

TWO OCEANS GRADUATE INSTITUTE ACADEMIC RULES AND REGULATIONS

**B ED IN INTERMEDIATE PHASE TEACHING
2020**

QUALITY HIGHER EDUCATION FOR ALL



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ACADEMIC RULES AND REGULATIONS OF THE TWO OCEANS GRADUATE INSTITUTE

The Two Oceans Graduate Institute is registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997. Registration certificate number 2017/HE08/001. This recently established institution is a product of the vision and mission of the Two Oceans Educational Foundation, which was established in the Western Cape in 1984. The Executive Council of the Two Oceans Graduate Institute has appointed a Board of Advisors consisting of academics and experts in the field of teacher training, curriculum development and academic governance to guide the Institute in the development of a private higher education institution of excellence.

Board of Directors

Dr Ali Adam (Chairperson)
Ms Ashra Norton
Ms Kelly Joshua
Ms Elizabeth Steyn

Executive Committee (EXCO)

Dr Lourens Erasmus – CEO
Dr Ali Adam – Executive Director
Ms Ashra Norton – Executive Director

SCHOOL OF EDUCATION

Department of Intermediate Phase Education

Dr LM Erasmus – CEO/Academic Head
Dr G Westraadt – Head of Department: Intermediate Phase Teaching
Ms Adrienne van As – Senior Lecturer & Coordinator of Teaching Practice
Dr P Miller – Lecturer
Mr A Versfeld – Lecturer
Ms L Morris - Lecturer
Ms C Janse van Rensburg – Lecturer
Ms A Anker - Lecturer
Ms Y Mbombo - Lecturer
Ms R Ryklief – Lecturer
Ms S Anthony – Lecturer
Mr A Labuschagne – Lecturer
Ms A Bryant – Lecturer
Mr R Henning – Lecturer
Ms P Simba – Lecturer
Mr L Pienaar - Lecturer

Management Committee

Dr LM Erasmus – CEO/Academic Head
Ms N Jattiem - Registrar/Administrative/Financial Manager
Dr G Westraadt – Senior Lecturer and Head of Department: Intermediate Phase Education
Ms A van As – Senior Lecturer and Coordinator of Teaching Practice
Ms A Anker - Co-opted member
Mr S Daniels - Student Registration Coordinator

THE MISSION OF THE INSTITUTION IS:

To train teachers from a faith-based premise and point of departure which inculcates appropriate norms, values and attitudes in the teaching of children;

To deliver graduates who will interpret education against the background of the broader South African context with specific reference to the diverse socioeconomic needs of communities in different cultural contexts;

To deliver graduates who will create equal opportunities for all learners, particularly those from less privileged backgrounds towards the development of leadership abilities amongst all learners.

PROGRAMME DELIVERY

A unique model of programme delivery and teaching and learning for the B Ed qualification has been developed. The mode of delivery at the Two Oceans Graduate Institute involves online teaching on the Learner Management System (Moodle). Virtual or physical contact can be arranged if required. This mode of delivery offers pre-service teachers the opportunity to complete their studies in their own time. The LMS supports several learning strategies and different ways of interaction between the student and the learning facilitator as well as among students. Lecturers will be in contact with students via ZOOM, or some format that can supplement physical contact in the best possible way.

LANGUAGE OF INSTRUCTION

English is the language of instruction at the Two Oceans Graduate Institute. English, as well as Afrikaans is offered at both Home Language and First Additional Language level. If English is not the home language of the student, students can arrange with lecturers that assignments and tasks can be submitted in any language, on condition that the lecturer is able to understand the language and assess the work.

ATTENDANCE REQUIREMENTS

Students are responsible for their own learning and progress by regular engagement with the LMS to obtain lectures and study material. Every student needs to have access to a reliable computer and sufficient internet data for the required amount of hours on a daily basis.

The B Ed Intermediate Phase programme at the Two Oceans Graduate Institute is a fulltime course and students will need to apply themselves to 40 hours per week of attendance to the LMS.

According to the Higher Education Qualifications Sub-Framework (2013:10), the volume of learning required for a qualification can be specified in terms of the total minimum number of credits required, and in terms of the minimum number of credits required at its specified exit level on the qualifications framework. The credit-rating system rates 10 notional study hours as equivalent to one credit. Credits represent a measure of all the learning activities engaged in by the student and include self-study, WIL, assignments as well as several projects. B Ed degree qualification types assume an average full-time equivalent that a student is expected to study for a 40-hour week, thus requiring a minimum credit load of 120 credits per academic year.

Taking the above into consideration, it is clearly not possible to study and work fulltime. Students who are in fulltime employment should register for the Augmented Programme, which would allow them

a longer period of study and manageable time for constructive engagement in all the required modules.

The full study programme indicating tasks and assessments with dates and weights for each module will be communicated in a comprehensive module guide at the commencement of the semester to enable planning and successful time management for students. Students will receive a schedule for virtual contact via ZOOM that is facilitated to supplement face-to-face contact.

REGISTRATION

Prospective students shall apply for admission to a programme offered by the institute online via the registration facility on www.togi.ac.za.

All the requirements needed for registration are available online.

Minimum requirements for the study of a B Ed degree are the following:

National Senior Certificate with matriculation exemption. Students who completed the NCS in 2008 or thereafter, but have not obtained endorsements, will be considered conditionally for alternative admission after the age of 23 on provision of a RPL portfolio;

NQF level 4 National Certificate (Vocational) with endorsement for entry into Bachelor studies;

Teachers who are in possession of a recognized certificate or diploma in education or another relevant field may present their qualifications for possible consideration of admission towards RPL and the transfer of credits;

A Senior Certificate issued before 2008 with a pass in English at the higher grade with a D symbol or at the standard grade with a C symbol.

Foreign students are requested to present all secondary and tertiary qualifications obtained in their country of origin, with proof of English proficiency.

All candidates who comply with the minimum requirements are still subject to selection procedures.

A student shall be enrolled when his/her application for admission as a student has been approved, and the student has been registered in accordance with the rules of the institute. Only the Registrar or his/her nominee is allowed to communicate the outcome of the admission and selection process to prospective students.

The Registrar may deregister any person who does not meet the minimum requirements for admissions as a student at the institute.

A student must register for each cluster during the set registration periods by paying the prescribed registration fees, making the required partial payment of fees, thereby binding him/herself to the rules of the institution and undertaking to pay the prescribed fees on the due date(s). No person who is in arrears with the payment of any fees due to the institution shall be registered as a student.

Only registered students will have admission to the LMS to obtain access to the learning material. Negligence in payment of study fees will lead to temporary termination of access to the LMS. Failure

to meet the obligations towards the institution will lead to permanent blocking of access to the modules on the LMS for students who have not met their obligations toward the institute.

COMPLIANCE WITH PROGRAMME REQUIREMENTS

A student is personally responsible for ensuring that she/he is registered in accordance with the progression rules of the qualification, curriculum and modules concerned in respect of the B Ed qualification.

The institution reserves the right to cancel any incorrect registration and may revoke any qualification erroneously conferred upon a student.

A student who had a break in studies can proceed with studies pending approval of the Management of the institution.

CONCURRENT REGISTRATION

A student shall not register for a qualification or subject at another higher education institution without the permission of the Management of the institution.

LIMITATION OF REGISTRATION

A student's registration shall lapse after the presentation and final assessment of the modules for which s/he was registered had been concluded.

Management may determine the minimum number of students to register for a module in order to be offered in a particular year. If there are not at least five students registered for an elective, the module may not be offered.

Prerequisites may determine that students shall not be admitted to a particular module unless they have obtained credit for another specified module.

The Two Oceans Graduate Institute accepts two intakes per annum. Year 1 and Year 2 will not correspond with a calendar year for the second intake of students. Eight clusters make up the total degree, with modules spread over the clusters in a gradual credit progression.

A student will not be permitted to register for more than the allocated credits per module in a cluster according to the curriculum structure.

A student who wishes to cancel his/her registration must submit a written notice to the Registrar within the period determined by the institution.

A student shall notify the Registrar of any change in his/her e-mail and/or cell number, and official correspondence sent to the student at any such address given by him/her shall be deemed to have been received by him/her.

DURATION OF STUDY

Students registered for the full-time B Ed programme have to complete the qualification within a maximum of six years.

Students registered for the Augmented Programme have to complete the qualification within a maximum of eight years.

A student who is not able to complete the degree in this delineated period, will have to make a special application to the institute in writing. The Management Committee will decide whether the student should be allowed to re-register to complete the qualification.

MODULES, CODES AND LECTURERS:

The lecturers responsible for the Modules presented in 2020 will be as follows:

CLUSTER 1 2020

Module	Lecturer
Introduction: Intermediate Phase & South African School Curriculum (ISSC151)	Mr R Loubser
History and Foundations of Education (HFED151)	Ms P Simba
Teaching & Learning in the Intermediate Phase (TELL151)	Ms A van As
English Home Language I (ENFL151)	Ms L Morris
English First Additional Language I (EFAL151)	Ms A Bryant
Afrikaans Huistaal I (AFFL151)	Ms C Janse van Rensburg
Afrikaans Eerste Addisionele Taal I (AFAL151)	Ms A Anker
Information Communication Technology I (ICTS151)	Dr P Miller
Academic Literacy (ACLI151)	Dr P Miller
Teaching Practice preparation	Ms A van As

CLUSTER 2 2020

Module	Lecturer
Educational Philosophy I (EDPH152)	Ms P Simba
English Home Language II (ENFL152)	Ms L Morris
Afrikaans Huistaal II (AFFL152)	Ms C Janse van Rensburg
Afrikaans Eerste Addisionele Taal II (AFAL152)	Ms A Anker
English First Additional Language II (EFAL152)	Ms A Bryant
isiXhosa Home Language II (XHFL152) (pipeline students only)	Ms Y Mbombo
Introduction to Intermediate Phase Mathematics I (INMA152)	Mr A Versfeld
Life Skills (LISK152)	Dr G Westraadt/Mr R Henning
Social Sciences (SOSC152)	Ms A van As
Natural Sciences and Technology (SCTE152)	Ms S Anthony
Mathematics 1 (MATH152)	Mr A Versfeld
Information Communication Technology II (ICTS152)	Dr P Miller
Introduction to Teaching Practice (INTT152)	Ms S Anthony

CLUSTER 3 2020

Module	Lecturer
Educational Philosophy II (EDPH153)	Ms P Simba
Classroom Management (CMIP163)	Mr R Loubser
Assessment Theory (ASTH163)	Dr P Miller
Introduction to Teaching Intermediate Phase Mathematics I (INTM153)	Mr A Versfeld
Teaching isiXhosa Home Language I (TXHO163) (pipeline students only)	Ms Y Mbombo
Teaching English Home Language I (TEFL163)	Ms L Morris
Onderrig van Afrikaans Huistaal I (TAFR163)	Ms A Anker
Teaching English First Additional Language I (TEFA163)	Ms A Bryant
Teaching Practice: Guided teaching I (TPGT163)	Ms S Anthony

CLUSTER 4 2020

Module	Lecturer
Teaching Practice: Guided teaching II (TPGT164)	Ms S Anthony
English Home Language III (ENFL164)	Ms L Morris
isiXhosa Home Language III (XHFL 164) (pipeline students only)	Ms Y Mbombo
Afrikaans Huistaal III (AFFL 164)	Ms C Janse van Rensburg
Afrikaans Eerste Addisionele Taal III (AFAL164)	Ms A Anker
Teaching English First Additional Language II (TEFA 164)	Ms A Bryant
isiXhosa Communication (XHCO 154)	Ms A Bryant
Afrikaanse Kommunikasie (AFKO 154)	Ms A Anker
Teaching Life Skills I (TELS164)	Dr G Westraadt/Mr R Henning
Teaching Social Sciences I (TESS164)	Ms A van As
Teaching Science and Technology I (TNST 164)	Ms S Anthony
Teaching Mathematics I (TEMA164)	Mr A Versfeld

CLUSTER 5 2020

Module	Lecturer
Educational Psychology I (PSED175)	Ms R Ryklief
Sociology of Education (SOED175)	Mr L Pienaar
Inclusive Education I.1 (INED175)	Ms A Anker
Teaching Practice: Supervised teaching I (TPST165)	Ms S Anthony
Teaching isiXhosa Home Language II (TXHO165) (pipeline students only)	Ms Y Mbombo
Teaching English Home Language II (TEFL165)	Ms L Morris
Onderrig van Afrikaans Huistaal II (TAFR165)	Ms A Anker
Creative Arts (CART165)	Dr G Westraadt
Physical Education and Personal and Social Well-being (PSPE165)	Mr R Henning
History I (HIST165)	Ms A van As
Geography I (GEOG165)	Mr R Loubser
Science and Technology II (NASC165)	Ms S Anthony
Mathematics II (MATH165)	Mr A Versfeld

CLUSTER 6 2020

Module	Lecturer
Educational Psychology II (PSED 176)	Ms R Ryklief
Teaching Practice: Supervised teaching II (TPST 166)	Ms S Anthony
Economic and Management Sciences for Grade 7 (ECMS 166)	Mr R Loubser
Teaching isiXhosa Home Language III TXHO 176 (pipeline students only)	Ms Y Mbombo
Teaching English Home Language III TEFL 176	Ms L Morris
Teaching English First Additional Language III (TEFA 177)	2021
Onderrig van Afrikaans Huistaal III TAFR 176	Ms A Anker
Teaching Creative Arts (TCAR 166)	Dr G Westraadt
Teaching Personal and Social Well-being and Physical Education (TSPE 166)	Me M Joubert
Teaching History I (TEHI 166)	Ms A van As
Teaching Geography I (TEGO 166)	Mr R Loubser
Teaching Science and Technology II (TENA 166)	Ms S Anthony
Teaching Mathematics II (TEMA 166)	Mr A Versfeld

CLUSTER 7 2020

Module	Lecturer
Social Pedagogy (SOPE177)	Mr L Pienaar
Inclusive Education II.1 (INED177)	Ms A Anker
Research Methodology in Education (REMM177)	Dr I Tarling
Teaching Practice: Independent teaching I (TPIT177)	Ms S Anthony
Visual Art (VIAR177)	Dr G Westraadt
Life Orientation (LIOR177)	2021
History II (HIST177)	Ms A van As
Geography II (GEOG177)	Mr R Loubser
Science II (NASC177)	Ms S Anthony
Technology II (TECH177)	Mr R Loubser
Mathematics III (MATH177)	Mr A Versfeld
Teaching English First Additional Language III (TEFA177)	Ms A Bryant

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Mr Alec Versfeld	alec.versfeld@togi.ac.za
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Dr I Tarling	isabel.tarling@togi.ac.za
Mr R Henning	robert.henning@togi.ac.za
Ms P Simba	precious.simba@togi.ac.za
Mr L Pienaar	louis.pienaar@togi.ac.za

PROGRESSION RULES

Rules for the combination of modules and progression in relation to the B Ed Intermediate Phase programme are designed to help students achieve the intended learning outcomes in a progressive and meaningful way and to advance from lower order to higher order knowledge and thinking skills as well as develop a well-rounded practical and applied competence.

Progression throughout the eight clusters is indicated in table format as follows:

YEAR 1

CLUSTER 1

Cluster 1 Modules	Code	NQF level	Credits	Prerequisites
Introduction to Intermediate Phase and the South African School Curriculum	ISSC151	5	10	n/a
History and Foundations of Education	HFED151	5	10	n/a
Teaching and Learning in the Intermediate Phase	TELL151	5	10	n/a
Information Communication Technology I	ICTS151	5	5	n/a
Academic Literacy	ACLI151	5	5	n/a
TWO of the following, at least ONE at Home Language level, one option from each language				
English Home Language I	ENFL151	5	10	n/a
English First Additional Language I	EFAL151	5	10	n/a
Afrikaans Huistaal I	AFFL151	5	10	n/a
Afrikaans Eerste Addisionele Taal I	AFAL151	5	10	n/a

YEAR 1**CLUSTER 2**

Cluster 2 Modules	Code	NQF level	Credits	Prerequisites
Educational Philosophy I	EDPH152	5	5	HFED151
Introduction to Intermediate Phase Mathematics I (Compulsory for students without Mathematics 1 as elective)	INMA152	5	10	n/a
Information Communication Technology II	ICTS152	5	5	ICTS151
Introduction to Teaching Practice	INTT152	5	5	TELL151
Continue with the TWO language options passed during Cluster 1:				
English Home Language II	ENFL152	5	10	ENFL151
English First Additional Language II	EFAL152	5	10	EFAL151
Afrikaans Huistaal II	AFFL152	5	10	AFFL151
Afrikaans Eerste Addisionele taal II	AFAL152	5	10	AFAL151
isiXhosa Home Language II (pipeline students only)	XHFL152	5	10	XHFL151
Electives: Select TWO of the following modules:				
Life Skills I	LISK152	5	10	ISSC151
Social Sciences I	SOSC152	5	10	ISSC151
Science and Technology I	SCTE152	5	10	ISSC151
Mathematics I	MATH152	5	10	ISSC151

YEAR 2**CLUSTER 3**

Cluster 3 modules	Code	NQF level	Credits	Prerequisites
Educational Philosophy II	EDPH163	6	5	EDPH152
Classroom management	CMIP163	6	5	n/a
Assessment theory	ASTH163	6	10	n/a
Teaching Practice: Guided teaching I	TPGT163	6	10	INTT152
Introduction to Teaching Intermediate Phase Mathematics I (Compulsory for students without Mathematics 1 as elective)	INTM153	5	10	INMA152
Teaching language options: Select ONE of the following:				
Teaching English Home Language I	TEFL163	6	10	ENFL152
Onderrig van Afrikaans Huistaal I	TAFR163	6	10	AFFL152
Teaching isiXhosa Home Language I (pipeline students only)	TXHO163	6	10	XHFL152
Compulsory language teaching module:				
Teaching English First Additional Language I (compulsory for all students)	TEFA 163	6	10	n/a

YEAR 2**CLUSTER 4**

Cluster 4 Modules	Code	NQF level	Credits	Prerequisites
Teaching Practice: Guided teaching II	TPGT164	6	10	TPGT163
Continue with TWO of the language options passed during Cluster 2:				
English Home Language III	ENFL164	6	10	ENFL152
English First Additional Language III	EFAL164	6	10	EFAL152
isiXhosa Home Language III (pipeline students only)	XHFL164	6	10	XHFL152
Afrikaans Huistaal III	AFFL164	6	10	AFFL152
Afrikaans Eerste Addisionele Taal III	AFAL164	6	10	AFAL152
Compulsory language teaching module:				
Teaching English First Additional Language II (compulsory for all students)	TEFA 164	6	10	TEFA163
Select ONE from the following Language Communication modules:				
isiXhosa Communication (English HL, Afrikaans HT, foreign students)	XHCO154	5	5	n/a
Afrikaanse Kommunikasie (isiXhosa HL, foreign students)	AFCO154	5	5	n/a
Select TWO of the Teaching of the electives passed during Cluster 2:				
Teaching Life Skills I	TELS164	6	10	LISK152
Teaching Social Sciences I	TESS164	6	10	SOSC152
Teaching Science and Technology I	TNST164	6	10	SCTE152
Teaching Mathematics I	TEMA164	6	10	MATH152

YEAR 3**CLUSTER 5**

Cluster 5 Modules	Code	NQF level	Credits	Prerequisites
Educational Psychology I	PSED175	7	10	n/a
Inclusive Education I.1	INED175	7	5	n/a
Sociology of Education	SOED175	7	10	n/a
Teaching Practice: Supervised teaching I	TPST165	6	10	TPGT164
ONE Teaching language option: succeeding the option passed in Cluster 3:				
Teaching isiXhosa Home Language II (pipeline students only)	TXHO165	6	10	TXHO163
Teaching English Home Language II	TEFL165	6	10	TEFL163
Onderrig van Afrikaans Huistaal II	TAFR165	6	10	TAFR163
Electives: TWO options succeeding the Teaching of Electives passed in Cluster 4:				
Creative Arts	CART165	6	10	LISK152
Personal and Social Well-being and Physical Education	PSPE165	6	10	LISK152
History I	HIST165	6	10	SOSC152
Geography I	GEOG165	6	10	SOSC152
Science and Technology II	NASC165	6	10	SCTE152
Mathematics II	MATH165	6	10	MATH152

YEAR 3**CLUSTER 6**

Cluster 6 Modules	Code	NQF level	Credits	Prerequisites
Educational Psychology II	PSED176	7	10	PSED175
Inclusive Education I.2	INED176	7	5	INED175
Teaching Practice: Supervised teaching II	TPST166	6	10	TPGT165
Economic and Management Sciences for Grade 7	ECMS166	6	10	n/a
ONE Teaching language option: succeeding the option passed in Cluster 4:				
Teaching isiXhosa Home Language III (pipeline students only)	TXHO176	7	10	TXHO165
Teaching English Home Language III	TEFL176	7	10	TEFL165
Onderrig van Afrikaans Huistaal III	TAFR176	7	10	TAFR165
Teaching of Electives: Continue with the teaching of the TWO options passed during Cluster 5				
Teaching Creative Arts	TCAR166	6	10	CART165
Teaching Personal and Social Well-being and Physical Education	TSPE166	6	10	PSPE165
Teaching History I	TEHI166	6	10	HIST165
Teaching Geography I	TEGO166	6	10	GEOG165
Teaching Science and Technology II	TENA166	6	10	NASC165
Teaching Mathematics II	TEMA166	6	10	MATH165

YEAR 4**CLUSTER 7**

Cluster 7 Modules	Code	NQF level	Credits	Prerequisites
Social Pedagogy	SOPE177	7	10	n/a
Inclusive Education II.2	INED177	7	5	INED176
Research Methodology in Education	REMM177	7	10	ACLI151
Teaching Practice: Independent teaching I	TPIT177	7	10	TPST166
Electives: Continue with TWO of the options, following those passed during Cluster 5				
Visual Art	VIAR177	7	10	CART165
Performing Arts	PEAR177	7	10	CART165
Life Orientation	LIOR177	7	10	PSPE165
History II	HIST177	7	10	HIST165
Geography II	GEOG177	7	10	GEOG165
Science II	NASC 177	7	10	NASC165
Technology II	TECH 177	7	10	NASC165
Mathematics III	MATH 177	7	10	MATH165
Compulsory language teaching module:				
Teaching English First Additional Language III (compulsory for all students)	TEFA177	6	10	TEFA164

YEAR 4**CLUSTER 8**

Cluster 8 Modules	Code	NQF level	Credits	Prerequisites
Inclusive Education II.2	INED178	7	10	INED177
Research project: Theoretical Foundations of Education	RPFE178	7	10	REMM177
Research project: Applying theoretical frameworks	RPTF178	7	10	REMM177
Teaching Practice: Independent teaching II	TPIT178	7	20	TPIT177
Teaching of the Electives: Teaching of the TWO options passed during Cluster 7				
Teaching Visual Art	TEVI178	7	10	VIAR177
Teaching Performing Arts	TPEA178	7	10	PEAR177
Teaching Life Orientation	TLIO178	7	10	LIOR177
Teaching History II	TEHI178	7	10	HIST177
Teaching Geography II	TEGO178	7	10	GEOG177
Teaching Science II	TENA178	7	10	NASC177
Teaching Technology II	TETE178	7	10	TECH177
Teaching Mathematics III	TEMA178	7	10	MATH177

ORIENTATION MODULE, COMPULSORY FOR ALL FIRST YEAR STUDENTS

All new students registered at the Two Oceans Graduate Institute have to attempt assignments and tasks uploaded on the Orientation Module, TOGI 101. The tasks in this module introduces you to tertiary study at a higher education institution, as well as the use of the Learner Management System, Moodle. Furthermore, you are guided in time management and will have to attempt Mathematics and Languages baseline tests. There is also a section on building resilience. Students who have not submitted work on this module, will not be registered for the cluster 1 modules.

PREREQUISITES**Introduction to Mathematics:**

Introduction to Intermediate Phase Mathematics I is a prerequisite for Introduction to Teaching Intermediate Phase Mathematics I. These modules are compulsory. Students who are planning to elect Mathematics I, II and III have to take and pass Teaching Mathematics I, II and III. Such students will be exempted from Introduction to Intermediate Phase Mathematics I and Introduction to Intermediate Phase Teaching Mathematics I. Matric results for Mathematics, as well as a baseline test built into the TOGI 101 module, will identify and guide students with regard to this elective.

Electives:

At the end of the first cluster, students elect two modules with which they carry on through their course of study. The subjects that the students elect will be in combination with the teaching of module for that subject. The electives that will be offered correspond with the Intermediate Phase school subjects, namely: Life Skills, Natural Sciences and Technology, Social Sciences and Mathematics. Progression rules for the electives are clarified in table format above.

Students can register for a third subject as elective provided the student passed all the first cluster subjects with an aggregate of 70% and above. The student should apply in writing, stating that their personal circumstances allow them sufficient time to work on an extra module. Such application will only be considered if the student's fees for the first modules are paid in full.

If there are not at least five students registered for an elective during a particular cluster, the module for that elective will not be offered, unless Mancom decides the contrary.

Languages:

It is compulsory for all South African students to pass two official languages, of which one must be on home language level. Students with excellent language competence can register for two languages on home language level.

Students who passed English Home Language in grade 12, should register for English Home Language I, II and III. There is an option of English First Additional Language I, II and III for students who did not pass English on home language level.

Students who passed Afrikaans Huistaal in grade 12, should register for Afrikaans Huistaal I, II en III. There is an option of Afrikaans Eerste Addisionele Taal I, II en III for students who did not pass Afrikaans on home language level.

The teaching of Afrikaans Huistaal I, II en III and Teaching English Home Language I, II and III are electives from cluster 3 onwards to correspond with the language modules passed in the earlier clusters.

isiXhosa Communication is compulsory for all non-isiXhosa speaking students. Afrikaans Communication is compulsory for all isiXhosa-speaking students.

Teaching English First Additional Language I, II and III are compulsory modules for all students.

Language requirements and elective options for foreign students:

The institution cannot enrol foreign students who have no knowledge of English.

Foreign students shall register for one of the following options:

Option 1

Foreign students who are proficient in English on home language level can elect:
English Home Language and Teaching English Home Language (6 modules – 60 credits)
Teaching English First Additional Language (3 modules – 30 credits)
Afrikaanse Kommunikasie (5 credits)
isiXhosa Conversation (5 credits)
The candidate will complete the B Ed programme with 485 credits. The minimum requirements are 480 for the B Ed programme in South Africa.

Option 2

Foreign students who are partially proficient in English will be candidates for English First Additional Language. All students in this category will write a baseline entrance test in order to establish their competency in English.

The baseline test will establish the following language competencies:

- Conversational competence
- Reading comprehension
- Writing competence

English First Additional Language (3 modules – 30 credits)

Teaching English First Additional Language (3 modules – 30 credits)

Afrikaanse Kommunikasie (5 credits)

isiXhosa Conversation (5 credits)

An additional 30 credits from a third Intermediate Phase subject group.

The candidate will complete B Ed programme with 485 credits. The minimum requirements are 480 for the B Ed programme in South Africa.

Teaching Practice:

Teaching Practice is a compulsory module for all students. The Two Oceans Graduate Institute offers two models for Teaching Practice, namely the Cluster Model or the Apprenticeship Model. Information on the two different models can be obtained from the Two Oceans Graduate Institute Teaching Practice Policy.

The two Teaching Practice models as options for students are as follows:

- a) During the course of the four-year study, twice a year, the Cluster Model. If this model is the choice the following progression rules apply:

A student may progress to Year 2 of the Teaching Practice module provided that the first year module, Introduction to Teaching Practice, is successfully completed in the course of the second year of study, if not completed successfully in the first place. The Teaching Practice Modules of both clusters of Years 2, 3 and 4 are integrated. A student who cannot complete the required practical work for the first cluster of Year 2, 3 or 4 may submit it at the end of the year. If the portfolio does not meet the Teaching Practice learning outcomes, the student will have to repeat the specific Teaching Practice module. This has the implication that a student may spend one year doing only the Teaching Practice module over two clusters, because a Teaching Practice module cannot be combined with the Teaching Practice module of the following year.

- b) At the end of the four-year study, as an extended programme, the Apprenticeship Model. Students who are employed can do their teaching practice in one block. If this model is the choice, the student is expected to complete the Teaching Practice modules within six months of the fifth year of study.

Research project:

The research modules are compulsory. Academic Literacy is a prerequisite for Research Methodology in Education. Research Methodology in Education is a prerequisite for the study of the Research project: Theoretical Foundations of Education and Research project: Applying theoretical frameworks, in the final year.

Pedagogy, Sociology and Philosophy:

There are no prerequisites for Sociology of Education, Social Pedagogy and Classroom Management.

For Educational Philosophy II the prerequisite is Educational Philosophy I. For Educational Philosophy I the prerequisite is History and Foundations of Education. These Modules are compulsory.

Educational Psychology:

For Educational Psychology II the prerequisite is Educational Psychology I. These modules are compulsory.

Information Communication Technology:

For Information Communication Technology II, the prerequisite is Information Communication Technology I. These modules are compulsory.

Inclusive Education:

For Inclusive Education II.2, the prerequisite is Inclusive Education II.1. For Inclusive Education I.2, the prerequisite is Inclusive Education I.1. These modules are compulsory.

Economic and management Sciences

There are no prerequisites for Economic and Management Sciences for Grade 7.

Assessment Theory

There are no prerequisites for Assessment Theory.

AUGMENTED CURRICULUM PROGRAMME

An augmented curriculum programme can be arranged for students with special requests. Requests that will be considered are the following: work commitments, financial constraints, difficulty in coping with the full workload and other circumstances that are deemed as valid for consideration. Students should apply in writing for registration in the augmented programme. Management will consider such requests in consultation with the student and draft a plan for the individual student's progress. There is a fixed progression programme for students on the augmented programme. Students will undertake to adhere to the plan within the period determined.

Augmented programme students will have to register for at least four Modules per cluster to enable completion within six years of study.

Progression of clusters in the Augmented Curriculum Programme:

YEAR 1

Cluster 1 Modules	Code	NQF level	Credits	Prerequisites
Introduction to Intermediate Phase and the South African School Curriculum	ISSC151	5	10	n/a
Teaching and Learning in the Intermediate Phase	TELL151	5	10	n/a
History and Foundations of Education	HFED151	5	10	n/a
Information Communication Technology I	ICTS151	5	5	n/a
Academic Literacy	ACLI151	5	5	n/a

(40 credits)

YEAR 1

Cluster 1/2 Modules	Code	NQF level	Credits	Prerequisites
Educational Philosophy I	EDPH152	5	5	HFED151
Information Communication Technology II	ICTS152	5	5	ICTS151
English Home Language I OR English First Additional Language I	ENFL151 EFAL151	5	10	n/a
Assessment theory	ASTH163	6	10	n/a
One second language from the following options				
Afrikaans Huistaal I OR Afrikaans Eerste Addisionele Taal I	AFFL151 AFAL151	5	10	n/a

(40 credits)

YEAR 2

Cluster 2/3 Modules	Code	NQF level	Credits	Prerequisites
English Home Language II OR English First Additional Language II	ENFL152 EFAL152	5	10	ENFL151 EFAL151
Introduction to Intermediate Phase Mathematics I (Compulsory for students without Mathematics 1 as elective)	INMA152	5	10	n/a
Educational Philosophy II	EDPH163	6	5	EDPH152
Classroom management	CMIP163	6	5	n/a
One elective from the following modules				
Life Skills I	LISK152	5	10	ISSC151
Social Sciences I	SOSC152	5	10	ISSC151
Science and Technology I	SCTE152	5	10	ISSC151
Mathematics I	MATH152	5	10	ISSC151

(40 credits)

YEAR 2

Cluster 3 Modules	Code	NQF level	Credits	Prerequisites
Introduction to Teaching Intermediate Phase Mathematics I (Compulsory for students without Mathematics 1 as elective)	INTM153	5	10	INMA152
Teaching language options: select one of the following:				
Teaching English Home Language I	TEFL163	6	10	ENFL152
Teaching isiXhosa Home Language I (pipeline students only)	TXHO163	6	10	XHFL152
Onderrig van Afrikaans Huistaal I	TAFR163	6	10	AFFL152
Continue with the language options				
Afrikaans Huistaal II OR Afrikaans Eerste Addisionele taal II	AFFL152 AFAL152	5 5	10 10	AFFL151 AFAL151
One other elective from the following modules:				
Life Skills I	LISK152	5	10	ISSC151
Social Sciences I	SOSC152	5	10	ISSC151
Science and Technology I	SCTE152	5	10	ISSC151
Mathematics I	MATH152	5	10	ISSC151

(30 if Maths is an elective/40 credits if Maths is not an elective)

YEAR 3

Cluster 3/4 Modules	Code	NQF level	Credits	Prerequisites
English Home Language III OR English First Additional Language III	ENFL164 EFAL164	6 6	10 10	ENFL152 EFAL152
Electives: Teaching of the options elected				
Teaching Life Skills I	TELS164	6	10	LISK152
Teaching Social Sciences I	TESS164	6	10	SOSC152
Teaching Science and Technology I	TNST164	6	10	SCTE152
Teaching Mathematics I	TEMA164	6	10	MATH152
Compulsory language module:				
Teaching English First Additional Language I (compulsory for all students)	TEFA 163	6	10	n/a

(40 credits)

YEAR 3

Cluster 4/5 Modules	Code	NQF level	Credits	Prerequisites
Inclusive Education I.2	INED176	7	5	INED175
Educational Psychology I	PSED175	7	10	n/a
isiXhosa Communication (English HL and Afrikaans HT students) OR Afrikaanse Kommunikasie (isiXhosa HL students)	XHCO154 AFCO154	5 5	5 5	n/a n/a
Continue with the language options				
isiXhosa Home Language III (pipeline students only) OR Afrikaans Huistaal III OR Afrikaans Eerste Addisionele Taal III	XHFL164 AFFL164 AFAL164	6 6 6	10 10 10	XHFL152 AFFL152 AFAL152
Compulsory language module				
Teaching English First Additional Language II (compulsory for all students)	TEFA164	6	10	TEFA163

(40 credits)

YEAR 4

Cluster 4/5 Modules	Code	NQF level	Credits	Prerequisites
Economic and Management Sciences for Grade 7	ECMS166	6	10	n/a
Sociology of Education	SOED175	7	10	n/a
Educational Psychology II	PSED176	7	10	PSED175
Inclusive Education I.1	INED175	7	5	n/a
Teaching language options: continue with the option elected in cluster 3:				
Teaching isiXhosa Home Language II (pipeline students only) OR Teaching English Home Language II OR Onderrig van Afrikaans Huistaal II	TXHO165 TEFL165 TAFR165	6 6 6	10 10 10	TXHO163 TEFL163 TAFR163

(45 credits)

YEAR 4

Cluster 5 Modules	Code	NQF level	Credits	Prerequisites
Inclusive Education II.1	INED177	7	5	INED176
Introduction to Teaching Practice	INTT152	5	5	TELL 151
Teaching language options: continue with the option elected in cluster 3				
Teaching isiXhosa Home Language III (pipeline students only) OR Teaching English Home Language III OR Onderrig van Afrikaans Huistaal III	TXHO176 TEFL176 TAFR176	7 7 7	10 10 10	TXHO165 TEFL165 TAFR165
Electives: Continue with two from the following:				
Creative Arts	CART165	6	10	LISK152
Personal and Social Well-being and Physical Education	PSPE165	6	10	LISK152
History I	HIST165	6	10	SOSC152
Geography I	GEOG165	6	10	SOSC152
Science and Technology II	NASC165	6	10	SCTE152
Mathematics II	MATH165	6	10	MATH152

(40 credits)

YEAR 5

Cluster 6/7 Modules	Code	NQF level	Credits	Prerequisites
Research Methodology in Education	REMM177	7	10	ACLI151
Inclusive Education II.1	INED177	7	5	INED176
Teaching English First Additional Language III	TEFA177	7	10	TEFA164
Electives: Teaching of the options passed in the previous cluster				
Teaching Creative Arts	TCAR166	6	10	CART165
Teaching Personal and Social Well-being and Physical Education	TSPE166	6	10	PSPE165
Teaching History I	TEHI166	6	10	HIST165
Teaching Geography I	TEGO166	6	10	GEOG165
Teaching Science and Technology II	TENA166	6	10	NASC165
Teaching Mathematics II	TEMA166	6	10	MATH165

(45 credits)

YEAR 6

Cluster 7/8 Modules	Code	NQF level	Credits	Prerequisites
Social Pedagogy	SOPE177	7	10	n/a
Research project: Theoretical Foundations of Education	RPFE178	7	10	REMM177
Inclusive Education II.1	INED178	7	5	INED177
Electives: Continue with two from the following options				
Visual Art	VIAR177	7	10	CART165
Performing Arts	PEAR177	7	10	CART165
Life Orientation	LIOR177	7	10	PSPE165
History II	HIST17	7	10	HIST165
Geography II	GEOG177	7	10	GEOG165
Science II	NASC177	7	10	NASC165
Technology II	TECH177	7	10	TECH165
Mathematics III	MATH177	7	10	MATH165

(45 credits)

YEAR 6

Cluster 8 Modules	Code	NQF level	Credits	Prerequisites
Research project: Applying theoretical frameworks	RPTF178	7	10	REMM177
Teaching Practice: Guided teaching I	TPGT163	6	10	INTT152
Electives: Teaching of the two options elected				
Teaching Visual Art	TEVI178	7	10	VIAR177
Teaching Performing Arts	TPEA178	7	10	PEAR177
Teaching Life Orientation	TLIO178	7	10	LIOR177
Teaching History II	TEHI178	7	10	HIST177
Teaching Geography II	TEGO178	7	10	GEOG177
Teaching Science II	TENA178	7	10	NASC177
Teaching Technology II	TETE178	7	10	TECH177
Teaching Mathematics III	TEMA178	7	10	MATH177

(40 credits)

TEACHING PRACTICE (AFTER COMPLETION OF THE ABOVE)

	Code	NQF level	Credits	Prerequisites
Teaching Practice: Guided teaching II	TPGT164	6	10	TPGT163
Teaching Practice: Supervised teaching I	TPST165	6	10	TPGT164
Teaching Practice: Supervised teaching II	TPST166	6	10	TPGT165
Teaching Practice: Independent teaching I	TPIT177	7	10	TPST166
Teaching Practice: Independent teaching II	TPIT178	7	20	TPIT177

(60 credits)

INTRODUCTORY MODULE

Applicants who have completed other qualifications after leaving school and have education related work experience but do not have an APS score of 26+ will be considered for enrolment. Such students have to apply and include proof of all their qualifications and experience, as well as a life story discourse as motivation to study to become a teacher.

Students in this category will have to complete and pass an Introductory Module (two modules, namely ICTS151 and ACLI151), before registering for the full B Ed programme.

ACCREDITATION

The B Ed Intermediate Phase degree totals the amount of 510 credits with exit level modules on NQF level 7.

All credits accumulated in respect of incomplete qualifications shall be valid for a maximum period of eight years.

STUDENTS WISHING TO TRANSFER

Please refer to the Two Oceans Graduate Institute Recognition of Prior Learning and Credit Accumulation Transfer Policy. An administration fee is payable for the processing of transfer applications. Certified proof of qualifications obtained will have to be provided.

Students who transfer from another accredited institution to the B Ed Intermediate Phase at the Two Oceans Graduate Institute should apply to the Management in writing prior to their first year of study. This includes the applicant's academic record, description of modules passed, as well as the credits obtained. Such applications will be considered in a probable calculation of credits for exemption in recognition of prior learning. If the management of the institution recognises such credits, the student will only need to register for the outstanding modules per cluster.

If a student wishes to graduate in a particular year, and has obtained credits from another institution, written application for recognition of credits, with the necessary documentation, must reach management within the first month of registration of that year. The Two Oceans Graduate Institute will award the B Ed Intermediate Phase degree if a student has completed 50% or more modules with the institute.

If a student does not submit the application for credits/recognition within the required time, the opportunity for recognition of credits shall lapse.

RECOGNITION OF PRIOR LEARNING

Please refer to the Two Oceans Graduate Institute Recognition of Prior Learning and Credit Accumulation Transfer Policy. An administration fee is payable for the processing of RPL and CAT. Certified proof of qualifications obtained will have to be provided.

RPL can be used as an alternative access route into the course or to obtain credits. Students who have undergone previous training and experience in the field of Intermediate Phase teaching can apply for RPL. Prior learning will be assessed and credits can be awarded based on a portfolio of evidence accompanying the student's written application for RPL. Recognition will be provided in adherence with the RPL policy of The Two Oceans Graduate Institute.

PROMOTION REQUIREMENTS

The candidate is required to achieve 50% in a module in order to be eligible to progress to the next level of study.

A module may be passed with distinction if a candidate obtains 75% or above in the final mark for the subject at the first attempt.

Nonperforming and at risk students will receive a message of encouragement after one month's study time. If, after six weeks, there is no response, explanation or communication from the student, a second message will be sent as a final notice. A student who has attempted less than 50% of the assignments and tasks in a module, will be considered deregistered, taken from the list and blocked from the LMS.

BORDERLINE MARKS

If there are any borderline cases after calculation, the academic departments shall apply the following to the student's final marks at the marks discussion meeting:

49% changed to 50%

48% to 50% for one module if a student has passed all other modules during that assessment period.

47% to 50% if it is the last final year module (the student must be currently registered for the particular module).

Only students with a final mark between 45 – 48% may be granted a re-assessment opportunity.

74% to 75% if at least another 75% or more was obtained during that assessment period.

73% to 75% if all other modules during that semester are 75% or more.

PASSING OF MODULES WITH DISTINCTION (Cum Laude)

A Cum Laude may be awarded if the candidate:

Passes all the modules of the qualification in the first attempt, and obtains an average of 75% in all the courses of the qualification and an average of 75% in the final-level courses.

Augmented Programme students should be considered for Cum Laude if they graduate within a minimum period of five years.

Fulltime students who had a break in their studies, for whatever reasons, should qualify for Cum Laude, if they meet the minimum requirements.

Students who have passed a re-assessment or supplementary assessment cannot be awarded a pass with Cum Laude. Irrespective of the marks obtained in the re-assessment or supplementary assessment, the result of the re-assessment or supplementary assessment is indicated as a 'pass' or 'fail'.

Students with exemptions, recognitions and RPL are eligible for Cum Laude, providing they do not constitute more than 50% of the modules making up the qualification. These modules should not be used for calculation purposes.

Students should be registered for the minimum time permissible for a particular qualification to be eligible for Cum Laude.

PUBLICATION OF RESULTS

All assessment results shall be published for the candidates' eyes only on the LMS in accordance with the requirements contemplated in the Protection of Personal Information Act, no later than ten days after the assessment.

Students shall have five days to query the published assessment results with the relevant lecturer.

Results must be finalized before the institutional closing date for assessment result entry.

The Head of Department will communicate the cut-off dates for the finalization of marks to staff. Final assessment results will be published on the LMS.

Students with fees outstanding shall not obtain their final marks for modules for which they have been registered until the outstanding fees are fully settled.

PROVIDING FEEDBACK TO STUDENTS

Academic staff should ensure that feedback on student performance in assessments is timeous.

Students who have grievances should first discuss the matter with the lecturer concerned. If reasonable cooperation from the lecturer is not forthcoming, the student may report the matter to the Head of Department.

APPEALS AND DISPUTES

A student has the right to query a mark awarded. The issue at hand may be resolved through dialogue between the student and the lecturer.

If such concerns cannot be resolved with the lecturer, written concerns from an aggrieved student concerning disputes with regard to assessment should be directed to the Head of Department. Proceedings will be initiated if the Head of Department deem it necessary to resolve the dispute.

Should the student be dissatisfied with a finding, appeal can be directed to the Management against such an outcome.

The student concerned must submit a notice of appeal in writing setting out grounds on which the appeal is based.

ASSESSMENT

The Two Oceans Graduate Institute follows an approach of continuous assessment. Continuous assessment comprises a number of varied assessments that count towards a student's grades. This approach to assessment includes both formative and summative opportunities. Formative assessment is an ongoing assessment with the purpose of enhancing the quality of teaching and learning. Students should take note of the feedback from lecturers after assessment to guide their learning in the Module. Summative assessment evaluates the overall performance of a student in a Module.

In the case of ill health or on compassionate grounds such as serious trauma or death in the family, extension for submission will be allowed. In such cases, the candidate should submit an acceptable medical certificate or other documentary evidence via e-mail and send a message on the LMS to the Head of Department, who will inform lecturers via a register shared on the Drive. The student has to contact lecturers when all is well again to request postponement of the assignment.

The Two Oceans Graduate Institute Assessment and Moderation Policy is available for further information.

SUPPLEMENTARY ASSESSMENT

A candidate who failed to report for, or was unsuccessful in an assessment because of illness or trauma may be permitted to do a postponed assessment on submission of an acceptable medical certificate or other documentary evidence.

A recurring medical complaint or a history of illnesses or a physical disability will only be considered if the student has reported the complaint, the history, or the disability to the Head of Department. Such complaint needs to be communicated before the day scheduled for the assessment concerned. The Head of Department must be convinced that every effort is being made to avert a recurrence of the complaint or illness.

Every effort will be made to accommodate students with proven special needs or disabilities so that assessments can be taken with the rest of the students.

Illness, or unfitness to sit for an assessment, caused by taking drugs of any kind except on the advice of a medical practitioner, may be rejected as grounds for the granting of a postponed assessment.

A serious illness, or the death of a near relative at the time of the assessment, may be accepted as good cause for application for a postponed assessment.

The student must apply for a postponed assessment in writing. If a medical certificate or other acceptable supporting documentation cannot be submitted, the application for a postponed assessment shall not be approved and no grading will be given for the assessment.

An assessment (different to the original assessment) must be conducted with a student who has produced evidence of good cause for his/her absence. Under no circumstances will an average mark be given.

Maternity leave of one month will be granted to students and paternity leave of two weeks to new fathers. The student should apply in writing to the institution and provide proof of the date of confinement. It is the responsibility of the student to catch up the work lost during the month of maternity/paternity leave.

Misreading assessment dates is not an acceptable reason for a postponed assessment to be conducted.

LIBRARY SERVICES

There is a collection of e-books as well as links to electronic resources available for student use on the LMS. All registered students will have access to digital library resources following the link on the LMS. There is a digital library connection on Moodle, Electronic Library Portals, which will guide you to EbscoHost, Edulis and ERIC.

Two Oceans Graduate Institute entered into an agreement with EDULIS, the library service of the Western Cape Education Department. All registered students residing in the Western Cape can become members of the library upon registration on their website: <http://edulis.pgwc.gov.za/index.php/edulis>. This service is available for lending, digital and multimedia resources.

Students living in provinces other than the Western Cape are encouraged to become members of libraries within close proximity from where they reside. Reading material and links to resources will be made available to students via the LMS.

PLAGIARISM

No student shall plagiarise. Plagiarism is an attempt to represent another person's ideas, expressions, artefacts or work as one's own. Cutting and pasting from electronic sources into one's own document or design artefact, copying from the work of another student, overuse of sources and excessive paraphrasing are common forms of plagiarism. Plagiarism can occur when the writer is unfamiliar with in-text and end-of-text referencing conventions. Students are therefore expected to familiarise themselves with referencing conventions and make use of the Two Oceans Graduate Institute Harvard Referencing Guide. Please refer to the Two Oceans Graduate Institute policy on Plagiarism.

No student shall make, distribute, reproduce, copy or make use of, for a purpose other than for his/her own private, personal study, any material in which copyright resides, without the permission of the author or owner thereof. Included in this definition of material in which copyright resides are teaching materials, computer software, printed materials, audio or video recordings and intellectual property.

STUDENT CONDUCT AND DISCIPLINARY PROCEEDINGS

Registered students at The Two Oceans Institute shall at all times conduct themselves in accordance with the Mission of the institute. The signature to register shall constitute acceptance of the rules regulating the conduct of students of The Two Oceans Graduate Institute. The full realisation of the potential of every student and respect for the rule of law and appreciation of diversity is paramount. Any breach by a student of these rules, is subject to disciplinary action.

Any conduct by a student or staff member that is regarded by law as a criminal offence may be reported to the South African Police Service. A person who has allegedly committed such an offence

may not only be prosecuted by a court with jurisdiction in terms of the Criminal Procedure Act 51 of 1977 as amended, but will also be subject to disciplinary action.

Students shall act in a respectful manner towards all fellow students and staff and towards members of the public, children and staff at schools and shall not use any language that abuses or demeans any person in terms of such person's race, gender, beliefs, abilities or sexual orientation.

Students shall desist from organising or participating in any protest action staged which result in the disruption of academic programmes, disturbance of the peace and/or the destruction of property.

A student shall at all times, have in his/her possession a student registration card issued by The Two Oceans Graduate Institute in his/her name for the relevant year, and shall produce such student card upon request by an authorised member of staff. No student shall lend his/her student card to any other student, or to any other person, or use the student card of another student for any purpose whatsoever. The institution reserves the right to confiscate and destroy a student card that has been used for fraudulent purposes.

Press statements, publications, interviews or posts on social media platforms that might incriminate or reflect badly on the image of persons at The Two Oceans Graduate Institute shall not be issued or granted by a student or student structure without prior permission from management.

Students shall be appropriately dressed when attending contact sessions, when visiting schools, libraries and other student activities or appearing in public.

No student shall forge any certificate, diploma, or academic statement, or submit any such forged document purporting to be an authentic document to any other person or company.

A person shall only be admitted to a course if he/she satisfies the minimum admission requirements prescribed for the course. A student shall be enrolled when his application for admission as a student has been approved, and when he has been registered with The Two Oceans Graduate Institute.

A student sitting for a final summative assessment shall be guilty of an irregularity if he/she has in his/her possession any unauthorised written or printed document or memorandum, notes, sketch, map, diagram, mobile/cellular phone, inadmissible equipment or article after the assessment has started.

A student may not help or try to obtain help from another candidate, or communicate or try to communicate with any person other than an invigilator, after the assessment has begun.

No student may cause a disturbance in the assessment venue, or act in an improper or unseemly manner. In any assessment, a student shall refrain from dishonest conduct. Dishonest conduct includes plagiarism.

Student workstation facilities at the Cape Town Science Centre should be used for academic purposes only. Private and personal use is discouraged. Responsible use of the institute's Wi-Fi facility is important.

The LMS (Moodle) should be used responsibly for study purposes at The Two Oceans Graduate Institute only.

A student doing teaching practice is subject to the code of conduct of The Two Oceans Graduate Institute as well as the disciplinary rules, code and procedures of the particular school, for the duration of such practice.

A student participating in service-learning programmes and projects is subject to the instructions of the convener as well as The Two Oceans Graduate Institute's code of conduct.

A student who is accused of alleged misconduct may conduct his/her own defence or be assisted by a staff member of The Two Oceans Graduate Institute, who will represent the accused student voluntarily. A student attending any disciplinary inquiry, disciplinary hearing or appeal hearing shall observe and obey the instructions of the person presiding in that tribunal concerned. A student or representative at any inquiry or hearing shall not under any circumstances interfere with or in any manner disrupt or disturb the disciplinary process.

The disciplinary committee shall consist of the Management team of The Two Oceans Graduate Institute, as well as other members co-opted as deemed necessary. If a student does not attend a hearing and fails to provide valid and acceptable reasons in writing, the disciplinary committee may nonetheless hear the case in his/her absence.

A student giving evidence before any disciplinary tribunal may be required to do so under oath and affirmation, must be truthful and honest at all times, and shall not knowingly make false statements. All false statements made under oath and affirmation submitted to the disciplinary proceedings will be treated as perjury, a criminal conduct. A student summoned as a witness in disciplinary proceedings will be expected to cooperate. All disciplinary hearings shall be held in camera. Only persons invited to a disciplinary hearing may attend.

When convinced that a candidate has committed an irregularity during assessments, the lecturer shall:

Request the candidate to make a written declaration stating what transpired. Such candidate should be advised that the written declaration should be made freely and voluntarily and will be used in the disciplinary hearing;

After the assessment, the lecturer shall hand the candidate's original assessment material and any incriminating material, and the written statements of the candidate and the examiner, to the relevant Head of Department.

The Head of Department will start the process of instituting disciplinary proceedings against the candidate.

DEFINITION OF TERMS

Assessment means a structured process for gathering evidence and evaluating a student's performance in relation to registered national unit standards and qualifications.

Assessment results means amongst others, a mark or a statement of competence depending on the method of assessment.

Augmented curriculum programme means that provision will be made for non-traditional students to complete certain Modules of their course over an extended period.

Cluster refers to a group of modules assigned to a study period, usually consisting of 20 weeks of tuition.

Continuous assessment means an ongoing process that measures a student's achievement in a course of study on a particular level, providing information that is used to support a student's development and enable improvements to be made in the teaching and learning process.

Continuous assessment mark means amongst others, a mark or a statement of competence depending on the method of assessment, which is given to a student as a continuous assessment task.

Core-requisite refers to a subject that must be taken prior, or concurrently with another subject before a credit shall be given for that latter subject.

Course means a component within a programme of study for a qualification.

Cum Laude means an achievement of outstanding academic performance.

Deferred/postponed assessment means an assessment that takes place at a time other than the original assessment.

Final Summative Assessment (FSA) means the assessment conducted at the end of the prescribed period of study for a subject.

Final assessment mark means a combination of marks expressed as a percentage and obtained at the end of a study period, calculated according to a set ratio, in a module, subject or dissertation.

Final assessment results mean the assessment results of the main/final summative assessment.

LMS means learner management system, which implies online and distance learning via an online learning system. Students are responsible for their own learning during times suitable for their needs.

Module means a coherent, self-contained unit of learning, which is designed to achieve a set of specific learning outcomes that are assessed within that unit of learning, and a unit for which a final mark is entered in the student record.

Module guide means a guide that provides key aspects of a module such as the learning outcomes, teaching events, learning activities and assessment criteria and methods.

MOODLE is an online learner management system, which gives students access to lectures and study material via the internet.

Plagiarism is the representation of another person's ideas, research, expressions, computer code, design artefacts or work as one's own.

Pre-requisite subject means a subject that must be passed before a student may register for any other specific subject or Modules that may be at a higher level.

Programme is a coherent combination of Modules or Modules that lead to a qualification designed to enable students to achieve pre-specified exit level outcomes.

Promotion means the progress of students from one particular level of study to the next higher level based on fulfilling the minimum requirements as determined by the institute for each qualification.

Qualification means the formal recognition and certification of learning achievement awarded by a purposeful combination of learning outcomes at a specified level of performance.

Registration is the process in terms whereof an applicant who has complied with the prescribed minimum requirements for admission and registration for any form of study is registered at the institute.

Recognition of Prior Learning (RPL) means the process of assessing and, where appropriate, accrediting a person's knowledge as gained from informal or non-formal learning. RPL can be used as an alternative access route into the course or to obtain credits.

Student refers to any person registered with the institute for study purposes.

REFERENCES

South African Council for Higher Education, 2013. Higher Education Qualifications Sub-Framework. Pretoria:CHE.

CPUT, 2014. Academic rules and regulations.