

Advanced Diploma in Education: School Leadership and Management



NQF level 07

EDUTEL

HIGHER EDUCATION



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higher education & training

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Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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File No: EHE Pro 146

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

By Email: edutel@iafrica.com

Dear Mr Pelsler

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 • Dyonotso ya le Hanbita na Vuleleri • Pfunzo ya Njha na Vtuqudisi
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
 Kevin Schoultz - Registrar

2. Names and Qualifications of Academic Staff

Academic Advisory Board

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)

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

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

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

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)



3. General Information

Our Mission

Our mission is to add value to our students' future by providing the very highest quality academic training possible. Our student support strategy is based upon total, no-compromise customer satisfaction and we continually strive to offer a complete package of up-to-date, value-added solutions to meet our students' needs. We value, above all, our long-term student relationships.

EduTel will seek endorsement by graduates, government and industries as one of South Africa's leading private higher education and training centres of excellence, delivering education and training programmes, characterised by currency and relevance, through a network of facilities throughout South Africa and outside of its borders. It will continue to improve learning, increase access and endorse the national skills initiatives to uplift the skills levels of all enrolled learners.

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 NOF

SAQA ID 101437

- Approved by TEPEC.

What we offer

EduTel offers the Advanced Diploma in Education: School Management and Leadership.

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.

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

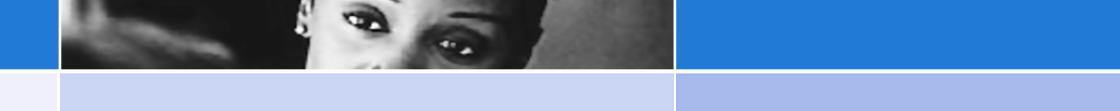
assessment is characterised as assessment of learning and is contrasted with formative assessment, which is assessment for learning. Summative assessment consists of the average marks obtained for formal assignments, plus written examinations and the continuous assessment of the Professional Portfolio 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 against certain unit standards. 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
 - Apply for assessment for recognition of learning against the particular qualification.
 - Complete and sign all relevant application forms.
 - Submit the application forms to Edutel.
2. Preparation Phase
 - RPL Advisors and RPL Assessors with the necessary subject matter expertise, will be appointed.
 - You will be given the necessary information required i.e. process to be followed, costing and possible evidence required.
 - A preliminary screening process takes place where the viability of RPL assessment is determined i.e an



- interview.
 - The way forward is determined, together with the RPL Advisor.
 - The Appeals Process is discussed with you.
 - The Mid-term Review date is agreed upon.
 - All relevant documentation is completed, including the RPL Assessment Plan and contract.
 - The Moderation Plan is completed through consultation with the RPL Assessor and Moderator
3. Advice and Evidence Gathering Phase
- You will be assisted by the RPL Advisor, with the gathering and presentation of the Portfolio of Evidence.
 - The RPL Advisor will only give advice and guidance, as this person's function is clearly defined as one of support and advice throughout the accumulation of evidence. You have the responsibility of undertaking this task.
 - You compile the evidence and submit a preliminary portfolio.
4. Mid-term Review Phase
- The RPL Advisor briefly reviews the portfolio to determine your readiness for summative assessment.
 - Feedback will be given to you with regard to sufficiency and validity of evidence.
 - Any queries and concerns that you have, are addressed.
 - Recommendations are made with regard to the collection of further evidence, should this be deemed necessary.
 - A Mid-term progress report is completed by RPL Advisor.
5. Assessment Phase
- A Registered assessor assesses your Portfolio of Evidence.
 - Assessor makes a judgement
6. Moderation Phase
- Moderator moderates the assessment process.
 - If required, external moderation may take place.
 - Moderator makes recommendations where necessary.
 - Declaration of Competence is confirmed.
 - Moderation Report is completed and submitted to Assessment Division.
 - Moderator, RPL Advisor and Assessors review the RPL process and complete the report.
7. Feedback phase
- Final feedback is given to you within 14 days of the moderation.
 - Should you have been declared NYC, constructive feedback on the way forward, is provided.
8. Remediation and Re-assessment
- Should you not have been successful, you are given the opportunity to address the outstanding evidence requirements in the most cost effective manner and a plan is developed for the this purpose.
 - A date for the submission and re-assessment of evidence is decided upon and recorded according to procedures.



- Re-assessments are also subject to moderation

Assessment methods

Assessment methods and tools must be appropriate to the outcomes being assessed and must function within the principles of good assessment.

You will become involved in the planning of the RPL assessment along with the Evidence Facilitator and Assessor.

The following instruments and/or techniques may be utilised for the Portfolio of Evidence:

- Questioning
- Actual evidence of activities
- Practical activities and observation
- Interviews
- Presentations
- Observation
- Simulations
- Case studies
- Reports, etc.

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.

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/June

Study cycle 2

Register between 1 September and 28 February.
Examination in October (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 (Fundi). 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

Media Centre Services

The Media centre covers a wide variety of resources for your use.

- Access to additional reading material such as reference books and journals which are relevant to students' studies.
- Lists of recommended books which are available at other institutions.
- A list of internet websites that are relevant to students' studies and which can be accessed via the web.
- Access to the services of sabinet (electronic library).
- Printing and copying services at a cost.
- Internet access.
- Downloaded webinars for use after the presentation date.
- The services of a person to assist in the search for information.



Postal Services

You will receive your study material and formal examination results via the postal services. Please check with Edutel if either of these does not arrive timeously.

Please send all important items, such as assignments, via registered post or courier services. We cannot be held responsible for lost items in the post

Certificates will be sent through registered post, if you cannot attend the graduation ceremony or collect certificate in person.

Contact Sessions

Edutel will conduct an initial 1-day orientation/contact session soon after you have registered, usually on a Saturday should it not fall within a school holiday. Students who register before 28 February will attend this session in April and students who enrol before 31 August will attend in October. At this session we will focus on general orientation, mentorship, Edutel online learner management system and your first formative assignment. It is advisable for your mentor to attend this session as well. This will be followed by another free 1–2 day contact session once a semester numbers make it viable, contact sessions will be offered in all the larger centres across South Africa, where the numbers make it viable. You will be required to register for the contact sessions you wish to attend, in order for logistical arrangements to be made. Should there be a small number of students registered at a particular venue, Edutel reserves the right to cancel the contact session at that venue. You will then be informed timeously in order for you to make arrangements to attend the contact session at another venue. Travelling, meals and

accommodation expenses will be for your account.

You will need to register for contact sessions. Closing date for contact session for May/June examination is 30 November. Closing date for contact session for Oct/Nov examination is 31 May.

1–2 Day contact sessions will be held during school holidays.

Assignments

Submission of one formal assignment per module is compulsory. Closing date for May/June examination is 10 January. Closing date for Oct/Nov examination is 13 June.

Assignments contribute 25% towards the promotion mark in each module.

Examinations contribute 75% towards the promotion mark in each module.

Students must achieve a sub-minimum of 40% in an examination to pass a module. The overall pass mark for each module is 50%.

To be awarded the qualification, students must obtain 50% in each module and 50% for each phase of the Professional Portfolio (Research project).

Examination closing dates

May/June examination - 14 February

October/November examination - 11 July.

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?

There are no fundamental components although basic ICT skills at NQF level 5 is an assumed pre-requisite.

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 (consisting of 2 themes)

Theme A: 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.

Theme B: Leading and managing extracurricular and co-curricular activities

This module complements the leading and managing teaching and learning module by focusing on supporting effective leadership and management of extra- and co-curricular activities - integral to the development of well-rounded individuals.

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.



Computer Skills (10 CPTD points)

If you are not computer literate, you will be able to register separately for a 2-day workshop that will be held during school holidays. We will focus, only, on computer literacy skills.

Once you have attended the 2-day Computer Literacy workshop, you will receive a Certificate of Attendance and you will earn 10 CPTD points as Edutel is a SACE endorsed provider. You will be required to bring your own laptop and modem to the 2-day workshop.

For prices see the Edutel application form.

You will be able to apply for two study loans with Fundi. Please complete two Fundi application forms.

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. Pelsler
Chief Executive Officer

Vision Statement

To be a significant role player in higher education in South Africa and to be recognised for academic excellence with particular focus on quality. Edutel Higher Education strives to be known for international competitiveness, local relevance with a commitment for continuous innovation; to be the learning institution of choice for students, staff and employers of graduates. It 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 totally committed to its social responsibilities.

Mission Statement

Our mission is to add value to our students' future by providing the very highest quality academic training possible. Our student support strategy is based upon total, no-compromise, customer satisfaction. We continually strive to offer a complete package of up-to-date, value-added solutions to meet our students' needs. We value, above all, our long-term student relationships.

Ethics

Attending instruction learning

It is expected of learners 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.

Study schedules

Learners must ensure that they have in their possession a copy of their study schedule and that they strictly adhere to the locations, times and dates as set out in these schedules, unless otherwise informed in writing by Edutel or any of its authorised constituents of changes made to such schedules. Only changes communicated in writing are considered valid and learners should not adhere to any verbal instructions concerning scheduled changes.



Participation in instructional learning

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

Conduct towards co-learners and facilitators

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

Dress code

Learners 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, co-learners and employer organisations.

Employer relations

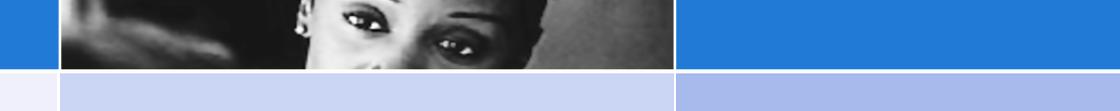
Learners should recognise that when attending Workplace Integrated Learning, that such attendance is treated under the same employment terms and conditions of work as applied by employers.

Workplace learning and assessments

Learners 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. Learners 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

Learners are expected to provide proof of competence through recognised assessment and moderation procedures and instruments. It is expected of learners 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 learner. Learners are expected to demonstrate extreme honesty and integrity in these matters.



Use of facilities

Learners 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

Learners 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

Learners 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. Learners 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 when dealing with grievances of its learners.

Objectives

The objectives of this policy is to:

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

Scope

This policy is applicable to all categories of learners attending training interventions offered by Edutel.

Policy statements

All learners 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 learners 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 learners and Edutel and should therefore be utilised in cases where informal communication has been exhausted or is clearly inappropriate.

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

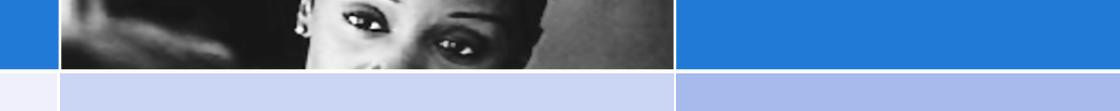
The grievance must be raised within five working days of the occurrence that gave rise to it, failing which, unless special circumstances exist, the learner will have no recourse to the grievance procedure.

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.



GRIEVANCE PROCEDURE FOR EDUTEL

Phase 1

The learner must orally communicate the grievance directly to the Edutel Project Manager responsible for the particular learning programme. The learner must indicate that he/she is lodging a formal grievance.

The Edutel Project Manager must:

- listen in private to the learner's problem;
- encourage the learner to speak openly about his/her grievances;
- give the learner 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;
- endeavour to resolve the problem as soon as possible and furnish the learner with an answer within three working days from the date that the grievance was raised.

Phase 2

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

An official grievance form must be completed and handed to the Edutel Project Manager. This must take place within three working days of the Edutel Project Manager informing the learner of the outcome of phase 1.

Upon receipt of the grievance form, the Edutel Project Manager, after consultation with the learner, must communicate the outcome to the learner in writing within three working days for the purpose of solving the grievance.

If the learner'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 Edutel's Human Resource Manager who, within three days of receiving the form, arranges a grievance investigation, which will involve the following people:

- The learner
- Witnesses (if any)
- Edutel Project Manager
- Human Resource Manager.

During the investigation an effort must be made to settle the grievance and Edutel's Human Resource Manager must comment in writing regarding his/her finding within three working days of the grievance investigation having been completed.

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



Phase 4

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

CONTACT DETAILS

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