

STADIO

HIGHER EDUCATION

SCHOOL OF EDUCATION

BACHELOR OF EDUCATION HONOURS IN INCLUSIVE EDUCATION

NQF 8 | 130 CREDITS | SAQA ID: 117854 | MIN. 18 MONTHS

MODE OF DELIVERY: DISTANCE LEARNING

CAREER OPPORTUNITIES

- SPECIALIST IN INCLUSIVE EDUCATION

DESCRIPTION

The aim of 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.

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.

DESCRIPTION CONTINUED

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 Bachelor of Education Honours in 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.

ARTICULATION POSSIBILITIES

Completion of the BEdHons (Inclusive Education) qualification meets the minimum entry requirements for a 180 credit NQF Level 9 Masters of Education (various specialisations). This degree is not registered as a professional postgraduate degree with the HPCSA and therefore will not secure students' entry into a Masters in Educational Psychology or towards a counselling registration with the HCPSA. A qualification may not be awarded for early exit from the programme or incomplete modules.

MODE OF DELIVERY - DISTANCE LEARNING (ONLINE DISTANCE)

The programme is offered in STADIO's **Online Distance** mode of delivery. STADIO's distance-learning programmes offer students excellent, quality education, without the requirement of having to attend compulsory venue-based classes. Distance-learning students study with flexibility wherever they are, on a study schedule that suits their circumstances.

Upon registration, distance-learning students receive access to STADIO's state-of-the-art learning management system (Canvas). Students have access to all learning materials on this platform, including a detailed plan for the semester/year indicating all the learning and assessment activities. Study material and any additional teaching resources will be available online. Students will access, complete, and submit all formative assessment tasks (assignments and tests) online.

Distance-learning students may also join and participate in scheduled live lecturing sessions online, at critical points during the semester, to integrate concepts and ask questions. These classes will be presented by either the lecturer or an external professional or industry specialist. Recordings of these sessions will be available online. The schedule for the online classes will be available on the learning management system at the start of the semester.

Students will always have access to a module Question and Answer forum, where they can ask questions on the material. The lecturer will respond to their queries in this forum or during the scheduled consultation engagements. All lecturers will have weekly online consultation meetings, where students can join to ask questions or to discuss aspects of the work.

Distance learning is suited to students who want to study from wherever they are, without having to attend classes in person at a venue. Other than the requirement to submit assessment tasks on time, distance learning offers the student flexibility to plan his/her own study schedule. This option is also ideal for working adults, mature learners, or for school-leavers who enjoy learning at their own pace, live distantly from STADIO's campuses, or who have other commitments to attend to during the day. Even though learning happens at a distance, the student still has access to expert lecturers, up-to-date study material and peer engagement via the virtual learning environment. Studying via distance learning is largely enabled through technology. You need access to a computer, as well as internet connectivity, to access and submit your assessments, and to join live sessions or watch recordings online.

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.

ADMISSION REQUIREMENTS

- the 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.

ADDITIONAL OR SPECIFIC ADMISSION REQUIREMENTS

The qualification is offered as an 18-month programme, however applicants who have full-time work commitments or personal responsibilities are advised to consider the two-year option which offers them fewer modules per semester. More information on the two-year option can be requested on registration.

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 (STADIO provides the software to 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.**
- **Communication:** A cellphone or smartphone for receiving notifications and communication.

ACCESS TO TECHNOLOGY:

STADIO School 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

Distance learning students have access to STADIO's student support services via the learning management system. Students can access a range of presentations and online support initiatives aimed at success and wellness. At the start of the semester, new students will be invited to join the online student orientation programme to familiarise themselves with the services offered by STADIO.

STADIO, in partnership with SADAG, has a dedicated STADIO student helpline providing students with free telephonic counselling, information, referrals, and support. Students will also have access to general counselling services.

CURRICULUM OUTLINE (18 MONTHS)

	1st YEAR Semester 1	1st YEAR Semester 2	2nd YEAR Semester 1
Compulsory Modules (All)	Philosophical and Theoretical Perspectives on Inclusive Education PTP183 (20 credits)	Historical, Philosophical and Social Perspectives in Education HPSP183 (20 credits)	Learning, Teaching and the Curriculum LTC283 (20 credits)
	Research Design and Methods RDM183 (20 credits)	Psychological and Systemic Barriers and Learner Support PSBL183 (20 credits)	Research Project B RPB283 (20 credits)
		Research Project A RPA183 (10 credits)	
CREDITS P/YEAR	40	50	40

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

MODULE DESCRIPTIONS

HISTORICAL, PHILOSOPHICAL AND SOCIAL PERSPECTIVES IN EDUCATION

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.

LEARNING, TEACHING AND THE CURRICULUM

The purpose of the module is to provide students with a theoretical perspective of the process of curriculum design and development and the dynamic social, political, cultural and historical factors that significantly influence this process. The module will extend students' knowledge of the South African curriculum and empower them to develop appropriate and innovative responses to pertinent issues surrounding curriculum development for 21st century education systems. Furthermore, students will be able to discuss and critically evaluate what makes a culturally and contextually relevant curriculum and the role of multiple education stakeholders in ensuring effective curriculum implementation for the dynamic South African educational landscape. The module will provide students with opportunities to investigate and personally reflect on their own interpretation of the curriculum and apply this knowledge towards improving educational practices that promote quality inclusive schooling in the South African context.

PHILOSOPHICAL AND THEORETICAL PERSPECTIVES ON INCLUSIVE EDUCATION

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.

PSYCHOLOGICAL AND SYSTEMIC BARRIERS AND LEARNER SUPPORT

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.

RESEARCH DESIGN AND METHODS

The purpose of this module is to provide the student with a broad introduction to the foundations and tools to effectively conduct research in the field of education studies. Students will examine and be practically exposed to the main components of a research framework including, problem definition, research design, data collection, ethical issues in research, sound academic writing and presentation. Moreover, the module aims to engage students as critical consumers of research by equipping them with critical research literacy skills.

RESEARCH PROJECT

The purpose of this module is to provide the student with experience of conducting a small-scale independent research project, guided by an academic supervisor, to foster intellectual independence and critical reflection. This module begins by guiding the student in crafting a viable research proposal which presents the conceptualisation of a relevant research topic. In the second semester, with the support of the supervisor, the student is guided to conduct the proposed research in an ethically viable manner, demonstrating research ability in engaging in scientifically rigorous research in the field of inclusive education studies culminating in an academic research report demonstrating sound academic literacy and critical reasoning.

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MODE OF DELIVERY: DISTANCE LEARNING



FEES & PAYMENT
OPTIONS



PRESCRIBED
TEXTBOOKS (N/A)



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APPLY ONLINE NOW



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