



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

POTCHEFSTROOM CAMPUS EDUCATION SCIENCES



IN-SERVICE AND FURTHER TRAINING PROGRAMMES:
GRADE R DIPLOMA

CALENDAR 2016

FACULTY OF EDUCATION SCIENCES
UNDERGRADUATE IN-SERVICE AND FURTHER
TRAINING PROGRAMME DIPLOMA IN GRADE R
TEACHING

Potchefstroom Campus

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PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE.

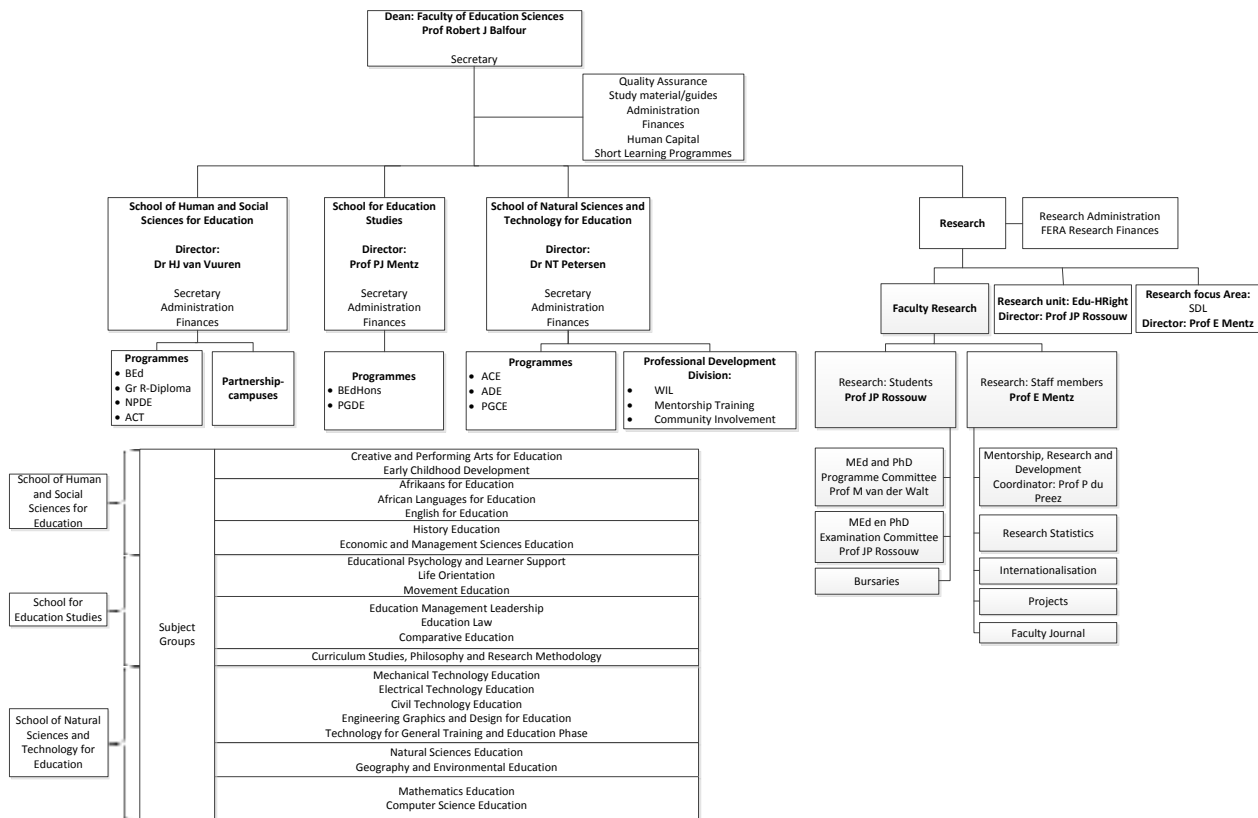
The General Academic Rules of the University, to which all students have to subject themselves and which apply to all the qualifications offered by the University, appear in a separate publication and are available on the web page at: http://www.puk.ac.za/jaarboek/index_e.html.

Please note: Although the information in this Calendar has been compiled with the utmost care and accuracy, the Council and the Senate of the University accept no responsibility whatsoever for errors that may occur. Before students finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a student, the relevant module combination is not permitted.

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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 NT 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

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
 - Intermediate and Senior Phase
 - Senior and Further Education and Training Phase and Technology
 - Senior and Further Education and Training Phase (Technology)
- 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

OP.1 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 ○ Mathematics Literacy ○ 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

OP.2

QUALIFICATIONS OFFERED BY THE FACULTY OF EDUCATION SCIENCES

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
- Advanced Diploma in Education (ADE): Special needs
- 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.3 FACULTY RULES

OP.3.1 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.3.2 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/sites/www.nwu.ac.za/files/files/i-governance-management/policy/8P-TL_e.pdf
- b) 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 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/faculty-education-sciences-l-research>

OP.3.2.1 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/sites/www.nwu.ac.za/files/files/i-governance-management/policy/7P-7.1.1_Admissions_e.pdf)

OP.3.2.2 Simultaneous registration for more than one qualification

A student may not be registered simultaneously for more than one qualification within the University without prior written permission granted by the campus registrar concerned on recommendation by the dean or deans concerned.

OP.3.2.3 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.3.2.4 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.3.2.5 Subminimum for examination

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

OP.3.2.6 Examination opportunities

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

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.3.2.7 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.3.2.8 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.3.2.9 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. RWEL 121: Life Skills: Social Well-being
- 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 OP4.1 of this Calendar for rules applicable to ODL programmes.
- f) Mode of delivery-specific rules (apply according to the relevant calendar). See OP4.1 of this Calendar for rules applicable to ODL programmes.

OP.3.2.10 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.3.2.11 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.3.3 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/beheer-bestuur/beleid-reels/index_e.html

OP.3.3.1 Obtaining language endorsements

All students must obtain two (2) language endorsements. Students (non-mother tongue speakers) receive an a, e or t automatically due to the fact that they passed matric and completed a first degree. Non-mother tongue speakers wishing to qualify for an A, E or T must report for a language competency test. Mother tongue speakers must also present themselves for an automatic A, E or T. Learners who have attained at least 24 credits in the mother / first language receive an A, E, T etc.

OP.3.4 CAPACITY STIPULATION

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

OP.3.5 WORK-INTEGRATED LEARNING (WIL)

For any teacher training programme to be effective students must get an opportunity to apply their knowledge to a classroom situation. The Diploma in Grade R Teaching also consists of six Work-integrated Learning (WIL) modules. Students will complete one WIL module per semester where each WIL module carries 8 credits. These modules aim to equip students with the necessary pedagogical knowledge that will enable them to integrate and apply the knowledge they encounter in their academic modules with the authentic experience they get during work integrated learning in a school. Each module also includes a portfolio task to provide students the opportunity to demonstrate their ability to apply content knowledge in a practical situation. These modules aim to integrate the two types of practical learning, namely learning *from* practice and learning *in* practice. The WIL modules focus on learning from practice by guiding students in the implementation of competence based teaching activities. Students will need to implement these activities during the six week compulsory practicum period per year, and provide proof of applied competence in the form of a work-integrated portfolio.

OP.4 WHAT IS OPEN DISTANCE LEARNING

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.4.1 RULES APPLICABLE TO ODL PROGRAMMES

OP.4.1.1 ODL Examination opportunities

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

OP.4.1.2 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.4.1.3 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.4.1.4 Module mark

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

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

OP.4.1.5 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.4.1.6 Termination of studies of ODL-students

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

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

OP.5

GENERAL AIMS AND PURPOSE OF THE DIPLOMA IN GRADE R TEACHING

The Diploma in Grade R Teaching is a NQF-level 6 qualification consisting of 380/388 credits. Students choosing English First Language are required to complete an extra language model of 8 credits as required by the Department of Higher Education and training, as stipulated in the Minimum Requirements for Teacher Education Qualifications. Therefore students taking English First Language will complete a total of 388 credits to attain the Diploma in Grade R Teaching.

The Department of Education realised the lack of training in the field of Grade R teaching as well as a shortage of Grade R teachers. By offering this programme the university and the Faculty of Education Sciences wants to satisfy the need of the country and deepen the knowledge base of people in the field of early childhood development. Using innovative technologies (for example; interactive white boards, Moodle, NWU website) the programme is also addressing the universities' vision of innovative teaching, which provides an opportunity for professional development to a wider spectrum of the community.

The Diploma in Grade R Teaching will also provide a vast number of under- and unqualified Grade R practitioners with the opportunity to gain access to a higher education qualification. This qualification will be recognised by the Department of Basic Education and utilised to enable the practitioners to qualify for the relevant REQV level 13 for remuneration purposes. Therefore, this qualification will not only provide prospective students with an opportunity to develop their academic careers, but may also enhance their personal and social well-being. This specialised qualification will provide the successful student with an opportunity to articulate into a BEd degree (Foundation Phase) in order to gain status as a fully qualified Foundation Phase teacher after completion of this degree. Students who wish to articulate into the BEd degree will be credited with up to 180 credits at NWU.

The purpose of the Diploma in Grade R Teaching is to develop teachers who can demonstrate general educational principles as well as focussed knowledge and skills for Grade R teaching. The qualification requires in-depth specialised knowledge, together with practical skills and experience in a Grade R classroom teaching context. As part of the qualification, students will be expected to gain experience in applying such knowledge and skills in the context of working with Grade R learners in a school. This will be realised by the proposed curriculum on the basis of the coherent and ongoing connection between the core theory of pedagogy, the theory of teaching and learning and the subject content of Reception Year teaching. The curriculum consists of 44 modules. The core modules focus on Languages, Mathematics and Life Skills that should form an essential part for any Reception Year teacher's professional knowledge. Research has proven that, where young learners have a solid grounding in Life Skills, they are better prepared for all challenges of life and future success. The Life Skills component of this qualification thus carries the most credits in order to equip Grade R teachers with the critical knowledge of all facets of Life Skills education.

This programme component will develop the necessary competences for students to understand how learners learn, how to teach and how to assess what they learn. The programme further includes modules on level 6 that aim to develop the students' discipline and pedagogical knowledge. These modules link clearly with the competences of how to unpack the curriculum, apply sound subject knowledge and how to teach subject content successfully to Grade R learners. The WIL modules also range from levels 5 to 7 to ensure the development of competences for effective teaching in diverse classrooms in South Africa.

OP.5.1 ADMISSION REQUIREMENTS FOR THE DIPLOMA IN GRADE R TEACHING

- a) National Senior Certificate with Diploma Endorsement; or equivalent: or
- b) Level 4 certificate/diploma in Early Childhood Development; or
- c) Level 5 certificate/ diploma in Early Childhood Development.

OP.5.2 ARTICULATION

This specialised qualification will provide the successful student with an opportunity to articulate into a BEd degree (Foundation Phase) in order to gain status as a fully qualified Foundation Phase teacher after completion of this degree. Students who wish to articulate into the BEd degree can be credited with up to 180 credits at NWU.

OP.5.3 STUDY DURATION

The minimum study duration for completing the Diploma in Grade R Teaching is 3 years and the maximum study duration is 5 years.

OP.5.4 LANGUAGE

Examinations may be written and assignments may be submitted in either English or Afrikaans. Contact sessions are conducted in English.

OP.5.5 CONTACT SESSIONS

Students who attend contact sessions experience a remarkable improvement in their marks and are well prepared for examinations.

During the contact session's students meet with professionals who will give advice on assignments, feedback on completed assignments and academic guidance through the study material. A student also has the opportunity to work in groups with fellow students.

It is very important that a student comes to a contact session well prepared. Contact sessions are scheduled on Fridays and Saturdays at registered Study Centres. Refer to the timetable for the dates and times.

OP.5.6 AUTUMN AND SPRING SCHOOLS

All Open Distance Learning students are invited and advised to attend the Autumn and Spring Schools during April / October where important preparation for examinations takes place.

OP.5.7 ASSESSMENT

Dishonesty – a “Zero Tolerance” Approach

Teachers are professional people and a high premium is placed upon honesty and integrity. Any form of dishonesty during examinations, or the copying of an assignment from someone else and submitting it as your own work, will be viewed in a serious light. Offenders are subject to disciplinary action in terms of the Statute of the NWU and may lead to cancellation of a particular module(s) or your expulsion as a student. The outcome of any disciplinary action against a student may be reported to the particular school principal and the Department of Education and may also be circulated to other universities.

Please verify these facts regarding plagiarism (from the NWU) in order to safeguard yourself.

OP.5.8 ASSIGNMENT AND PORTFOLIO DUE DATES

ASSIGNMENTS	PORTFOLIOS
15 APRIL	30 MAY
8 SEPTEMBER	30 OCTOBER

See work-integrated learning (WIL) tutorial notes for WIL PORTFOLIO DUE DATES

OP.5.9 ASSIGNMENTS:

Students are required to submit assignments according to dates provided in this Information Booklet. Complete your assignments in time so that you will be able to concentrate on preparing for the examinations. All assignments must be posted or submitted to UODL, NWU for distribution and assessment to the address below.

ENQUIRIES:	Mr Pieter Vermaak (018) 299 4591
Postal Address	Physical Address
Mr P Vermaak North-West University Private bag X6001 Internal Box 539 Potchefstroom 2520	North-West University C/o Esselen and Malherbe Street Building B11a Room G30 Potchefstroom 2520

NOTE:

- Assignment marks give you admission to the examination.
- Keep to the format on how assignments should be completed as stipulated in the tutorial letters. Refrain from using Bantex bags, ring binders, etc.
- All assignments must be posted to the NWU for assessment. Assignments can be posted to the address provided above. Assignments may not be posted / e-mailed directly to the lecturer.
- Ensure your assignments reach the NWU no later than the due dates by taking into account the time it will take for your assignments to be sent via postage.
- Late submissions of assignments will have to stand over to the next semester, which means that the student will only then have a participation mark to write exams in that module during the following examination.
- An assignment mark can only be used for two exam opportunities, where after a new assignment must be submitted.

OP.5.10 EXAMINATION PROCEDURES

Take careful note of the following details regarding the examination procedures so that you know what is expected of you:

- Examinations will take place on the dates provided in the above section.
- Familiarise yourself with the exam timetable and be prepared to write the exams on the stipulated days. The exam timetables are final and no changes will be considered.

- c) Personal Examination Timetables required by students for study leave, for submission to the Department of Education, will be posted to you. Should you not receive this timetable two weeks before the exams are due, please contact the call centre on 018 285 5900 immediately.
- d) Examination papers are set and marked by lecturers and mentors from the North-West University.
- e) The final promotion is done by an examination panel from the University.
- f) If you fail a module during the March/April examination, you will have the opportunity to rewrite the module the following examination opportunity. If you fail a subject again during the September/October examination you will have to re-register for the module to obtain the opportunity to write it again in April the following year, and pay for the modules again.
- g) Examination regulations appear on each answer book. Any irregularities during examinations are considered a serious offence and the necessary steps will be taken.
- h) Dishonesty during the examination may lead to the expulsion of the candidate from the course.

OP.5.11 EXAMINATION MARKS

Examination marks are evaluated as follows:

- Assignments give you admission to the examination.
- Examination sub-minimum = 40% per module*.
- Participation- and examination marks total the **module** or **final mark**.
- Examination (60% of module/final mark) + Participation (40% of module/final mark) = module mark (final mark)
- Distinction = 75% and above
- Pass mark = 50%

**e.g. you might obtain a module mark of above 50% and still fail because of the sub-minimum requirement in the exams which is 40%.*

- a) As soon as your results have been processed, it will be posted to you.
- b) No marks will be provided telephonically.
- c) Process for obtaining results on the internet:
 - ◆ Go to <http://www.nwu.ac.za> (This address will open the NWU home page)
 - ◆ Follow the route: **Current Students → Potchefstroom Campus → Academic Enquiries → Type your student number and pin number in block → Examinations.**
 - ◆ Click on the **"PUKWEB"** link. The webpage, **"Login Window"**, will open, where you have to provide your **student number** and **pin**. (The pin can be requested on this webpage).
- d) To obtain your exam results via SMS, simply create a new message by typing your student number followed by the word "NWU" and send to 35606. (Example: 123456789 NWU). A SMS will be sent to you with your results.
- e) You may also call the MTN line to receive your examination results. Simply call 083 123 222 and have your student number ready.

OP.5.12 EXAMINATION INFORMATION

Examination information letters will be posted to you with your marked assignment. Alternatively you may contact Mr Nathanael Friesling at (018) 299 4577 to e-mail the information to you.

OP.5.13 EXAMINATION PAPERS OF PREVIOUS YEARS

**Please note: No passed examination papers will be available before 2015*

Previous examination papers can be obtained from the internet at the following address:

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

Click on Quicklinks → Library → Exam Papers

OP.5.14 STUDY MATERIAL

- a) Study material is delivered either via Postal or Courier services.
- b) Study material will be sent to the delivery address as indicated by the student on the application form.
- c) Study material sent through postal services must be collected from the post office within seven working days or it will be returned to the University and the student will be liable for the cost of postage.

Note that a student must indicate a physical address or work address where the study material can be delivered via courier. Study material may be collected at the University, except if already dispatched.

OP.5.15 TERMINATION OF STUDIES

Six months before the maximum study duration is exceeded and a student's studies are finally terminated, the student will receive a warning letter from the Executive Director of the Unit for Open Distance Learning (UODL) to inform him/her of one final and once-off examination opportunity to successfully complete all outstanding modules.

If there are still modules outstanding after the occurrence of such an exam opportunity, the studies of such a student will be terminated in terms of General Rules A2.4.8. (termination of studies) and A3.4.6 (unsatisfactory academic performance).

Only in exceptional cases, and then on the grounds of irrefutable evidence, will the Executive Director of the UODL 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.5.16 CANCELLATION OF STUDY

Students have to complete the official cancellation form for the cancellation of studies or single course modules. The cancellation form is available from the Support Section at the UODL, Building B11a, room G03.

Written cancellations should be directed to:

The Director: Support and Administration
Unit for Open Distance Learning B11a
Private Bag X6001
Internal Box 539
Potchefstroom
2531

Attention: Me Chantelle Badenhorst and by registered mail, in which case the date of receipt will be noted as the official cancellation date.

The cancellation is valid from the date of proper submission of the cancellation form to the Department of Academic Administration, or from the date of receipt of the registered postal article by the Head: Support Section.

OP.5.17 CREDIT AMOUNTS ON A UNIVERSITY ACCOUNT

If a credit balance arises on a university account, application may be made on the prescribed form for payment of the credit amount per cheque or direct transfer. No credit will be paid out in cash.

Credit balances on student accounts can only be paid out against acceptable proof on the student's identity. Payment to any person other than the student can only be made on written authority of the student on the prescribed form (available at the enquiries desks) and against satisfactory proof of the identity of the student. The above procedure is necessitated by relevant legislation and internal controls. Official application forms for credit payments are available at student account enquiries, the website or (018) 299 2674 and should be thoroughly completed and approved for the pay-out of credits. Please take note of the cut-off times for requesting payments as well as time delays before actual pay-out. A standard levy will be charged on the student's account for every cheque issued for this purpose.

OP.5.18 ISSUING OF CERTIFICATES, DIPLOMAS OR DEGREES

The NWU confers the certificate, diploma or degree after successful completion of all the modules. The NWU offer two graduation ceremonies per year in Potchefstroom, Polokwane, Durban and East London. Prior to each ceremony possible graduates will receive notification to which they must reply in order to attend the ceremony. Only students who are confirmed as grandaunts will receive a final SMS invitation to the graduation. Furthermore, only students whose study fees are paid up and who have submitted proof of previous qualifications will receive their certificates.

OP.5.19 PROGRAMME OUTLINE

Year 1

YEAR MODULES (Semester 1 & 2)					
RSLD171	Disabilities and Learning Barriers				16
RTAL171	Teaching and Learning				16
SEMESTER 1			SEMESTER 2		
RWEL111	Life Skills: Personal Well-being	8	RWEL121	Life Skills: Social Well-being	8
RWIL111	Work-integrated Learning	8	RWIL121	Work-integrated Learning	8
RMAT111	Fundamentals of Mathematics Teaching and Learning Gr R	16	RMAT121	Fundamentals of Mathematics Teaching and Learning Gr R	16
RFLS111	Fundamental academic Literacy and Support	12			
RHWP111	Handwriting proficiency	8	CHOOSE ONE OF THE FOLLOWING LANGUAGE OF TEACHING AND LEARNING (LOLT)		
RTCL111	Technology & Computer literacy for Educators	8	RELS121	English	8
			RLSA121	Afrikaans	8
			RLST121	Setswana	8
			RLSX121	isiXhosa	8
			RLSZ121	isiZulu	8
			RLSO121	Sesotho	8
			RLSP121	Sepedi	8
			RLSW121	Siswati	8
TOTAL CREDITS FOR YEAR 1					132

Year 2

YEAR MODULES (Semester 1 & 2)					
RLCA271	Creative Arts				16
RRTL271	GR R Teaching and Learning				16
RLBK271	Life Skills: Beginning Knowledge				16
REDM271	GR R Education Management				16
SEMESTER 1			SEMESTER 2		
RLSS211	Social and Health Barriers	16	RLSE221	Emotional and Social Barriers	16
*RWIL211	Work-Integrated Learning in GR R	8	*RWIL221	Work-Integrated Learning in GR R	8
RCDP211	Child development and perceptual skills	16	RFAL221	First Additional English Language	8
RMAT211	Teaching, learning and assessment of Mathematics in GR R	16	RLSM221	Life Skills: Music	8
CHOOSE ONE OF THE FOLLOWING LANGUAGE OF TEACHING AND LEARNING (LOLT)			CHOOSE ONE OF THE FOLLOWING CONVERSATIONAL LANGUAGE PROFICIENCY:		
**ROLT211	English	8	RCLP221	English	8
RALT211	Afrikaans	8	RCLS221	Setswana	8
RSLT211	Setswana	8	RCLX221	isiXhosa	8
RXLT211	isiXhosa	8	RCLZ221	isiZulu	8
RZLT211	isiZulu	8	RCLO221	Sesotho	8
RELT 211	Sesotho	8	RCLE221	Sepedi	8
RPLT211	Sepedi	8	RCLW221	Siswati	8
RWLT211	Siswati	8	RCLA221	Afrikaans	8
			TOTAL CREDITS YEAR 2		184
**Compulsory If English was selected in year one					

Year 3

YEAR MODULES (Semester 1 & 2)					
RLSI371	Policy Perspective on inclusive Education				16
RLSP371	Life Skills: Physical Education				16
SEMESTER 1			SEMESTER 2		
REMS311	Education Management and Systems	8	REDL321	Life Skills: Physical Education	8
*RWIL311	Work-integrated Learning in GR R	8	*RWIL321	Work-integrated Learning in	8
RIRS311	Introduction to Research Skills	8			
CHOOSE ONE COMBINATION IF ENGLISH (RELS121 & ROLT211) was selected in previous years:					
RLST121	Setswana First Language	8	 RSLT211	Setswana 1 st Language	8
RLSA121	Afrikaans First Language	8	 RALT211	Afrikaans First Language	8
RLSX121	isiXhosa First Language	8	RXLT211	isiXhosa First Language	8
RLSZ121	isiZulu First Language	8	RZLT 211	isiZulu First Language	8
RLSO121	Sesotho First Language	8	RELT 211	Sesotho First Language	8
RLSP121	Sepedi First Language	8	RPLT211	Sepedi First Language	8
RLSW121	Siswati First Language	8	RWLT211	Siswati First Language	8
RFAA221	Afrikaans: First Additional Language	8			
RFAX221	isiXhosa First Additional Language	8			
RFAS 221	Setswana First Additional Language	8			
RFAZ221	isiZulu First Additional Language	8			
RFAO221	Sesotho First Additional Language	8			
RFAP221	Sepedi First Additional Language	8			
RFAW221	Siswati First Additional Language	8			
			TOTAL CREDITS YEAR 3		380/388 if

**Compulsory If English was selected in year one

OP.5.20 LIST OF MODULES

Module code	Descriptive Name	Pre-requisites	Credits	Level
RALT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT) Afrikaans	RLSA 121	8	6
RCDP 211	Child Development and Perceptual Skills	None	16	6
RCLA221	Conversational Language proficiency Afrikaans	None	8	6
RCLE221	Conversational Language Proficiency (Sepedi)	None	8	6
RCLO221	Conversational Language Proficiency (Sesotho)	None	8	6
RCLP 221	Conversational Language proficiency: English	None	8	6
RCLS 221	Conversational Language proficiency: Setswana	None	8	6
RCLW221	Conversational Language Proficiency (Siswati)	None	8	6
RCLX 221	Conversational Language proficiency: isiXhosa	None	8	6
RCLZ221	Conversational Language proficiency (isiZulu)	None	8	6
REDL 321	Education Law	None	8	7
REDM 271	Grade R Education Management	None	16	6
RELS 121	Listening and Speaking – Language of Teaching and Learning (LOLT) English	None	8	5
RELT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (Sesotho)	RLSO 121	8	6
REMS 311	Education Management and Systems	None	8	7
RFAA 221	First Additional Afrikaans Language	None	8	6
RFAL 221	First Additional English Language	None	8	6
RFAO 221	First additional language (Sesotho)	None	8	6
RFAP 221	First Additional Language (Sepedi)	None	8	6
RFAS 221	First Additional Setswana Language	None	8	6
RFAW 221	First Additional Language (Siswati)	None	8	6
RFAX 221	First Additional isiXhosa Language	None	8	6
RFLS111	Fundamental academic Literacy and Support	None	12	5
RHWP111	Handwriting Proficiency	None	8	5
RIRS 311	Introduction to Research Skills	None	8	7
RLBK 271	Life Skills: Beginning Knowledge	None	16	6
RLCA 271	Life Skills: Creative Arts	None	16	

RLSA 121	Listening and Speaking – Language of Teaching and Learning (LOLT) Afrikaans	None	8	5
RLSE 221	Emotional and Social Barriers	None	16	6
RLSI 371	Policy Perspective on inclusive Education	None	16	7
RLSM 221	Life Skills: Music	None	8	6
RLSO121	Listening and Speaking – Language of Teaching and Learning (Sesotho)	None	8	5
RLSP 121	Listening and Speaking – Language of Teaching and Learning (Sepedi)	None	8	5
RLSP 371	Life Skills: Physical Education	None	16	7
RLSS 211	Social and Health Barriers	None	16	6
RLST 121	Listening and Speaking – Language of Teaching and Learning (LOLT) Setswana	None	8	5
RLSW 121	Listening and Speaking – Language of Teaching and Learning (Siswati)	None	8	5
RLSX 121	Listening and Speaking – Language of Teaching and Learning (LOLT) isiXhosa	None	8	5
RLSZ121	Listening and Speaking – Language of Teaching and Learning (isiZulu)	None	8	5
RMAT 111	Fundamentals of Mathematics Teaching and Learning in Grade R	None	16	5
RMAT 121	Planning for emergent mathematics in Grade R	RMAT 111	16	5
RMAT 211	Teaching, learning and assessment of Mathematics in Grade R	RMAT 111 RMAT 121	16	6
ROLT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT) English	RELS 121	8	6
RPLT211	Emergent Reading and Phonics in the Language of Teaching and Learning (Sepedi)	RLSP 121	8	6
RRPL 111	Recognition of Prior Learning	None	48	
RRTL 271	Grade R Teaching and Learning	None	16	6
RSLD 171	Disabilities and learning Barriers	None	16	6
RSLT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT) Setswana	RLST 121	8	6
RTAL 171	Teaching and Learning	None	16	5
RTCL 111	Technology and Computer Literacy for Educators	None	8	5
RWEL 111	Life Skills: Personal Well-being	None	8	5
RWEL 121	Life Skills: Social Well-being	RWEL 111	8	5
RWIL 111	Work-integrated Learning in Grade R Teaching 1	None	8	5

RWIL 121	Work-integrated Learning in Grade R Teaching 2	RWIL 111	8	5
RWIL 211	Work-integrated Learning in Grade R Teaching 3	RWIL 111/121	8	6
RWIL 221	Work-integrated Learning in Grade R Teaching 4	RWIL 111/121/211	8	6
RWIL 311	Work-integrated Learning in Grade R Teaching 5	RWIL 111/121 RWIL 211/221	8	7
RWIL 321	Work-integrated Learning in Grade R Teaching 6	RWIL 111/121 RWIL 211/221 RWIL 311	8	7
RWLT211	Emergent Reading and Phonics in the Language of Teaching and Learning (Siswati)	RLSW 121	8	6
RXLT 211	Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT) isiXhosa	RLSX 121	8	6
RZLT211	Emergent Reading and Phonics in the Language of Teaching and Learning (isiZulu)	RLSZ 121	8	6

OP.5.21 MODULE OUTCOMES - DIPLOMA IN GRADE R TEACHING

Module code: RTCL 111	Semester 1	8 credits	NQF level:5
Title: Technology and Computer Literacy for Educators			
Module outcomes: On successful completion of this module the student should be able to demonstrate:			
- the ability to use the computer as a tool and to become computer literate and use the Internet to search for possible topics / themes suitable for Grade R clas - room activities; - an understanding of and an ability to apply the key terms, concepts and theories related to computer literacy within the educational context; - the effective use of software programmes such as word processing, spread sheets, graphics, e-mails, browsing and search engines; - knowledge of hardware, software, networking & peripheral devices; - awareness of the use of computers in Education; - the ability to install software, use and create electronic documents, and communicate with others by using electronic mail & search engines; - the ability to create and print a letter to a parent using a word processor, a school time table using a spread sheet, a Parent's Meeting invitation letter using a presentation program; - skills to search, find, download and print information about the use of Computers in Early Childhood Education by using a search engine; - an awareness of the responsible and ethical use of computer resources for the learner and the educator; - and analyse, synthesise and evaluate information regarding the use of computers by Grade R Learners and formulate six computer laboratory rules for the school; - the ability to communicate with prospective learners' parents reliably, accurately and coherently, information about the services and facilities offered by the school, to the community. For example: For the Grade R Orientation day, using a presentation program; - and create a checklist to evaluate a power point presentation for self- and peer-evaluation; - and make use of authentic assessment practices.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RMAT 111	Semester 1	16 credits	NQF level:5
Title: Fundamentals of Mathematics Teaching and Learning in Grade R			
Module outcomes: On successful completion of this module the student should be able to demonstrate:			
- knowledge and concept of different forms of mathematical knowledge, various views on effective mathematics teaching and learning and an understanding of mathematical knowledge production processes; - knowledge in the main areas of mathematics, including key terms, concepts, facts, rules and theories within the field of basic mathematics; - detailed knowledge of mathematics as implemented in Grade R. and of how mathematics relates to other areas of learning.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RFLS 111	Semester 1	12 credits	NQF level:5
Title: Fundamental academic Literacy and Support			
Module outcomes: On successful completion of this module the student should be able to demonstrate basic knowledge of:			
- Competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning and ability to promote learning in the classroom. - Competencies relating to the school and profession - Competencies relating to the subject and content of teaching			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RHWP 111	Semester 1	8 credits	NQF level:5
Title: Handwriting Proficiency			
Module outcomes: On successful completion of this module the student should be able to demonstrate basic knowledge:			
- of the importance of handwriting proficiency and how it will influence the learning process of the grade R learner; - of developing small muscle skills as well as fine motor control; - of the development of hand-eye coordination in the Grade R learner; - of the usage of a range of writing tools.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RSLD 171	Semester 1&2	16 credits	NQF level:6
Title: Disabilities and Learning Barriers			
Module outcomes: On successful completion of this module the student should be able to:			
- demonstrate detailed knowledge of physical, intellectual and learning disabilities; - apply appropriate methods and procedures to identify and refer learners with physical, intellectual and learning disabilities; - demonstrate an ability to evaluate, select and apply appropriate Models such as the PASS Model and the Information Processing Model; - evaluate learner performance against given criteria, and accurately identify and address learner support within the educational context			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RWEL 111	Semester 1	8 credits	NQF level:5
Title: Life Skills: Personal Well-being			

Module outcomes: On successful completion of this module the student should be able to:			
- demonstrate knowledge of and insight into personal health and safety issues as part of LIFE SKILLS Grade R; - motivate the necessity for and rationale behind a healthy lifestyle as curriculum priority in LIFE SKILLS Grade R.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RWEL 121	Semester 2	8 credits	NQF level:5
Title: Life Skills: Social Well-being			
Module outcomes: On successful completion of this module the student should be able to:			
- demonstrate knowledge of and insight into social well-being and social health as part of LIFE SKILLS Grade R; - motivate the necessity for and rationale behind social well-being, which includes a healthy relationship with other people and the environment as curriculum priority in LIFE SKILLS Grade R.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RLSA/RLSX/RLSZ/RLSO/ RLSP/RLSW 121	Semester 2	8 credits	NQF level:5
Title: Listening and Speaking – Language of Teaching and Learning (LOLT) English/ Setswana / Afrikaans / isiXhosa / isiZulu / Sesotho / Sepedi / SiSwati			
Module outcomes: On successful completion of this module the student should be able to demonstrate:			
- detailed knowledge of Language acquisition and language development in accordance with Listening and Speaking of the Grade R learner; - fundamental knowledge of important aspects related to the various methods and techniques of teaching Home Language for Grade R learners, by means of the correct application of the various methods and techniques			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RTAL 171	Semester 1&2	16 credits	NQF level:5
Title: Teaching and Learning			
Module outcomes: On successful completion of this module the student should be able to demonstrate:			
- detailed knowledge, understanding and skills of teaching and learning in the context of motivation in the classroom; - knowledge and understanding of the information processing and constructivist approaches to learning, cognitive, metacognitive and motivational variables that contribute to effective learning; - knowledge and understanding of participative approach in teaching and learning; - a positive attitude towards a process-oriented teaching and learning approach; - an understanding of the attribution theory and self-efficacy beliefs; - the contribution classroom management makes towards effective teaching-learning.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RMAT 121	Semester 2	16 credits	NQF level:5
Title: Planning for emergent mathematics in Grade R			
Module outcomes: On successful completion of this module the student should be able to:			
- demonstrate an understanding of relationships between teaching and learning of mathematics through the grades and of the extent to which teaching strategies of the Grade R teacher will impact the total development of the Grade R learner; - demonstrate the ability to evaluate and select relevant methods and procedures within the context of mathematics teaching and learning in Grade R; - evaluate the ability and select appropriate information sources concerning mathematics learning by young learners; - demonstrate the ability to present and communicate information regarding mathematics teaching, learning and assessment in the Grade R class in a reliable and coherent manner by way of suitable academic and professional structures and formats; - demonstrate the ability to evaluate and select relevant learning and teaching material for the teaching and learning of mathematics in Grade R.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RLSS 211	Semester 1	16 credits	NQF level:6
Title: Social and Health Barriers			
Module outcomes: On successful completion of this module the student should be able to demonstrate:			
- detailed knowledge with regard to learner support in the context of health promoting schools and the whole-school development approach; - making appropriate decisions and act ethically in the context of social difficulties experienced in education; - an awareness of and an ability to evaluate, select and apply appropriate learner support methods within the context of social difficulties such as poverty, school drop outs, teenage pregnancy and violence in schools.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RRTL 271	Semester 1&2	16 credits	NQF level:6
Title: Grade R Teaching and Learning			
Module outcomes: On successful completion of this module the student should be able to:			
- demonstrate a sound knowledge of the history, theories, models and programmes in pre-primary schools internationally and in the RSA; - display sound knowledge of assessing Grade R learners' development and learning; - comprehend, consider and apply ethical implications during assessment of the Grade R learner; - display well-grounded knowledge of how to use play at the centre of the Grade R curriculum;			

- display the ability to work successfully with parents and paraprofessional occupations; - manage staff adequately during the process of the education of the Grade R learner; - demonstrate sound knowledge of parental and community involvement in relation to the education of the Grade R learner.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: REDM 271	Semester 1&2	16 credits	NQF level:6
Title: Grade R Education Management			
Module outcomes: On successful completion of this module the student should be able to:			
- demonstrate integrated knowledge with regard to Grade R classroom organisation; - demonstrate an understanding of and an ability to apply and evaluate key terms, concepts, facts, principles, rules and theories in respect of child development and the relationship between child development and Grade R classroom organisation; - demonstrate the ability to manage and support the learning needs of all Grade R learners; - comprehend, consider and apply ethical implications of decisions and actions taken within the professional context of Foundation Phase teaching with specific focus on Grade R.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RCDP 211	Semester 1	16 credits	NQF level:6
Title: Child Development and Perceptual Skills			
Module outcomes: On successful completion of this module the student should be able to demonstrate:			
- knowledge and understanding regarding the different components of the development of the Grade R child; - an awareness of the different developmental stages of children; - knowledge and understanding regarding the different components of perceptual development of the Grade R learner.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RMAT 211	Semester 1	16 credits	NQF level:6
Title: Teaching, learning and assessment of Mathematics in Grade R			
Module outcomes: On successful completion of this module the student should be able to demonstrate:			
- the application of a well-developed process of analysis, synthesis and evaluation of information in planning and implementing effective mathematics teaching and learning in the Grade R classroom; - the evaluation, selection and application of relevant methods and procedures within the context of mathematics teaching and learning in Grade R; - the evaluation, selection and application of the most relevant learning and teaching material for teaching and learning mathematics in Grade R; - the ability to gather evidence regarding the Grade R learners' mathematical understanding and knowledge; - the ability to evaluate, select and apply relevant methods and procedures within the context of assessment of mathematics learning in Grade R; - the ability to use gathered evidence regarding the Grade R learners' mathematical understanding and knowledge to plan, implement and revise mathematical learning opportunities to ensure effective concept forming by the Grade R learners.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: ROLT/RSLT/RALT/RXLT/RZLT /REL/IRPLT/RWLT 211	Semester 1	8 credits	NQF level:6
Title: Emergent Reading and Phonics in the Language of Teaching and Learning (LOLT) - English/Setswana/Afrikaans/isiXhosa/isiZulu/Sesotho/Sepedi/SiSwati			
Module outcomes: On successful completion of this module the student should be able to:			
demonstrate detailed knowledge of language acquisition and language development according to emergent reading and phonological development of the Grade R learner.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RLSE 221	Semester 1	16 credits	NQF level:6
Title: Emotional and Social Barriers			
Module outcomes: On successful completion of this module the student should be able to:			
- demonstrate detailed knowledge and understanding of support structures to the gifted learner; - demonstrate an ability to address communication difficulties and challenging behaviour; - demonstrate the ability to effectively address emotional difficulties experienced by learners by applying Lay counselling principles and skills.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RLSM 211	Semester 2	8 credits	NQF level:6
Title: Life Skills: Music			
Module outcomes: On successful completion of this module the student should be able to:			
- identify different elements of music and apply these in a lesson in accordance with the Curriculum and Assessment Policy Statement; - expose the young child to several arts such as dance and drama; - assess the young child's knowledge, musical skills and values; and - listen to, read and write music, to play simple accompaniments on the guitar and Orff/African percussion instruments and melodic patterns on the recorder.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			

Module code: RLCA 271	Semester 1&2	16 credits	NQF level:6
Title: Life Skills: Creative Arts			
Module outcomes: On successful completion of this module the student should be able to:			
- demonstrate knowledge and an understanding of the development stages of child art, from the scribbling stage up to and including the realistic stage; - use, creative and innovative thinking during the analysis and assessment of child art and of the subject didactics of art with regard to the symbolising and schematising stages of child art; - demonstrate an understanding of the forming language elements in visual art and crafts and present it practically, as applicable to the practice of the teaching of art in the reception year; - demonstrate basic values in the assessment of child art with regard to its diversity in the foundation phase. This should take place within the context of a multicultural society through the evaluation of oneself, others and learners' progress in a fair and reasoned manner; - have a better understanding of the young child and how art impacts his/her development; - identify the visual elements and terminology of art and apply these in an informal lesson in keeping with the Curriculum Assessment Policy Statement; - stimulate the young child creatively by exposing him/her to an array of art techniques such as drawing, painting, modelling, patterns, applied design and clay work; - assess the young child's knowledge, artistic abilities and values; - apply the various art techniques personally and to present these as a portfolio.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RLBK 271	Semester 1&2	16 credits	NQF level:6
Title: Life Skills: Beginning Knowledge			
Module outcomes: On successful completion of this module the student should be able to:			
Social Science: History			
- understand the development of a just and democratic society; - demonstrate an awareness of how we can influence our future by confronting and challenging economic and social inequality (including racism and sexism) to build a non-racial, democratic present and future; - demonstrate a general knowledge and an understanding of the history of all people who reside in South Africa; - understand our diverse past and a mutual grasp of how that informs our present reality (historical consciousness); - understand the interpretation of heritage and its roles in constructing identity; - appreciate the special contribution of oral tradition and archaeology, and of the impact of the environment on historical developments; - demonstrate an ability to become critically responsible citizens within a context where human and environmental rights are fostered; - understand patterns of social development and the impact of technology on society and the environment; - display the skill of interacting critically with information from a range of sources, including sources that offer different perspectives of the same event or issue.			
Social Science: Geography			
- demonstrate knowledge and understand the place in which they live, of other people and of other places, the significance of location and of how people and places interrelate and interconnect; - understand the ways in which people and the environment interact in response to physical and human processes; - display an awareness of spatial relationships and understanding the changing world in a balanced, critical and empathetic manner; - exhibit an informed concern for the world around us and be able and willing to participate in actions for a sustainable environment; and attitudes, values and actions in a world of constant social, economic, political and environmental change.			
Natural science			
- is an exploration of the world by observing and manipulating common objects and materials in the environment; - builds on the learner's curiosity and ways of knowing, and encourages investigation of the natural world with a sense of wonderment and provides the learner with the opportunity to develop the process skills so fundamental to scientific inquiry, and creates essential opportunities for language development as the learner talks about experiences; - encourages the learners to use their most fluent language in order to express their own ideas, describe location as up, down, in front of or behind and to describe and manipulate objects by pushing, pulling, throwing, dropping, and rolling, so that the position and movement of objects receive attention; - helps learners to recognize names for different properties such as size, shape, texture and colour, and to be able to sort and categorize objects accordingly and to be able to describe, from investigation, the properties of different kinds of materials (e.g. paper, wood, metal, water); - guides learners to observe and describe changes, including cyclical changes that occur in the natural environment, and to investigate relationships and solve problems in scientific, technological and environmental contexts; - guides learners to explore their environments and reflect on their observations and discoveries.			
Technology			
Technology helps learners to:			
- understand the knowledge related to various aspects of Technology; - apply the skills relevant to Technology; - demonstrate a positive attitude to the facilitation of various aspects of Technology; and - to integrate technology with the subjects for the Foundation Phase (Language and Mathematics);			
Learners should			
- encounter technology through projects structured around technological skills – investigating, designing, making and evaluating; - be encouraged to express opinions, make choices and plan the way in which things are done. Opportunities should be created for co-operative learning; - be encouraged to practise activities that will enhance fine motor co-ordination and dexterity through the use of simple tools			

for cutting, shaping, folding and joining materials like paper and card;				
• acquire simple measuring skills and practise it during this process and should be introduced to safety issues, and sensitized to the dangers of electrical outlets, gas and paraffin devices.				
Method of delivery: Open Distance Learning				
Method of Assessment: Formative (40%) and Summative (Examination) 60 %				
Module code: RFAL/RFAA/RFAS/RFAX/RFAX/RFAX/RFAX/221		Semester 2&1	8 credits	NQF level:6
Title: First Additional English/Afrikaans/Setswana/isiXhosa/isiZulu/Sesotho/Sepedi/SiSwati Language				
Module outcomes: On successful completion of this module the student should be able to demonstrate:				
• detailed knowledge, understanding and application of language skills and grammar mechanics; • the ability to select, evaluate and apply with discernment theoretical knowledge of language skills; • the ability to recognise and use appropriate vocabulary • the ability to identify the nature and scope of applicable, effective lesson planning and assessment; • the ability to distinguish and apply learner-centred teaching principles in the classroom.				
Method of delivery: Open Distance Learning				
Method of Assessment: Formative (40%) and Summative (Examination) 60 %				
Module code: RCLP/RCLS/RCLX/RCLZ/RCLZ/RCLZ/RCLZ/RCLZ/221		Semester 2	8 credits	NQF level:6
Title: Conversational Language proficiency: English /Setswana/Sesotho/ isiXhosa/isiZulu/Sepedi/Siswati/Afrikaans				
Module outcomes: On successful completion of this module the student should be able to demonstrate:				
• cognitive academic language proficiency in the English/ Setswana language of speaking, reading, writing and listening in order to teach English across the curriculum; • the ability to use language for interpersonal and pedagogic purposes in the classroom in order to perform teaching activities in a fluent and confident way.				
Method of delivery: Open Distance Learning				
Method of Assessment: Formative (40%) and Summative (Examination) 60 %				
Module code: RLSI 371		Semester 1&2	16 credits	NQF level:7
Title: Policy Perspective on inclusive Education				
Module outcomes:On successful completion of this module the student should be able to:				
• integrate knowledge of the main areas of the inclusivity and be able to apply and evaluate facts, concepts and theories; • demonstrate an understanding of knowledge of inclusive education and the White Paper 6 on inclusive education; • demonstrate an ability to take decisions and act ethically and professionally within an inclusive educational context; • demonstrate an understanding of a range of methods in assessment and support and its suitability for a specific difficulty.				
Method of delivery: Open Distance Learning				
Method of Assessment: Formative (40%) and Summative (Examination) 60 %				
Module code: RLSP 371		Semester 1&2	16 credits	NQF level:7
Title: Life Skills: Physical Education				
Module outcomes: On successful completion of this module the student should be able to:				
• demonstrate detailed and systematic knowledge of the perceptual and gross motor development of the Grade R learner; • identify and plan a variety of movement activities supporting the coherent understanding of concepts, ideas, theories, principles and rules with regard to movement development for the Grade R learner; • identify and solve well-defined but unfamiliar problems by means of scientific and creative movement development lessons for specific ages and developmental groups in Grade R; • address perceptual and gross motor problems and other medical conditions related to movement development for the Grade R learner; • demonstrate an ethically responsibility and value-driven attitude with regard to the movement development of Grade R learners.				
Method of delivery: Open Distance Learning				
Method of Assessment: Formative (40%) and Summative (Examination) 60 %				
Module code: RIRS 311		Semester 1	8 credits	NQF level:7
Title: Introduction to Research Skills				
Module outcomes:On successful completion of this module the student should be able to:				
• demonstrate knowledge and understanding of the concept of educational research and types of research; • develop a research problem, purpose statement and formulate the significance of a study; • demonstrate the ability to search for and investigate existing literature relevant to an identified research problem and to ground the research problem in related literature; • develop a research design and procedures, select a population and apply sampling techniques; • demonstrate and apply basic ethical principles when conducting research in the context of the Grade R classroom.				
Method of delivery: Open Distance Learning				
Method of Assessment: Formative (40%) and Summative (Examination) 60 %				
Module code: REMS 311		Semester 1	8 credits	NQF level:7
Title: Education Management and Systems				
Module outcomes:On successful completion of this module the student should be able to:				
• demonstrate detailed knowledge with regard to the basic theoretical aspects of education management, including the management tasks of an educator; • understand, evaluate, select and apply effective management strategies in respect of teaching and learning in the Grade R classroom; • display an understanding and make decisions in light of the nature, aims and structure of an education system;				

present and communicate the know-how of evaluating the influence of determining factors on education and comment on the influence of the determinants on the educational efficiency in educational provision within the Grade R context.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: REDL 321	Semester 2	8 credits	NQF level:7
Title: Education Law			
Module outcomes: On successful completion of this module the student should be able to demonstrate:			
- an understanding of the Constitution of South Africa and the implication thereof for education; - the ability to apply the key terms, concepts and legal principles of the CRSA within the framework of Grade R practices; - an understanding of the human rights contained in the CRSA and the implications thereof within the school, and classroom; - an understanding of the South African Schools Act; - the comprehension of school management and governance in accordance with the South African Schools Act.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RRPL 111	Semester 1	8 credits	NQF level:6
Title: Recognition of Prior Learning			
Module outcomes: On successful completion of this module the student should be able to demonstrate basic knowledge of:			
- Competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning and ability to promote learning in the classroom. - Competencies relating to the school and profession - Competencies relating to the subject and content of teaching			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RWIL 111	Semester 1	8 credits	NQF level:5
Title: Work-integrated Learning in Grade R Teaching 1			
Module outcomes: On successful completion of this module the student should be able to demonstrate basic knowledge of:			
- Technology and computer literacy for Grade R teachers, - Fundamental academic literacy and support, - Fundamentals of mathematics, - Life skills pertaining to personal and social well-being, - Learner support - Grade R-teaching and learning strategies applying this theoretical knowledge they have obtained in the different professional studies modules in work-related training; - developing and using observational skills, analyse observation data and reflect on the work related training experience; - demonstrating awareness of the complexity of the teacher's roles in enabling learning in a complex educational environment.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RWIL 121	Semester 2	8 credits	NQF level:5
Title: Work-integrated Learning in Grade R Teaching 2			
Module outcomes: On successful completion of this module the student should be able to demonstrate:			
- basic knowledge of learner support; - basic knowledge of introduction to research; - basic knowledge of planning for effective teaching and learning of mathematics; - basic knowledge of listening to and speaking home language applicable to Grade R; - apply this theoretical knowledge they have obtained in the different professional studies modules in work-related training; - sound skills and competencies in the effective application and development of - learner support; - introduction to research; - planning for effective teaching and learning of mathematics; - grade R teaching and learning strategies; - listening to and speaking home language; - applicable to Grade R as well as providing physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context; - develop and use observational skills, analyse observational data and reflect on the work-related training experience.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RWIL 211	Semester 1	8 credits	NQF level:6
Title: Work-integrated Learning in Grade R Teaching 3			
Module outcomes: On successful completion of this module the student should be able to demonstrate sound knowledge of the following aspects as they pertain to Grade R:			
- learner support, - educational management and systems, - the teaching, learning and assessment of mathematics, - phonic development, - child development and perceptual skills, - pre-primary education and - Life Skills, which incorporates beginning knowledge and creative arts as it is applicable to Grade R,			
Apply this theoretical knowledge they have obtained in the different professional studies modules in work-related training;			
Demonstrate sound skills and competencies in the effective application and development of:			
learner support,			

- educational management and systems, - the teaching, learning and assessment of mathematics, - phonic development, - Grade R-teaching and learning, - pre-primary education and - Life Skills, which incorporates beginning knowledge and creative arts as it is applicable to Grade R, As well as providing physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context; - Develop and use observational skills, analyse observational data and reflect on the work-related training experience.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RWIL 221	Semester 2	8 credits	NQF level:6
Title: Work-integrated Learning in Grade R Teaching 4			
Module outcomes: On successful completion of this module the student should be able to - demonstrate sound knowledge of learner support, education law, musical skills and emergent reading and writing skills applicable to Grade R; - apply this theoretical knowledge they have obtained in the different professional studies modules in work-related training; - develop and use observational skills, analyse observational data and reflect on the work-related training experience. - demonstrate the ability to be a professional teacher as well as to form professional relationships; - demonstrate sound skills and competencies in the effective application and development of learner support, education law, musical skills and emergent reading and writing skills applicable to Grade R as well as to provide physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RWIL 311	Semester 1	8 credits	NQF level:7
Title: Work-integrated Learning in Grade R Teaching 5			
Module outcomes: On successful completion of this module the student should be able to - demonstrate detailed knowledge of learner support and develop physical education skills pertaining to Grade R; - apply this theoretical knowledge they have obtained in the different professional studies modules in work-related training; - develop and use observational skills, analyse observational data and reflect on the work-related training experience; - demonstrate adequate skills and competencies in effectively applying learner support and development of physical education skills pertaining to Grade R as well as providing physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context; - identify problems related to discipline and to take appropriate steps to solve these problems.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			
Module code: RWIL 321	Semester 2	8 credits	NQF level:7
Title: Work-integrated Learning in Grade R Teaching 6			
Module outcomes: On successful completion of this module the student should be able to - demonstrate integrated knowledge of Grade R classroom management and practice; - apply this theoretical knowledge they have obtained in the different professional studies modules in work-related training; - develop and use observational skills, analyse observational data and reflect on the work-related training experience; - demonstrate adequate skills and competencies in effective classroom management and organization as well as providing physical and tangible evidence of such skills as manifested through actual classroom experience within the Grade R context; - demonstrate the ability to be a professional teacher and to form professional relationships.			
Method of delivery: Open Distance Learning			
Method of Assessment: Formative (40%) and Summative (Examination) 60 %			

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