, the student will:

- a) demonstrate theoretical and scientific knowledge and understanding of and insight into all relevant aspects of teaching and learning in the Foundation Phase;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in terms of teaching and learning in the Foundation Phase;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

OP.4.3.6.1.2

#### **Compilation of curriculum O445P**

<b>Module code</b>	<b>Cr</b>
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ORAK 511	8
FSET 511	8
ORLK 511	8
EUCE 511	8
FROF 571	32
FROG 571	32
FROL 571	32
<b>Total credits for the curriculum</b>	<b>128</b>

**OP.4.3.6.2 Advanced Certificate in Education: Professional Education Development: Intermediate & Senior Phase (423 129)**

**OP.4.3.6.2.1 Curriculum outcomes**

After completion of the Advanced Certificate in Education in Professional Education Development: Intermediate and Senior Phase, the student will:

- demonstrate theoretical and scientific knowledge and understanding of and insight into all relevant aspects of teaching and learning in the Intermediate & Senior Phase;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in terms of teaching and learning in the Intermediate & Senior Phase;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

**OP.4.3.6.2.2 Compilation of curriculum O446P**

<b>Module code</b>	<b>Cr</b>
ORAK 511	8
FSET 511	8
ORLK 511	8
EUCE 511	8
FROS 571	32
FROP571	32
TECH 571	32
<b>Total credits for the curriculum</b>	<b>128</b>

**OP.4.3.7 Advanced Certificate in Education: Professional Education Development: Life Orientation (423 129)**

**OP.4.3.7.1 Curriculum outcomes**

After completion of the Advanced Certificate in Education in Professional Education Development: Life Orientation, the student will:

- a) demonstrate theoretical and scientific knowledge and understanding of and insight into relevant aspects of teaching and learning within the field of Life Orientation;
- b) demonstrate professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the teaching of Life Orientation;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

**OP.4.3.7.2      Compilation of curriculum O447P//M/V**

<b>Module code</b>	<b>Cr</b>
ORAK 511	8
FSET 511	8
ORLK 511	8
EUCE 511	8
LOHA 571	32
LOCK 571	32
LOBO 571	32
<b>Total credits for the curriculum</b>	<b>128</b>

**OP.4.3.8      Advanced Certificate in Education: Professional Education Development: Mathematical Literacy (423 129)**

**OP.4.3.8.1      Curriculum outcomes**

After completion of the Advanced Certificate in Education in Professional Education Development: Mathematical Literacy, students will:

- a) demonstrate theoretical knowledge and understanding of and insight into all aspects relevant to teaching and learning of Mathematical Literacy as included in the school curriculum;
- b) demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the teaching of Mathematical Literacy and in the school and classroom environment;
- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

**OP.4.3.8.2      Faculty specific rules for the ACE in Professional Education Development: Mathematical Literacy**

- a) If the student is in possession of a 480 credit qualification (e.g. a BEd degree) with Mathematics as major, the student will only have to complete a 128 credit ACE.

- b) If the student is in possession of a 360 credit qualification (e.g. an NPDE) with specialization in Mathematics, the student will have to complete a 160 credit ACE.
- c) If the student did not pass Grade 12 Mathematics (HG/SG) he/she has to complete a non-credit bearing access course to be admitted to the ACE in Professional Education Development: Mathematical Literacy.

Duration of study for the completion of the ACE in Professional Educator Development: Mathematical Literacy is 2 years.

#### OP.4.3.8.3

#### **Compilation of curriculum O444P/M/V**

##### **Curriculum for students in possession of 360 credits**

YEAR 1		YEAR 2	
Module code	Cr	Module code	Cr
FSET 511	8	MLED 576	32
ORLK 511	8	MLED 574	32
EUCE 511	8		
ORAK 511	8		
MLED 575	32		
MLED 572	32		
<b>Total 1<sup>st</sup> year</b>	<b>96</b>	<b>Total 2<sup>nd</sup> year</b>	<b>64</b>
<b>Total credits for the curriculum</b>		<b>160</b>	

##### **Curriculum for students in possession of 480 credits**

YEAR 1		YEAR 2	
Module code	Cr	Module code	Cr
MLED 575	32	MLED 576	32
MLED 572	32	MLED 574	32
<b>Total 1<sup>st</sup> year</b>	<b>64</b>	<b>Total 2<sup>nd</sup> year</b>	<b>64</b>
<b>Total credits for the curriculum</b>		<b>128</b>	

#### OP.4.3.9

#### **Advanced Certificate in Education: Learner Support (423 130)**

#### ***This curriculum is only offered in Namibia and Botswana***

#### OP.4.3.9.1

#### **Curriculum outcomes**

After completion of the ACE in Learner Support, the student will:

- demonstrate theoretical knowledge of and insight into relevant aspects of teaching and learning in the area of Learner Support;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the field of education, specialisation in Learner Support;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in

the education environment) within his/her area of specialisation and classroom practice.

OP.4.3.9.2

**Compilation of curriculum O430P/M/V**

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
LSIE 518	16	LSSH 528	16
LSED 518	16	LSDL 528	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>128</b>

OP.4.3.10

**Advanced Certificate in Education: Setswana Education (423 131)**

OP.4.3.10.1

**Curriculum outcomes**

After completion of the ACE in Setswana Education, the student will:

- demonstrate theoretical knowledge of and insight into relevant aspects of teaching and learning in the area of Setswana Education;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the field of Setswana Education;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

OP.4.3.10.2

**Compilation of curriculum O439P/M**

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
SWHK 511	16	SWHK 521	16
SVDK 511	16	SVDK 522	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>128</b>

**OP.4.3.11 Advanced Certificate in Education: Mathematics Education (Further Education and Training Band) (423 134)**

**OP.4.3.11.1 Curriculum outcomes**

After completion of the ACE in Mathematics Education (Further Education and Training Band), the student will:

- demonstrate conceptual understanding of relevant mathematical concepts in the context of the requirements of the relevant national curriculum;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the teaching and learning of Mathematics;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

**OP.4.3.11.2 Faculty specific rules for the ACE in Mathematics Education (FET)**

This programme is presented through the Sediba project on a part-time basis and only in English. Admission is subject to a strict selection process.

Candidates are *considered* for admission if they are in possession of:

- a recognised three year teaching diploma for the secondary school (for example SED) with specialisation in Mathematics; **OR**
- a recognised three year primary teaching diploma with specialisation in Mathematics (for example SPTD), **and** passed matric Mathematics or comparable level, **and** have at least three years of teaching experience in Mathematics in the Further Education and Training Band.

The minimum duration of study for this specialisation is two years. The curriculum is presented via a vacation school model by the School of Physical and Chemical Sciences in the Faculty of Natural Sciences.

**OP.4.3.11.3 Compilation of curriculum O442P/V**

Year 1		Year 2	
Module code	Cr	Module code	Cr
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NWSK 513	16	NWSK 523	16
NWSK 514	16	NWSK 524	16
		NWSK 525	16
<b>Total Year 1</b>	<b>56</b>	<b>Total Year 2</b>	<b>72</b>
<b>Total credits for the curriculum</b>		<b>128</b>	

**OP.4.3.12 Advanced Certificate in Education: Mathematics Education (General Education and Training Band) (423 134)**

**OP.4.3.12.1 Curriculum outcomes**

After completion of the ACE in Mathematics Education (General Education and Training Band), the student will:

- demonstrate conceptual understanding of relevant mathematical concepts in the context of the requirements of the relevant national curriculum;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making, effective functioning in groups and effective didactical skills) in the teaching and learning of Mathematics;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

**OP.4.3.12.2 Faculty specific rules for the ACE in Mathematics Education (GET)**

Candidates are considered for *admission* if they:

- are in possession of a recognised three year primary teaching diploma with specialisation in Mathematics; **OR**
- are in possession of a recognised three year teaching diploma and have at least two years of teaching experience in Mathematics in the General Education and Training Band.

**OP.4.3.12.3 Compilation of curriculum O443P/V**

First semester		Second semester	
Module code	Cr	Module code	Cr
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
NWPK 511	16	NWPK 521	16
NWPK 512	16	NWPK 522	16
		NDWK 522	16
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>
<b>Total credits for the curriculum</b>			<b>128</b>

**OP.4.3.13 Advanced Certificate in Education: Technology Education (423 136)**

**OP.4.3.13.1 Curriculum outcomes**

After completion of the ACE in Technology Education, the student will:

- demonstrate theoretical knowledge of and insight into relevant aspects of teaching and learning in the area of Technology Education;
- demonstrate relevant professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making;

effective functioning in groups and effective didactical skills) in the field of Technology Education;

- c) strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and classroom practice.

OP.4.3.13.2 **Compilation of curriculum O426P/M**

First semester		Second semester	
Module code	Cr	Module code	Cr
EUCE 511	8	EDIM 524	12
EDIM 511	12	EDIM 525	12
EDIM 512	12	EDIM 526	24
EDIM 513	12	EDIM 579	24
EDDM 511	12		
<b>Total 1<sup>st</sup> semester</b>	<b>56</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>72</b>
<b>Total credits for the curriculum</b>			<b>128</b>

OP.4.3.14 **Advanced Certificate in Education: School Leadership (423 138)**

OP.4.3.14.1 **Curriculum outcomes**

After completion of the ACE in School Leadership the students (aspirant and practicing principals) will be able to:

- demonstrate the skills, knowledge and values needed to lead and manage schools effectively and contribute to improving the delivery of education across the school system;
- critically engage and be self-reflective practitioners;
- manage their organizations as learning organizations and instil values supporting transformation in the South African context;
- provide leadership and management to enable the school to provide quality education to every learner; and
- strengthen and support the role of School Leadership in the effective management of education institutions.

OP.4.3.14.2 **Faculty specific rules for the ACE in School Leadership**

- Candidates must be part of the School Management Team (SMT) with a minimum of three (3) years teaching experience.
- Students follow a fixed curriculum as stated below.
- Compilation of Module mark: Participation mark = 60% and Examination mark = 40%.**

OP.4.3.14.3 **Compilation of curriculum O432P/M**

Year 1		Year 2	
Module Code	Cr	Module Code	Cr
PCLM 521	10	PFLS 511	6
PCMP 571	20	PCSR 571	20
PCTL 572	20	PCDG 572	20
		PCPO 522	10
PEMM 512*	12	PELP 512*	12
<b>Total credits year level 1</b>	<b>62</b>	<b>Total credits year level 2</b>	<b>68</b>
<b>Total credits for curriculum O432P/M</b>			<b>130</b>
Elective modules			
<b>*PELP 512 and PEMM 512 are the only two elective modules available at the NWU and therefore part of the fixed curriculum.</b>		PELP 512	12
		PEMM 512	12
		PFCL 521	10
		PEPA 512	15
		PEMA 512	10

**OP.4.3.15 Advanced Certificate in Movement Science Education (423 121)**

**OP.4.3.15.1 Curriculum outcomes**

After completion of the ACE in Movement Science Education, the student will:

- demonstrate fundamental and scientific knowledge of and insight into all relevant aspects of Movement Science Education;
- demonstrate particular professional skills and competencies (amongst others, critical problem solving, sound judgement and decision making; effective functioning in groups and effective didactical skills) in the field of Movement Science Education;
- strive to implement certain values (amongst others, excellence in education practice, continuous professional development and integrity in the education environment) within his/her area of specialisation and in classroom practice.

**OP.4.3.15.2 Compilation of curriculum O440P**

First semester		Second semester	
Module code	Cr	Module code	Cr
ORAK 511	8	ORAK 521	8
FSET 511	8	NVMI 521	8
ORLK 511	8	ORLK 521	8
EUCE 511	8	HIVA 521	8
BOPK 511	16	SANK 521	16
SPKK 511	16	SPRK 521	16
<b>Total 1<sup>st</sup> semester</b>	<b>64</b>	<b>Total 2<sup>nd</sup> semester</b>	<b>64</b>
<b>Total credits for the curriculum</b>			<b>128</b>

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