

# **CALENDAR 2010**

FACULTY OF EDUCATION  
SCIENCES  
UNDERGRADUATE PROGRAMMES  
BTD (HRD)

**Potchefstroom Campus**

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**PLEASE MENTION YOUR UNIVERSITY NUMBER IN ALL CORRESPONDENCE**

The General Academic Rules of the University, to which all learners 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/beheer-bestuur/beleid-reels.htm>

**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 learners finally decide on the selection of modules, they must consult the class timetable. If a clash occurs in the planned selection of a learner, the relevant module combination is not permitted.

## Table of contents

<b>ORGANIGRAM</b> .....	<b>3</b>
<b>OFFICIALS</b> .....	<b>4</b>
<b>BTD (HRD) BACHELOR IN TRAINING AND DEVELOPMENT SPECIALISING IN HUMAN RESOURCE DEVELOPMENT</b> .....	<b>5</b>
<b>1. TEACHING POLICY</b> .....	<b>6</b>
<b>2. RESEARCH POLICY</b> .....	<b>6</b>
<b>3. RESEARCH IN THE FACULTY</b> .....	<b>6</b>
<b>4. FACULTY RULES</b> .....	<b>7</b>
4.1 Authority of the A-Rules.....	7
4.2 Faculty Specific Rules .....	7
4.3 Warning against Plagiarism.....	8
4.4 Selection for admission to certain fields of studies.....	8
4.5 Schools in the Faculty.....	8
4.6 Training and development: Qualification, Programme and Curricula .....	9
<b>5. QUALIFICATIONS, DIRECTIONS AND PROGRAMMES</b> .....	<b>10</b>
<b>6. RECOGNITION OF PRIOR LEARNING</b> .....	<b>10</b>
<b>7. MODULES AND CREDITS</b> .....	<b>10</b>
<b>8. RULES OF THE BTD (HRD) PROGRAMME (CODE 468100)</b> .....	<b>10</b>
8.1 Duration of the BTD studies.....	10
8.2 Admission requirements for BTD (HRD).....	10
8.3 List of modules.....	11
8.4 Curriculum layout: Curriculum O100P: Human Resource Development.....	12
8.5 Programme of study: BTD (HRD).....	12
<b>9. EXAMINATIONS (ASSESSMENT)</b> .....	<b>14</b>
9.1 Admission to examinations.....	14
9.2 Module marks.....	15
9.3 Progress and pass requirements of a curriculum.....	15
<b>10. MODULE OUTCOMES</b> .....	<b>15</b>



## **OFFICIALS**

### **DEAN**

Prof. P. Engelbrecht (BA, HED, BEd, MEd, PhD)

## **DIRECTORS**

### **School for Curriculum-based Studies**

Prof. B.W. Richter (BA, BA Hons, MA, PhD, UED)

### **School of Education**

Prof. K.C. Moloi (BA, BEd, FED, MEd, HRM, DEd)

### **School of Continuing Teacher Education**

Prof. E.J. Spamer (BA, BA Hons, MA, PhD, HED)

### **Research Focus Area: Teaching–Learning organisations**

Prof. J.L. de K. Monteith (BA, THED, BEd, MEd, DEd, BPhil)

## **Faculty board**

### **1 Directors**

- School for Curriculum-based Studies (SCS)
- School of Education (SE)
- School of Continuing Teacher Education (SCTE)
- Research Focus Area (RFA)

### **2 Faculty representatives in the Campus Senate**

### **3 Faculty representatives in the Institutional Senate**

### **4 Research professors: SCTE, SCS, SE**

### **5 Programme leaders**

- B.Ed.:
  - Foundation Phase
  - Intermediate and Senior Phase
  - Senior and Further Education and Training phase
  - Senior and Further Education and Training phase (FET Technology):
- PGCE
- BTD
- BEdHons
- MEd. & PhD.
- ACE
- NPDE

### **6 Subject group chairpersons**

### **7 Head: Academic (SCTE)**

### **8 Head: Management and Administration (SCTE)**

### **9 Head: Business and Administration (SE and SCS)**

- 10      **Head: Projects and Short Courses (SCTE)**
- 11      **Head: Section for Student Support**
- 12      **Student representatives**
- 13      **Administrative Manager (ex officio) (Minute keeper)**

**BTD (HRD) - BACHELOR IN TRAINING AND DEVELOPMENT SPECIALISING IN HUMAN  
RESOURCE DEVELOPMENT**

**Programme Co-ordinator**

- Dr. John van der Merwe (BA, HED, BEd, MEd, DEd)
- Ms Helen Meyer (BA, HED, BA Hons)

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## 1 TEACHING POLICY

The teaching policy of the Faculty of Education Sciences is aligned with the vision and mission of the North-West University and the Faculty of Education Sciences. The policy determines the following aspects that are relevant to teaching in the Faculty:

- Effective teaching;
- Education, teaching, and training;
- Medium of instruction;
- Teaching based on religiously-grounded values;
- Quality assurance;
- Support of staff;
- Modes of delivery;
- Assessment; and
- Technology and teaching.

## 2 RESEARCH POLICY

The research policy of the Faculty of Education Sciences is aligned with the mission of the North-West University to develop and sustain high quality, relevant and focused research, in order to supply innovative solutions to the educational challenges faced by the scholarly community, the country, the continent and the world. The Faculty realises this mission through its research focus on teaching–learning organisations and educational technology for effective teaching, learning and facilitation, respectively.

## 3 RESEARCH IN THE FACULTY

Research in the Faculty is grouped under two research entities: a niche area and a research focus area.

The 2004 White Paper on e-Learning encourages the implementation and educational use of Information Technology for teaching and learning in South Africa. Research within the niche area **Educational Technology for Effective Teaching, Learning and Facilitation** supports social development within the Information Age and consists of three sub-programmes:

- Technology-enhanced Learning of Everyday Skills in Developing Contexts;
- Information and Communication Technologies in Education; and
- Dynamics of Digital Learning Environments.

The research focus area **Teaching–Learning Organisations** intends to contribute meaningfully and purposefully, through quality and relevant research, towards the improvement of the quality of learning and teaching in educational institutions. In order to attain this goal, a number of research priorities were identified and structured into two programmes, each with a number of sub-programmes. These programmes are:

### Programme 1      **Creation of Sustainable Support and Working Environments in Diverse Educational Contexts**

- Support Strategies for Learner and Teacher Support;
- Effective Working Environments in Diverse Education Organisations;
- Policy Implementation and Evaluation as Determinants for geborgenheit in Education;
- Quality Literacy within Diverse Teaching and Learning Environments;
- Health Promotion through Education Innovation, Development and Intervention;
- and
- Sustainable and Empowering Learning Environments.

**Programme 2      Effective Teaching and Learning Strategies and Curriculum Development  
in Diverse Educational Contexts**

- Language Knowledge and Skills for Enhanced Teaching and Learning Across the Curriculum in SA Classrooms;
- Development of Critical Teaching and Learning Skills;
- Innovative and Sustainable Teaching and Learning Praxis in Mathematics, Technology, Natural and Computer Science Education (MTCNSE); and
- Human Rights Education in Diverse Social Contexts.

**4.            FACULTY RULES**

**4.1        Authority of the A-Rules**

The faculty rules that apply to the different qualifications, programmes and curriculum's of the faculty and that are included in this faculty calendar are subject to the general rules of the University as determine from time to time by the University Council as recommended by the Senate and must be read with the general rules.

**4.2        Faculty Specific Rules**

**4.2.1     EXAMINATIONS**

**4.2.1.1    Admission to examinations**

Admission to examinations in any module in which examinations are written is gained by obtaining a proof of participation from the school director after you have given proof that the teaching-learning instructions have been executed according to the curriculum prescriptions in the study guide.

Examinations are written in June and November. There is, however, a second opportunity per module available for students who for some reason did not pass or write the first opportunity papers.

**4.2.1.2    Participation marks**

- a) Participation marks for a module are compiled from tests, assignments and practical work where applicable.
- b) The relation between theory and practical work in calculating the participation marks is explained in the study guides.

**4.2.1.3    Module marks**

Module marks for a module in which examinations are written are calculated according to the prescriptions of A.1.38 and A.8.7.4 in accordance with the relation between the participation marks and the examination marks. The relation for a specific module is indicated by the relevant module outcomes at the end of the faculty rules in this annual or yearbook.

**4.2.1.4    Progress and pass requirements of a curriculum**

- a) The sub-minimum for all modules in which examinations are written is 40% (A.8.7.6).
- b) The pass requirement for a module is 60% (A.8.7.1)
- c) The module marks of a student who is registered at this university for the first time and fails a first level module of the first semester may be changed to pass marks of 60% if he/she obtains examination marks of at least 60% in that module (A.8.7.3).
- d) Passing all the separate modules of which the curriculum is compiled passes a curriculum.



#### 4.2.1.6 Repetition of modules

A student may, at the most, in any module, take the examination twice within the twelve months following the date of the student's first registration for such a module, after which the module concerned must be repeated.

#### 4.3 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](http://www.puk.ac.za/beheer-bestuur/beleid-reels/index_e.html)

#### 4.4 SELECTION FOR ADMISSION TO CERTAIN FIELDS OF STUDY

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 courses for which they have applied.

#### 4.5 SCHOOLS IN THE FACULTY

School	Subject group
School for Curriculum-based studies	<ul style="list-style-type: none"><li>o African Languages for Education</li><li>o Afrikaans for Education</li><li>o Arts and Culture for Education</li><li>o Computer Science for Education</li><li>o Economics and Business Science for Education</li><li>o English for Education</li><li>o Geography, History and Social Sciences for Education</li><li>o Natural Sciences for Education</li><li>o Mathematics for Education</li><li>o Technology for Education</li><li>o BTD (HRD)</li></ul>
School of Education	<ul style="list-style-type: none"><li>o Teaching-and-Learning</li><li>o Movement Science</li><li>o Foundation phase</li><li>o Life orientation</li><li>o Comparative Education and Teaching Theory</li><li>o Educational Psychology and Learner Support</li><li>o Education Management and Leadership</li><li>o Education Law</li></ul>
School of Continuing Teacher Education	<ul style="list-style-type: none"><li>o African Languages for Education</li><li>o Afrikaans for Education</li><li>o Computer Science for Education</li><li>o English for Education</li><li>o Geography, History and Social Sciences for Education</li><li>o Natural Sciences for Education</li><li>o Mathematics for Education</li><li>o Technology for Education</li><li>o Teaching-and-Learning</li><li>o Movement Science</li><li>o Foundation phase</li><li>o Life orientation</li></ul>

	<ul style="list-style-type: none"> <li>o Comparative Education and Teaching Theory</li> <li>o Educational Psychology and Learner Support</li> <li>o Education Management and Leadership</li> <li>o Education Law</li> </ul>
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#### 4.6. TRAINING AND DEVELOPMENT: QUALIFICATIONS, PROGRAMME AND CURRICULA

The university is authorised to award the following degrees presented in Training and Development that are presented in the Faculty of Education Sciences:

POST GRADUATE CERTIFICATE				
Qualification and abbreviation	Qualification Programme Code	Curriculum Code	Mode of Delivery	NQF-Level
<b>BTD (HRD) Bachelor in Training and Development</b>	Training and Development 468100	Human Resource Development	Limited contact, vacation school	7

Qualification	Programme and Code	Curriculum and Code	Method of Delivery	NQF level
<b>HONOURS DEGREE</b>				
<b>Honours Baccalaureus Educationis (BEdHons)</b>	Educational, Training and Development 464 120	Educational, Training and Development: O604P	Vacation school model	8
<b>MASTERS DEGREE</b>				
<b>Magister Educationis (MEd)</b>	Training and Development: 403 132	Training and Development: O821P	Part-time	9
<b>DOCTOR'S DEGREE</b>				
<b>PhD</b>	Training and Development: 404 122	Training and Development: O913P	Part-time	10

#### 5 QUALIFICATIONS, DIRECTIONS AND PROGRAMMES

Various qualifications can be pursued in the Faculty of Education Sciences. A particular qualification can span one or more schools, with each school offering one or more programmes, of which each has a fixed curriculum. A prospective student must therefore initially decide which qualification he or she wishes to pursue. Thereafter, he or she must choose a direction of study and make a selection from the different programmes presented in that direction of study.

## 6 RECOGNITION OF PRIOR LEARNING

- (i) The North-West University accepts the principle underlying outcomes-based, source-based and lifelong learning, in which considerations of articulation and mobility play a significant role, and subscribes to the view that recognition of prior learning, whether it has been acquired by formal education programmes at this or other institutions or informally (by experience), is an indispensable element in deciding on admission to and the awarding of credits for an explicitly selected teaching–learning programme of the University.
- (ii) The recognition of prior learning concerns the provable knowledge and learning that an applicant has acquired, whether by having completed formal education programmes or by experience. At all times the question will be what the level of skills is, and skills will be judged in the context of the exit level skills required for the intended teaching–learning programme or modules in the programme, of the status for which the applicant applies, and not merely by virtue of the experience recorded by the applicant. Recognition of prior learning will therefore take place in terms of applied competencies demonstrated by the applicant in his or her application, taking into consideration the exit level outcomes that have to be obtained by means of the selected teaching–learning programme.
- (iii) The North-West University accepts that recognition of prior learning must take place within the normal existing policy on the admission of prospective and current learners, whether from this or another institution, with regard to the awarding of credits in a valid, trustworthy and fair way.
- (iv) For processing an application for recognition of prior learning, a non-refundable administrative fee is payable, as determined by the University from time to time.

## 7 MODULES AND CREDITS

Modules with specific credit values are presented.

## 8 RULES OF THE BTD (HRD) PROGRAMME (CODE 468100)

### 8.1 DURATION OF BTD STUDIES

Minimum duration is 3 years and maximum 4 years for completion..

### 8.2 ADMISSION REQUIREMENTS FOR BTD (HRD)

- **Minimum academic requirements:** Senior Certificate (Matric) with **EXEMPTION**: If no exemption and older than 23 years then minimum of 2 Higher Grade and 4 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.

### 8.3 LIST OF MODULES

*Remark:*

1. The PM 40 % indicates participation marks of 40 % during the semester.

MODULE CODE	MODULE NAME	CR	ASSUMED LEARNING
AGLE 111	Learning and Reading Development	12	
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	
ENGL113	Interactive English	8	
MHBP 111	Introduction to Human Resource Management	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	24	OPLN112/121/122*
OPLN 212	Skill Development Facilitation in ETD	24	OPLN112/121/122*
OPLN 221	Research Methodology	8	
OPLN 222	Learner Support & Guidance	16	
OPLN 223	Moderation in Skills Development	16	OPLN211/212*
OPLN 224	Introduction to Adult Education in ETD practices	8	OPLN 211/122*
OPLN 311	Learner Facilitation	16	OPLN121/122*
OPLN 312	Human Resource & Occupational Development	24	OPLN211/212/213/223*
OPLN 313	Guidance & Counselling	16	OPLN222*
OPLN 314	Adult learning in ETD practices	8	OPLN 121/122/311/224*
OPLN 321	Research Methodology	16	OPLN221*
OPLN 322	Learning Programme Design	16	OPLN211/212/223*
OPLN 323	Evaluate an ETD provider	16	OPLN211/212/213*
OPLN 324	Establish, implement and maintain a QMS	32	OPLN211/212/213*
WVOS 221	Understanding the educational world	8	
WVOS 311	Main currents in the philosophy of education	8	WVOS221*

#### 8.4 CURRICULUM LAYOUT: CURRICULUM 0100P: HUMAN RESOURCE DEVELOPMENT

YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
FIRST SEMESTER		FIRST SEMESTER		FIRST SEMESTER	
Module Code	Cr	Module Code	Cr	Module Code	Cr
COMPULSORY			COMPULSORY		
OPLN111	16			WVOS311	8
OPLN112	8				
AGLE111	12				
ENGL113	8				
CORE/ELECTIVES		CORE/ELECTIVES		CORE/ELECTIVES	
IOPS111	12	OPLN211	24	OPLN311	16
LARM111	12	OPLN212	24	OPLN312	24
				OPLN313	16
MHBP111	12	IOPS211	16	OPLN314	8
YEAR LEVEL 1		YEAR LEVEL 2		YEAR LEVEL 3	
SECOND SEMESTER		SECOND SEMESTER		SECOND SEMESTER	
Module Code	Cr	Module Code	Cr	Module Code	Cr
COMPULSORY			COMPULSORY		
OPLN121	32	OPLN221	8	OPLN321	16
OPLN122	24				
AGLE 121	12	OPLN222	16		
		WVOS221	8		
		IOPS221	16		
CORE/ELECTIVES		CORE/ELECTIVES		CORE/ELECTIVES	
IOPS121	12	OPLN223	16	OPLN322	16
		OPLN224	8	OPLN323	16
				OPLN324	32
	<b>Total</b>		<b>Total</b>		<b>Total</b>
	<b>160</b>		<b>136</b>		<b>152</b>

#### 8.5 PROGRAMME OF STUDY: BTD (HRD)

**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 the April and October university holidays.

##### 8.5.1 List of Modules

See 8.3

##### 8.5.2 Structure of Curriculum

The BTD (HRD) follows a fixed curriculum as per layout (6.3).

##### 8.5.3 Curriculum Code

Curriculum: 0100P – Human Resource Development

##### 8.5.4 Programme outcomes

###### General exit level outcomes

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

- problem identification, problem solving and the implementation of critical and creative thinking with regard to education, training and development matters;
- co-operation in groups with the community, the workplace, applicable SETAs and the departments of education and/or labour;
- organising and managing themselves as well as their activities;
- gaining, analysing, organising and critically evaluating knowledge in the different domains embedded in ETD/HRD and also specifically occupation directed ETD practices;
- communication by means of different media in several situations;
- 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.

#### **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 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.

## **9 EXAMINATIONS (ASSESSMENT)**

### **9.1 Admission to examinations**

- a) Admission to examinations in any module in which examinations are written is gained by obtaining a proof of participation from the School Director after the requirements of the curriculum and/or module concerned have been complied with.
- b) Participation marks for a module are compiled from tests, assignments and practical work where applicable.
- c) The relation between theory and practical work in calculating the participation marks is explained in the study guide concerned.
- d) Examinations are usually written in June and November of each year. There are two opportunities per examination.

## 9.2 Module marks

Module marks for a module in which examinations are written are calculated according to the prescriptions of A.1.38 and A.8.7.4 in accordance with the relation between the participation marks and the examination marks. The relation for a specific module is indicated by the relevant module outcomes at the end of the faculty rules in this calendar (or annual) (see REM.2).

## 9.3 Progress and pass requirements of a curriculum

- a) The sub-minimum for all modules in which examinations are written is 40 % (A.8.7.6).
- b) The pass requirement for a module in which examinations are written is 60 % (A.8.7.1).
- c) A curriculum is passed by separately passing each of the modules from which the curriculum is compiled.
- d) Formative evaluation will take place in the form of compulsory class tests, assignments and semester examinations.
- e) Learners may complete learning by means of formative assessment units if the specific outcomes formulated are attained.
- f) Formative and summative evaluation directed at attaining the outcomes are integrated into the curriculum and take place especially during practical and microteaching.
- g) In this curriculum the following evaluation methods will be used:
  - i) Criteria tests (to test the mastering of knowledge);
  - ii) Self-assessment;
  - iii) Designing learning curriculum's (to test or evaluate the acquisition of knowledge and insight into subject content, as well as the skills to design learning curriculum's), and
  - iv) Writing research reports to evaluate research skills.

## 10 MODULE-OUTCOMES

Module Code: AGLE111	Semester 1	12 Credits	NQF-Level: 5a
<p><b>Title:</b> Introduction to <b>Academic Literacy</b></p> <p>After completing this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• be able to communicate effectively orally and in writing in an appropriate manner in an academic environment;</li> <li>• 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;</li> <li>• listen, speak, read and write accurately, fluently and appropriately in an ethical framework.</li> </ul> <p>❖ <b>NB! A language proficiency test (TAG/TALL) will be written on the day of registration of the first year students which will determine exemption of this module or not. If a student does not get exempted he/she needs to present the module during the first semester.</b></p> <p><b>Mode of Delivery:</b> Part time / limited vacation school contact</p> <p><b>Assessment Mode:</b> Formative assessment: 50 % Summative assessment: 1x2 hour written examination 50 %</p>			



<b>Module Code:</b> AGLE121	<b>Semester 2</b>	<b>12 Credits</b>	<b>NQF-Level: 5a</b>
<b>Title: Academic Literacy</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate fundamental knowledge of appropriate computer programs, as well as apply learning, listening reading and writing strategies, academic language register and the reading and writing of academic texts, in order to function effectively in the academic environment.</li> <li>• as an individual and a member of a group communicate effectively and in writing in an ethically responsible and acceptable manner in an academic environment;</li> <li>• find and collect scientific knowledge in a variety of study fields, analyse, interpret, and evaluate the texts and in a coherent manner synthesize and propose solutions in appropriate genres by making use of linguistic conventions used in formal language registers.</li> </ul> <b>Mode of Delivery:</b> Part time / limited vacation school contact <b>Assessment Mode:</b> Formative assessment: 50 % Summative assessment: 1x2 hour written examination 50 %			

<b>Module Code:</b> ENGL113	<b>Semester 1</b>	<b>8 Credits</b>	<b>NQF-Level: 5a</b>
<b>Title: Interactive English</b> On successful completion of this module, the students should <ul style="list-style-type: none"> <li>• communicate in English (i.e. speaking, reading and writing) at an operational level required for effective learning at university level;</li> <li>• participate in all group activities and reveal a sound ethical approach in all English communication.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 50%, Summative assessment: 1x2 hour written examination 50%			
<b>Title: Interactive English</b> On successful completion of this module, the students should <ul style="list-style-type: none"> <li>• communicate in English (i.e. speaking, reading and writing) at an operational level required for effective learning at university level;</li> <li>• participate in all group activities and reveal a sound ethical approach in all English communication.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 50 % Summative assessment: 1x2 hour written examination 50 %			

<b>Module Code:</b> IOPS111	<b>Semester 1</b>	<b>12 Credits</b>	<b>NQF-Level: 5a</b>
<b>Title: Introduction to Industrial Psychology</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• define and describe the role and the use of the principles of Industrial Psychology;</li> <li>• analyse the biological bases of behaviour, which include cognitive abilities, memory, learning and motivation; and</li> <li>• analyse the social bases of behaviour, which includes interpersonal interaction like</li> </ul>			
<b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 50 % Summative assessment: 1x2hour written examination 50 %			

<b>Module Code:</b> LARM111	<b>Semester 1</b>	<b>12 Credits</b>	<b>NQF-Level: 5a</b>
<b>Title: Introduction to Workplace relations</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate knowledge of, insight into the terminology, core principles and theories, and background of Industrial Sociology as it is applied in business</li> <li>• demonstrate a fundamental knowledge and insight of the study field of Industrial Sociology.</li> <li>• 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</li> <li>• demonstrate the ability to collect information regarding the responsibility of people and the community.</li> </ul>			
<b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 50 % Summative assessment: 1x1.6 hour written examination 50 %			

<b>Module Code:</b> MHBP111	<b>Semester 1</b>	<b>12 Credits</b>	<b>NQF-Level: 5a</b>
<b>Title: Introduction to Human Resource Management</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• know and understand the components of human resource management (including human resource planning, job analysis, recruitment, selection, training, performance management and remuneration);</li> <li>• know and understand individuals' behaviour and criteria that can be used to classify individual differences;</li> <li>• know and understand the effect of diversity of the South African labour force within the work place;</li> <li>• know and understand the research, theories and approaches with regard to stress, motivation, leadership, group behaviour and communication;</li> <li>• know and understand the management of change; and</li> <li>• know and understand the importance of career self-management.</li> </ul>			
<b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 50 % Summative assessment: 1x2 hour written examination 50 %			

<b>Module Code:</b> OPLN111	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 5a</b>
<b>Title: Communication in ETD practices</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• analyse and communicate workplace data and</li> <li>• apply workplace communication skills.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 50 % Summative assessment: 1x3 hour written examination 50 %			
<b>Module Code:</b> OPLN112	<b>Semester 1</b>	<b>8 Credits</b>	<b>NQF-Level: 5a</b>
<b>Title: Introduction to ETD / HRD Practices</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• understand OBE and training within the NQF and</li> <li>• engage in occupational development.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 50 % Summative assessment: 1x2 hour written examination 50 %			
<b>Module Code:</b> IOPS121	<b>Semester 2</b>	<b>12 Credits</b>	<b>NQF-Level: 5a</b>
<b>Title: Occupational health and Ergonomics</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate knowledge of the nature and importance of a safe and healthy work environment that enhances the quality of the work life of employees;</li> <li>• show insight into the problems that workers experience regarding safety, health, quality of work life and the human-technology interaction;</li> <li>• 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;</li> <li>• demonstrate knowledge of the connection between work and psychological well being (e.g. Psychological adjustment);</li> <li>• know the determinants and causes of work maladjustment and the implications thereof for safety;</li> <li>• demonstrate knowledge of the types of work dysfunctions and other work-related and organisational maladjustments;</li> <li>• 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</li> <li>• 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.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 50%, Summative assessment: 1x2 hour written examination 50%			

Module Code: OPLN121	Semester 2	32 Credits	NQF-Level: 5a
<p><b>Title: Analysis and Design for Training</b></p> <p>After completing this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• engage with and contribute to all aspects of the education, training and development cycle;</li> <li>• work with numbers, patterns and measurements;</li> <li>• conduct learning needs analysis; decide on the content of a learning event by means of a needs analysis;</li> <li>• define the target profiles/skills gaps;</li> <li>• formulate the outcomes to be achieved in a learning event; develop a series of activities that enable learners to achieve the intended outcomes;</li> <li>• 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;</li> <li>• identify the need for training materials by reviewing courses, programmes of existing materials;</li> <li>• develop outcomes to be achieved through the training materials;</li> <li>• design the framework for the materials;</li> <li>• select resources to be used; develop draft or materials; select a range of available training materials; adapt training materials; and</li> <li>• prepare a variety of teaching- and learning aids.</li> </ul> <p><b>Mode of Delivery:</b> Vacation school (limited contact), part-time</p> <p><b>Assessment Mode:</b> Formative assessment: 60%, Summative assessment: 1x3 hour written examination 40%</p>			

Module Code: OPLN122	Semester 2	24 Credits	NQF-Level: 5a
<p><b>Title: Presentation, Facilitation &amp; Evaluation</b></p> <p>After completing this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• assist and support learners to manage their learning experiences;</li> <li>• facilitate learning using a variety of methodologies e.g. by encouraging dialogue between learners and the practitioner; recap knowledge to link to previous learning;</li> <li>• clarify outcomes of each learning activity; implement learning activities;</li> <li>• consolidate each learning activity; evaluate each learning activity; identify and respond to learners with special needs and barriers to learning;</li> <li>• promote a learning culture;</li> <li>• maintain the administrative system; evaluate a learning intervention using given instruments; guide and advise learners about learning and assessment, and</li> <li>• evaluate the impact and quality using appropriate instruments</li> </ul> <p><b>Mode of Delivery:</b> Vacation school (limited contact), part-time</p> <p><b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40 %</p>			

<b>Module Code:</b> IOPS211	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 5b</b>
<b>Title: Personnel Psychology</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• show knowledge of the changing nature of work and how this will affect the application of psychological principles in decision-making;</li> <li>• analyse and apply different types of criteria/standards as it pertains to decision-making for people at work in a fair and equitable way;</li> <li>• evaluate/assess the quality of and applicability of different psychological predictors, and</li> <li>• apply the correct problem solving method such as the development, appraisal and motivation of people at work</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 50 % Summative assessment: 1x2 hour written examination 50 %			

<b>Module Code:</b> IOPS221	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 5b</b>
<b>Title: Career Psychology</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• evaluate the implications of the changing organisation for careers using various theories of career choice/development and counseling in solving career related problems.</li> <li>• identify different life/career stages and the methods that can be used in dealing with career issues.</li> <li>• assess different effects of career experiences on employees and all aspects of career management support.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 50 % Summative assessment: 1x2 hour written examination 50 %			

<b>Module Code:</b> OPLN211	<b>Semester 1</b>	<b>24 Credits</b>	<b>NQF-Level: 5b</b>
<b>Title: Assessment in Skills Development</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• design and develop assessment;</li> <li>• plan and conduct assessment, and</li> <li>• evaluate learning programmes.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40 %			

<b>Module Code:</b> OPLN212	<b>Semester 1</b>	<b>24 Credits</b>	<b>NQF-Level: 5b</b>
<b>Title: Skills Development Facilitation</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• conduct an analysis to determine outcomes of learning for skills development and other purposes;</li> <li>• develop an organisational training and development plan (WSP); conduct skills development administration in an organization;</li> <li>• conduct planned skills development interventions in an organization (ATR), and</li> <li>• advise on the establishment and implementation of a quality management system for skills development practices in an organization.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40 %			

<b>Module Code:</b> OPLN221	<b>Semester 2</b>	<b>8 Credits</b>	<b>NQF-Level: 5b</b>
<b>Title: Research Methodology</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• 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;</li> <li>• develop an elementary action plan for conducting the research;</li> <li>• conduct and manage the research in accordance with the action plan;</li> <li>• reflect on the appropriateness of the elementary research instrument, the success of the action plan and the outcomes of the research, and</li> <li>• write and present an elementary report on the research in a format useful and acceptable to the relevant stakeholders.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40 %			

<b>Module Code:</b> OPLN222	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 5b</b>
<b>Title: Learner Support and Guidance</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• guide and support learners;</li> <li>• identify the kinds of support learners may need;</li> <li>• analyse problems/needs and decide on appropriate action;</li> <li>• source and maintain information on the identified issues; provide information, advice, guidance and support (that the practitioner can handle) to learners;</li> <li>• refer learners' issues outside of own expertise to specialist employment-, guidance or counselling agencies as appropriate;</li> <li>• 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</li> <li>• evaluate own performance.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40 %			

<b>Module Code:</b> OPLN223	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 5b</b>
<b>Title: Moderation in Skills Development</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• analyse and evaluate theoretical frameworks related to moderation in Human Resource Development;</li> <li>• identify, select and implement applicable moderation activities;</li> <li>• develop insight into the nature and extent of moderation in Human Resource Development;</li> <li>• moderate assessments, provide info and advice regarding skills development and</li> <li>• evaluate ETD-Providers/ products for organisational and moderation use.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40 %			

<b>Module Code:</b> OPLN224	<b>Semester 2</b>	<b>8 Credits</b>	<b>NQF-Level: 5b</b>
<b>Title: Introduction to Adult Education in ETD/HRD practices</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• demonstrate a solid understanding and knowledge regarding the underpinning philosophies and theories of andragogy;</li> <li>• identify and explain the difference and distinguish between andragogy as a philosophy and adult education in practice;</li> <li>• identify, compare and explain the difference in pedagogy and andragogy;</li> <li>• identify and discuss the different adult developmental phases;</li> <li>• identify and compare adults' preferred learning styles, methodologies and techniques;</li> <li>• explain and analyse the connection between adult education and skills development, and</li> <li>• Develop a learning programme for adult education in skills development.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40%			

<b>Module Code:</b> WVOS221	<b>Semester 2</b>	<b>8 Credits</b>	<b>NQF-Level: 5b</b>
<b>Title: Understanding the educational world</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• have a <b>fundamental knowledge base</b> of a selection of world views and ideologies and demonstrate their critical understanding through an <b>ability to compare</b> the nature and function, as well as different contemporary manifestations of these world views and ideologies;</li> <li>• have the ability to understand the interrelatedness of phenomena such as occurs in natural and social systems, and from this vantage point, <b>analyse and evaluate</b> 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.;</li> <li>• be able to articulate their personal world view and use it as a point of departure for <b>arguing and communicating</b> feasible solutions to core issues and problems of our time in a typical academic manner.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x2 hour written examination 40 %			

<b>Module Code:</b> OPLN311	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 6</b>
<b>Title: Learning Facilitation</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• facilitate learning using, selecting and integrating various methodologies;</li> <li>• prepare the learners and the learning environment for effective learning; create communication and support strategies to encourage dialogue between all participants;</li> <li>• recap knowledge to link to prior learning; clarify the outcomes by indicating the relationship between different activities;</li> <li>• you should implement learning strategies and activities by: applying learning strategies;</li> <li>• encouraging participatory approaches; monitoring learner progress and making the necessary interventions;</li> <li>• managing the learning event;</li> <li>• creating opportunities to apply new knowledge within the various contexts; consolidate your activities,</li> <li>• and evaluate the learning processes.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40 %			

<b>Module Code:</b> OPLN312	<b>Semester 1</b>	<b>24 Credits</b>	<b>NQF-Level: 6</b>
<b>Title: Human Resource &amp; Occupational Development</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• engage in occupation development; manage workplace diversity;</li> <li>• develop, implement/manage a project/activity plan; develop and implement strategic development processes and strategies that are in line with corporate strategies, and</li> <li>• translate corporate-, business- and functional level strategies into Human Resource Development strategies.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40 %			

<b>Module Code:</b> OPLN313	<b>Semester 1</b>	<b>16 Credits</b>	<b>NQF-Level: 6</b>
<b>Title: Guidance and Counselling</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• guide and counsel learners.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40%			



<b>Module Code:</b> OPLN314	<b>Semester 1</b>	<b>8 Credits</b>	<b>NQF-Level: 6</b>
<p><b>Title: Adult learning in ETD/HRD practices</b></p> <p>After completing this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• enable adults to facilitate their own learning;</li> <li>• analyse the profile and characteristics of adult trainers;</li> <li>• explain what cross-culturalism is and analyse its impact on adult learning and the workplace;</li> <li>• identify and manage stress and conflict in the workplace;</li> <li>• understand and address gender issues in the workplace;</li> <li>• motivate adult learners in their learning environment;</li> <li>• identify and explain the importance of the adult learners' self concept;</li> <li>• strategise and construct adult learning programs that embody sound concepts of adult education learning styles;</li> <li>• investigate, audit and critique various adult education delivery systems and ETD providers, and</li> <li>• demonstrate an understanding of effective adult participation techniques in the ETD workplace.</li> </ul> <p><b>Mode of Delivery:</b> Vacation school (limited contact), part-time</p> <p><b>Assessment Mode:</b> Formative assessment: 60 %, Summative assessment: 1x3 hour written examination 40%</p>			

<b>Module Code:</b> OPLN321	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 6</b>
<p><b>Title: Research Methodology</b></p> <p>After completing this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• design, conduct and co-ordinate (limited) research;</li> <li>• 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;</li> <li>• select and apply appropriate research methodologies;</li> <li>• design, conduct and manage the research process according to the research action plan;</li> <li>• analyse and interpret the data collected with regard to the research question, - methodology, -hypothesis and/or topic contents;</li> <li>• evaluate the research process;</li> <li>• make recommendations regarding improvements to research, and</li> <li>• produce and present a research report considering a format appropriate to the target audience, occupation and discipline.</li> </ul> <p><b>Mode of Delivery:</b> Vacation school (limited contact), part-time</p> <p><b>Assessment Mode:</b> Formative assessment: A mini research thesis submitted for final assessment. Summative assessment: The participation mark is the final past mark.</p>			

<b>Module Code:</b> OPLN322	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 6</b>
<b>Title: Learning Programme Design</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• coordinate the design of a learning programme;</li> <li>• investigate the need for training materials in a learning programme;</li> <li>• select the appropriate learning support media based on learner needs and learner context;</li> <li>• determine the requirements, purpose and parameters of the training materials;</li> <li>• communicate requirements, purpose and parameters to the development team;</li> <li>• co-ordinate the materials development process;</li> <li>• arrange a pilot programme for the evaluation of the newly designed training materials, and</li> <li>• ensure that revisions are made.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40 %			

<b>Module Code:</b> OPLN323	<b>Semester 2</b>	<b>16 Credits</b>	<b>NQF-Level: 6</b>
<b>Title: Evaluate an ETD Provider</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• plan and prepare to evaluate learning systems of an ETD provider;</li> <li>• conduct and co-ordinate the evaluation of the QMS of the ETD provider;</li> <li>• involve stakeholders in the evaluation of learning interventions;</li> <li>• evaluate the implementation of a quality assurance system for learning provision and assessment, and</li> <li>• report findings of the evaluation and make recommendations.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40%			

<b>Module Code:</b> OPLN324	<b>Semester 2</b>	<b>32 Credits</b>	<b>NQF-Level: 6</b>
<b>Title: Establish, Implement and Maintain a QMS</b> After completing this module, the student should be able to: <ul style="list-style-type: none"> <li>• manage a learning system as part of a quality assurance system,</li> <li>• and establish, implement and maintain a quality assurance system.</li> </ul> <b>Mode of Delivery:</b> Vacation school (limited contact), part-time <b>Assessment Mode:</b> Formative assessment: 60 % Summative assessment: 1x3 hour written examination 40 %			

<b>Module Code:</b> WVOS311	<b>Semester 1</b>	<b>8 Credits</b>	<b>NQF-Level: 6</b>
<p><b>Title: Main currents in the philosophy of education</b></p> <p>After completing this module, the student should be able to:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• 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.</li> </ul> <p><b>Mode of Delivery:</b> Vacation school (limited contact), part-time</p> <p><b>Assessment Mode:</b> Formative assessment: 60%, Summative assessment: 1x2 hour written examination 40%</p>			