



# BEd Honours

Programme

Information Guide

**2025**

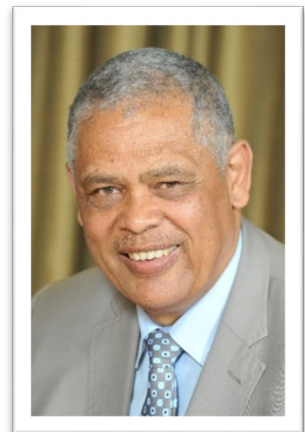
Contact and Distance

## WORD OF WELCOME

### Message from the Executive Dean

Welcome to the North-West University's Faculty of Education. As part of our academic community, you are joining a program designed to enhance your professional skills and critical thinking as an educator. The BEdHons programme offers a platform for growth and reflection, supported by our expert staff and robust resources.

**Prof Lloyd Conley**  
Executive Dean  
Faculty of Education  
North-West University



### Message from the Director of the School of Professional Studies in Education

Dear student, welcome to the BEdHons programme, where you will specialise in your chosen field and develop research skills essential for educational advancement. We are here to support you throughout your studies. Stay focused and work hard to achieve your goals.

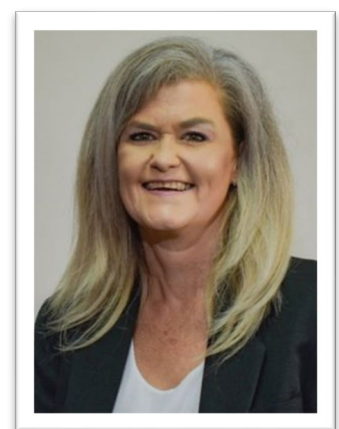
**Prof CP (Corné) van der Vyver**  
Associate Professor  
School Director: School for Professional Studies in Education  
Faculty of Education



### Message for Distance Learning Students

To our distance learning students, we acknowledge the unique challenges you face while balancing work, family, and academic responsibilities. This guide has been created to ensure you have the necessary resources and support to succeed in your studies. Remember, perseverance and time management will be key to your success.

**Dr Susan Greyling**  
UODL Academic Manager  
Faculty of Education  
North-West University



## TABLE OF CONTENTS

|              |  |           |
|--------------|--|-----------|
| <b>1.1</b>   | <b>Introduction .....</b>  | <b>1</b>  |
| <b>1.2</b>   | <b>Modes of delivery for the BEdHons Programme .....</b>                         | <b>1</b>  |
| <b>1.2.1</b> | <b>Full-time contact study (Potchefstroom, Mahikeng, Vanderbijlpark Campus)1</b> |           |
| 1.2.2        | Part-time contact study (Potchefstroom, Mahikeng, Vanderbijlpark Campus) .....   | 2         |
| <b>1.2.3</b> | <b>Distance mode of study (UDL, Potchefstroom) .....</b>                         | <b>2</b>  |
| <b>1.3</b>   | <b>Fields of study and specialisations in the BEdHons Programme .....</b>        | <b>2</b>  |
| <b>1.4</b>   | <b>Generic information for all students (Current and prospective) .....</b>      | <b>6</b>  |
| 1.4.1        | Academic rules .....   | 6         |
| 1.4.2        | Admission requirements .....   | 6         |
| 1.4.2.1      | Programme-specific additional admission requirements and information .....       | 6         |
| <b>1.4.3</b> | <b>Applications .....</b>  | <b>8</b>  |
| <b>1.4.4</b> | <b>Registration .....</b>  | <b>8</b>  |
| <b>1.4.5</b> | <b>Fees payable and financial rules .....</b>                                    | <b>8</b>  |
| <b>1.5</b>   | <b>Plagiarism Policy and the use of AI .....</b>                                 | <b>9</b>  |
| <b>1.6</b>   | <b>Contact information.....</b>  | <b>11</b> |
| 1.6.1        | BEdHons office.....  | 11        |
| 1.6.2        | BEdHons. Committee: Academic staff .....   | 11        |
| 1.6.3        | Student Academic Lifecycle Administrator (SALA) Representative .....             | 11        |
| 1.6.4        | Lecturers' contact details .....   | 12        |
| 1.6.5        | Student Councelling and Development (SCD) .....                                  | 12        |
| 1.6.6        | eFundi .....   | 12        |

|             |  |           |
|-------------|--|-----------|
| 1.6.7       | Helpful links and services at NWU .....                                | 12        |
| <b>1.7</b>  | <b>Grievance procedure.....</b>  | <b>13</b> |
| <b>1.8</b>  | <b>More academic information as per the Faculty Yearbook .....</b>     | <b>16</b> |
| <b>1.9</b>  | <b>ERTP 671 (LERP 671) .....</b>                                       | <b>16</b> |
| <b>1.10</b> | <b>All other assignments/portfolios in the BEdHons Programme .....</b> | <b>21</b> |
| 1.10.1      | Aspects to bear in mind before starting an assignment.....             | 21        |
| 1.10.2      | Thorough literature study or other investigation .....                 | 22        |
| 1.10.3      | Careful planning .....   | 22        |
| 1.10.4      | Literature study.....  | 23        |
| 1.10.5      | Before attempting an assignment .....                                  | 23        |
| 1.10.6      | Problems experienced in assignment writing .....                       | 24        |
| 1.10.6.1    | Typical shortcomings .....   | 24        |
| 1.10.6.2    | How to avoid compilation work .....                                    | 25        |
| 1.10.7      | The structure and technical aspects of an assignment.....              | 25        |
| 1.10.7.1    | Technical aspects.....   | 26        |
| 1.10.8      | General instructions.....  | 27        |
| 1.10.9      | Procedure for the submission and return of assignments .....           | 27        |

## 1.1 Introduction

This **BEdHons programme information guide** has been carefully compiled to provide an overview of the Bachelor of Education Honours (BEdHons) programme at North-West University (NWU). Whether you are a prospective student applying for the 2026 intake or a current student enrolled in the 2025 academic year, this guide will serve as a valuable resource throughout your academic journey.

The guide includes essential information about the programme structure, specific rules, and requirements, and provides insights into how to approach honours-level assignments and assessments. It is applicable to both **contact students** (full-time and part-time) and **distance students** across all NWU campuses—Mafikeng, Potchefstroom, and Vanderbijlpark—and covers all BEdHons specialisations offered.

We strive to maintain accuracy in the information provided, though the **Council and Senate of NWU** accept no responsibility for errors that may occur in this guide. Should you need further clarification or assistance, we encourage you to use the contact details provided in this document.

## 1.2 Modes of delivery for the BEdHons Programme

The BEdHons qualification at North-West University (NWU) offers flexibility to accommodate different learning preferences and life commitments. There are three primary ways to complete the programme, each designed to suit the needs of various students: **full-time contact study**, **part-time contact study**, and the **distance mode of study** offered through the **Unit for Distance Learning (UDL)**. Below is an explanation of each mode:

### 1.2.1 Full-time contact study (Potchefstroom, Mahikeng, Vanderbijlpark Campus)

- The minimum duration of study for this degree is one year and must be complete in the same academic year in which the student has registered.
- Mode of attendance: Students opting for full-time contact study are required to attend a minimum of eight lecture sessions/contact sessions per module. These sessions span sixteen weeks per semester, with each session lasting approximately one hour and 45 minutes per module.
- Lecture/Contact sessions: These sessions are held on campus according to the timetable provided. Students must refer to the campus-specific contact session dates and timetables for scheduling.
- Recommended for: Students who are available for regular on-campus attendance and can commit to an intensive one-year programme.

### 1.2.2 Part-time contact study (Potchefstroom, Mahikeng, Vanderbijlpark Campus)

- The minimum duration of study for this degree is two years. The maximum duration is three years.
- Mode of attendance: Part-time students will also attend a minimum of eight lecture sessions/contact sessions per module, but over a shorter span of eight weeks per semester. Each session is approximately one hour and 45 minutes long.
- Lecture/Contact sessions: Sessions are scheduled based on campus-specific timetables. Students must refer to their campus timetable for dates and times of these sessions.
- Recommended for: Students who are working, have other commitments, or prefer a more flexible schedule that allows for part-time study over two years.

### 1.2.3 Distance mode of study (UDL, Potchefstroom)

- The minimum duration of study for this degree is two years. The maximum duration is four years (A-Rule 1.14.2).
- Mode of delivery: This mode is available through NWU's Unit for Distance Learning (UDL) for students who are unable to attend contact classes regularly and prefer to study remotely. Students in the distance mode are not required to attend contact lectures on campus but may need to participate in online or other distance learning formats.

**Important note:** Students should be cautious not to confuse the *Part-Time Contact* mode with the *Distance mode*. The distance mode is specifically for those who cannot attend campus at all. The distance academic offering is based on the self-directed and self-regulated learning philosophy. Teaching and learning are managed mainly through the NWU's Learning Management System (LMS), and other electronic means of communication. Academics in the Faculty of Education are responsible for teaching, learning, and assessing modules in a BEdHons programme. NWU's academics at all three campuses set examination papers to ensure that all NWU students meet the required module outcomes. The examination papers are fully aligned in both contact and distance modes of delivery.

Each mode provides flexibility to fit a student's personal circumstances and learning preferences, while maintaining the same academic rigour and requirements. It's important to carefully consider the best option based on your availability and long-term academic goals.

## 1.3 Fields of study and specialisations in the BEdHons Programme

The BEdHons programme offers a diverse range of fields of study to meet the academic and professional needs of aspiring educators. Each specialisation is designed to deepen your understanding of a specific area within the education sector, equipping you with the knowledge and skills required for advanced roles in teaching, research, and leadership.

Different campuses offer various specialisations, and not all specialisations are available in every mode of delivery. It is important to choose a specialisation that aligns with your academic interests and professional goals while considering the mode of delivery that suits your lifestyle. Below is an overview of the specialisations available at NWU, along with the campuses that offer them and the respective mode of delivery.

| <b>Programmes</b>                            | <b>Qualification Code</b> | <b>Curriculum Code</b> | <b>Method of Delivery</b>     | <b>Campus</b>               |
|--|---------------------------|------------------------|-------------------------------|-----------------------------|
| <b>Computer Applications Technology</b>      | 4BG L01                   | O601P                  | Contact                       | Potchefstroom               |
| <b>Curriculum Studies</b>                    | 4ED L01                   | O601P/V                | Full-Time & Part-time Contact | Potchefstroom/Vaal          |
| <b>Curriculum Studies</b>                    | 4EC L01                   | O601P                  | Distance                      | UDL                         |
| <b>Educational Management and Leadership</b> | 4EW L01                   | O601P/M/V              | Full-Time & Part-time Contact | Potchefstroom/Mahikeng/Vaal |
| <b>Educational Management and Leadership</b> | 4EX L01                   | O601P                  | Distance                      | UDL                         |
| <b>Educational Psychology</b>                | 4EF L01                   | O601P                  | Contact – Full Time Only      | Potchefstroom               |
| <b>Environmental Education</b>               | 4ET L01                   | O601P                  | Full-Time & Part-time Contact | Potchefstroom               |
| <b>Geography Education</b>                   | 4EH L01                   | O601P                  | Full-Time & Part-time Contact | Potchefstroom               |
| <b>History Education</b>                     | 4BF L01                   | O602P                  | Full-Time & Part-time Contact | Potchefstroom               |
| <b>Information Technology Education</b>      | 4EJ L01                   | O601P                  | Contact                       | Potchefstroom               |
| <b>Language Education</b>                    | 4EY L01                   | O601P                  | Full-Time & Part-time Contact | Potchefstroom/Mahikeng/Vaal |
| <b>Life Orientation</b>                      | 4 EU L01                  | O601P                  | Full-Time & Part-time Contact | Potchefstroom               |



|   |          |           |                               |                             |
|---|----------|-----------|-------------------------------|-----------------------------|
| <b>Life Orientation</b>   | 4 EV L01 | O601P     | Distance                      | UDL                         |
| <b>Life Sciences Education</b>  | 4EK L01  | O601P     | Full-Time & Part-time Contact | Potchefstroom               |
| <b>Mathematics Education</b>  | 4EM L01  | O601P/M/V | Full-Time & Part-time Contact | Potchefstroom/Mahikeng/Vaal |
| <b>Mathematics Education</b>  | 4 EL L01 | O601P     | Distance                      | UDL                         |
| <b>Physical Education</b>   | 4EN L01  | O601P     | Full-Time & Part-time Contact | Potchefstroom               |
| <b>Physical Sciences Education</b>  | 4EP L01  | O601P     | Full-Time & Part-time Contact | Potchefstroom               |
| <b>Special Needs Education</b>  | 4EQ L01  | O601P/M/V | Full-Time & Part-time Contact | Potchefstroom/Mahikeng/Vaal |
| <b>Special Needs Education</b>  | 4ES L01  | O601P     | Distance                      | UDL                         |
| <b>Technology Education</b>   | 4ER L01  | O601P     | Full-Time & Part-time Contact | Potchefstroom               |
| <b>Business Science Education</b><br>*NEW: Applications to open in 2025 for 2026 intake | 4GA L01  | O601P     | Distance                      | UDL                         |

## 1.4 Generic information for all students (Current and prospective)

The following information is applicable for all students.

### 1.4.1 Academic rules

The rules for our BEdHons programmes must be read together with the following documents and policies:

- [General Academic Rules of the North-West University \(A-rules\)](#)
- [Admissions Policy](#)
- [Faculty yearbook](#).

### 1.4.2 Admission requirements

Refer to the General Academic Rules (A-rules) for detailed information. The BEdHons programme requires a relevant bachelor's degree in education or an equivalent qualification.

Specific admission requirements for each specialisation are detailed in the relevant sections in the Faculty yearbook (EDU.4). The faculty may refuse admission to a particular qualification in instances where the standard of competence demonstrated by a prospective student in previous achievements in the qualification(s) in which the student wishes to pursue further study does not comply with the faculty-specific requirements (Yearbook EDU.4.1). A further admission requirement for a BEdHons qualification must be a minimum pass mark of 65% average (in the BEd qualification) in the final year, or a minimum pass mark of 65% on average (in the Post Graduate Certificate in Education OR Advanced Diploma in Education) (Yearbook EDU.4.1).

Please note that even if a prospective student meets all the above-mentioned admission requirements, faculty selection and acceptance to a BEdHons qualification will still be subject to capacity (A rule 1.5.2) (Yearbook EDU.4.1).

#### 1.4.2.1 Programme-specific additional admission requirements and information

**Life Orientation:** In addition to the requirements set out in section 1.4.2 above, students who wish to apply for the programme in Life Orientation must have completed studies with Life Skills or Life Orientation as methodology or teaching experience.

**Mathematics Education:** In addition to the requirements set out in section 1.4.2 above, students who wish to enrol in the Mathematics Education programme must have at least completed a

higher education study in Mathematics at a first-year university level or second-year teacher college level.

**Language Education:** In addition to the requirements set out in section 1.4.2 above, students should note that this programme will be presented in a hybrid mode from 2025 onwards. This hybrid approach means that lectures will be delivered through a combination of different methods, including face-to-face sessions during block periods at a specified campus over weekends or school holidays, regular contact sessions on each of the campuses, synchronous online classes and certain sessions will be completely self-directed and online through the NWU's learning management system. This means that all students enrolled for this qualification must have access to a computer and a stable internet connection and available data as well as functional computer literacy skills.

The hybrid mode has been carefully designed to minimise the contact session, making it possible for students across the country to pursue the qualification with greater flexibility. However, this is still a contact qualification that optimally utilises the benefits of technology within the prescribed guidelines of the Department of Higher Education and Training (DHET) for contact qualifications.

One of the primary reasons for adopting the hybrid mode is to equip graduates with the necessary pedagogy, skills, and knowledge to teach languages effectively across various school levels and in diverse linguistic contexts. This approach aims to develop competencies that are essential for 21st-century language educators by promoting technological proficiency and adaptive teaching strategies.

Please take note of the following guidelines with regard to the composition of the qualification:

- All core modules (TMAL, CASE, LINE, LERM, LERP) are compulsory components of the qualification.
- Students may choose ONE elective.
- The mode of presentation of each of the electives will be finalised in negotiation with students and lecturers involved once enrolments have been established.
- Please note that a block session will be scheduled within a specific time frame, as indicated on the timetable provided to registered students, at the Potchefstroom Campus for all students enrolled in CASE, TMAL, and LERM. As part of this requirement, students will need to travel to the Potchefstroom Campus and attend three days of face-to-face classes. These block session classes are compulsory, as they will replace several regular contact sessions typically held on different campuses.
- Synchronous online classes require the lecturer and students to be present and engaged on a specified online platform on a specific time. The dates and times of those contact sessions will be indicated on the timetable provided to registered students.

- Only 24 credits (19% of the qualification's total credits) are presented completely online and will require students to work on their own.

**Other programmes:** Curriculum Studies, Education Management and Leadership, and Special Needs Education do not have any additional admission requirements.

### 1.4.3 Applications

When applying, please ensure that you upload all the required documents as specified on the applications portal, even if you are a current NWU student or alumnus. Admission to the BEd Honours programme is merit-based, making your academic record the most critical document for your application. Applications without the necessary qualifying documents will not be considered. All applications must be submitted online via the admissions portal to the Central Admissions Hub: <https://studies.nwu.ac.za/studies/apply>

Incomplete applications or those not fully submitted by the closing date will be cancelled. Additionally, only first-choice applications will be considered due to the high volume of applications received. Second and third-choice applications will not be considered.

### 1.4.4 Registration

Please refer to the Faculty Yearbook (EDU.1.2.3) and A-rules (1.9.1). Registration dates will be communicated via email to students who have received final approval. For BEdHons students, registration typically takes place at the beginning of the academic year (January). Detailed registration information and procedures can be found at the following link: <https://studies.nwu.ac.za/studies/registration>.

For more information on amendment, cancelation, and discontinuation of registration refer to the Yearbook (EDU.1.2.4) and A-rules (1.9.4).

### 1.4.5 Fees payable and financial rules

Full details of all payable academic fees, as well as the steps the NWU may take regarding overdue amounts, are available on the University's website at: <https://services.nwu.ac.za/student-accounts-and-bursaries/payable-fees>.

For any financial assistance, kindly contact the Financial Department at the respective campuses. *Kindly note that lecturers cannot assist you in this regard.*

- Mahikeng Campus: (018) 389 2330 or (018) 389 2372 or (018) 389 2516
- Potchefstroom Campus: (018) 299 2667 or (018) 299 2673
- Vanderbijlpark Campus: (016) 910 3234 or (016) 910 3156 or (016) 910 3167

Alternatively, for all student enquiries, please log in to the [Student Portal](#) and navigate to the Student Helpdesk in the menu.

## 1.5 Plagiarism Policy and the use of AI

Plagiarism is considered as both a form of theft, as it indicates stealing intellectual property from sources or another student's work, and fraud as it involves presenting information as your own ideas. Considering this, the NWU takes plagiarism and the unethical use of AI very seriously.

The below policies are important to take note of:

- [Policy on Academic Integrity](#)
- [NWU Guidelines on the Responsible and Ethical Use of Artificial Intelligence](#)
- [Teaching and Learning Integrity \(Standard Operating Procedures\)](#)

All academic integrity misconduct will be reported on the Academic Integrity Information Technology System Application (AIITSA), where a record of transgressions will be kept. Academic integrity transgressions (or the accumulation thereof) can lead to a disciplinary hearing.

Below is some information to help you understand what plagiarism is:

Assignments are individual tasks and not group activities (unless explicitly indicated as group activities). Using information from a book, journal, or Internet website in an assignment is deemed **plagiarism** if complete information about your source is not provided. Suppose a lecturer cannot find the exact page in the book or article you have referred to or the precise website (including the date of access) you have used. In that case, you have not provided adequate reference and have, in effect, committed plagiarism by which you pretend that the intellectual work of another person is your own. Therefore, the following acts are deemed plagiarism:

- Copying someone's exact words without acknowledgement.
- Copying someone's words with some changes without acknowledgement.
- Rewrite or summarise someone's thoughts and ideas entirely in your own words without acknowledgement.
- Using even one phrase, one line or one idea without acknowledgement.

The following is considered to be the unethical use of AI:

- Using AI when you were explicitly asked to avoid it. It remains your own responsibility to find out what your lecturer's stance is on the use of AI tools
- Over-reliance on AI spelling and grammar tools: most of these tools will be red-flagged by Turnitin and if you cannot provide evidence that the tools were used for only grammar and spelling editing, you will be reported to AIITSA

- Asking an AI tool to answer your questions: by copying a question into AI and asking it for an answer is unethical
- To ask AI to generate content (such as essay or answers to questions) and then copy the provided content and feeding it to an AI paraphraser is considered academic fraud. Turnitin will red-flag this as “AI generated content paraphrased by AI tools”.
- IF your lecturer allows the use of AI tools to an extent, you have to acknowledge the tools in your reference list and keep track of your interaction with the specific tool.

All assignments that reflect signs of plagiarism or unethical use of AI will be referred to AIITSA. If it is your first warning, you will be directed to an online course. If this course is completed within 7 days, you will be allowed to resubmit, but your marks will be capped at 50%. If it is your second warning, you will be awarded a zero (0%) mark with no resubmission opportunity, even if this disqualifies the student from writing an examination. If plagiarism or unethical use of AI is revealed after an assignment has been marked, the allocated mark will be revoked and you will be reported to AIITSA where the same guidelines for warning 1 or 2 will be followed (resubmission and capped at 50% or zero (0%) awarded), irrespective of the consequences it may have for the student. If plagiarism or unethical use of AI is extensive, the student will face disciplinary action, which may result in suspension, expulsion, or de-registration from a module or even an entire programme.

DO NOT be tempted to cut and paste information from the Internet into your assignments. It is effortless to spot the change in register (choice of vocabulary) and linguistic competence. You will almost certainly be caught out.

**ELECTRONIC COPIES:** Kindly note that submitting assignments on eFundi also requires this declaration on the second page following your cover page.

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#### **DECLARATION**

I (name, surname and student number) know what plagiarism is and am aware of the consequences of committing plagiarism. I also confirm that I know what my lecturer’s stance on the use of AI is and this assignment is done according to the expectations of use (or non-use) of AI.

I further declare that the text and bibliography of this paper reflect the sources I have consulted and that sections with no source references are my own ideas, arguments and/or conclusions.

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## 1.6 Contact information

This section provides essential contact details for support and guidance throughout your studies. It also outlines the procedures to follow should you wish to raise a grievance or seek resolution for any academic concerns.

### 1.6.1 BEdHons office

General BEdHons requests and queries should be directed to the relevant Office Administrator on the student's campus:

| Potchefstroom Campus  | Mahikeng Campus   | Vaal Campus   | UDL  |
|---|---|---|--|
| BEdHons Office Administrator  | BEdHons Office Administrator  | BEdHons Office Administrator  | BEdHons Office Administrator   |
| <b>Ms. Clea McLaren</b><br>☎ (018) 299 4705<br>✉ <a href="mailto:Clea.McClaren@nwu.ac.za">Clea.McClaren@nwu.ac.za</a> | <b>Ms. Margaret Maphike</b><br>☎ (018) 389 2489<br>✉ <a href="mailto:Margaret.Maphike@nwu.ac.za">Margaret.Maphike@nwu.ac.za</a> | <b>Ms. Debra Kadi</b><br>☎ (016) 910 3634<br>✉ <a href="mailto:Debs.Mathunye@nwu.ac.za">Debs.Mathunye@nwu.ac.za</a> | <b>Ms. Monique Thorne</b><br>☎ (018) 299 4492<br>✉ <a href="mailto:Monique.Thorne@nwu.ac.za">Monique.Thorne@nwu.ac.za</a>  |
|   |   |   | <b>The Unit for Distance Learning Call Centre</b><br>☎ (018) 285 5900<br>✉ <a href="mailto:UODLBEdHONS@nwu.ac.za">UODLBEdHONS@nwu.ac.za</a><br>(Subject line: BEdHons surname, student number, request/matter) |

### 1.6.2 BEdHons. Committee: Academic staff

For academic guidance and programme-related support, students should contact the BEdHons Programme Leader or Programme Coordinator on their respective campus.

| Potchefstroom Campus  | Mahikeng Campus  | Vaal Campus   | UDL   |
|---|--|---|---|
| Programme leader<br><b>Dr Corlia Twine</b><br>☎ (018) 299 2149.<br>✉ <a href="mailto:Corlia.Twine@nwu.ac.za">Corlia.Twine@nwu.ac.za</a> | Programme coordinator<br><b>Dr Rosa Modiba</b><br>☎ (018) 389 2128<br>✉ <a href="mailto:Rosa.Modiba@nwu.ac.za">Rosa.Modiba@nwu.ac.za</a> | Programme coordinator<br><b>Ms. Annerie Kruger</b><br>☎ (016) 910 3067.<br>✉ <a href="mailto:Annerie.Kruger@nwu.ac.za">Annerie.Kruger@nwu.ac.za</a> | Programme coordinator<br><b>Dr Anja Visser</b><br>☎ (018) 299 4753.<br>✉ <a href="mailto:Anja.Visser@nwu.ac.za">Anja.Visser@nwu.ac.za</a> |

### 1.6.3 Student Academic Lifecycle Administrator (SALA) Representative

**Ms René de Kiewit**

+27(0)18 299 4703

[rene.jansevanrensburg@nwu.ac.za](mailto:rene.jansevanrensburg@nwu.ac.za)

#### 1.6.4 Lecturers' contact details

If you have any questions regarding the academic content of a module, please contact the specific module lecturer. A list of lecturers' contact details for the respective year will be provided to all registered students. Students are also encouraged to check their respective eFundi sites for contact details. To visit your lecturer, kindly schedule an appointment in advance. Student counselling and development

#### 1.6.5 Student Counselling and Development (SCD)

At Student Counselling and Development (SCD), professional services are rendered to students by staff qualified in psychology, counselling, and social work. The SCD's role is to be a support structure for students in times of need and to inspire and aid them in developing and reaching their optimal wellness potential in all dimensions of life, ranging from emotional, social, and physical wellness to connectivity, growth, and influence. For more information on the services provided by SCD, visit <http://services.nwu.ac.za/student-counselling-and-development>

#### 1.6.6 eFundi

eFundi is the NWU's official learning management system (LMS). All your study material will be uploaded on eFundi per module. If you are a first-time user of eFundi – kindly familiarise yourself with the information available on this weblink: [First-year students - Using eFundi | Studies | NWU | North-West University](#)

For any eFundi support or to find helpful information (tutorials) on how to use eFundi visit this link: <http://services.nwu.ac.za/ctl/student-efundi-support>. Alternatively, you can contact the Helpdesk at 018 285 5930 or Log an IT-help ticket. *Lecturers cannot support students with technical problems; this is beyond the scope of their expertise and permission to access eFundi.*

#### 1.6.7 Helpful links and services at NWU

- As a student, you can download and use software such as Microsoft 365. For more information on what software is available, visit <http://services.nwu.ac.za/ithome>
- To access the self-help student portal to view your academic information, receive personalised communication and use the self-service tools visit <https://sisportal-100997.campusnexus.cloud/CMCPortal/default.aspx>
- To see the catalogue of services at the NWU, visit <http://services.nwu.ac.za/>
- For all your library and information services, visit: <https://library.nwu.ac.za/>



- The NWU Writing Centre provides free academic writing support services to all NWU students. Their experienced academic writing tutors are ready to help students to become the best academic writers they can be. For more information visit: <https://humanities.nwu.ac.za/nwu-writing-centre>
- For the NWU referencing guide visit, <https://libguides.nwu.ac.za/harvard-referencing/referencing-downloads> or download the [referencing-guide-2020b.pdf](#) for guidelines on creating bibliographies and bibliographic references.
- The Language Policy of the NWU is available at: [https://www.nwu.ac.za/Governance\\_Management\\_Policies](https://www.nwu.ac.za/Governance_Management_Policies)
- For previous examination papers visit, <https://collections.nwu.ac.za/dbtw-wpd/textbases/exam-papers/exams-2021-2025.html>

## 1.7 Grievance procedure

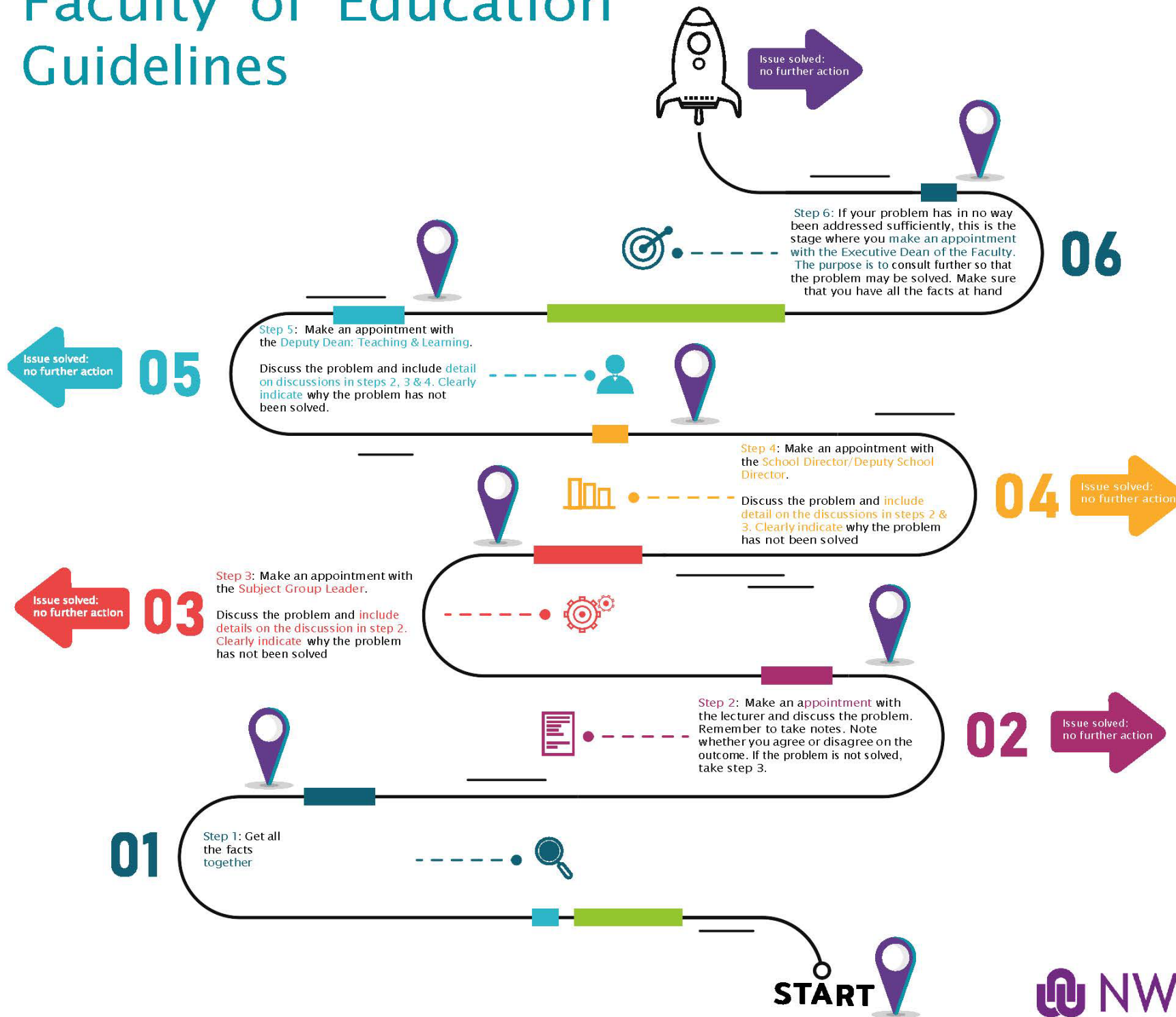
This following serves as a guideline for students who wish to report a problem or raise a concern. Kindly note the following faculty guidelines for student grievances:

- Please speak up for yourself instead of getting someone to report on your behalf.
- Group concerns, where evidence is lacking, cannot be attended to. A single student cannot report an issue on behalf of a group.
- If there are more than one student in a group/class experiencing the same issue, you/they will need to supply a document setting out the problem, accompanied by the original signatures of the individual students, before it will be accepted as an official report. A list of names in an e-mail or a piece of paper scanned in will not suffice.
- For your report to be attended to in good time, it is important that you provide your name, student number and the module code.
- Ensure that you have the factual information: What exactly happened? When? Do you have the material to prove what happened? Word-of-mouth evidence or hearsay is never sufficient.
- It is important to stay professional in your communication. This means that you should use the appropriate tone and register.
- Think about the matter rationally. Best practice is not to send an e-mail or communicate when you are upset. Write down whatever happened and your feelings but wait a day to send it. Read through your document before sending it, remove all the emotional remarks and include only the facts of the matter. Make sure that the facts can be substantiated with details.
- Do not make any personal attacks or remarks if your report is about the conduct of a particular person. This may reflect poorly against you when the case is escalated.
- Do not assume that a staff member is “out to get you” if you are referred to read certain documents for example, the NWU policy about plagiarism. It is their job to educate you on the “silent” issues you do not read every day.

- It is important for you to make sure your conduct was above board before reporting a problem. In most cases, there are at least three sides to every problem/issue:
  - ✓ Your side
  - ✓ The other person's side
  - ✓ The truth
- We are aware that the SRC has its own reporting channel(s). The guidelines in this document are faculty specific and should be used in parallel to the SRC complaints process. The reason for that is that it may take quite some time for the details to reach the staff member if only SRC channels are followed. If a staff member is not aware that a student has a problem of some kind, he/she cannot address it timeously, and may repeat the same mistake which can lead to a lot of frustration on the student's side. It is also not fair to blindsight the staff member with a longstanding problem they may not be aware of.
- If you wish to draw the attention of Faculty Management to a particular matter anonymously, kindly ensure that you have all the facts before bringing the matter to the attention of the Deputy Dean on your campus. You may also contact the Executive Dean. Contact details of the faculty deanery are available at: <https://education.nwu.ac.za/management/executive-deans-office>.
- For your query/complaint to be dealt with effectively, the following route needs to be followed in the Faculty of Education:
  - ✓ all administrative queries (e.g. problems with registration, campus changes, changes in mode of delivery, mark capturing, etc.) should be taken up with the programme advisors (<https://education.nwu.ac.za/education/contact-us>) or the particular programme leader (<https://education.nwu.ac.za/faculty-management/programme-and-subject-group-leaders>).
  - ✓ all academic queries should be taken up as suggested in the infographic below
- You are not allowed to skip any of the steps of the grievance procedure (see infographic).
- If you do, you will only be referred to the step you skipped. However, if you are not comfortable with raising the matter directly with any lecturer, you may move from step 1 to step 3.
- Note that your concern/query cannot be attended to in good time if you complain directly with the Vice Chancellor or any of the Deputy Vice Chancellors of the NWU. Your concern/query will always be referred to the Faculty of Education, which means that you will be taken back to Step 1.

**Kindly follow the 6 steps set out in the infographic to follow to lodge your complaint/report a problem:**

# Faculty of Education Guidelines



## 1.8 More academic information as per the Faculty Yearbook

As previously mentioned, students are expected to take note of the academic rules and guidelines outlined in the Faculty Yearbook and the A-Rules of the NWU. To avoid duplication, this document provides references to key sections of the Yearbook that are essential for your academic journey. Please consult the original content in the Yearbook for complete details.

**Below are the important topics and their corresponding Yearbook references:**

- **Language of Instruction in the BEdHons.** – Refer to Yearbook **EDU.4.3**
- **Admission to Examinations** – Refer to Yearbook **EDU.1.2.7**
- **Subminimum for Examinations** – Refer to Yearbook **EDU.1.2.8**
- **Traditional Examination and Continuous Assessment Opportunities** – Refer to Yearbook **EDU.1.2.9**
- **Pass Requirements** – Refer to Yearbook **EDU.1.2.10**
- **Progression Requirements** – Refer to Yearbook **EDU.1.2.11**
- **Repetition of Modules** – Refer to Yearbook **EDU.1.2.12**
- **Extension of Period of Study** – Refer to Yearbook **EDU.1.2.15**
- **Termination of Studies** – Refer to Yearbook **EDU.1.2.16**
- **To Qualify for a MEd** (articulation possibilities) – Refer to Yearbook **EDU.4.4**

Students must carefully review these sections to ensure they understand all academic requirements and expectations. Any questions regarding the content of the Yearbook can be directed to the BEdHons. office, administrative staff, programme leader or one of the programme coordinators.

## 1.9 E RTP 671 (LERP 671)

ERTP 671 is a year-long module designed to provide students with an understanding of the research processes in education. It is a generic and compulsory module for all students enrolled in the BEdHons programme at NWU, regardless of their specialisation.

Languages education students will take the equivalent module, LERP 671, which follows a similar structure and purpose.

The module is divided in two components (parts):

Component 1: This component is facilitated by a lecturer and focuses on equipping students with the foundational knowledge and skills required to engage meaningfully with educational research.

Lecturers on the different campuses (MC, VC, PC and Distance) deliver the theoretical part of the module.

Component 2: The research project, undertaken with the guidance of an allocated supervisor, allows students to apply their theoretical knowledge in practice. The supervisor will provide expertise and support to assist students in completing their assignments and the final research project successfully.

**IMPORTANT:** Please take note that there is no second opportunity for E RTP 671 or L ERP 671.

On the eFundi site for E RTP 671 or L ERP 671, you will find important information regarding due dates and the calculation of the module mark. It is essential to regularly check the site to stay updated and ensure you meet all requirements.

**IMPORTANT:** Formal contact sessions for contact and part-time students for E RTP 671 are allocated on the respective timetables (MC, VC, PC). The period indicated for supervision may be amended as agreed with your supervisor. Please be sure to know how your supervisor operates and communicates. Some might work on email; some might work on an additional efundi site.

Submission dates for the E RTP and L ERP research project will also be communicated with registered students. Please make sure to diarise these dates (Assignment 1 and 2 – in the first semester) and the final research project to be submitted nearing the end of the 2<sup>nd</sup> semester.

This module is research-intensive, and some students may find it challenging. However, its purpose is to help you **learn how to conduct research effectively**, a skill that will benefit you throughout your academic and professional journey. To succeed in this module, it is essential that students carefully follow the instructions and guidelines provided below.

### **Templates and Structure**

Students must use the official templates provided on the E RTP/L ERP eFundi sites. These templates are designed with the correct fonts and index settings; and a structured outline for assignment 1, assignment 2 and the final research project.

Using these templates will help ensure a consistent format and make it easier for students, supervisors and examiners to navigate the work.

## Research Project Rubrics

Standard rubrics will be used to assess:

- Assignment 1
- Assignment 2
- The final research project

**Tip:** Students are encouraged to use these rubrics in collaboration with their supervisors as a guide when preparing their work.

## Page Limits

Students **must adhere to the following page limits** as indicated on the final rubric:

- **Chapter 1:** 4 pages
- **Chapter 2:** 8 pages
- **Chapter 3:** 5 pages
- **Chapter 4:** 8 pages
- **Chapter 5:** 5 pages
- **References:** No more than 10 pages

**Note:** Exceeding these page limits may result in penalties during assessment. Stay within the limits to avoid being penalised by examiners.

## Plagiarism and unethical use of AI

Students are reminded of the plagiarism policy and the unethical use of AI. Any form of plagiarism or misuse of AI tools is strictly prohibited.

## Turnitin and AI Reports:

For Assignment 1, Assignment 2, and the final research project, students must submit a Turnitin report as well as an AI report. Supervisors are required to report cases of AI misuse using the AllTSA system. Refer to Section 1.5 of this guide for detailed policies on plagiarism and AI usage.

**Important reminder:** Do not risk failing this module due to unethical behaviour—this applies to E RTP 671, LERP 671 and all other modules in the programme.

## **Ethics in the E RTP / LERP Research Project**

The E RTP and LERP module is designed to train students in research methodologies and to meet the requirement of the Revised Policy on the Minimum Requirements for Teacher Education Qualifications (2015), which specifies that the BEdHons degree should include conducting and reporting research under supervision, worth at least 30 credits.

Although the research projects in the BEdHons programme are not intended for publication, ethical considerations are of **utmost importance** to ensure proper research practices.

The **four-model framework** serves as an ethical guideline for students and supervisors in E RTP 671 and LERP 671, providing a structured approach to research. Adherence to this framework ensures compliance with the ethical standards outlined in the MRTEC document.

## Model 1

- Approach: Document analysis / Systematic reviews / rapid reviews - no formal data are collected from human participants
- Ethics Application: Not needed unless publications other than the ERTTP or LERP project is planned
- Risk: No/low risk
- Provisions: Use publicly available documents; avoid sensitive/controversial issues

## Model 2

- Approach: Secondary data usage, no formal data collection.
- Ethics Application: Not needed unless publications other than the ERTTP or LERP project is planned.
- Risk: No real risk
- Provisions: Only use data that were initially collected in an ethically sound manner with formal ethical clearance; do not deviate from original intent

## Model 3

- Approach: Within a faculty approved project
- Ethics Application: Needed for the faculty-approved project
- Risk: Same as original project's ethics approval
- Provisions: ERTTP or LERP students indicated as team members; project leaders to ensure that Hons. students has the necessary training as required and adhere to ethical and publication protocol.

## Model 4

- Approach: Data collection only among ERTTP/LERP-students
- Ethics application: No ethics application. Students to complete a *Ethical declaration form* and all data to be destroyed after completion of the project.
- Risks: To limit potential risks, students may be grouped together, working on the same project topic -each doing one interview. The 5 transcriptions are then shared and each student does his/her own analysis. Each student is thus only involved with one participant.
- Provisions: Normal ethical provisions such as informed consent



**IMPORTANT: Students are strictly not allowed to conduct interviews, distribute questionnaires, or collect data in any form from learners, teachers, principals, or SGB members.** However, if students choose **Model 3** (within a Faculty approved project) or **Model 4** (with ERTTP group of students), where human participants are involved in data collection, they must adhere to the prescribed ethical protocols:

- Conduct research with integrity and honesty, respecting human rights and cultural differences, customs, religious beliefs, and practices of all participants.
- Be mindful of gender roles, ethnicity, ability, age, sexual orientation, language, and other differences when designing and conducting research. Sensitive topics or aspects should not form part of the research design.
- Obtain informed consent from all participants before conducting research.

Following these ethical guidelines will ensure that students develop professional research practices and avoid any issues during the assessment process.

### **1.10 All other assignments/portfolios in the BEdHons Programme**

The module lecturers will provide assignment/portfolio submission dates. Please note these dates primarily on eFundi (LMS), and/or in module letters for each module. Assignments are individual tasks and not group activities (unless explicitly indicated as group activities).

Students are yet again warned about plagiarism and the unethical use of AI. Refer to section 1.5 in this document. The Faculty Yearbook also warns students against academic misconduct (plagiarism and unethical use of AI) in EDU.1.3.

As also noted earlier in this document - The NWU Writing Centre provides free academic writing support services to all NWU students. Their experienced academic writing tutors are ready to help students to become the best academic writers they can be. For more information visit: <https://humanities.nwu.ac.za/nwu-writing-centre>

#### **1.10.1 Aspects to bear in mind before starting an assignment**

It is expected of students to complete one or more academic assignments in every module of the curriculum. In some instances, students will be required to complete shorter assignments/tasks, in which case the module lecturer will provide students with the instructions in order to complete such assignments effectively.

**Please note:** If a task is described as an *assignment*, students must adhere to the **instructions** presented in the following paragraph.

In the instance where an assignment is referred to as an **individual assignment**, it is a *serious offence* to **copy** the entire assignment or even a part of it from another student (current or previous). Assignments are part of each student's personal final module mark. Copying or academic plagiarism is a serious transgression of academic honesty and is treated in the same manner as examination dishonesty. Therefore, disciplinary steps will be taken by the lecturer, the School Director, and the NWU Student Disciplinary Office dealing with student misconduct, against any student who is found guilty of such an offense. Penalties for academic dishonesty may include a warning, reprimand, suspension, or in severe cases, expulsion, as outlined in the NWU Policy on Student Discipline.

### 1.10.2 Thorough literature study or other investigation

First, students need to acquaint themselves with the precise requirements of an assignment. To attain this, carefully study the instructions in order to ascertain exactly what is required of you. With this insight, students need to undertake an in-depth study regarding the subject matter of an assignment **before** attempting to write about it or answer any questions posed. You may, for example, want to do a thorough literature study, perform a case study or conduct several interviews, etc. about which you would like to report on. This is a general requirement for the completion of any academic assignment or paper.

### 1.10.3 Careful planning

Students are informed regarding what exactly is expected from them in terms of the investigation and the requirements of an assignment. Therefore, students are advised to consult the instructions in the relevant study guide about the investigation and the writing of the assignment. Next, the investigation and structure of the paper must be planned thoroughly. In this regard, students should, for example, ensure that they know and understand exactly (a) what the problem is that has to be investigated; (b) what the purpose of the study and the writing of the assignment is; (c) which methods need to be followed during the investigation; and (d) what the different elements of the structure of the assignment itself entail.

If students are in any doubt, the module lecturer may be consulted for advice and further insight

#### 1.10.4 Literature study

In most cases students are expected to conduct an in-depth literature study on the subject matter before writing an assignment. Instructions are provided in the relevant study guides. Lecturers may also provide clear guidelines during contact sessions, making the attendance of all lectures of utmost importance.

- Firstly, read the recommended literature presented in the study guide;
- Secondly, note indexes and tables of content regarding the literature that will guide you to other appropriate literature available in the library;
- Thirdly, do an Internet search in **Google Scholar**;
- Fourthly, make use of the computerised catalogue in the library to find other relevant information.

A literature study will enable you to read various books and articles until you are satisfied that you have collected enough information on the subject. Ensure to consult recent (not older than four years) sources unless the lecturer specifically states that certain older sources must be consulted because of their authoritative nature. Primary sources must also be used as far as possible whilst secondary sources must be avoided. Example: Avoid statements like: “Jansen (as quoted by James, 1992:4) believes ...” Rather consult the work of Jansen (primary source) to ensure that you know (and understand) precisely what Jansen had written.

It is strongly advised that students record all relevant information (material for the assignment) on index cards or sheets of paper as the investigation into the subject matter progresses. You can only start to write an assignment after enough information has been collected and thoroughly processed.

#### 1.10.5 Before attempting an assignment

Before you tackle the actual writing of the assignment, it is crucial that you first peruse all the information on the index cards or sheets of paper and contemplate it for some time. Questions that you should ask yourself include:

- *What is the problem that I am confronted with?*
- *Why is it a problem?*
- *What is the aim of the assignment and investigation that I must do?*
- *Do I have all the relevant information to solve the problem or to find a satisfactory answer to the problem?*
- *How are the viewpoints of the various writers interrelated?*
- *How do their viewpoints differ? In what way(s) do their viewpoints correspond?*

- *With which viewpoint do I agree? Why?*
- *Which principles play a role in the various viewpoints?*
- *Why do certain writers associate themselves with certain viewpoints?*
- *Which theories determine the nature of specific viewpoints?*
- *On what principles are the various theories based?*
- *Are these principles recognised clearly?*
- *How do the principles determine the nature of the viewpoint involved?*
- *What is my own attitude towards these principles?*
- *How do my own principles determine my viewpoint (paradigm) of the problem in the assignment?*

It is important that you should first go through these considerations and planning stages before writing the assignment itself. Assignments of students who do not follow these steps obviously reveal shortcomings.

## **1.10.6 Problems experienced in assignment writing**

### **1.10.6.1 Typical shortcomings**

Typical shortcomings in assignments submitted in the past are the following:

The assignment:

- does not comply with the formal assignment instructions;
- was written before the completion of the investigation or study;
- was not planned carefully, and there was no prior contemplation about it;
- is not a good reflection of the study or investigation;
- did not address the problem statement sufficiently, and the purpose of the assignment was not achieved;
- is nothing but a compilation of piece work. In other words, it is simply a patchwork of ideas, sentences and paragraphs from books and articles without any coherency or central idea;
- does not show proof of independent thinking and insight; the student is a mere ventriloquist who only repeats what was written in books and articles;
- is not original and shows no signs of creativity or argumentation;
- is edited poorly and does not comply with the technical requirements, and
- was submitted late, putting the lecturer under pressure, who could not evaluate it properly. Therefore, the student does not have an opportunity to revise the feedback (in which case it could still have been possible if the assignment had been submitted on time).

### 1.10.6.2 How to avoid compilation work

One of the most serious errors when writing an assignment is jotting down pieces from one book, then a section from another book, followed by a sentence from the first book again. This is a typical example of a compilation. An experienced lecturer recognises compilation easily, and a student will be penalised for it. Therefore, compilation should be avoided at all costs.

The following is a better way to write your assignment:

- Get your own viewpoint about the problem after completing the study or investigation for the assignment.
- Decide for yourself how to formulate the viewpoint. This will give the assignment a unique structure.
- You must refer to literature when you want to support or refute certain viewpoints or when certain information is used from a specific source.
- The assignment must be your own exposition of the completed investigation or literature study.
- You must support your own viewpoint by referring to authors.
- The assignment must present a logical argument. Throughout the assignment, you must concentrate on convincing the lecturer of your viewpoint.
- Rather impress the lecturer with the quality and course of the argument than with too many source references.
- If possible, you should develop your own viewpoint or theory in the assignment.
- You must be concerned with the problem set by the lecturer or which you have identified yourself.
- You must attempt to achieve the aim of the investigation and assignment with the exposition.

### 1.10.7 The structure and technical aspects of an assignment

The argument line which develops in the assignment should emerge clearly in its structure:

- Start with a short orientating introduction.
- In the next paragraph, state the problem that must be dealt with in the investigation, study, or lecture. Do it briefly but clearly and comprehensively.
- Related to this, the assignment's goal and the investigation on which it is based can be indicated.
- You must state your own, thoughtful way of addressing the problem. Take a definite stand and motivate it.
- Explain on which principles, viewpoints, and philosophical premises you have based your standpoint. If possible, also explain the nature of the theory on which the standpoint is based.
- Briefly explain all other views on the issue/problem in question during the study or investigation. Deal with them separately and discuss each critically. Indicate in what respect you agree with or

differ from a viewpoint. Be honest, fair and balanced with this criticism and commentary. Try to point out the strengths of each viewpoint and, where possible, try to learn from each of them.

- Describe your own viewpoint clearly and extensively, supporting or opposing it with other views. Try to convince the lecturer of your own standpoint.
- If you have no other option, refer to sources. Do not add unnecessary references as they interfere with the argument.
- Finish the paper with a conclusion that returns to the problem statement and the assignment's goal formulated at the beginning. Has the assignment's goal been achieved? Was the problem addressed? Has it been solved? Why (not)?

### 1.10.7.1 Technical aspects

All assignments must be composed strictly according to the technical requirements set by the lecturer for the specific assignment. This entails that students must follow the instructions in the NWU Referencing Guide to the letter, punctuation, italics, etc.

<https://libguides.nwu.ac.za/harvard-referencing>

- The assignment has a front page/cover page on which the title of the assignment, the name of the lecturer, the module code, the number of the assignment (if any), the date of the assignment and your particulars, including your address, should appear.
- The assignment must contain a table of contents, indicating paragraph numbers and corresponding page numbers.
- Students are required to type assignments on a computer.
- Proofreading must be done very thoroughly.
- Ensure that the language used in the assignment is up to standard. Keep in mind that if your grammar is not up to standard, you will submit a poor assignment, as the lecturer will not be able to follow your argument properly.
- Ensure that the assignment is appropriately structured: Include paragraph numbers, clearly distinguished headings and subheadings, content that fits the heading(s), and introductory and concluding or final paragraphs.
- The assignment complies with the length requirements. No paper should deviate much from the required length.
- Necessary references to sources are included. References are written in the following style: "... as is found in the majority of cases (Clinton, 1993:56)." Note that the reference is between brackets: first the name of the author, then the year of publication, followed by the specific page on which the reference appears.
- The list of references/bibliography at the end of the assignment must include each source of reference in the text.
- Details of the Writing School should you need assistance in academic writing: <http://humanities.nwu.ac.za/nwu-writing-centre/make-appointment>

### **1.10.8 General instructions**

Before submitting an assignment (on time), ensure that all requirements have been met. Ensure that you know what weight the assignment contributes towards the semester mark and that you receive the assignment back.

Store the assignment safely, as it is your only proof that you have performed the task if the mark you have acquired gets lost due to technical complications.

If you must prepare the assignment for examination, you should try to rectify all errors as indicated by the lecturer in the assessment.

### **1.10.9 Procedure for the submission and return of assignments**

Kindly take note of the following essential arrangements regarding the submission of assignments:

- Students must strictly adhere to the scheduled submission dates by submitting ALL assignments before or on due dates to complete the marking process effectively.
- All assignments must be submitted online, via eFundi or as the respective module lecturers requested.
- Administrative staff in the BEdHons office will not receive any assignments via e-mail.

The expectation is that if you adhere to the requirements and methods mentioned above, you should achieve significant success with your assignments. These requirements are set because very few students have experience writing comprehensive assignments.

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May your studies in the BEdHons programme be a joyful and enriching experience. We wish you all the best.