

# University of Pretoria Yearbook 2024

## AdvDip in School Leadership and Management (Distance Education) (09122070)

<b>Department</b>	Education Management and Policy Studies
<b>Minimum duration of study</b>	1 year
<b>Total credits</b>	120
<b>NQF level</b>	07

### Programme information

- Applicants must be able to demonstrate sufficient computer literacy that will be assessed, or must have a recognised Information Technology qualification which meets this need.
- Applicants must have access to Internet Communications infrastructure.

### Admission requirements

1. Bachelor's degree from a recognised university  
or  
level 6 Diploma in an Educational Field (at least 360 credits)  
or  
three-year professional qualification and appropriate prior learning deemed adequate by the Advanced Diploma Selection Committee, for admission to the programme
2. Computer literacy proficiency as determined by a proficiency test  
or  
recognised Information Technology qualification
3. access to Internet Communications infrastructure

### Additional requirements

#### Recognition of prior learning (RPL)

- In line with the South African Qualifications Authority (SAQA), institutional guidelines and policies, RPL may be awarded for a maximum of 50% of the credits for the programme based on appropriate assessment of evidence of competence related to the programme and module outcomes.
- It should be noted that while there is extensive overlap between the former Advanced Certificate in Education (Education Management), and the new Advanced Diploma (SLM), these qualifications are at two different NQF levels and therefore an RPL process will be required to gain credit for the former to a maximum of 50% of the latter.
- Students who possess the ACE (Educational management) (or equivalent) register for the module PFO 335. On

successful completion, the modules EDM 331, EDO 330, ELP 330 and PFO 335 of the Advanced Diploma will be credited for a total of 60 credits.

## Examinations and pass requirements

### **Chancellor's examinations in the Faculty of Education**

A final-year student who has failed a maximum of three semester modules or their equivalent with a final mark of at least 40% in each, may be admitted by the Dean to a Chancellor's examination in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the postgraduate diploma.

## Pass with distinction

### **Diploma with distinction**

The advanced diploma is awarded with distinction to a student who has obtained a credit weighted average (GPA) of at least 75% (no rounding).

## Curriculum: Block 1

### Minimum credits: 15

Candidates cannot be credited with both PFO 335 and PFO 336; thus students only select one of the two modules.

### Core modules

#### School leadership and management 330 (EDM 330)

<b>Module credits</b>	15.00
<b>NQF Level</b>	07
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Education Management and Policy Studies
<b>Period of presentation</b>	Semester 1 and/or 2

#### Module content

This module focuses on the school principal's provision of systematic, quality learning opportunities for children through effective leadership and management of teaching and learning.

#### Information and communication technology for teachers 330 (ICT 330)

<b>Module credits</b>	12.00
<b>NQF Level</b>	07
<b>Prerequisites</b>	No prerequisites.
<b>Contact time</b>	16 contact hours
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Science Mathematics and Technology Education
<b>Period of presentation</b>	Quarter 1 or 2 or 3 or 4

#### Module content

By the end of this module, students will develop (skills) examples of educational ICT enhanced interventions using word-processing software, presentation software, spreadsheet software and internet-based resources. They will also be able to identify and assess the appropriateness of different kinds of educational ICT for different contexts and learning purposes (knowledge); and demonstrate a commitment to using appropriate educational ICT in appropriate ways to enhance teaching and learning (attitudes/values).

#### Professional portfolio 335 (PFO 335)

<b>Module credits</b>	15.00
<b>NQF Level</b>	07
<b>Prerequisites</b>	Admission to the relevant programme.



<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Education Management and Policy Studies
<b>Period of presentation</b>	Semester 1 and/or 2

#### Module content

The RPL-bridging module requires students to provide sufficient evidence to demonstrate that they have adequate knowledge and skills according to the NQF-level 7 learning outcomes for each of the modules EDM 335, EDO 335 and ELP 335. This module consists of specific workplace assignments drawn from the relevant modules as a Professional portfolio and workplace project.

*Candidates cannot be credited with both PFO 335 and PFO 336.*

### Professional portfolio 336 (PFO 336)

<b>Module credits</b>	15.00
<b>NQF Level</b>	07
<b>Prerequisites</b>	Admission to the relevant programme.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Education Management and Policy Studies
<b>Period of presentation</b>	Semester 1 and/or 2

#### Module content

Professional portfolio Part 1. The professional portfolio integrates work across the programme and includes a practical workplace project. This module consists of specific workplace assignments drawn from the relevant modules as a Professional portfolio and workplace project.

*Candidates cannot be credited with both PFO 335 and PFO 336.*

## Curriculum: Block 2

Minimum credits: 15

### Core modules

#### School leadership and management 331 (EDM 331)

**Module credits** 15.00

**NQF Level** 07

**Prerequisites** No prerequisites.

**Language of tuition** Module is presented in English

**Department** Education Management and Policy Studies

**Period of presentation** Semester 1 and/or 2

##### Module content

The module focuses on supporting effective leadership and management of extra- and co-curricular activities as integral to the development of well-rounded individuals.

#### Personnel management 330 (MBR 330)

**Module credits** 15.00

**NQF Level** 07

**Prerequisites** No prerequisites.

**Language of tuition** Module is presented in English

**Department** Education Management and Policy Studies

**Period of presentation** Semester 1 and/or 2

##### Module content

This module focuses on people as the key resource of the school and explores the need for both theoretical understanding and practical competences in leadership and management of people, to manage oneself and others in both the school and the wider school communities.

## Curriculum: Block 3

Minimum credits: 15

### Core modules

#### Organisational management 330 (EDO 330)

<b>Module credits</b>	15.00
<b>NQF Level</b>	07
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Education Management and Policy Studies
<b>Period of presentation</b>	Semester 1 and/or 2

##### Module content

This module focuses on understanding the school as an organisation, to manage organisational systems holistically in context and to lead and manage the use of ICT, physical and financial resources and addresses issues related to building and enhancing the school as a safe, disciplined and caring environment, conducive to effective teaching and learning.

#### Community management 330 (OWG 330)

<b>Module credits</b>	15.00
<b>NQF Level</b>	07
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Education Management and Policy Studies
<b>Period of presentation</b>	Semester 1 and/or 2

##### Module content

The module focuses on the understanding of schools' existence within particular social and economic communities that have an influence on and may be influenced by the school, and the school's leadership and management staff and structures.

## Curriculum: Block 4

Minimum credits: 15

### Core modules

#### Education system, law and policy 330 (ELP 330)

Module credits	15.00
NQF Level	07
Prerequisites	No prerequisites.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and/or 2

##### Module content

This module helps student-principals locate the school and its practices within the wider context of the education system. Contemporary policy context applicable to schooling in South Africa. Legislative mandates, policy, planning, school development and governance. School values, vision, mission, policies and plans. School Governing Body and stakeholders. Curriculum management and renewal.

#### Professional portfolio 337 (PFO 337)

Module credits	15.00
NQF Level	07
Prerequisites	PFO 335 or PFO 336 completed or simultaneous registration.
Language of tuition	Module is presented in English
Department	Education Management and Policy Studies
Period of presentation	Semester 1 and/or 2

##### Module content

Professional portfolio Part 2. The professional portfolio integrates work across the programme and includes a practical workplace project. This module consists of specific workplace assignments drawn from the relevant modules as a Professional portfolio and workplace project.

#### General Academic Regulations and Student Rules

The [General Academic Regulations \(G Regulations\)](#) and [General Student Rules](#) apply to all faculties and registered students of the University, as well as all prospective students who have accepted an offer of a place at the University of Pretoria. On registering for a programme, the student bears the responsibility of ensuring that they familiarise themselves with the General Academic Regulations applicable to their registration, as well as the relevant faculty-specific and programme-specific regulations and information as stipulated in the relevant yearbook. Ignorance concerning these regulations will not be accepted as an excuse for any transgression, or

basis for an exception to any of the aforementioned regulations. The G Regulations are updated annually and may be amended after the publication of this information.

#### **Regulations, degree requirements and information**

The faculty regulations, information on and requirements for the degrees published here are subject to change and may be amended after the publication of this information.

#### **University of Pretoria Programme Qualification Mix (PQM) verification project**

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQSF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.