

# 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

### DISTANCE LEARNING AT STADIO

STADIO's distance learning programmes offer students excellent, quality education without the need to attend venue-based classes. The rapid technological advances of the past decade have transformed distance learning into an exciting study option for many students in South Africa, SADC, and internationally. However, STADIO recognises that many prospective students have only limited access to technology, with restricted connectivity, networks, and bandwidth. The STADIO distance-learning and teaching model therefore makes provision for this reality, ensuring that students can combine work and studies meaningfully, regardless of personal circumstances.

Distance learning and teaching at STADIO is built on best practices, enabled and supported by technology. This includes a world-class learning management system where students can access their learning materials, assessments, and live online classes for each of the modules for which they have registered. In addition, in some qualifications, study materials will be provided in printed format. Key dates for milestones, such as assignment submissions and live online sessions, will be communicated well in advance to allow students to plan their studies. Online sessions are not compulsory; however, students are encouraged to participate in scheduled sessions as they are designed to promote student success. Online sessions are always recorded for convenience.

Throughout the distance-learning journey, academic support is only a click away. Questions may be asked in the online module environment, where the lecturer will provide guidance. Distance-learning students have easy access to online library facilities and an eBook library, as well as access to a variety of online databases to support their studies. There is a physical library for distance-learning students on the Krugersdorp campus. STADIO understands the potential isolation of distance learning, and further provides a range of other support services to promote academic success and general student wellbeing. The full distance-learning experience is also accessible using your mobile device.

### WHO SHOULD CONSIDER DISTANCE LEARNING?

Distance learning is suitable for students who wish to study from any location without the need to attend classes at a specific venue. Apart from the obligation to submit assessment tasks punctually, distance learning provides students with the flexibility to create their own study schedules. This option is particularly well suited for working adults, mature learners, or school-leavers who prefer learning at their own pace, reside at a distance from STADIO's campuses, or have other commitments during the day. Despite the physical distance, students still have access to expert lecturers, current study materials, and peer engagement through the online module learning environment.

## MODE OF DELIVERY - DISTANCE LEARNING

That said, it is important to highlight that some assessments, including the final examination, may require attendance at one of our exam venues, available throughout South Africa and internationally. This is STADIO's commitment to ensuring the integrity of its qualifications and the credibility of its graduates.

### WHAT YOU CAN EXPECT FROM STADIO

Students will have access to a range of resources and facilities in person and online, designed to support not only their learning journey but also their social and emotional well-being. In most modules offered through distance learning in the schools of Administration and Management, Commerce, Law, and Policing and Law Enforcement, printed study materials are available in addition to the online study guides. STADIO offers academic support and wellness initiatives throughout the learning journey to help students realise their goals.

### WHAT STADIO WILL EXPECT FROM YOU

In addition to engaging with the study materials (whether printed or online), students are required to utilise the online learning management system on their learning journey. Students, therefore, need access to a computer and to the internet to access and submit their assessments and to access feedback. STADIO believes that the key to academic success, especially in distance learning, is motivation and consistent engagement. Students will be expected to submit their assessment tasks on time and to take part in the learning activities designed to assist their learning journey. STADIO expects all students to always act in accordance with the principles of the Student Code of Conduct and the STADIO values and to be familiar with the institutional policies and rules, especially those pertaining to student success.

## 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 HPS183 (20 credits)	Learning, Teaching and the Curriculum LTC283 (20 credits)
	Research Design and Methods RDM183 (20 credits)	Psychological and Systemic Barriers and Learner Support PSL183 (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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FEES & PAYMENT  
OPTIONS



PRESCRIBED  
TEXTBOOKS (N/A)



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[www.stadio.ac.za](http://www.stadio.ac.za)



I'M READY!  
APPLY ONLINE NOW



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[hello@stadio.ac.za](mailto:hello@stadio.ac.za)



CALL US  
+27 87 158 5000

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