CALENDAR 2014

FACULTY OF
EDUCATION SCIENCES
UNDERGRADUATE
PROGRAMMES BTD (HRD)

Potchefstroom Campus

Address all correspondence to:

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POTCHEFSTROOM
2520

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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/export/sites/default/nwu/gov_man/policy/7P-Academic_Rules_a.pdf…

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students make 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.
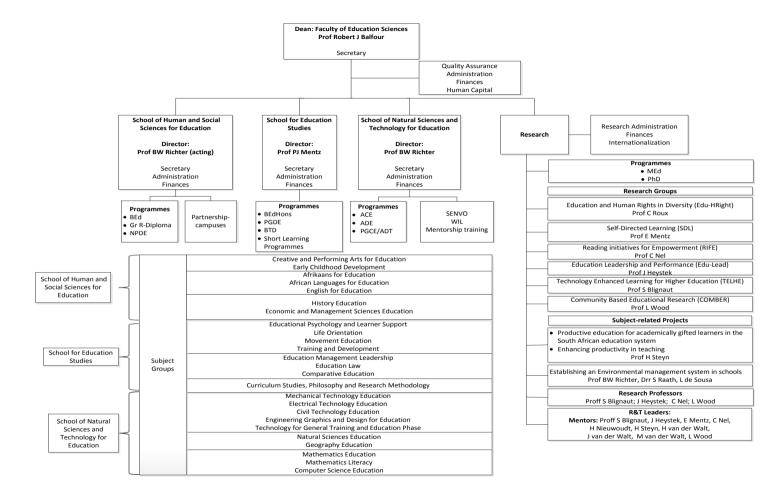.

Dean: Faculty of Education Sciences
Prof Robert J Balfour

Secretary

Quality Assurance
Administration
Finances
Human Capital

School of Human and Social Sciences for Education

Director:
Prof BW Richter (acting)

Secretary
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Finances

Programmes
- BEd
- Gr R-Diploma
- NPDE

Partnership-campuses

School for Education Studies

Director:
Prof PJ Mentz

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Administration
Finances

Programmes
- BEdHons
- PGDE
- BTD
- Short Learning Programmes

School of Natural Sciences and Technology for Education

Director:
Prof BW Richter

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Administration
Finances

Programmes
- ACE
- ADE
- PGCE/ADT

SENVO
WIL
Mentorship training

Research

Research Administration
Finances
Internationalization

Programmes
- MEd
- PhD

Research Groups

Education and Human Rights in Diversity (Edu-HRight)
Prof C Roux

Self-Directed Learning (SDL)
Prof E Mentz

Reading initiatives for Empowerment (RIFE)
Prof C Nel

Education Leadership and Performance (Edu-Lead)
Prof J Heystek

Technology Enhanced Learning for Higher Education (TELHE)
Prof S Blignaut

Community Based Educational Research (COMBER)
Prof L Wood

Subject-related Projects

- Productive education for academically gifted learners in the South African education system
- Enhancing productivity in teaching
  Prof H Steyn

Establishing an Environmental management system in schools
Prof BW Richter, Drr S Raath, L de Sousa

Research Professors
Proff S Blignaut; J Heystek; C Nel; L Wood

R&T Leaders:
Mentors: Proff S Blignaut, J Heystek, E Mentz, C Nel, H Nieuwoudt, H Steyn, H van der Walt, J van der Walt, M van der Walt, L Wood

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Subject Groups

School of Human and Social Sciences for Education

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
Life Orientation
Movement Education
Training and Development
Education Management Leadership
Education Law
Comparative Education
Curriculum Studies, Philosophy and Research Methodology

School of Natural Sciences and Technology for Education

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

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Faculty of Education Sciences: Office Bearers

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

Directors of Schools / Research Unit
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
Prof BW Richter (Acting Director) (BA, BAHons, MA, PhD, UED

Research Focus Area: Teaching-Learning organisations
Prof CD Roux (BA, BAHons, SED, MA, DPhil)

Administrative Manager
Ms AMC Cloete

Quality Manager
Ms V Claassen

Management Committee of the Faculty
Prof RJ Balfour *(Chairperson)*
Prof BW Richter
Prof PJ Mentz
Prof CD Roux
Dr HJ van Vuuren (UODL – staff)
Ms V Claassen (Quality Manager)
Ms JM van Heerden (Financial Officer)
Mr J Liebenberg (Operations manager)
Ms AMC Cloete (Administrative Manager) (Minute taker)

Faculty Board
Executive Dean *(Chairperson)*
Directors of the schools 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
- BTD
- PGCE
- BEd
  - Foundation Phase
  - Intermediate and Senior Phase
  - Senior and Further Education and Training Phase
  - Senior and Further Education and Training Phase (Technology)
- ACE
- NPDE
- Grade R-Diploma
- Short learning programmes

- Professional Development

Subject-group chairpersons
Administrative Manager (Minute taker)
Quality Manager
Head: Business and Administration
Chairpersons of Faculty Board committees
Student representatives
Representative of the Faculty of Natural Sciences

CONTACT DETAILS FOR THE FACULTY

Telephone number: 018 299 1766

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

NB! PLEASE NOTE

If you are a student from outside the borders of the Republic of South Africa you will be regarded as an international student. You will be charged an extra levy added to each module as prescribed by the financial administration of the NWU at the time of registration.

OP.1   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. 1.2   FACULTY SPECIFIC RULES AND REGULATIONS

The **teaching policy** of the Faculty of Education Sciences is in accordance with the 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:

(a) http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-TL_e.pdf
(b) http://www.nwu.ac.za/export/sites/default/nwu/gov_man/policy/8P-8.1.7-assessment_e.pdf

The **research policy** of the Faculty of Education Sciences is in accordance with the 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 Focus Area of the Faculty of Education Sciences: http://www.nwu.ac.za/p-retlo/welc.html.

OP.1.2.1 Admission requirements

The admission requirements for all formal academic qualifications offered by the University are set out in the Admission Policy as approved by Senate and Council (http://www.nwu.ac.za/webfm_send/24749).

OP.1.2.2 Calculation of participation marks

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

OP.1.2.3 Admission to examinations

    a)   Admission to the examination in any module requires a proof of participation or a participation mark (depending on the requirements of the module). (General Academic Rules A2.4.2, undergraduate degree; A3.4.2, honours degree; A4.4.2, MEd; and A5.4.2, PhD.)

    b)   A proof of participation or a participation mark, which allows admission to the examination, will only be issued once a student has complied with the requirements for the module concerned to the satisfaction of the school director in consultation with the relevant 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.1.2.4 Subminimum for examination

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

OP.1.2.5 Examination opportunities

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

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

OP.1.2.6 Access to marked examination work

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

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

OP.1.2.7 Pass requirements for modules, curricula and programmes

    a)   The stipulations in Academic Rules A.2.4.3.1, A.2.4.3.2, A.2.4.3.3 and A.2.4.3.4, and all the subparagraphs apply.

    b)   The module mark is calculated according to the ratio between the participation mark and the examination mark as set out under the module outcomes in the relevant 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 compulsory and core modules over the course of the qualification from the first academic year are taken into account.

    h)   A pass is obtained for a curriculum once all the modules of the programme have been passed individually (Academic Rule A.2.5.1).

OP.1.2.8 Modules and credits
   a) Subjects are presented according to modules, to which a certain number of credits are allocated.
   b) Each module has a code and a descriptive name, e.g. OPLN 112 – Introduction to ETD/HRD Practices.
   c) Each module has a certain weight, known as a credit.
   d) Each module is to be passed individually.
   e) Programme-specific rules (apply according to the relevant calendar).
   f) Mode of delivery-specific rules (apply according to the relevant calendar).

OP.1.2.9 Repetition of modules
   Should a student fail an examination in a specific module, he/she is required to repeat the module in accordance with Faculty Rule 3.3.2.4

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

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

OP.1.2.10 Termination of studies
   A student's studies may be terminated in accordance with the stipulations of General Academic Rule A.2.4.8 (undergraduate), A.3.4.6 (honours degree), A.4.4.10 (MEd) and A.5.4.10 (PhD).

OP.1.2.11 Other rules
   Method of delivery: Contact – VSM (Vacation School Model). Students have to attend two (2) compulsory orientation sessions at the beginning of each semester and two (2) compulsory vacation schools during April and September.

OP.1.3 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 results 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 <u>end</u> of the student's <u>second historic year</u>, 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 sub-minimum 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.

OP.1.4   WARNING AGAINST PLAGIARISM

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

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

OP.1.5   CAPACITY STIPULATION

Please take note that, owing to specific capacity constraints, the University reserves the right to select candidates for admission to certain fields of study. This means that prospective students who comply with the minimum admission requirements may not necessarily be admitted to the course for which they applied.

OP.1.6   RECOGNITION OF PRIOR LEARNING

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

OP.1.7   PROGRESS REQUIREMENTS

Students in their final year who have not passed all the prescribed modules of the curriculum thus far may register for the outstanding modules provided these do not exceed 32 credits per semester. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

OP.1.8   ADDITIONAL MODULES

A student may register for additional modules (32 credits per semester) on condition that he/she has thus far passed the prescribed modules of the curriculum. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

Students who have not passed all the prescribed modules of the curriculum may enrol for 16 additional credits per semester. Classes must be attended and no exemption from class attendance will be granted in the event of timetable clashes.

OP.1.9 SCHOOLS IN THE FACULTY

School	Subject Group
School of Human and Social Science for Education	o African Languages for Education o Afrikaans for Education o Economic and Management Sciences Education and History Education o English for Education o Creative and Performing Arts for Education o Early Childhood Development
School of Natural Science and Technology for Education	o Geography Education o Natural Sciences Education o Computer Science Education o Technology for Education o Mathematics Education o Mathematics Literacy
School of Education Studies	o Movement Education o Curriculum Studies, Philosophy and Research Methodology o Life Orientation o Educational Psychology and Learner Support o Training and Development o Education Management Leadership o Education Law o Comparative Education

OP.1.10 QUALIFICATIONS, PROGRAMMES AND CURRICULA

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

- Advanced Certificate in Education (ACE)
- National Professional Diploma in Education (NPDE)
- Grade R Diploma (Awaiting SAQA Council approval)
- Bachelor of Education (BEd)
- Postgraduate Certificate in Education (PGCE)
- Bachelor in Training and Development (BTD)(HRD)
- Bachelor of Education (Honours) (BEdHons)
- Master of Education (MEd)
- Doctor of Philosophy (PhD)

OP.1.11 QUALIFICATIONS IN TRAINING AND DEVELOPMENT

BACHELOR DEGREE				
Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
BTD (HRD) Bachelor in Training and Development	Training & Development 468 100	Human Resource Development O100P	Limited contact – vacation school	7
HONOURS DEGREE				
Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
BEdHons Honours Bachelor Educationis	Education, Training & Development 464 120	Education, Training & Development: O604P	Limited contact – vacation school	8
MASTERS DEGREE				
Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
Magister Educationis	Education, Training & Development 403 132	Human Resource Development O821P	Research Part-time	9
DOCTOR'S DEGREE				
Qualification	Programme and code	Curriculum and code	Mode of delivery	NQF level
PhD	Education, Training & Development 404 122	Human Resource Development O913P	Research Part-time	10

OP.2   RULES OF THE BTD (HRD) PROGRAMME (CODE 468100)

OP.2.1.1   Duration (minimum and maximum duration)

Minimum duration is 3 years and maximum 5 years for completion.

OP.2.1.2   Admission requirements for the qualification

- **Minimum academic requirements:** Senior Certificate (Matric) with **EXEMPTION**; If no exemption and older than 23 years then a minimum of 1 Higher Grade and 5 Standard Grade subjects with a minimum of an E symbol. If older than 45 years no formal qualifications are required.
- **BTD programme requirements:** As a **recommendation** a certificate in Occupational Directed ETD Qualification on NQF level 4 to 6. If you don't have an OD/ETD level 4 to 6, then other ETD courses, e.g. relevant unit standards, assessor, moderators, SDF, etc. will also be considered;
- **Relevant working experience** of at least 3+ years in the ETD/HRD environment.

OP.2.1.3   Faculty-specific admission requirements

Same as OP.1.2

OP.2.1.4   Programme: Code 468 100

*Remarks***: PASSMARK -** The Passmark 40 % indicates participation marks of 40% during the   semester.

OP.2.1.5   List of modules

Evaluation of academic literacy – AGLE 111 See OP.1.3

Module code	Descriptive name	Prerequisites	Credits
AGLE 121	Academic Literacy		12
IOPS 111	Introduction to Industrial Psychology		12
IOPS 121	Occupational health and Ergonomics		12
IOPS 211	Personnel psychology		16
IOPS 221	Career psychology		16
LARM 111	Introduction to Workplace relations		12
ENGL 113	Interactive English		8
PSDT 111	Professional Skills Development		12
OPLN 111	Communication		16
OPLN 112	Introduction to ETD/HRD Practices		8
OPLN 121	Analysis & Design for Training		32
OPLN 122	Presentation, Facilitation & Evaluation		24
OPLN 211	Assessment in Skill Development	OPLN 112/121/122*	24
OPLN 212	Skill Development Facilitation in ETD	OPLN 112/121/122*	24
OPLN 221	Research Methodology		8
OPLN 222	Learner Support & Guidance		16
OPLN 223	Moderation in Skills Development	OPLN 211/212	16
OPLN 224	Introduction to Adult Education in ETD practices		8
OPLN 311	Learner Facilitation	OPLN 121/122*	16
OPLN 312	Human Resource & Occupational Development	OPLN 211/212/213/223*	24
OPLN 313	Guidance & Counselling	OPLN 222*	16
OPLN 314	Adult learning in ETD practices	OPLN 224*	8
OPLN 321	Research Methodology	OPLN 221*	16
OPLN 322	Learning Programme Design	OPLN 211/212/223*	16
OPLN 323	Evaluate an ETD provider	OPLN 211/212/213*	16
OPLN 324	Establish, implement and maintain a QMS	OPLN 211/212/213*	32
WVOS 221	Understanding the educational world		12
WVOS 311	Main currents in the philosophy of education	WVOS 221*	12
Total credits			**444**

OP.2.2.1   **Curriculum: O100P – Human Resource Development**

OP.2.2.1.1   **Curriculum exit level outcomes**

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

a)   problem identification, problem solving and the implementation of critical and creative thinking with regard to education, training and development matters;

b)   co-operation in groups with the community, the workplace, applicable SETAs and the departments of education and/or labour;

c)   organising and managing themselves as well as their activities;

d)   gaining, analysing, organising and critically evaluating knowledge in the different domains embedded in ETD/HRD and also specifically occupation directed ETD practices;

e)   communication by means of different media in several situations;

f)   effective application of technological and scientific information, by so doing also showing respect for the environment and health of others;

g)   the holistic nature of the world as consisting of integrated systems, which implies that problem-solving does not take place in isolation;

h)   the roles of the ETD/HRD practitioner (with specific focus on the occupation directed ETD practitioner) as specialist in his/her selected role/occupation/job and member of a specific or general community;

i)   the specialised nature of education, training and development practices in the world of work;

j)   all issues related to education, training and development practices.

OP.2.2.1.2   **Specific exit level outcomes**

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

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

a)   Plan, produce and organise a learning event by selecting and/or developing appropriate learning programmes and their accompanying materials;

b) Develop and utilise the most relevant media- and teaching science methodologies in relation to the environment;

c) Identify the underlying principles of adult learning;

d) Plan and conduct curriculum planning and –design in general;

e) Design, develop and implement a research plan and process that supports the ETD environment;

f) Evaluate and assure quality of learning programmes by relating education, training and development.

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

a) Communicate effectively with adult learners by managing interpersonal dynamics in a group and to mediate knowledge and skills successfully in a micro- or macro- learning environment;

b) Utilise a variety of facilitation methodologies;

c) Plan, design, implement and administer the planning and facilitation of learning in an OBE approach and the accompanying and supporting assessment and moderation processes;

d) Implement strategies to assist learners with special needs and learner support in general.

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

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

b) Demonstrate insight and knowledge to ensure a safe and healthy working environment in which human resources can be developed to their full potential and to the advantage of the organisation and the country as a whole;

c) Demonstrate in depth knowledge of and insight into the human resource environment and the link with education, training and development;

d) Understand the need for maintaining competence (to enhance performance) and BSTE HR- and/or ETD Practices to keep abreast of the changing human resource- and education-, training and development environment;

e)   Manage the human resource (development) function in a small or medium-sized organisation in certain functional areas such as staffing, training and development, organisational development and/or labour relations, etc.

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

a)   Demonstrate insight and knowledge into the concepts, models, theories and principles underlying Human Resource Development;

b)   Develop and implement strategies and interventions to ensure the development of Human Resources within the framework of a continuously changing working/labour environment;

c)   Demonstrate insight and knowledge into Government legislation that supports the development of human resources and successfully integrate them into all HRD- related interventions;

d)   Demonstrate insight and knowledge into the general management of human resources;

e)   Develop interventions that support the relationship and interaction between human resource development and human resource management.

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

a)   Demonstrate insight into and knowledge of the historical development and underlying philosophies of education, training and development;

b)   Demonstrate insight into and knowledge of the role and function of the Training Manager;

c)   Contextualise all related legislation pertaining to education, training and development;

d)   Identify and implement all the processes and systems related to the training function;

e)   Demonstrate insight into and knowledge of the registration processes to function as training providers.

OP.2.2.1.3   Faculty-specific rules for the curriculum

Refer to the Faculty specific rules for 2014 on the website of the Faculty of Education.

OP.2.2.1.4   Layout of the BTD (HRD) curriculum - Programme structure

Part-time: YEAR 1

Year 1	
First semester	
Module code	**Cr**
AGLE 111* See OP. 1.3	
ENGL 113	8
IOPS 111	12
LARM 111	12
OPLN 111	16
OPLN 112*	8
PSTD 111	12
Total 1st semester	**68**
Year 1	
Second semester	
Module code	**Cr**
AGLE 121	12
IOPS 121	12
OPLN 121*	32
OPLN 122*	24
Total 2nd semester	**80**
Total year 1	**148**

Important Note: *OPLN 112* / 121* / 122* is a prerequisite for **OPLN 211** and **OPLN 212** in your second year.*

Part-time: YEAR 2

Year 2	
First semester	
Module code	**Cr**
IOPS 211	16
OPLN 211*	24
OPLN 212*	24
Total 1st semester	**64**
Year 2	
Second semester	
Module code	**Cr**
IOPS 221	16
OPLN 221	8
OPLN 222	16
OPLN 223*	16
OPLN 224	8
WVOS 221	12
Total 2nd semester	**76**
Total year 1	**140**

Important Note: *OPLN 112 / 121 / 122 is a prerequisite for OPLN 211 and OPLN 212*
OPLN 211/ 212 is a prerequisite for OPLN 223

Part-time: YEAR 3

Year 3	
First semester	
Module code	**Cr**
OPLN 311*	16
OPLN 312*	24
OPLN 313*	16
OPLN 314*	8
WVOS 311*	12
Total 1st semester	**76**
Year 3	
Second semester	
Module code	**Cr**
OPLN 321*	16
OPLN 322*	16
OPLN 323*	16
OPLN 324*	32
Total 2nd semester	**80**
Total year 1	**156**

Important Note: *OPLN 121 / 122 is a prerequisite for OPLN 311*

OPLN 211/ 212 / 213/ 223 is a prerequisite for OPLN 312

OPLN 222 is a prequisite for OPLN 313

OPLN 224 is a prequisite for OPLN 314

OPLN 221 is a prequisite for OPLN 321

OPLN 211/ 212 /223 is a prerequisite for OPLN 322

OPLN 211/ 212 /213 is a prerequisite for OPLN 323 and OPLN 324

WVOS 211 is a prerequisite for WVOS 311

OP.3 MODULE OUTCOMES

NB! See remark OP. 1.3 regarding module AGLE 111

Module code: AGLE 111	Semester 1	NQF-level: 5

Title: Introduction to Academic Literacy

Module outcomes: On completion of this module the student should be able to:
- demonstrate basic knowledge of learning strategies, academic vocabulary and register as well as the reading and writing of academic texts in order to function effectively in the academic environment;
- communicate effectively orally and in writing in an appropriate manner in an academic environment;
- understand, interpret, and evaluate basic academic texts and write appropriate academic genres in a coherent manner by making use of accurate and appropriate academic conventions;
- listen, speak, read and write accurately, fluently and appropriately in an ethical framework.

Method of delivery: Part time/limited vacation school contact

Methods of assessment: Formative assessment: 50 %
         Summative assessment: 1 x 2 hour written examination 50 %

Module code: AGLE 121	Semester 2	NQF-level: 5

Title: Academic Literacy

Module outcomes: On completion of this module the student should be able to:
- demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening reading and writing strategies, use academic language register and read and write academic texts, in order to function effectively in the academic environment.
- as an individual and a member of a group communicate effectively orally and in writing in an ethically responsible and acceptable manner in an academic environment;
- as an individual and a member of a group find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate texts and in a coherent manner synthesise and propose solutions in appropriate academic genres by making use of linguistic conventions used in formal language registers.

Method of delivery: Part time/limited vacation school contact

Methods of assessment: Formative assessment: 50 %
         Summative assessment: 1 x 2 hour written examination 50 %

Module code: ENGL 113	Semester 1	NQF-level: 5

Title: Interactive English

Module outcomes: On completion of this module the student should be able to:
- communicate in English (i.e. speaking, reading and writing) at an operational level required for effective learning at university level;
- participate in all group activities and reveal a sound ethical approach in all English communication.

Method of delivery: Part time/limited vacation school contact

Methods of assessment: Formative assessment: 50 %
         Summative assessment: 1 x 1½ hour written examination 50 %

Module code: IOPS 111	Semester 1	NQF-level: 5

Title: Introduction to Industrial Psychology

Module outcomes: On completion of this module the student should be able to:
- demonstrate knowledge of, and insight into the core areas of Industrial Psychology, including career prospects, roles, functions and competencies of registered counsellors and psychometrists and psychologists;
- define and describe the role and the use of the principles of Industrial Psychology;
- analyse the biological bases of behaviour, which include cognitive abilities, memory, learning and motivation;
- analyse the social bases of behaviour, which includes interpersonal interaction

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 50 %
         Summative assessment: 1 x 2 hour written examination 50 %

Module code: IOPS 121	Semester 2	NQF-level: 5

Title: Occupational health and Ergonomics

Module outcomes: On completion of this module the student should be able to:
- demonstrate knowledge of the nature and importance of a safe and healthy work environment that enhances the quality of the work life of employees;
- show insight into the problems that workers experience regarding safety, health, quality of work life and the human-technology interaction;
- demonstrate knowledge of the application of ergonomics by designing models to fit body posture, the office/work environment, designing for special populations and the practical application of the models by means of the ergonomics checklist;
- demonstrate knowledge of the connection between work and psychological well being (e.g. Psychological adjustment);
- know the determinants and causes of work maladjustment and the implications thereof for safety;
- demonstrate knowledge of the types of work dysfunctions and other work-related and organisational maladjustments;
- demonstrate knowledge of the ways in which organisations should go about to ensure a safe and healthy work environment conducive to improving the quality of work life; and
- demonstrate knowledge of the most important provisions of the Occupational Health and Safety Act (Act 86 of 1993) in maintaining safe and healthy work environments.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 50 %
Summative assessment: 1 x 2 hour written examination 50 %

Module code: IOPS 211	Semester 1	NQF-level: 5/6

Title: Personnel Psychology

Module outcomes: On completion of this module the student should be able to:
- show knowledge of the changing nature of work and how this will affect the application of psychological principles in decision-making;
- analyse and apply different types of criteria/standards as it pertains to decision-making for people at work in a fair and equitable way;
- evaluate/assess the quality of and applicability of different psychological predictors, and
- apply the correct problem solving method such as the development, appraisal and motivation of people at work

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 50 %
Summative assessment: 1 x 2 hour written examination 50 %

Module code: IOPS 221	Semester 2	NQF-level: 5/6

Title: Career Psychology

Module outcomes: On completion of this module the student should be able to:
- evaluate the implications of the changing organisation for careers using various theories of career choice/development and counselling in solving career related problems.
- identify different life/career stages and the methods that can be used in dealing with career issues.
- assess different effects of career experiences on employees and all aspects of career management support.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 50 %
Summative assessement: 1 x 2 hour written examination 50 %

Module code: LARM 111	Semester 1	NQF-level: 5

Title: Introduction to Workplace relations

Module outcomes: On completion of this module the student should be able to:
- demonstrate knowledge of, insight into the terminology, core principles and theories, and background of Industrial Sociology as it is applied in business
- demonstrate a fundamental knowledge and insight of the study field of Industrial Sociology.
- describe the role of the worker and organisations as part of the broader society. show an understanding of the inter-relationship between business and the community
- demonstrate the ability to collect information regarding the responsibility of people and the community.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 50 %
Summative assessement: 1 x 1.6 hour written examination 50 %

Module code: PSDT 111	Semester 1	NQF-level: 5

Title: Professional Skills Development

Module outcomes: On completion of this module the student should be able to:
- demonstrate personal attributes, such as self-management, taking responsibility and being motivated;
- know and demonstrate insight into the role of group dynamics, demonstrate an ability to work in a group, lead a group and manage diversity;
- demonstrate an ability to manage change; and
- demonstrate the ability to do career planning and understand the chosen career environment.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative: One (1) "semester test": weight 40 %
Three (3) class tests/assignments: weight 60 %
Summative assessment: 1 x 3 hour written examination 50 %

Module code: OPLN 111	Semester 1	NQF-level: 5

Title: Communication in ETD practices

Module outcomes: On completion of this module the student should be able to:
- analyse and communicate workplace data and
- apply workplace communication skills.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 50 %
Summative assessment: 1 x 3 hour written examination 50 %

Module code: OPLN 112	Semester 1	NQF-level: 5

Title: Introduction to ETD/HRD practices

Module outcomes: On completion of this module the student should be able to:
- understand OBE and training within the NQF and
- engage in occupational development.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 50 %
Summative assessment: 1 x 2 hour written examination 50 %

Module code: OPLN 121	Semester 2	NQF-level: 5

Title: Analysis and Design for Training

Module outcomes: On completion of this module the student should be able to:
- engage with and contribute to all aspects of the education, training and development cycle;
- work with numbers, patterns and measurements;
- conduct learning needs analysis; decide on the content of a learning event by means of a needs analysis;
- define the target profiles/skills gaps;
- formulate the outcomes to be achieved in a learning event; develop a series of activities that enable learners to achieve the intended outcomes;
- create, select and adapt learner support materials or equipment for each activity; prepare a learning environment that is conducive for learning; develop, design a learning programme or intervention;
- identify the need for training materials by reviewing courses, programmes of existing materials;
- develop outcomes to be achieved through the training materials;
- design the framework for the materials;
- select resources to be used; develop draft or materials; select a range of available training materials; adapt training materials; and
- prepare a variety of teaching- and learning aids.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: OPLN 122	Semester 2	NQF-level: 5

Title: Presentation, Facilitation & Evaluation

Module outcomes: On completion of this module the student should be able to:
- assist and support learners to manage their learning experiences;
- facilitate learning using a variety of methodologies e.g. by encouraging dialogue between learners and the practitioner; recap knowledge to link to previous learning;
- clarify outcomes of each learning activity; implement learning activities;
- consolidate each learning activity; evaluate each learning activity; identify and respond to learners with special needs and barriers to learning;
- promote a learning culture;
- maintain the administrative system; evaluate a learning intervention using given instruments; guide and advise learners about learning and assessment, and
- evaluate the impact and quality using appropriate instruments

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: OPLN 211	Semester 1	NQF-level: 6

Title: Assessment in Skills Development

Module outcomes: On completion of this module the student should be able to:
- design and develop assessment;
- plan and conduct assessment, and
- evaluate learning programmes.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: OPLN 212	Semester 1	NQF-level: 6

Title: Skills Development Facilitation

Module outcomes: On completion of this module the student should be able to:
- conduct an analysis to determine outcomes of learning for skills development and other purposes;
- develop an organisational training and development plan (WSP); conduct skills development administration in an organisation;
- conduct planned skills development interventions in an organization (ATR), and
- advise on the establishment and implementation of a quality management system for skills development practices in an organisation.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: OPLN 221	Semester 2	NQF-level: 6

Title: Research Methodology

Module outcomes: On completion of this module the student should be able to:
- conduct elementary field research in an ETD- or Occupation Directed environment by formulating a research question and stating why it is worthwhile to be investigated;
- develop an elementary action plan for conducting the research;
- conduct and manage the research in accordance with the action plan;
- reflect on the appropriateness of the elementary research instrument, the success of the action plan and the outcomes of the research, and
- write and present an elementary report on the research in a format useful and acceptable to the relevant stakeholders.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 50 %
Summative assessment: 1 x 3 hour written examination 50%

Module code: OPLN 222	Semester 2	NQF-level: 6

Title: Learner Support and Guidance

Module outcomes: On completion of this module the student should be able to:
- guide and support learners;
- identify the kinds of support learners may need;
- analyse problems/needs and decide on appropriate action;
- source and maintain information on the identified issues; provide information, advice, guidance and support (that the practitioner can handle) to learners;
- refer learners' issues outside of own expertise to specialist employment-, guidance or counselling agencies as appropriate;
- record advice and support provided to learners and evaluate the relationship and progress on activities one has with you and identify ways of improving it, and
- evaluate own performance.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: OPLN 223	Semester 2	NQF-level: 6

Title: Moderation in Skills Development

Module outcomes: On completion of this module the student should be able to:
- analyse and evaluate theoretical frameworks related to moderation in Human Resource Development;
- identify, select and implement applicable moderation activities;
- develop insight into the nature and extent of moderation in Human Resource Development;
- moderate assessments, provide info and advice regarding skills development and
- evaluate ETD-Providers/ products for organisational and moderation use.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: OPLN 224	Semester 2	NQF-level: 6

Title: Introduction to Adult Education in ETD/HRD practices

Module outcomes: On completion of this module the student should be able to:
- demonstrate a solid understanding and knowledge regarding the underpinning philosophies and theories of andragogy;
- identify and explain the difference and distinguish between andragogy as a philosophy and adult education in practice;
- identify, compare and explain the difference in pedagogy and andragogy;
- identify and discuss the different adult developmental phases;
- identify and compare adults' preferred learning styles, methodologies and techniques;
- explain and analyse the connection between adult education and skills development, and
- develop a learning programme for adult education in skills development.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 2 hour written examination 40 %

Module code: OPLN 311	Semester 1	NQF-level: 7

Title: Learning Facilitation

Module outcomes: On completion of this module the student should be able to:
- facilitate learning using, selecting and integrating various methodologies;
- prepare the learners and the learning environment for effective learning; create communication and support strategies to encourage dialogue between all participants;
- recap knowledge to link to prior learning; clarify the outcomes by indicating the relationship between different activities;
- you should implement learning strategies and activities by: applying learning strategies;
- encouraging participatory approaches; monitoring learner progress and making the necessary interventions;
- managing the learning event;
- creating opportunities to apply new knowledge within the various contexts; consolidate your activities,
- and evaluate the learning processes.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: OPLN 312	Semester 1	NQF-level: 7

Title: Human Resource & Occupational Development

Module outcomes: On completion of this module the student should be able to:
- engage in occupation development; manage workplace diversity;
- develop, implement/manage a project/activity plan; develop and implement strategic development processes and strategies that are in line with corporate strategies, and
- translate corporate-, business- and functional level strategies into Human Resource Development strategies.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: OPLN 313	Semester 1	NQF-level: 7

Title: Guidance and Counselling

Module outcomes: On completion of this module the student should be able to:
- guide and support learners;
- identify the kinds of support learners may need;
- analyse problems/needs and decide on appropriate action;
- source and maintain information on the identified issues; provide information, advice, guidance and support (that the practitioner can handle) to learners;
  refer learners' issues outside of own expertise to specialist employment-, guidance or counselling agencies as appropriate;
- record advice and support provided to learners and evaluate the relationship and progress on activities one has with you and identify ways of improving it, and
- evaluate own performance

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: OPLN 314	Semester 1	NQF-level: 7

Title: Adult learning in ETD/HRD practices

Module outcomes: On completion of this module the student should be able to:
- enable adults to facilitate their own learning;
- analyse the profile and characteristics of adult trainers;
- explain what cross-culturalism is and analyse its impact on adult learning and the workplace;
- identify and manage stress and conflict in the workplace;
- understand and address gender issues in the workplace;
- motivate adult learners in their learning environment;
- identify and explain the importance of the adult learners' self concept;
  strategise and construct adult learning programs that embody sound concepts of adult education learning styles;
- investigate, audit and critique various adult education delivery systems and ETD providers, and
- demonstrate an understanding of effective adult participation techniques in the ETD workplace.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 2 hour written examination 40 %

Module code: OPLN 321	Semester 2	NQF-level: 7

Title: Research Methodology

Module outcomes: On completion of this module the student should be able to:
- design, conduct and co-ordinate (limited) research;
- select an applicable area and topic of research by considering the sector, workplace and topics that will transform an element of ETD or occupational practice;
- select and apply appropriate research methodologies;
- design, conduct and manage the research process according to the research action plan;
  analyse and interpret the data collected with regard to the research question, -methodology, -hypothesis and/or topic contents;
- evaluate the research process;
- make recommendations regarding improvements to research, and
- produce and present a research report considering a format appropriate to the target audience, occupation and discipline.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: Portfolio of Evidence consisting of a proposal and a mini research thesis submitted for final assessment.
Summative assessment: The participation mark is the final pass mark.

Module code: OPLN 322	Semester 2	NQF-level: 7

Title: Learning Programme Design

Module outcomes: On completion of this module the student should be able to:
- coordinate the design of a learning programme:
- investigate the need for training materials in a learning programme;
- select the appropriate learning support media based on learner needs and learner context;
- determine the requirements, purpose and parameters of the training materials;
- communicate requirements, purpose and parameters to the development team;
- co-ordinate the materials development process;
- arrange a pilot programme for the evaluation of the newly designed training materials, and
- ensure that revisions are made.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: OPLN 323	Semester 2	NQF-level: 7

Title: Evaluate and ETD provider

Module outcomes: On completion of this module the student should be able to:
- plan and prepare to evaluate learning systems of an ETD provider;
- conduct and co-ordinate the evaluation of the QMS of the ETD provider;
- involve stakeholders in the evaluation of learning interventions;
- evaluate the implementation of a quality assurance system for learning provision and assessment, and
- report findings of the evaluation and make recommendations.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: OPLN 324	Semester 2	NQF-level: 7

Title: Establish, Implement and Maintain a QMS

Module outcomes: On completion of this module the student should be able to:
- manage a learning system as part of a quality assurance system,
- and establish, implement and maintain a quality assurance system.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 3 hour written examination 40 %

Module code: WVOS 221	Semester 2	NQF-level: 6

Title: Understanding the educational world

Module outcomes: On completion of this module the student should be able to:
- have a **fundamental knowledge base** of a selection of world views and ideologies and demonstrate their critical understanding through an **ability to compare** the nature and function, as well as different contemporary manifestations of these world views and ideologies;
- have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point **analyse and evaluate** real life problems or case studies based on core issues of our time, such as poverty, constant change, human rights, HIV-AIDS, power abuse, corruption, racism, xenophobia, etc.;
- be able to articulate their personal world view and use it as a point of departure for **arguing and communicating** feasible solutions to core issues and problems of our time in a typical academic manner.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 2 hour written examination 40 %

Module code: WVOS 311	Semester 1	NQF-level: 7

Title: Main currents in the philosophy of education

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

- have a solid and systematic knowledge of the most important foundational issues in the relevant field of study and demonstrate a critical understanding of the meta-theoretical assumptions underscoring foundational issues;
- demonstrate knowledge and a critical understanding of specific forms of ethics that apply to the field of study, such as a personalised code of conduct or the general human rights charter, and be able to apply such forms of ethics discriminately to analyse, evaluate and pose possible solutions to some current themes or issues salient to the field of study;
- demonstrate the ability to analyse, synthesise and critique the assumptions on which a chosen theme or issue is based, formulate a personal opinion about the theme or issue that gives evidence of a personal coherent world view, and communicate the findings in a presentation making use of applicable technology, as well as in an evidence-based report written in a typically academic format.

Method of delivery: Vacation school (limited contact), part-time

Methods of assessment: Formative assessment: 60 %
Summative assessment: 1 x 2 hour written examination 40 %