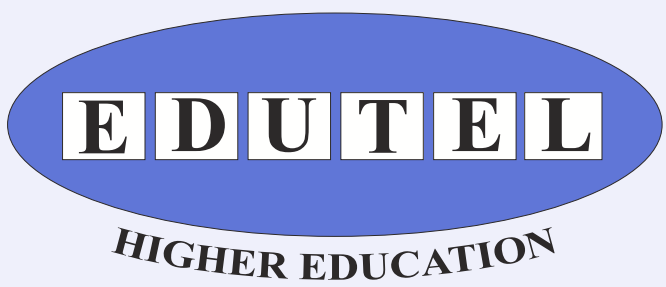
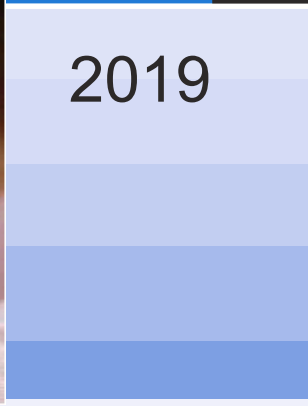




Advanced Diploma in Education in School Leadership and Management



NQF level 07





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higher education & training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Private Bag X174, PRETORIA, 0001, 123 Francis Baard Street, PRETORIA, 0002, South Africa
Tel: (012) 312 5911, Fax: (012) 321 6770
Private Bag X9192, CAPE TOWN, 8000, 103 Plein Street, CAPE TOWN, 8001, South Africa
Tel: (021) 469 5175, Fax: (021) 461 4761

Enq: R Sheodass Tel: 012- 3125364 Fax: 012- 3236589 E-mail: Sheodass.R@dhet.gov.za, Meeting No: 20/07/16:
File No: EHE Pro 146

Mr A Pelser
Edutel Higher Education (Pty) Ltd
PO Box 23009
HELDERKRUIN
1733

By Email: edutel@iafrica.com

Dear Mr Pelser

RECOGNITION OF QUALIFICATION FOR EMPLOYMENT IN EDUCATION: ADVANCED DIPLOMA IN SCHOOL LEADERSHIP AND MANAGEMENT

In response to the documentation received from Edutel Higher Education (Pty) Ltd , I wish to inform you that the above programme has been evaluated in accordance with the policy document *Revised Policy on the Minimum Requirements for Teacher Education Qualifications (2015)* and the final outcome of the evaluation process is as follows:

Advanced Diploma in School Leadership and Management (120 credits; NQF Exit Level 7):
approved and recognized post-professional qualification for employment in education.

One additional REQV level will be accorded subject to the policy on REQV recognition of approved teaching qualifications.

Edutel Higher Education is reminded that this approval is subject to:

- the institution being registered with the Department of Higher Education and Training as a private higher education institution to offer the programme ,and
- the programme being accredited by the CHE/HEQC.

Yours Sincerely

Dr D Parker
Deputy Director-General: University Education

Date: 4/08/2016

Higher Education and Training • Hoër Onderwys en Opleiding • Imfundo Laphakama Nekuscesha • Ifundo Ephakemeko Nebandulo
Imfundo Ephakemeko Nokuqeqesha • Imfundo ePhakamileyo noQeqesho • Dyonrdo ya le Hanbita na Vuleteri • Pfunzo ya Njha na Vtuugudisi
Thuto ya Godimo le Tshaho • Thuto e Phahameng le Thupelo • Thuto e Kgolwane le Katiso



1. Declaration

I, the undersigned hereby declare that:

- Edutel Higher Education (Pty) Ltd is registered with the Department of Education and is accredited/has applied for accreditation, to offer the programmes reflected in this brochure.
- Edutel Higher Education (Pty) Ltd will not exceed the number of enrolments that the facilities and equipment can reasonably accommodate.
- Edutel Higher Education (Pty) Ltd has sufficient space, equipment and instructional material to provide education and training to meet the standards to set and achieve the objectives of each programme.
- Edutel Higher Education (Pty) Ltd will maintain full records of each student's admission, academic progress and assessment of learning in respect of each programme.
- All the sites listed in this application are administered and controlled by Edutel Higher Education (Pty) Ltd.
- Edutel Higher Education (Pty) Ltd has the necessary academic and support staff, with appropriate qualifications and experience, to achieve the objectives of each programme.
- Officials from authorised institutions will be allowed, unconditionally, to conduct site visits for purposes of verification and to ensure compliance with the conditions of registration.

AB Pelsler
CEO

Names of Directors, Chief Executive and Senior Management

Directors: Andries Pelsler
 Oscar Stephen Bashing
 Denise Ann Bonnelle

Chief Executive Officer: Andries Bernardus Pelsler

Senior Management: Oscar Bashing – General Manager
 Prof HJ Joubert - Academic Head and ADE Programme Co-ordinator
 Kevin Schoultz - Registrar
 Jolene Pillay - Programme Co-ordinator

2. Names and Qualifications of Academic Staff

Academic Advisory Board

Prof HJ Joubert (Programme Coordinator) - B Sc(UP); TDHE(NKNWUP); FDE (CEFT); B Ed(UP); M Ed(UP); Ph D(UP)

Dr JW Van Rooyen - B Sc(UP); TDHE(NKP); B Sc Hons(RAU); B Ed(UP); M Ed(UP); Ph D(UP)

Prof SA Coetzee - BA(PU for CHE); B Ed(NWU); M Ed (NWU); D Ed (Unisa); LLB (Unisa)

Dr K Bipath - BA, TDHE, BEd, MEd(UJ) , DEd (UJ)

Dr MA Mohlakwana BA, TDHE, BEd (UP), MEd (UP), PhD (UP)

Dr J. Lotz - Diploma (Senior Primary) (P.O.K.); B.A. Psychology, Sociology (UNISA); B.Ed (Orhtopedagogics) (UP); M.Ed (Orhtopedagogics) (UP); D.Ed (Adult Education) (UNISA)

Academic staff

Joubert Prof HJ (Programme Coordinator) - B Sc(UP); TDHE(NKNWUP); FDE (CEFT); B Ed(UP); M Ed(UP); Ph D(UP)

Du Preez Ms D - HED (NWU), HR Cert (Unisa), Project Man Cert (SUN), BEd (NWU), MEd (UP)

Fraser, Prof W - BSc, THED, BEd, MEd, PhD

Prinsloo Dr IJ - BA (UNISA); SPE(POK); B Ed(PU for CHE); M Ed(PU for CHE); D Ed(UNISA)

Van Rooyen Dr JW - B Sc(UP); TDHE(NKP); B Sc Hons(RAU); B Ed(UP); M Ed(UP); Ph D(UP)

Facilitators

Botha, Mr W - BA, Higher Diploma in Teaching, B Ed (Education Management, Law and Policy)

Dladla, Mr T - Diploma in Education, Further Diploma in Education, Honours Bachelor of Education (School Management and Leadership), Bachelor of Commerce, M Ed (Education, Management, Leadership & Policies)

Drotsky, Dr JG - Higher Diploma in Education, BA, BA (Hons), MA, D Litt.

Joubert, Prof HJ (Programme Coordinator) - B Sc(UP); TDHE(NKNWUP); FDE (CEFT); B Ed(UP); M Ed(UP); Ph D(UP)

Kroukamp, Mr P - H ED Senior Primary, B Ed Honours (Educational Management, Law and Policy), M Ed (Educational Leadership)

Kruger, Dr J - Higher Education Diploma, BA, B Ed Honours (Education Management) PGDE (Education Management), M.ED (Education, Management, Law and Policy), PhD (Education, Management, Law and Policy)

Looyen, Dr R - HED; BA Degree: Licentiate in Pianoforte; B Ed Educational Management; M Ed Co-operative School Governance; PHD Moral Leadership: An Imperative to Learner Attainment



Lotriet, Mr DF - Higher Education Diploma, BA (Education), Honours Degree in Training and Development, Masters Degree in Human Resource Development, Assessor, Moderator, Business and Floor Management courses, RPL Qualification, Diploma in Business Management

Louw, Mr W- BA, Higher Diploma in Teaching, B Ed Honours (Education Management, Law and Policy)

Mbanjwa, Mr HT - Senior Primary Teachers Diploma, Higher Diploma in Education, B Ed Honours (Education Law, Education Assessment, HR Management), Higher Certificate in Adult Basic Education and Training, ACE (School Management and Leadership), Med (Educational Leadership, Management and Policy)

Magoro, Mr W - Teaching Diploma: Senior Primary; ACE Education Management; B Ed Hons (Education Management Law & Policy)

Moodley, Ms NP - B.Mus Ed (Mus & English Education), Diploma (Human Resources Management), ACE (Educational computing – cum Laude), B Ed Honours (Educational Leadership & Management), M Ed (Educational Leadership & Management)

Mthimkulu, Ms M - B Ed (Relevant Modules, Life Orientation, Business Studies), B Ed Honours (Educational Management and Leadership), M Ed (Educational Management and Leadership)

Panday, Mr S - Higher Education Diploma, BA (UNISA), M Ed (UNISA)

Phukubje, Mr L - Certificate in Project Management; BA Education, Dip: AIB M; Honours Degree Economics; M Ed Education Management

Rehman, Mr D - Diploma in Education General Studies; Higher Diploma in Education; B Ed Honours (Cum Laude - Postgraduate Programme)

Seemela, Ms MJ - Diploma in Education, Advanced Diploma in Education, B Ed Honours (EMPL), LLB, Practical legal Training Certificate (UNISA), LLM (UNISA)

3. General Information

Our Mission

Edutel commits to academic excellence in education, and the promotion of scholarship through the creation of flexible, life-long learning opportunities and an intellectually stimulating and culturally vibrant, pleasant and safe environment in which students and staff can flourish.

Edutel places a high premium on local relevance, which is manifested through its contribution to the prosperity, competitiveness and quality of life in South Africa. In order to do so, Edutel must necessarily be sensitive to national needs and societal contexts of the country as well as the demands of the time. Local relevance is also manifested in Edutel's commitment to and promotion of equity, access, equal opportunities, redress, transformation and diversity.

Meet EDUTEL

- Edutel is a group of companies specialising in the fields of education and training, skills development and services.
- Edutel Higher Education (Pty) Ltd is accredited with CHE/HEQC.
- We are also a member of APPETD.
- Provisionally registered with the Department of Higher Education and Training until 31 December 2020 as a private higher education institution under the Higher Education Act, 1997. Registration certificate No. 2017/HE07/001
- The qualification is registered on the NQF SAQA ID 101437
- Approved by TEPEC.

What we offer

Edutel offers the Advanced Diploma in Education in School Leadership and Management.

Course Material

Edutel makes use of its own developers and approved course material, assessment guides and instruments, and sets a new standard when it comes to courseware development. We will continuously improve on our services.

The material for this qualification was internationally evaluated by Prof Lars Björk (PhD) University of Kentucky, College of Education, Department of Leadership Studies, 111 Dickey Hall, Lexington, KY 40506-0017

Mode of delivery / Instruction

Distance/Blended Learning.

Edutel Learner Management System

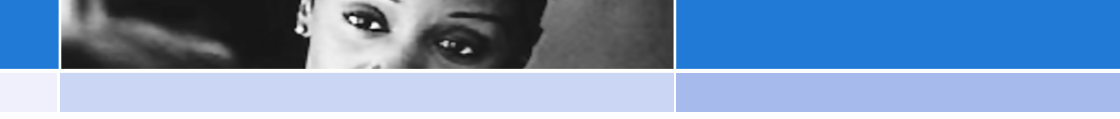
Edutel makes use of two learner management systems namely

- Moodle (for students who prefer an online LMS) or
- Not online (via e-mail, mail, sms, telephone, etc.)

You can choose which system will be your system of preference with registration.

Assessment and Moderation

All Edutel's assessors and moderators are subject matter experts. To assess the achievement of the outcomes of this programme an approach of continuous assessment will be followed. The assessment process has two dimensions/components that complement each other and are integrated



but NOT mutually exclusive; viz. formative assessment and summative assessment. Students will have two formal assessment opportunities per module. Students must complete one assignment (formative assessment) and one examination (summative assessment per module). The final mark for a module comprises two marks - one formative assessment marks (for the formal assignment) and one summative assessment mark (for your examination). In each module, these marks carry the following weights: Assignment contributes 25% of the final mark and examination or Portfolio of Evidence contributes 75% of the final mark.

Formative assessment is a range of formal assignments employed by lecturers and non-formal assessment procedures used by facilitators during the contact sessions in order to modify teaching and learning activities to improve student attainment. The non-formal assessment typically involves qualitative feedback (rather than scores) for both student and lecturer that focus on the details of content and performance. Lecturers will provide comprehensive feedback on assignments to enhance students' learning and understanding and to help them to prepare for the examination. Students must obtain a mark for the assignment to obtain a final mark for a module. In other words, students cannot pass a module without submitting the assignment and writing an examination (or submitting a reflective portfolio). Students can re-submit the assignment only if they have not obtained at least 40% for the first submission.

Summative assessment (or summative evaluation) refers to the assessment of students, and summarises their development

at a particular time. In contrast to formative assessment, the focus is on the exit level outcomes of the program. Summative assessment is characterised as assessment of learning and is contrasted with formative assessment, which is assessment for learning. Summative assessment consists of the average marks obtained for formal assignments, plus written examinations and the continuous assessment of the Professional Portfolio Phase submitted at the end of each semester.

Professional Portfolio and Workplace Research Reports:

As part of the final assessment to qualify for the AdvDip (L&M), every student is expected to submit a collection of different types of evidence (direct, indirect and historical) as stipulated in the Study Guide for this module. In compiling this portfolio the student must prove (i) Foundational competence (knowledge); (ii) Practical competence (skills associated with); (iii) Applied competence (personal and professional growth) and (iv) Reflective competence (the ability to critically reflect on all three previously mentioned competencies as part of their professional practice). The Professional Portfolio of Evidence must portray an integration of all the different modules covered during the entire programme, over the years of study.

The Workplace Project report runs concurrently with the compilation of the Professional Portfolio of Evidence and forms part of the compilation of the Professional Portfolio.

Phase I of the research project entails (i) equipping the student with a basic knowledge of research methodologies before (ii) doing a comprehensive SWOT analysis to

provide benchmark information to develop a detailed workplace research project plan based on data-driven-decision-making in Phase IV. Students submit a status/project report on Phase 1 of the research project.

Phase II of the research project analyses the data collected in Phase I and translating it into management information to serve as the basis for data-driven-decisions. Evidence-based enquiry (including use of data derived from SIPs (SIM's), WSE, ANAs etc.).

Phase III of the research project translates the management information developed in Phase II, into action plans to optimise on the strengths and address the weaknesses of the organisation. Students submit a status/project reports on Phase III of the research project

Phase IV of the research project involves the integration of the action plans developed in Phase III, into a comprehensive workplace research report derived from the findings of the data obtained during the action research phase; Project plan as well as status/project reports on each complete phase of the research project.

The Professional Portfolio of Evidence provides supportive evidence of all four phases of the Research Project. The Portfolio thus provides an overview of the programme and its purpose as a whole, collects evidence of practice from each of the constituent modules and provides an integrated record of evidence of changed practice over the duration of the programme as a whole.

How do we operate?

Edutel offers this qualification by distance learning/blended learning.

What if I can do certain activities already?

You will be able to undergo RPL assessment. This means that evidence of your experience and previous studies could be used for an assessment process in order to declare you competent. This process is called Recognition of Prior Learning.

How to apply for RPL

Edutel Higher Education is a strong supporter of Recognition of Prior Learning. For this reason, students are allowed to apply for RPL based on their previous formal qualifications, short courses, on-the-job training etc.


Edutel can RPL candidates to a maximum of 50% of the ADE.

RPL ASSESSMENT PROCEDURES

The following will be the sequence of activities required for the recognition of learning process:

PHASES

1. Application phase
 - Candidate applies for assessment for recognition of learning against a particular module/s that forms part of the qualification he/she wants to access for advanced standing. The candidate completes the RPL application form providing full details of previous qualifications and work experience. Part of the application includes a letter of motivation to be considered for RPL or CAT.
 - Two fees are payable: firstly, an RPL Request Fee (Application Fee), and secondly an RPL Assessment Fee (where applicable).
 - The Edutel Application form should



be electronically submitted to Edutel together with a

- Certified copy of the applicant's ID document.
- Certified copy of National Senior Certificate or relevant school leaving certificate.
- Certified copies of highest qualification obtained.
- Proof of payment of the application fee which includes the RPL request fee.

- Consideration of application documents.
- The programme coordinator determines if RPL opportunity will be offered.
- Applicant registers for RPL assessment.

2. Preparation Phase

- RPL Advisors and RPL Assessors are appointed. The function of the RPL Advisor is clearly defined as one of support and advice throughout the process.
- Candidate is given the necessary information required i.e. process to be followed and possible evidence required.
- A preliminary screening process takes place where the viability of RPL assessment is determined. Candidates may be interviewed.
- The programme coordinator determines if RPL opportunity will be offered.

3. Advice and Evidence Gathering Phase

- The preparation for the assessment is programme specific and students will be informed by the RPL Advisor about the

assessment process. The assessment process might involve the development of a Portfolio of Evidence where evidence of competencies should be included. It could also be a combination of assessment methods, depending on the applicant's previous qualifications and workplace experience.

- RPL Advisor formulates an assessment plan in co-operation with the assessor.
- Assessment method, time schedule and report, are finalised.
- All relevant documentation is completed, including the RPL Assessment Plan and Contract.
- RPL Advisor guides the candidate with the gathering and presentation of the Portfolio of Evidence.
- Applicants might be asked to make a presentation.
- The RPL Advisor only facilitates the process of evidence gathering; the candidate has the responsibility of undertaking this task

4. Assessment Phase

- The RPL Assessor and the RPL Advisor should not be one and the same person.
- Registered assessor assesses the candidate's application information and all other assessment evidence submitted by the candidate. This could include the candidate's presentation and evidence of the candidate's competencies.
- Assessor performs assessment and makes a judgement:

- Competent – assessor records assessment results and submits all assessment results and evidence for to the Academic Programme Coordinator.
- Not competent yet - Assessor requests more evidence or gives further assessment activities.
- Should any remediation be required, advice is given to the candidate and he/she commits to undertaking this within the agreed time frame.
- The Academic Department does moderation in the case of exemption with credits.
- The Academic Programme Coordinator considers the recommendation for decision making.
- Academic Head confirms the recommendation.

Assessment methods

- Assessment methods and tools must be appropriate to the outcomes being assessed and function within the principles of good assessment. The candidate will become involved in the planning of the RPL assessment along with the Advisor and Assessor. The following instruments and/or techniques may be utilised:
 - Knowledge Questionnaires
 - Portfolio of Evidence
 - Practical activities
 - Interviews
 - Presentations
 - Case studies
 - Reflective reports

Sources of Evidence

- Direct
- Indirect
- Historical

5. Internal Moderation Phase
 - The Training and Quality Assurance Committee approves Internal Moderator. An academic staff member is not directly involved in the RPL process and setting the assessment tools moderates the internal assessment process.
 - Internal Moderator and RPL Advisor and Assessors review the RPL process to ensure quality and fairness.
 - Internal Moderator moderates the assessment methods and instruments prior to the RPL assessment process. Assessment must be valid and fit for purpose.
 - Internal moderator moderates the assessment outcomes and makes recommendations where necessary.
 - Declaration of Competence is confirmed.
 - An External Moderator will be appointed in cases where a candidate appeals against the assessment outcome
 - Internal Moderation reports are submitted to the Academic Head prior to the feedback phase.
6. Feedback Phase
 - Should the candidate have been declared NYC, constructive



- feedback on the way forward is provided.
- Should the candidate have been declared NYC, he/she is given the opportunity to address the outstanding evidence requirements in the most cost-effective manner.
 - A plan is developed for the candidate to address these issues.
 - A date for the submission and re-assessment of evidence is decided upon and recorded according to procedures.
 - Re-assessments are subject to moderation.
 - Appeal procedure is followed if necessary.
 - An external moderator will be appointed to moderate the RPL process and assessment process and outcome as part of the appeal procedure.

Sources of Evidence

- Direct
- Indirect
- Historical

Services and support

Counselling services and support form an integral part of pre-assessment advice. This support continues throughout the RPL process up to, and including, the summative assessment activities. The extent of such support and services depends on the context of the RPL and does not only encompass the actual evidence gathering. In other words, it is dependent on your needs. Candidate support will also include the extent to which you are able to choose assessment methodologies that you feel comfortable with and that are within the parameters of the qualification or part qualification. Barriers to potential

achievement and special needs, need to be addressed as far as possible.

Disability

Edutel Higher Education seeks to address any unfair discrimination on the basis of disability and thereby provides access to these students who wish to further their studies.

Health and Wellness

Edutel takes the health and wellness of its staff and students seriously and therefore has a well developed policy in place, managed by a Health and Wellness Committee.

Duration

Duration of the Diploma is 2 years.

Fees: See Edutel's application form for fees and terms.

When can I register?

There are 2 study cycles per academic year.

Study cycle 1

Register between 1 March and 31 August.
Examinations in May

Study cycle 2

Register between 1 September and 28 February.
Examination in November (year after registration) and May (the year after).

Do I have to buy extra books?

No, all material will be provided.

Language Policy

Our language of tuition is English.

Cancellation Policy

Cancellations of course fees will not be accepted once you are accepted and registered as a learner. Consideration will only be given to exceptional cases. You may cancel your studies, but you will remain liable to pay your course fees.

Learners' Financial Aid

Learners can arrange to pay their course fees by bank debit order, cash monthly, cash in advance, credit card, in some cases, by salary stop order (Fundu). Learners can apply for study loans at various financial institutions.

Student Support Services

You will have support for your queries at all reasonable times from a number of subject matter experts. The best method of contacting your lecturers would be via an e-mail or fax, addressed to the relevant person at Edutel. This person will then forward your query to the relevant lecturer, who will, in turn, contact you. Include your student number and as many contact details as possible.

You may:

- make appointments with staff;
- ask for assistance with assignments;
- request clarification with the content of the material;
- request assistance with general queries;
- request past examination papers, if they are available.

How we contact you

Edutel makes use of an SMS service to send you important information.

How you can contact us

The following methods are available to contact us:

- Telephone
- E-mail
- Fax
- Facebook
- Twitter
- Whatsapp
- Edutel website

Academic Support

Edutel will assist students with regard to Workplace Integrated Learning.

Mentorship support during the student's studies. The mentor must have a proven track record in the qualification of the student.

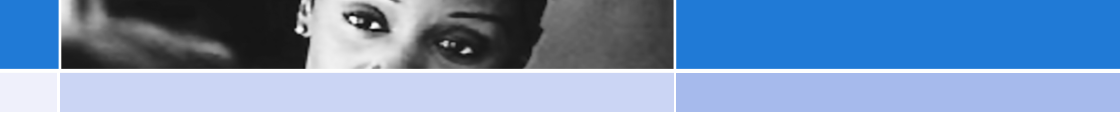
Periodic Webinars to enhance studies.

Instructional DVDs for use in own time.

A Support Division and the Call Centre at Edutel in Gauteng.

If required, access via Edutel staff to the various Education Departments. This is made possible by the extensive contact base which Edutel has as a result of the many years distance of learning experience with teachers at the various HE institutions. The administration booklet issued upon registration and covering events during the year.

Online and telephonic tutoring



Research project

You will be required to conduct a research project every semester. These research project activities and evidence will be filed in two portfolio's of evidence files.

You will submit the first portfolio at the end of your second semester and the final Portfolio of Evidence at the end of your fourth semester.

You will need 50% in order to meet the requirement of the research projects.

4. Course structure: NQF 07

Advanced Diploma in Education: School Leadership and Management,
120 credits, SAQA ID 101437

Selection Criteria

Selection criteria are first and foremost based on the minimum entry requirements of the qualification.

The programme seeks to target principals who apply for enrolment and thereafter senior management team members who aspire to principalship. Students must form part of the SMT of a school.

Why do this qualification?

To empower/enable the student to develop the skills, knowledge, and values needed to lead and manage schools effectively and contribute to improving the delivery of quality education across the school system.

The programme AIMS to:

- (i) Provide leadership and management so as to enable the school to give every learner quality education.
- (ii) Provide professional leadership and management of the curriculum and to ensure that the schools provide quality teaching, learning and resources, for improved standards of achievement for all learners.
- (iii) Strengthen and support the role of principalship.
- (iv) Develop principals, HODs, SMT members and district staff who are able to critically engage and become self-reflective practitioners.
- (v) Enable principals to manage their organisations as learning organisations

and instil values supporting transformation in the South African context.

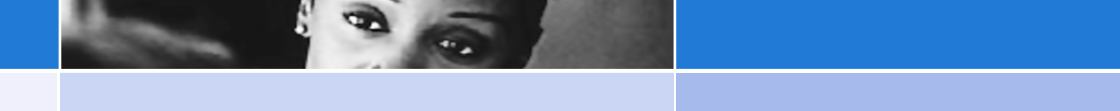
The RATIONALE for the development and implementation of the programme is to:

- (i) Develop a course which provides an entry criterion to principalship and school management or teachers.
- (ii) Provide school managers with a professional qualification which is career related.
- (iii) Provide a formal professional qualification, which is consistent with the professional profile of a school principal and senior managers.

REALISATION of intended outcomes:

The programme is designed and structured in such a way that it forms an integrated whole despite the fact that it is made up of different modules. Provision is made for a logical progression from one module to the next and the relation of the different modules is emphasised continuously by cross referencing to other modules as the programme unfolds. A programme (mind map) is provided for this purpose. Each individual module also contains a module (mind map) that depicts the logical unpacking of that specific module.

The relation of foundational (knowledge), practical (skills) and applied (professional growth) competence is emphasised in all modules throughout the programme. It culminates in the reflective Portfolio of Evidence based on the research project where



competence is proved by integrating and applying the content of the entire curriculum in their schools; thus realising the aims and purpose explained above.

The students will have the opportunity to identify a mentor with a proven track record in school leadership and management in the schooling environment who will support their studies. These mentors will be empowered in the knowledge and skills of mentorship through an initial webinar training session and then a follow up later in the students' study programme.

What entry requirements must I fulfil?

Minimum admission requirements:

A four year B Ed, or a general first degree or diploma, plus an Advanced Diploma in Teaching, or a former PGCE of Higher Diploma in Education (Postgraduate) (HDE PG) may be presented for admission.

A former Advanced Certificate in Education (Level 6 on the former 8-level NQF), a former college Higher Diploma in Education or Further Diploma in Education may also be presented for admission into an Advanced Diploma in Education.

In addition, as an interim measure for a period to be determined by the Minister of Higher Education and Training in consultation with the CHE, an Advanced Certificate in Teaching may also be presented for admission into an Advanced Diploma in Education.

Further specialisation in a teaching subject, offered through an Advanced Diploma in Education at Level 7, requires cognate studies in that subject at Level 6 in the entry

qualification.

What exit-level outcomes will I have achieved?

1. Lead and manage a school as an organisation.
2. Lead and manage people and change within the school environment.
3. Lead and manage teaching and learning in a school.
4. Work within and for the school and the broader community.
5. Conduct continual research and compile a professional portfolio which reflects school management.

ICT skills - Computer Literacy

All students receive a Computer Literacy manual with their material and will be able to RPL for the ICT Module: Communication and ICT Skills in the Classroom, NQF 5, 15 credits, once they have successfully completed the ADE: SML.

If you are not computer literate when you enrol for the ADE, you are required to attend the computer literacy workshop that is scheduled before the programme starts. Please consult your application form for dates and a venue. The same information will also appear in your Administration Booklet.

Qualification rules/communications

Learners are required to achieve 120 credits.

How long will I be busy?

2 Years.

Accreditation status

This programme is approved by CHE and TEPEC.

Rules of combination

Professional Portfolio and Workplace Project

This module provides an overview of the programme and its purpose as a whole, collects evidence of practice from each of the constituent modules and provides an integrated record of evidence of changed practice over the duration of the programme, as a whole. This module is divided into four sections.

Each section of Module 1 runs currently with Modules One, Two, Three, Four, Five and Six.

This module provides a record of evidence of growing applied competence across the programme in an integrated way: it is the glue that binds the whole programme together.

During their engagement with this introductory and over-arching module, student-principals will develop a Portfolio of Evidence that will run throughout and across the programme.

This module therefore requires the development of appropriate NQF Level 6 academic literacy skills.

Year 1 Semester 1

Module 1: Leading and managing the school as an organisation

This module helps student-principals to understand 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. It also addressed issues related to building, and enhances the school as a safe, disciplined and caring environment conducive to effective teaching and learning.

Phase I of the research project entails (i) equipping the student with a basic knowledge of research methodologies before (ii) doing a comprehensive SWOT analysis to provide benchmark information to develop a detailed workplace research project plan based on data-driven-decision-making in Phase IV.

Year 1 Semester 2

Module 2: Leading and Managing People and Change

This module emphasises people as the key resource of the school and explores the need for both theoretical understanding and practical competencies in leadership and management of people, to manage oneself and others in both the school and the wider school communities. It recognises that education is predominantly about change and that change needs to be managed effectively, to facilitate continuous improvement in, and for the school.

Phase II of the research project analyses the data collected in Phase I translating it into management information to serve as the basis for data-driven-decisions.

Evidence-based enquiry (including use of data derived from SIPs (SIM's), WSE, ANAs etc.) Submit a status/project reports on Phase 2 of the research project.

Year 2 Semester 1

Module 3: Leading and managing teaching and learning in a school

This module emphasises that schools exist to provide systematic, quality learning opportunities for children and therefore - effective leadership and management of



teaching and learning is a critical role for the school principal. It will equip them with the necessary competencies to lead quality teaching, manage curriculum implementation effectively and track and support improved learning.

Phase III of the research project translates the management information developed in Phase II into action plans to optimise on the strengths and address the weaknesses of the organisation. Submit a status/project reports on Phase 1 of the research project.

Year 2 Semester 2

Module 4: Working within and for a School and Wider Community (consisting of 2 themes)

Theme A: Law, policy, governance, school planning and school development

This module helps student-principals locate the school and its practices within the wider context of the education system. It addresses issues related to this theme focuses on gaining a deep understanding of the policy context. Secondly, it focuses on the principal's ability in providing leadership and management regarding the legislative mandates, the ability to self-evaluate and to enhance one's own capacity to lead and manage effectively.

Theme B: Working with and for the community

This Theme starts from the understanding that schools exist within 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. Then investigates how the wider community that the school serves can provide a source of support and resources for the school. In turn, the school

itself can play an important role in the wellbeing and development of the community.

Phase IV of the research project involves the integration of the action plans developed in Phase III into a comprehensive workplace research report derived from the findings of the data obtained during the action research phase; Project plan as well as status/project reports on each complete phase of the research project.

The Professional Portfolio of evidence provides supportive evidence of all four phases of the Research Project.

The Portfolio thus provides an overview of the programme and its purpose as a whole, collects evidence of practice from each of the constituent modules and provides an integrated record of evidence of changed practice over the duration of the programme as a whole.

Even though there is a progression from one semester to the other and a logical development in the knowledge and skills bases of the respective modules in the delivery of the programme, successfully passing one module is not a prerequisite for progression to the next module in the way the programme is structured.

RULES OF PROGRESSION:

Despite the fact that there is a progression from one semester to the other, and a logical development in the knowledge and skills base of the respective modules in the delivery of the programme, successfully passing one module is not a prerequisite for progression to the next module in the way the programme is structured.



Policies and Procedures

Edutel Higher Education (Pty) Ltd has a comprehensive set of policies and procedures to ensure that students get quality education and support. This includes, but are not limited to:

- Health & Wellness Policy
- Student Support Policy
- RPL Policy
- Policy on disability.

For a comprehensive list of services offered by Edutel Group visit our website at:
www.edutel.co.za



5. Code of Conduct

“Edutel as an organisation realises that, when serving its customers through its employees, products and services, it will be confronted with instances where value-based decisions have to be made and judgements required as to what is an ethical business practice or ethically acceptable action. For this reason the management of Edutel wishes to commit the organisation and all its resources to ethically and morally defensible behaviour in all its operations and in all interactions with its constituents at all times.”

A.B. Pelser
Chief Executive Officer

Vision Statement

To be a significant role player in higher education in South Africa that is recognised for academic excellence and focus on quality. Edutel Higher Education strives to be known for international competitiveness, local relevance and a commitment to continuous innovation; and to be the learning institution of choice for students, staff, and employers of graduates. We will be a Higher Education Institution with an inclusive and enabling value-driven culture that provides an intellectual home for the rich diversity of South African academic talent and one that is committed towards discharging our social responsibilities.

Mission Statement

Edutel commits to academic excellence in education, and the promotion of scholarship through the creation of flexible, life-long learning opportunities and an intellectually stimulating and culturally vibrant, pleasant and safe environment in which students and staff can flourish.

Edutel places a high premium on local relevance, which is manifested through its contribution to the prosperity, competitiveness and quality of life in South Africa. In order to do so, Edutel must necessarily be sensitive to national needs and societal contexts of the country as well as the demands of the time. Local relevance is also manifested in Edutel's commitment to and promotion of equity, access, equal opportunities, redress, transformation and diversity.

Ethics

Attending instruction learning

It is expected of students who are scheduled to attend contact sessions that they ensure to arrive at the designated venue on time and bring along all relevant materials and associated equipment to ensure that they are well prepared and benefit from the instructional interventions.



Participation in instructional learning

Students are expected to participate in all activities and discussions taking place during instructional learning sessions. Students should appreciate these opportunities and at all times utilise such learning opportunities to their advantage.

Conduct towards co-students and facilitators

Students are expected to respect the dignity of their co-students and facilitators. Their behaviour towards other students and facilitators should always be civilised, courteous and supportive. Foul language, disrespect and a discriminatory attitude towards any other student or facilitator will not be tolerated and will be dealt with in the strictest possible manner.

Dress code

Students are expected to ensure that their personal appearance and dress code conform to acceptable norms, are not offensive and do not detract from the professional image that is projected by Edutel and co-students.

Employer relations

Students should recognise that when attending Workplace Integrated Learning, that such attendance is treated under the same employment terms and conditions of work as applied by employers.

Workplace learning and assessments

Students are expected to apply themselves as diligent, motivated and productive employees while performing their duties during WIL. They should understand that the workplaces are extensions of the instructional learning components and that they must utilise every opportunity at the workplace to apply their learning and, in so doing, develop their knowledge, skills and experience. Students should actively and positively participate in all assessments and ensure that all assessments are conducted in a fair and just manner.

Assessments and proof of competence

Students are expected to provide proof of competence through recognised assessment and moderation procedures and instruments. It is expected of students to fully participate in these activities and to ensure that all evidence submitted as proof of their competence is a true and accurate reflection of their own ability and skills, and that no part of any evidence can be claimed to present the efforts of another person in whatever capacity or association with the student. Students are expected to demonstrate extreme honesty and integrity in these matters.



Use of facilities

Students are expected to use all physical facilities, including furniture and equipment, with utmost care and respect and to refrain from any wilful acts of vandalism, abuse or negligence.

Appeals procedure

Students who are not satisfied with the manner in which their learning efforts have been assessed are required to utilise Edutel's appeals procedure and to refrain from trying to resolve such matters in other ways.

Communication

Students are encouraged to communicate with Edutel and its employees using recognised channels of communication established for such purposes. These channels include personal contact, written (facsimile, letter or e-mail) or telephonic communication. Students are expected to resolve any issues with Edutel directly and not to use intermediaries to address such matters.

GRIEVANCE POLICY FOR EDUTEL

Purpose

The purpose of this policy is to formulate the values and philosophy of Edutel Higher Education (Pty) Ltd when dealing with grievances of its students.

Objectives

The objectives of this policy is to:

- establish a fair process for students to air their grievances;
- provide a mechanism for dealing with student grievances in order to protect student morale and motivation;
- maintain sound and effective working relationships in the organisation.

Scope

This policy is applicable to all categories of students attending training interventions offered by Edutel Higher Education (Pty) Ltd.

Policy statements

All students may lodge grievances without any fear of victimisation or prejudice.

All grievances are to be handled with the utmost discretion and with the dignity and privacy of students in mind.

Grievances shall be settled as speedily and effectively as possible.

This policy deals with individuals' grievances and grievances in small groups.

The Human Resources Manager or his/her delegate acts as advisor to both parties in the grievance investigation.

The policy does not replace normal communication between students and Edutel Higher Education (Pty) Ltd. and should therefore be utilised in cases where informal communication has been exhausted or is clearly inappropriate.

Students have the right to be assisted by a co-students of their choice at any stage of the procedure.

The grievance must be raised within five working days of the occurrence that gave rise to it, failing which, unless special circumstances exist, the student will have no recourse to the grievance procedure.

Revision

This policy to be revised after two years from date of acceptance.

Responsibility

This policy is the responsibility of the Training Quality Assurance Committee of Edutel Higher Education (Pty) Ltd.



GRIEVANCE PROCEDURE FOR EDUTEL

Phase 1

The student must orally communicate the grievance directly to the Edutel Programme Co-ordinator. The student must indicate that he/she is lodging a formal grievance.

The Edutel Programme Co-ordinator must:

- listen in private to the student's problem;
- encourage the student to speak openly about his/her grievances;
- give the student the assurance that he/she will not be victimised;
- ask relevant questions to obtain all facts relating to the grievance;
- respect the need for confidentiality.

The Edutel Programme Co-ordinator must endeavour to resolve the problem as soon as possible and furnish the student with an answer within 3 working days of the grievance being raised.

Phase 2

If a student is not satisfied with the result of the above:

- A official grievance form must be completed and handed to the Edutel Programme co-ordinator. This must take place within three working days of the Edutel Programme Co-ordinator informing the student of the outcome of phase 1.
- Upon receipt of the grievance form, the Edutel Programme Co-ordinator, after consultation with the student, must communicate the outcome to the student in writing within three working days for the purpose of solving the grievance.
- If the student's grievance is not settled to his/her satisfaction, the parties will proceed to the next phase.

Phase 3

The grievance form is handed to Human Resource Manager who, within three days of receiving the form, arranges a grievance investigation, which will involve the following people:

- The student
- Witnesses (if any)
- Edutel Programme Co-ordinator
- Human Resource Manager.

During the investigation an effort must be made to settle the grievance and Edutel Programme Co-ordinator concerned must comment in writing regarding his/her finding within three working days of the grievance investigation having been completed.

If the student is not satisfied with the findings of the grievance investigation, the parties proceed to Phase 4.



Phase 4

The student may make use of any appropriate statutory dispute-settling mechanisms as defined in the Labour Relations Act, unless otherwise agreed upon by the student and Edutel.

CONTACT DETAILS

HEAD OFFICE

ABSA Building, 1st Floor
C/O Ontdekkers Road & Crane Avenue

Roodepoort, 1724, RSA

Tel No: +27(11) 760-3668

Fax No: +27(11) 763-8648

E-mail: highereducation@edutel.co.za



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www.edutel.co.za