

## UFS FORM 5: SHORT LEARNING PROGRAMMES

### SECTION A: CATALOGUE

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**CODE:** HEQC/H06/EDU/CURMAN

**TITLE:** The Art of Curriculum Management

**QUALIFICATION TITLE:** Non-Credit-bearing SLP

**NQF LEVEL:** 6 (HEQF 2007)

**CREDITS:** non-credit bearing

**ASSUMED LEARNING HOURS:** 30 NLH

**FORMAL CONTACT TIME:**

8 Hours (1 workshop)

22 hours practical and assignment

**LEARNING ASSUMED TO BE IN PLACE**

Any apposite qualification and/or experience required for appointment as educator

**LEARNING OUTCOMES**

The purpose of this SLP is to induct candidate lecturers into curriculum management in educational institutions, with the following outcomes:

Candidates should

- Demonstrate the comprehension to manage a process for planning teaching and learning that promotes responsive, effective and creative approaches and is in line with National policy
- Explain why a curriculum should be managed properly
- Understand and discuss the impact of educational culture, structure and procedures on curriculum delivery at classroom level
- Understand how to manage a curriculum for teaching and learning based on sound pedagogical principles
- Explain how to develop and manage strategies to ensure that all learners, whatever their background or special needs, are supported to achieve their potential
- Manage curricular and related classroom/school activities in ways that involve and motivate learners and ensure that learners receive a rounded educational experience
- Explain why educators and curriculum managers could be viewed as artists

**SHORT DESCRIPTION OF CONTENT**

This SLP builds the learner's proficiency in classroom practice and serves as induction into curriculum management at all levels of teaching, which consists of the following sections:

- The concept of a curriculum
- The rationale for managing a curriculum
- The impact of educational culture, structure and procedures on curriculum delivery at classroom and school/institutional level
- Whose curriculum gets into the classroom?
- The hidden curriculum
- National and international perspectives on curriculum management
- The teacher/curriculum manager as an artist

- Solving practical problems pertaining to curriculum management

### **CRITICAL (1-7) AND DEVELOPMENTAL (8-12) OUTCOMES SUPPORTED BY SHORT LEARNING PROGRAMME**

1. *Identify and solve problems:-*  
Learners use programme material and learning tasks to solve problems with regard to the teaching and learning
2. *Work effectively together with others and in teams:-*  
Different types of cooperative learning form an important component of all activities
3. *Organise and manage themselves and their activities responsibly and effectively:-*  
By organising learning material and tasks concerned with the programme
4. *Collect, analyse, organise and evaluate information critically:-*  
By information processing during study of the learning material, as well as the discussion of problem areas with regard to the teaching and learning of individualised specialisations and the consequences, e.g. the importance of quality teaching at all levels of teaching
5. *Communicate effectively by means of visual, symbolic and/or language skills in different forms:-*  
Communication of all forms is an integral part of all activities for the course
6. *Use science and technology effectively and critically:-*  
By collecting and processing suitable data and also during teaching method activities
7. *Understand that the world is a set of related systems in which problems cannot be solved in isolation:-*  
South Africa has a serious shortage of qualified persons at all educational levels and this is a contributory factor with regard to unemployment and poverty which have an impact on many areas of society. Experience during the course with regard to ways in which teaching can be improved enables the learner to make a positive contribution. Equal empowerment forms an important part of activities.
8. *Development of strategies to learn effectively:-*  
These are emphasised continually during the programme
9. *Participate as responsible citizens in the life of local communities:-*  
The programme is also an outreach programme to the community, and learners develop an awareness of other subjects, as well as human rights, social, economic, cultural, political and environmental issues.
10. *Is culturally and aesthetically sensitive in different social contexts:-*  
Emphasis is placed on methodology and learning material that are suitable for all cultures and communities. Special attention is given to equal empowerment.
11. *Investigate training and career possibilities:-*  
This forms an important part of workshop activities because there is a huge shortage of qualified people in this sector
12. *Develop entrepreneurial opportunities:-*  
Learners become aware of opportunities that exist to act as assistant facilitators, as well as opportunities to earn an income by the development and production of learning material and resources

### **ASSESSMENT METHODS**

1. During contact time: discussions and feedback
2. Written assignment
3. Essay as summative assessment

### **ASSESSMENT CRITERIA**

The learners will demonstrate competence in:

1. Discussing different conceptions of the curriculum
2. Applying the different conceptions of the curriculum during an analysis of the curriculum approaches of teachers/lecturers in a variety of movies
3. Discussing the development of the CAPS/curriculum documents
4. Discussing the rationale behind curriculum management
5. Comprehending the impact of organisational structure and procedures on curriculum delivery at classroom/school/institutional level

6. Analysing the impact of the bureaucratic nature of school/institution
7. Analysing different case studies of curriculum implementation and management in schools/institutions, and develop possible solutions to problems
8. Analysing and discussing the nature of the hidden curriculum and the impact thereof on teaching and learning at their schools/institutions
9. Explaining why educationalists/educational managers/curriculum managers can be regarded as artists in their own right
10. Pursuing personal improvement by means of reflective exercises; evidence of reading and researching in own area of specialisation and undertaking action research practices to improve classroom practices

**ORGANISING FIELD:** 5 - Education, Training and Development

**DATE OF APPROVAL:** 2011

**REVIEW DATE:** 2014

**DEPARTMENTAL OR PROGRAMME "HOME":**

School for Continuing Education  
Faculty of Education  
University of the Free State

**DEVELOPER/COORDINATOR:**

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## UFS FORM 6: SHORT LEARNING PROGRAMME

### SECTION B: QUALITY ASSURANCE

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#### A. CRITERIA REGARDING PROGRAMME INPUT/IMPORT

1. Is the programme relevant to our current South African situation? Please explain.  
Yes.  
The programme was in response to the QIDS-UP initiative by the Free State Department of Education addresses the curriculum management skills of educators at all educational institutions. Its purpose is to introduce educators and SMTs to the management of curricula, to assist them in understanding and discussing the impact of educational culture, structure and procedures on curriculum delivery at classroom level, to provide them with insights on how to manage a curriculum based on sound pedagogical principles, to assist educators to appreciate that all learners, whatever their background or special needs, should be supported to achieve their potential, to empower educators to manage curricular and related classroom/school activities in ways that involve and motivate learners and ensure that learners receive a rounded educational experience, and assist educators in discovering their own successes and status as educational and managerial artists.
2. Do you think that the programme forms a coherent whole? Please explain.  
Yes.  
The material develops curriculum management skills and applications at all educational institutions.
3. Please describe the measures that are in place to ensure effective programme management and administration.  
There are already project leaders and supporting personnel within the School of Continuing Education (SCE), who manage and market the programme and produce the material. A well-trained facilitator, with extensive experience is available.
4. Who will present the programme and what are their qualifications?
  - Dr Jannie Pretorius [D.Tech (Business Management)]
5. Please give an indication of the venues and other physical resource that will be used and that are available.  
At venues provided by the client school or PED
6. How will this programme be marketed?  
The programme is a precursor to a non-credit bearing, NQF level 6 SLP, suitable for all educational institutions. Upon final completion, the SLP will form part of the UFS, SAQA and PED database.

#### B. CRITERIA REGARDING THE PROGRAMME PROCESS

7. Why do you consider your department/programme as the best departmental/programme "home" for this short learning programme?  
The School of Continuing Education (SCE), previously RIEP, is a centre that specialises in in-service training of learners, educators and education managers for almost 12 years. It has already designed and offered a variety of education management and subject-specific courses and qualifications.
8. Please describe the nature of the learning material.  
The learning material consists of a comprehensive programme guide. It contains a theoretical foundation as preparation for the activities as well as worksheets and practical activities. The material has been specially designed to make provision for different learning

styles, thought patterns and intelligences and to promote cooperative learning in order to develop numerical concepts and mathematical literacy optimally in the classroom as well as in the community.

9. How will the lecturers facilitate learner learning?

Through the presentation of workshops with theoretical and practical components. A constructivist (learner-centred) approach is followed and cooperative learning of different types, as well as discussions and feedback, are used extensively. Continuous assessment forms an integral part of learning situations.

10. Do you have any learner support mechanisms in place?

Yes.

A trainer is readily available to assist learners needing help. During the 1 contact sessions the trainer is available on a full-time basis. For tasks that have to be completed at home after the workshop, the trainer may be contacted at any time during office hours.

**C. CRITERIA REGARDING PROGRAMME OUTPUT AND IMPACT**

11. In what ways will the integrity of certification be ensured?

- Assessment by UFS lecturers and qualified facilitators
- Record-keeping of certification will be kept by the administration office of the School of Continuing Education (SCE)
- Quality assurance forms an integral part of course design, material development and teaching and learning activities

**D. CRITERIA REGARDING PROGRAMME REVIEW**

12. How will the effectiveness of the programme be evaluated?

- Qualitative assessment will be done by learners on a daily basis during workshops
- Opinions and suggestions, if reasonable, are taken into account in further activities
- The assessment of learners' portfolios
- Research about the QIDS-UP training in July 2008 will be published in Journal of New Generation Sciences in February 2011, proving the success of the SLP.