



## BACHELOR OF EDUCATION HONOURS IN INCLUSIVE EDUCATION (NQF 8)

### Fact Sheet

#### PROGRAMME SUMMARY

- **Programme:** Bachelor of Education Honours in Inclusive Education
- **SAQA ID:** 111415
- **Credits:** 126
- **Progression Options:** Leads to further postgraduate study
- **Mode of Delivery:** Distance Learning
- **Duration:** 18 months (July 2020 – Dec 2021)

#### PURPOSE OF THE QUALIFICATION

The purpose of the Bachelor of Education Honours in Inclusive Education [BEdHons (Inclusive Education)] programme is to prepare students for research-based postgraduate studies in the field of inclusive education. It serves to consolidate and deepen a student's theoretical and professional knowledge of the field and to develop appropriate research capacity in methodology and techniques appropriate for addressing issues of inclusive education in the South African context. This qualification demands a high level of theoretical engagement and intellectual independence and will empower students with research skills and disciplinary knowledge to identify educational issues and to effectively plan, execute, and report on these critically at a postgraduate level.

The programme will develop a sound knowledge of the historical and philosophical principles which underlie the current South African education system and a critical, academic perspective of the processes of learning, teaching, and the curriculum as well as the dynamic interplay that occurs between them. It will ensure a coherent and critical understanding of the scope, principles and policies underlying teaching and learning as well as educational support as inclusionary practices in the classroom. It develops students' professional expertise in the inclusive aspect of current education praxes and will foster progressive thinking in students regarding the field of inclusive education. It will develop a cadre of educators with a wider and deeper understanding of the transformation of education in terms of shifting discourses from the concept of "special needs" to addressing systemic barriers and worldviews that prohibit equal access to quality education for all learners.

The programme will examine interventions aimed at increasing the participation of those learners who are marginalised from the culture and curriculum of the school because of differences. It will play a vital role in the establishment of an inclusive ethos in education and teachers in practice will be well equipped to identify and provide support within a collaborative interdisciplinary team approach. Students will be able to reflect critically on their own practice within a variety of theoretical and philosophical perspectives that link to the South African context. Consequently, the programme will contribute to both the development of the leadership in the field of education and the competence required for independent and collaborative research at higher levels.

## BACHELOR OF EDUCATION HONOURS IN INCLUSIVE EDUCATION (NQF 8)

The BEdHons (Inclusive Education) aims to encourage and support educators in developing skills that strengthen their capacity to identify critical issues and to conduct and develop research informed solutions to promote inclusive education in classrooms, schools and communities. Thus, this programme will prepare educators to be able to undertake independent research at a Masters NQF level 9.

### ADMISSION REQUIREMENTS

The minimum admission requirement is:

- a four-year professional teaching degree; OR
- an appropriate Bachelor degree and a recognised professional teaching qualification; OR
- a professional teaching qualification(s) as well as an Advanced Diploma in a cognate sub-field of Education.

### TEACHING AND LEARNING DELIVERY

STADIO School of Education (SSoE) delivers teaching and learning events through a Flexible Hybrid Learning Environment (FHLE) – a unique education approach that provides students with maximum flexibility in pursuing their studies. Students have a choice of four options to engage with the weekly structured and scheduled online learning events allowing for the opportunity to interact live as well as at a later stage with lecturers while in the comfort of their home, workplace or nearest Learning Centre.

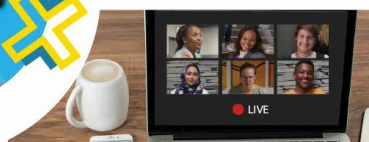
#### 1 LIVE LEARNING EVENTS

Lectures are held and recorded at specific locations. Local students can sit in these lectures just like a traditional student in a face to face learning experience.



#### 2 VIDEO COMMUNICATION AT A LEARNING CENTRE

These live lectures are streamed live across the country to regional sites. At these centres students can collectively view and engage in the live lectures.



#### 4 RECORDINGS OF THE LEARNING EVENTS

Access recordings of all the live lectures at any time via your laptop or smart phone. This gives students the ability to view (and download) all the lectures anywhere there is an internet connection.

#### 3 VIDEO COMMUNICATION FROM YOUR OWN LAPTOP OR SMART PHONE

The live stream of the learning event is also available, anywhere, to students with internet access. Watch your lectures from anywhere and chat and engage with the lecturer and other students.



## BACHELOR OF EDUCATION HONOURS IN INCLUSIVE EDUCATION (NQF 8)

Due to the online nature of the programme all learning events are available to students through a Moodle-based Learning Management System called Education, Communication and Interaction (ECI). This system allows students to:

- interact with lecturers and other students via online forums and collaboration tools;
- access and interact with learning material;
- download study worksheets and notes;
- view media, such as videos, in real and/or delayed time;
- complete online continuous assessments;
- monitor their own learning and progress; and
- upload assignments and portfolios of evidence (PoE).

Students' study material consists of prescribed textbooks or course readers which can be accessed from the SSoE libraries or purchased privately, as well as various (internet based) open-source publications which are available online and free of charge.

### ACCESS TO A LAPTOP, DATA AND THE INTERNET

To participate in this programme, you will need the following technology:

- A laptop device with the following minimum specifications:
  - Windows 10 Operating System
  - 10 LCD screen
  - 8-hour battery life
  - 4GB RAM
  - 64GB internal storage space
  - Web-cam for with video-conferencing/recording capacity
- Off-campus access to the internet to download content and collaborate on the ECI platform.
- At least 5GB of data a month to participate in live video feeds of learning events, access ECI, download content and to upload videos.

Students receive free access to Microsoft Office 365, as well as an Embury-specific email address and access to the SSoE e-Library resource catalogue

### STUDENT SUPPORT SERVICES

SSoE offers a wide range of support services to its students.

- The Centre for Student Success (C4SS) provides a number of interventions and useful tools to support students as they navigate their academic journey. There is a dedicated staff member (co-ordinator) to assist students in accessing support for general academic issues and provide emotional assistance and coping strategies. The C4SS also has a dedicated ECI page where students can access important information, tutorials and articles relating to their holistic well-being and developing skills to enhance their studies.



## BACHELOR OF EDUCATION HONOURS IN INCLUSIVE EDUCATION (NQF 8)

- ❑ Various online tutorials and 'How to' videos are available to guide students in all aspects of their studies: from accessing and using the ECI system, searching for literature, academic referencing and writing skills to ways of enhancing online study skills and time management.
- ❑ Students are provided access to *SmarterMeasure* which is a software programme that helps students identify specific areas of concern and provides links to helpful resources and support.
- ❑ Although having some knowledge and experience of educational research is recommended, additional support and guidance will be available to students to build the required knowledge base of research terminology, methodologies, and skills to complete the research project.
- ❑ Each student will be supervised by an experienced lecturer who is tasked with advancing his/her development as an independent education researcher.

### PROGRAMME STRUCTURE

The BEdHons (Inclusive Education) programme is delivered via three options:

#### **Option 1: Part-Time over 18 months (this option is only available for July 2020 intake)**

Semester 1 [42 credits]	Semester 2 [48 credits]	Semester 3 [36 credits]
Historical, Philosophical & Social Perspectives in Education 18 credits / NQF Level: 8	Psychological & Systemic Barriers and Learner Support 24 credits / NQF Level: 8	Learning, Teaching & the Curriculum 12 credits / NQF Level: 8
Philosophical & Theoretical Perspectives on Inclusive Education 24 credits / NQF Level: 8	Research Design and Methods 18 credits / NQF Level: 8	
	Research Project 30 credits / NQF Level: 8	

#### **Option 2: Full-Time over 12 months (this option is only available for Feb 2021 intake)**

Semester 1 [42 credits]	Semester 2 [48 credits]
Historical, Philosophical and Social Perspectives in Education 18 credits / NQF Level: 8	Learning, Teaching and the Curriculum 12 credits / NQF Level: 8
Philosophical and Theoretical Perspectives on Inclusive Education 24 credits / NQF Level: 8	Psychological and Systemic Barriers and Learner Support 24 credits / NQF Level: 8
Research Design and Methods 18 credits / NQF Level: 8	
Research Project 30 credits / NQF Level: 8	



## BACHELOR OF EDUCATION HONOURS IN INCLUSIVE EDUCATION (NQF 8)

### Option 3: Part-Time over 24 months (this option is only available for Feb 2021 intake)

YEAR 1 [66 credits]		YEAR 2 [60 credits]	
Semester 1	Semester 2	Semester 1	Semester 2
Historical, Philosophical and Social Perspectives in Education 18 credits / NQF Level: 8	Psychological and Systemic Barriers and Learner Support 24 credits / NQF Level: 8		Learning, Teaching and the Curriculum 12 credits / NQF Level: 8
Philosophical and Theoretical Perspectives on Inclusive Education 24 credits / NQF Level: 8		Research Design and Methods 18 credits / NQF Level: 8	
		Research Project 30 credits / NQF Level: 8	

### LEARNING OUTCOMES OF THE PROGRAMME

1. Sound knowledge and critical understanding of education in general including educational issues and debates, theory of knowledge, teaching and learning; schooling and curriculum (in general, SA specifically), professional practices, institutions and systems of education;
2. Competence in the field of inclusive education as a field of specialisation;
3. Ability to critically analyse and evaluate knowledge in the field of inclusive education;
4. Ability to contribute to knowledge in the field of inclusive education;
5. Skills and knowledge to conduct and report on independent research in the field of inclusive education;
6. Demonstrate 21st Century skills and research skills that will enable students to pursue life-long learning and further post-graduate studies in education;
7. Respect for and commitment to the educator profession and capacity to function ethically, responsibly and professionally within the education system, an institution, and the school community; and
8. Competence in communicating accurately, coherently and effectively by means of oral, written, and technological skills using appropriate academic conventions and rules.

### RULES OF PROGRESSION

All modules are compulsory. Students must pass all modules to complete the qualification.

1. Students must register for the Historical, Philosophical and Social Perspectives in Education module before registering for the Learning, Teaching and the Curriculum module
2. Students must register for the Philosophical and Theoretical Perspectives in Inclusive Education module before registering for the Psychological and Systemic Barriers and Learner Support module
3. Students must register concurrently for the Research Design and Methods module and the Research Project module.





## BACHELOR OF EDUCATION HONOURS IN INCLUSIVE EDUCATION (NQF 8)

### ASSESSMENTS

All modules in this programme are based on Continuous Assessment (CASS) which entails ongoing engagement in various tasks to evidence learning outcomes, such as online tests, written reflections, assignments, quizzes and portfolios of learning. The modules may vary in terms of the number and types of assessments and assessment weightings that the student is required to submit to accumulate marks.

### ARTICULATION POSSIBILITIES

Completion of the BEdHons (Inclusive Education) qualification meets the minimum entry requirements for a 180 credit NQF Level 9 Master of Education / Master of Educational Psychology degree.

A qualification may not be awarded for early exit from the programme or incomplete modules.

### PRICING

SSoE module fees include the cost of tuition but exclude prescribed textbooks. Please contact the institution for current fees.

### HOW CAN STUDENTS APPLY?

Students must be in possession of the required qualifications as per the requirements.

Prospective students can download the application form on our website, complete and submit with **ALL** the documents to the Recruitment Office.

The following supporting documentation must be submitted with the application form:

1. A certified copy of ID;
2. A certified copy of matric certificate;
3. Proof of relevant other qualification(s) with certified copy of academic record;
4. Reflective writing task which consists of two open-ended questions;
5. Fee schedule with module choices signed and completed; and
6. Proof of payment of the non-refundable application fee.

**\*Note: Application does not guarantee acceptance into the BEdHons (Inclusive Education) programme. All applications are evaluated by a selection panel on the basis of submitted academic records and the reflective writing task. Due to the supervisory nature of this programme only a limited number of spaces are available each year.**

### DISCLAIMER

The content of this fact sheet is accurate at the time of issue. STADIO School of Education reserves the right to change the programme content due to changes in legislation, market requirements and other reasons. Notice of such changes will be published on our website ([www.embury.ac.za](http://www.embury.ac.za)).