NORTH-WEST UNIVERSITY
YUNIBESITI YA BOKONE-BOPHIRIMA
NOORDWES-UNIVERSITEIT

POTCHEFSTROOM CAMPUS

EDUCATION SCIENCES

IN-SERVICE AND FURTHER TRAINING PROGRAMMES: AD

CALENDAR 2016

FACULTY OF EDUCATION SCIENCES
IN-SERVICE AND FURTHER TRAINING
PROGRAMME:ADVANCED DIPLOMA IN
EDUCATION (ADE)
Potchefstroom Campus

Address all correspondence to:

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North-West University
Potchefstroom Campus
Private Bag X6001
Potchefstroom
2520

Tel: 018 2991111/2222
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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:
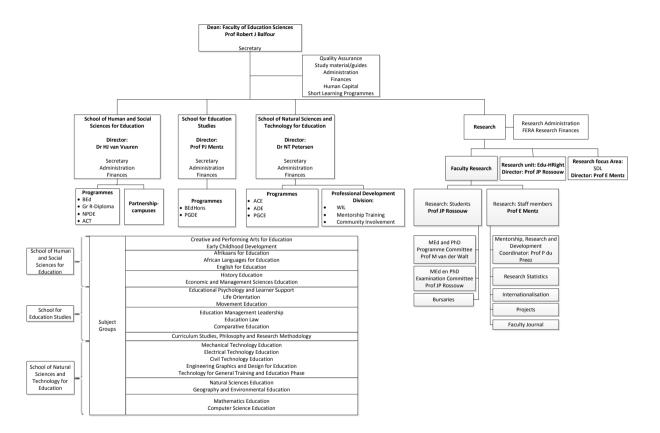
http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-Arules2014_e.pdf

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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Dean: Faculty of Education Sciences
Prof Robert J Balfour

Secretary

Quality Assurance
Study material/guides
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School of Human and Social Sciences for Education

Director:
Dr HJ van Vuuren

Secretary
Administration
Finances

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- BEd
- Gr R-Diploma
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- ACT

Partnership-campuses

School for Education Studies

Director:
Prof PJ Mentz

Secretary
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School of Natural Sciences and Technology for Education

Director:
Dr NT Petersen

Secretary
Administration
Finances

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- WIL
- Mentorship Training
- Community Involvement

Research

Research Administration
FERA Research Finances

Faculty Research

Research unit: Edu-HRight
Director: Prof JP Rossouw

Research focus Area:
SDL
Director: Prof E Mentz

Research: Students
Prof JP Rossouw

MEd and PhD Programme Committee
Prof M van der Walt

MEd en PhD Examination Committee
Prof JP Rossouw

Bursaries

Research: Staff members
Prof E Mentz

Mentorship, Research and Development Coordinator: Prof P du Preez

Research Statistics

Internationalisation

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School of Human and Social Sciences for Education

Subject Groups

Creative and Performing Arts for Education
Early Childhood Development
Afrikaans for Education
African Languages for Education
English for Education
History Education
Economic and Management Sciences Education

School for Education Studies

Educational Psychology and Learner Support
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Education Management Leadership
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Comparative Education
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School of Natural Sciences and Technology for Education

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Electrical Technology Education
Civil Technology Education
Engineering Graphics and Design for Education
Technology for General Training and Education Phase
Natural Sciences Education
Geography and Environmental Education
Mathematics Education
Computer Science Education

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

Dr N. Petersen ((BSc.ED, BScHons, MPhil, PhD)

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)

Research Unit: Edu- HRight

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

Research Focus Area: SDL (Self-Directed Learning)

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

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)*

Dr NT Petersen

Prof PJ Mentz

Dr HJ Van Vuuren

Prof JP Rossouw (Research Unit: Edu-HRight)

Prof E Mentz (Research Focus Area: SDL)

Mr JJ Liebenberg (Under- and Postgraduate Programmes and Research

Ms AMC Cloete (Meeting Administration and Management Information)

Ms V Claassen (Head of Quality)

Ms JM van Heerden (Financial Officer)

Faculty Board

Executive Dean *(Chairperson)*

Directors of the schools

Directors of the 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

- PGDE (Postgraduate Diploma en Education)

- PGCE (Postgraduate Certificate in Education)

- BEd

  - ➢ Foundation Phase

  - ➢ Foundation Phase

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- ADE (Advanced Diploma in Education)

- ACE (Advanced Certificate in Education)

- NPDE (National Professional Diploma in Education)

- Grade R-Diploma

- ACT (Advanced Certificate in Teaching)

- Short learning programmes

Subject group chairpersons

Chairpersons of Faculty Board committees

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

Representative of the Faculty of Health 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	- African Languages for Education - Afrikaans for Education - Creative and Performing Arts for Education - Early Childhood Development - Economic and Management Sciences Education and History Education - English for Education
School of Natural Science and Technology for Education	- Computer Science Education - Geography Education and Environmental Education - Mathematics Education - Natural Sciences Education - Technology for Education
School of Education Studies	- Comparative Education - Curriculum Studies, Philosophy and Research Methodology - Education Law - Education Management Leadership - Educational Psychology and Learner Support - Life Orientation - Movement Education

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)

- Grade R Diploma

- National Professional Diploma in Education (NPDE)

- Advanced Diploma in Education (ADE): Special Needs Education

- National Professional Diploma in Education(NPDE). (Programme is phasing out. Pipeline students till 2018)

- Advanced Certificate in Education (ACE) (Programme is phasing out. Pipeline students till 2018)

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.pd
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

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.1.1.4.1   Subminimum for examination

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

OP.1.1.5   **Examination opportunities**

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

OP.1.1.6   **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.1.1.6.1   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 Mangement.
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 OP2.1 of this Calendar for rules applicable to ODL programmes.
f) Mode of delivery-specific rules (apply according to the relevant calendar). See OP2.1 of this Calendar for rules applicable to ODL programmes.

OP.1.1.7   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.1.1.8   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.1.1.9   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/E121consists 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.1.1.10   **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

OP.1.1.11   **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.1.1.12   **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.1.1.13 **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 anually. 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, ADE, 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 Dean: FES or an administrater authorized by them 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 Dean: FES 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 ADE PROGRAMMES AND CURRICULUMS OFFERED BY FACULTY OF EDUCATION SCIENCES

Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
ADVANCED DIPLOMA IN EDUCATION (ADE)	Applied Support in Special Needs Education 4BE C01	Applied Support in Special Needs Education 0404P	ODL	7

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

OP.4 ADVANCED DIPLOMA IN EDUCATION

OP.4.1 RULES FOR THE ADVANCED DIPLOMA IN EDUCATION (ADE)

OP.4.1.1 Purposes of the programme

The Advanced Diploma is used as a CPD qualification to further strengthen and enhance an existing specialization in a subject, or to develop a new role or practice to support teaching and learning in a school or in education more broadly. The qualification offers intellectual enrichment or intensive, focused and applied specialisation, which meets the requirements of a specific niche in education – for example in the case of new roles, such as inclusive education, school librarianship, school leadership and management, deaf education, etc.; as well as in teaching subjects. Programmes leading to this qualification will provide an Advanced Diploma graduate with a deep and systematics understanding of current thinking, practice, theory and methodology in the area of specialisation.

OP.4.1.2 Minimum and maximum duration of study

For ADE specialisations offered over one year the minimum duration of study is one year and the maximum duration is three years, unless stated otherwise.

OP.4.1.3 Admission requirements for the qualification

A four – year Bachelor of Education degree, or a general first degree or diploma, plus a postgraduate Certificate in Education, or a former Higher Diploma in Education (Postgraduate) may may be presented for admission.

A former Advanced Certificate in Education (Level 6 on the former 8-level NQF) or a former Further Diploma in Eduction which follows a fomer professionl teaching qualification, or a former four-year Higher Diploma in Education, may also be presented for admission into an Advanced Diploma.

In addition, a new Advanced Certificate (Level 6 on the current 10 level NQF) which followed a former Diploma in Education (including a National Professional Diploma in Education) may also be presented for admission into an Advanced Diploma.

Further specialiasation in a teaching subject, offered through an Advanced Diploma at Level 7, requires cognate studies in that subject at Level 6 in the the entry qualification.

OP.4.1.4 Qualification outcomes

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

a) demonstrate integrated knowledge of and have insight into relevant aspects of teaching and learning in the area of Special Needs Education;

b) display relevant professional skills and competencies (amongst others critical problem solving, sound judgement and decision making);

c) demonstrate the ability to independently validate sources of information, evaluate and manage the information in Special Needs;

d) understand and apply certain values, skills, needs and attitudes (amongst others, excellence in education practice, continous professional

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development and intergrity in the education environment) within his/her area of specialisation and classroom practice;

e) effectively use didactic skills within the functioning of groups in the field of specialization in Special Needs Education;

f) select, evaluate and apply a range of different but appropriate procedures and methods of enquiry in Special Needs Education;

g) identify, analyse and critically reflect on complex problems in Special Needs Education; and

h) Understand verbal communication of tasks and projects.

OP.4.2   LIST OF MODULES

Module code	Descriptive name	HEQF level	Credits
AADS 611	Advanced Communication Skills and Lay Counceling for the Educator	7	16
AHIV 621	HIV and AIDS: Legislation, counselling and support	7	8
ALSD 621	Disabilities and learning difficulties in Education	7	16
ALSE 611	Emotional and other difficulties in Education	7	16
ALSI 611	Inclusive Education: A policy perspective	7	16
ALSS 621	Social and health issues in Education	7	16
AREM 621	Applied support in Special Needs Education	7	24
ARES 611	Introduction to Educational Research	7	8
AICT 521	Technology and Computer Literacy for Educators	5	12
TOTAL CREDITS:			**132**

OP.4.3   PROGRAMMES OFFERED IN ADVANCED DIPLOMA IN EDUCATION

OP.4.3.1   **Advanced Diploma in Education: Special Needs Education, Learner Support (4BE C01)**

OP.4.3.1.1   Curriculum outcomes

After completing the ADE in Special Needs Education, the student should be able to:

a) have a systematic and comprehensive knowledge on Special Educational Needs (SEN) in the inclusive education classroom;

b) Understanding the SEN process to be able to apply and integrate knowledge on existing disability issues, themes or in the inclusive education;

c) Understand the place of SEN in the professional development;

d) Have efficient and effective problem-solving abilities to plan a SEN diverse classroom by implementing approaches and policy aspects, related to inclusive educaiton;

e) evaluate ethical and moral aspects regarding SEN in the inclusive classroom.

OP.4.3.1.2   Compilation of curriculum 0404P

Year 1			
First semester		**Second semester**	
Module code	**Cr**	**Module code**	**Cr**
ADDS 611	16	AHIV 621	8
ALSE 611	16	ALSD 621	16
ALSI 611	16	ALSS 621	16
ARES 611	8	AREM 621	24
		AICT 521	**12**
Total credits Semester 1	**68**	**Total credits semester 2**	**64**
TOTAL CREDITS:			**132**

OP.5   ADVANCED DIPLOMA IN EDUCATION: MODULE OUTCOMES

Module code: ALSE 611	Semester 1	16 credits	NQF level: 7

Title: **Emotional and other difficulties in Education**

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

- an ability to identify, evaluate and address learning needs in a self-directed manner, and to facilitate collaborative learning processes in the accommodation of learners in the inclusive classroom;
- an ability to develop appropriate processes of information gathering from barriers in the socio-economic circumstances, and to develop an ability to independently validate the sources of information and evaluate and manage the information;
- an appropriate ethical conduct towards the learner experiencing different barriers of emotional and other difficulties in education;

Method of delivery: Open Distance Learning

Assessing method: Formative (40%) and Summative (examination) 60%

Module code: ALSI 611	Semester 1	16 credits	NQF level: 7

Title:**Inclusive Education: A policy perspective**

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

- integrated knowledge of the main areas of inclusivity and be able to apply and evaluate facts, concepts and theories within the field of inclusion;
- an understanding of integrated knowledge of inclusive education and the White Paper 6 on inclusive education;
- an ability to take decisions and act ethically and professionally within an inclusive educational context;
- an understanding of a range of methods in assessment and support and its suitability for a specific difficulty.

Method of delivery: Open Distance Learning

Assessing method: Formative (40%) and Summative (examination) 60%

Module code: AADS 611	Semester 1	16 credits	NQF level: 7

Title: **Advanced communication skills & lay counseling for the Educator**

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

- an ability to acquire integrated knowledge and skills, and to become skilled in care, the helping process and advanced discourse;
- integrated knowledge of the central areas of one or more fields including an understanding of and an ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field and how that knowledge relates to other fields;
- evaluate performance against given criteria, and accurately identify and address his/her task-specific learning needs in a given context, and to support the learning needs of others;
- develop and communicate his/her ideas and opinions in well-informed arguments, using appropriate academic, professional and occupational discourse;
- an understanding of the ethical implications of decisions and actions, within an organisational or professional context, based on an awareness of the complexity of ethical dilemmas.

Method of delivery: Open Distance Learning			
Assessing method: Formatieve (40%) and Summatieve (examination) 60%			
Module code: ARES 611	**Semester 1**	**8 credits**	**NQF level: 7**

Title: **Introduction to Educational Research**

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

- systematic and comprehensive knowledge of research in the field of education;
- an ability to develop a research title and research question/s
- knowledge and understanding of a research problem relevant to the field of education
- knowledge and understanding of the research process and be able to apply research processes to fictitious or existing research issues, themes or topics in education;
- understand the place of education research in the professional development of education;
- the writing and referencing academic literature in the form of a literature review.

Method of delivery: Open Distance Learning			
Assessing method: Formatieve (40%) and Summatieve (examination) 60%			
Module code: ALSS 621	**Semester 2**	**16 credits**	**NQF level: 7**

Titlel: **Social and Health issues in Education**

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

- integrated knowledge of the central areas of health promoting schools and the whole-school development approach including an understanding of and an ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories within the field of a healthy school environment and how that knowledge relates to other fields in Special Needs Education;
- an ability to take decisions, act ethically and professionally, and to justify those decisions and actions within a supported environment;
- an ability to evaluate performance against a given criteria, and accurately identify and address task-specific learning needs in a given context, and, to support the learning needs of others.

Method of delivery: Open Distance Learning			
Assessing method: Formatieve (40%) and Summatieve (examination) 60%			
Module code: ALSD 621	**Semester 2**	**16 credits**	**NQF level: 7**

Title: **Disabilities and learning difficulties in Education**

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

- an ability to develop and communicate ideas and opinions in well-formed arguments, using appropriate academic, professional or occupational discourse regarding physical, intellectual and learning disabilities;
- an understanding of integrated knowledge and an ability to evaluate types of knowledge and explanations on disabilities and learning difficulties regards to the diverse and unique learning needs of every learner experiencing barriers to learning;
- integrated knowledge and understanding with regards to learners experiencing multiple categories of barriers to learning;
- an ability to take full responsibility for his/her work in decision-making and use of resources, in the support of disabilities.

Method of delivery: Open Distance Learning			

Methods of Assessment: Formative (40%) and Summative (examination) 60%			
Module code: AICT 521	**Semester 2**	**12 credits**	**NQF level: 5**

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

Module outcomes: After successful completion of this module the student should be able to demonstrate:
- detailed knowledge of e-Education and the policy on e-Education
- efficient and effective problem-solving abilities to plan computer integrated lessons and design assessment tasks;
- the ability to evaluate ethical and moral aspects regarding the use of computers in education and make responsible decisions;
- integrated knowledge about definitions, terminology and the functionality of important computer components;
- the effective and efficient use of word processing, spreadsheets,graphics, e-mails, browsing and search engines;
- the ability to apply the effective use of computers in teaching, learning and research in the school and classroom context.

Method of delivery: Open Distance Learning

Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: AREM 621	**Semester 2**	**24 credits**	**NQF level: 7**

Titlel: **Applied support in Special Needs Education**

On successful completion of this module the student should be able to demonstrate:
- integrated knowledge on the central areas of child development, including an understanding of and an ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of the detailed knowledge of the area and how the knowledge relate to other fields in Special Needs Education;
- the ability to evaluate different sources of information, to select information appropriate to the task, and to apply well-developed processes of analysis, synthesis and evaluation on that information;
- evaluate performance against given criteria;
- accurately identify and address task-specific learning needs in a given context, and to support the learning needs of others.

Method of delivery: Open Distance Learning

Methods of Assessment: Formative (40%) and Summative (examination) 60%

Module code: AHIV 621	**Semester 2**	**8 credits**	**NQF level: 7**

Title: **HIV and AIDS: Legislation, Counselling AND Support**

On successful completion of this module the student should be able to demonstrate:
- integrated knowledge and understanding of skills, knowledge, attitude and values to select, evaluate and apply a holistic support structure for HIV and AIDS in the school environment in accordance to equity in South Africa
- understanding of the ethical implications of decisions and actions, within an organisational or professional context based on an awareness of the complexity of ethical dilemmas;
- Integrated knowledge of the central areas of one or more fields including an understanding of and an ability to apply and evaluate the key terms, concepts, facts, principles, rules and theories of that field and how that knowledge relates to other fields.

Method of delivery: Open Distance Learning

Methods of Assessment: Formative (40%) and Summative (examination) 60%

OP.6   LIST OF LECTURES

Name	Phone number	Subject	Building and office number	E-mail address
Els, CJ (Christo)	018 299 2140	HIVA /AIDS: Legislation, Counselling & Support	B11a: G59	10856803@nwu.ac.za
Fouche, E (Elmari)	018 299 4552	Advance Communication Skills & Lay Counseling for the Educator	B11: G06	10084975@nwu..ac.za
Labuschagne, SF (Lappies)	018 299 4555	Emotional & other difficulties in Education	B11: G11	10253076@nwu.ac.za
Els, CJ (Christo)	018 285 2071	Disabilities & Learning difficulties in Education	B11: G59	10856803@nwu.ac.za
Smit, S (Suegnet)	018 285 2071	Inclusive Education: A policy perspective	B11: G68	12685941@nwu.ac.za
Neethling, MM (Marinda)	018 285 2071	Applied Support in Special Needs Education	B11: G12	12689866@nwu.ac.za
Labuschagne, SF (Lappies)	018 299 4555	Social & Health issues in Education	B11: G11	10253076@nwu.ac.za
Van der Vyver Corne	018 299 4568	Inroduction to Education Research	B11:G61	20486758@nwu.ac.za
Fouche, E (Elmari)	018 299 4552	Information & Communicaation Technology in the classroom	B11: G06	10084975@nwu.ac.za

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