

STADIO



FACULTY OF EDUCATION
SCHOOL OF EDUCATION



BACHELOR OF EDUCATION HONOURS IN
INCLUSIVE EDUCATION
DISTANCE LEARNING

FORMERLY



EMBURY



BACHELOR OF EDUCATION HONOURS IN INCLUSIVE EDUCATION

REGISTRATION & ACCREDITATION STATUS

STADIO is registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997. *Registration Number 2008/HE07/004.*

SAQA ID: 111415 | NQF level: 8 | Credits: 126 | Minimum duration of studies: 1 year
Mode of delivery: Distance Learning | Language of instruction: English

MODE OF DELIVERY

STADIO's distance learning programmes offer students excellent, quality education, without the need to attend venue-based classes. On registration, distance-learning students receive access to STADIO's state-of-the-art virtual learning environment. On this platform, the student has access to all learning materials, including a detailed plan for the semester/year, indicating all the learning and assessment activities. Throughout the learning journey, academic support is only a click away. Questions related to the study material may be asked in the online classroom environment where the lecturer will provide guidance. Distance-learning students will have the opportunity to meet and engage with guest lecturers who are experts from industries related to their field of study during special online lectures. All distance-learning students will complete some tasks in groups, where they will experience a safe environment to hone their leadership, collaboration, and interpersonal skills.

DESCRIPTION

The STADIO Bachelor of Education Honours in 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.

DESCRIPTION CONTINUED

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.

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..

OUTCOMES

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.

CURRICULUM OUTLINE

YEAR	1st YEAR
Compulsory (All)	Research Design and Methods RDM800 (18 credits)
	Research Project RP800 (30 credits)
SEMESTER 1	1st YEAR
Compulsory (All)	Historical, Philosophical and Social Perspectives in Education HPSP801 (18 credits)
	Philosophical and Theoretical Perspectives on Inclusive Education PTPE801 (24 credits)
SEMESTER 2	1st YEAR
Compulsory (All)	Learning, Teaching and the Curriculum LTC802 (12 credits)
	Psychological and Systemic Barriers and Learner Support PSBL802 (24 credits)
CREDITS P/YEAR	126

The credits for each module in the curriculum outline table is shown in brackets

MODULE DESCRIPTIONS

HISTORICAL, PHILOSOPHICAL AND SOCIAL PERSPECTIVES IN EDUCATION	LEARNING, TEACHING AND THE CURRICULUM	PHILOSOPHICAL AND THEORETICAL PERSPECTIVES ON INCLUSIVE EDUCATION
<p>The purpose of this module is to provide students with a broad theoretical perspective of education, the philosophical underpinnings of education in South Africa, and a critical evaluation of the South African education system from an historical and comparative perspective. It will include ongoing critical engagement with pertinent educational debates and issues in South Africa and a global context towards better understanding of policy, implementation and transformation in specific educational settings.</p>	<p>The purpose of the module is to provide students with a critical, academic perspective of the processes of learning and teaching, and the curriculum as well as the dynamic interplay that occurs between them within the South African context. The module will extend students' theoretical knowledge and empower them to develop appropriate and innovative responses to pertinent teaching and learning issues in South Africa. Furthermore, students will apply this theory to educational situations and critically evaluate their role as professional educators in the dynamic South African educational landscape. The module will provide students with opportunities to investigate and personally reflect on theoretical principles of learning and teaching and apply this knowledge to the South African context.</p>	<p>The field of inclusive education is a broad and complex one, with an expanse of scholarly literature, conferences and web resources interrogating a wide range of issues and perspectives. It has long been held that inclusive education will be conceptualized and practiced differently in diverse countries and contexts, given their unique socio-economic and historical milieu. This module draws on key debates both globally and locally with the aim of providing students with a set of conceptual and contextual tools and insights into the field of inclusive education.</p>
PSYCHOLOGICAL AND SYSTEMIC BARRIERS AND LEARNER SUPPORT	RESEARCH DESIGN AND METHODS	RESEARCH PROJECT
<p>The purpose of this module is to provide students with a broad and research-based perspective of a number of psychological barriers to learning with a focus on critically evaluating the emotional, social and behavioral domains of functioning and appropriate intervention strategies. It will include an examination of current systemic barriers within the South African context and consider holistic approaches to responding to the many challenges that exist in diverse communities.</p>	<p>The purpose of this module is to provide the student with a broad introduction to the methodological foundations and tools to effectively conduct research. The planning, execution and reporting of research forms the core areas of foci within the module. The module is designed to harness the skills necessary to identify discipline-specific problems and employ research methods, qualitative or quantitative enquiry and critical thinking to address these issues. Moreover, the module aims to engage students as critical consumers of research by equipping them with critical research literacy.</p>	<p>This research module is designed to enable students to pursue a specific line of empirical or literary research in their field, with particular reference to the South African context through a supervised research project. The purpose of this module is to provide students with experience of a small scale independent research project, to foster intellectual independence and critical reflection. The module will develop research capacity in the approach, methodology and data collection instruments and techniques of a particular education specialisation. The module will support students to select and design a viable research proposal in their field of specialisation and draw up an application for ethical clearance in close collaboration with their supervisor.</p>

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I AM NOT A TEACHER,
BUT AN AWAKENER.

Robert Frost

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ADMISSION REQUIREMENTS

- the STADIO Bachelor of Education in Foundation Phase Teaching, Bachelor of Education in Intermediate Phase Teaching or Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching qualification OR
- an appropriate Bachelor's degree and a recognised professional teaching qualification OR
- a professional teaching qualification(s) and an Advanced Diploma in a cognate sub-field of Education

SPECIFIC REQUIREMENTS

MINIMUM SYSTEM REQUIREMENTS:

- **Wi-Fi:** Reliable broadband Internet access (Wi-Fi is available on all of our campuses, but you may prefer access from home as well)
- **Web browser:** Chrome/Safari/Opera/FireFox
- **Computer/Laptop:** A current Windows or Apple Mac computer/laptop capable of running the Office 365 software (which STADIO provides you as a STADIO student). Office 365 includes Word, Excel, PowerPoint and Outlook.
- **PDF Viewer:** The free Adobe Acrobat software.
- **Scanning documents:** Ability to scan and upload documents (typically from your cellphone or smartphone)
- **Email/cellphone for notification and communication**

ADDITIONAL OR SPECIFIC ADMISSION REQUIREMENTS

In addition, applicants will be required to submit a Reflective Writing Task with their application.

- **Communication:** A cellphone or smartphone for receiving notifications and communication (additionally WhatsApp is recommended for collaborating in student groups)

ACCESS TO TECHNOLOGY:

STADIO Faculty of Education uses its ONLINE student administration and learning environments to provide students with materials and resources, to conduct online assessments, create discussion opportunities and render a range of administrative services.

Therefore, having continuous access to the above ONLINE facilities is essential for efficient communication, learning and success.

STUDENT SUPPORT FOR DISTANCE LEARNING STUDENTS

Out of sight does not equal out of mind at STADIO! We have a dedicated distance-learning support team whose sole job it is to assist our remote students with their needs.

Many students may live and work at a distance away from campuses that may make it difficult to attend all the lectures and support sessions offered. However, although the interactions may take place at a physical distance, they will be virtually close. This will occur via the video feeds of lectures (as explained above) and in digital format on the STADIO Faculty of Education formerly Embury's Learning Management System (Moodle (ECI)). We have now set up learning centres in selected regions where we have a large student community. These learning centres will allow students to engage with each other and a learning centre manager. Students will be able to access the internet in order to participate in our livestreams and the live webinar lectures



FEES FOR THIS QUALIFICATION ARE AVAILABLE HERE:



Website

Fees and Payment Options



On Campus

Our Campuses



Student Recruitment Advisor

hello@stadio.ac.za

CAREER OPPORTUNITIES

• SPECIALIST IN INCLUSIVE EDUCATION

WHY CHOOSE STADIO ?

We believe in the power of possibility. This becomes even more significant when it comes to the education of our next generation of teachers. STADIO Faculty of Education empowers students with a passion for teaching through flexible, work-integrated learning. We embrace technology as one of the fundamental ways to stay current while allowing universal access to learning. Excellence, good ethics and accountability are at the heart of everything we do. And at the end of the day, perhaps most importantly, we provide a world-class education that will lead to employment.

HOW TO APPLY

Secure your space with STADIO with just 3 easy steps:

- 1 Visit www.stadio.ac.za and click on **APPLY NOW**
- 2 Complete the online application form
If you are under 18 - ask an adult for assistance
- 3 Receive your provisional offer to study within 24 hours

Terms and conditions apply

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.

CONTACT US: EMAIL: hello@stadio.co.za CALL: +27 (0) 87 158 5000

DON'T BE SHY BE SOCIAL:



WWW.STADIO.AC.ZA

DISCLAIMER: The content of this brochure is accurate at the time of publication. STADIO reserves the right to change the programme content due to changes in legislation, as well as for market requirements and other reasons. Notice of such changes will be published on our website. 25/10/20

STADIO



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