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# University of Pretoria Yearbook 2022

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## BEdHons *Learning Support* (Distance Education) (09240047)

**Department** Early Childhood Education

**Minimum duration of study** 2 years

**Total credits** 128

**NQF level** 08

### Programme information

It is not possible to meet the training needs of teaching staff in South Africa through contact tuition only. Therefore, the Faculty of Education has been offering programmes in a distance education delivery mode for a number of years. To ensure that distance education students can depend on the same quality academic programmes and levels of service quality as contact students, a Unit for Distance Education has been established in the Faculty to manage the distance programmes of the Faculty.

This is a paper-based programme-, supported by academic contact sessions and is presented in a distance education mode.

### Admission requirements

1. Relevant bachelor's degree and a relevant Teacher's Diploma (e.g. BA + HED) **or** relevant bachelor's degree and a Postgraduate Certificate in Education **or** relevant four-year bachelor's degree in Education (e.g. BEd) **or** relevant M+4 Teacher's Diploma and relevant Advanced Diploma in Education.

### Other programme-specific information

The learning materials are available only in English.

#### General requirements

Students must complete and submit at least two assignments per module. These assignments are support mechanisms for students in their studies. Assignments are compulsory and contribute 30% towards the final mark. If a student failed the examination in a module twice, the student will be de-registered for that module and will have to reregister for the module. A student who reregisters for a module has to pay the full tuition fees for that module again, and will have to resubmit both assignments 1 and 2. Assignment marks obtained previously will not be carried over. A student in the honours programme may only reregister for a module once. If a student does not pass the module after the second registration, he/she will be de-registered from the whole programme, and will not be allowed to continue his/her studies for this degree at the University of Pretoria. (Also consult General Academic Regulation G18.)



## Examinations and pass requirements

Examinations take place twice a year (during April and October) at examination centres countrywide. Students must register for examinations as stipulated under faculty-specific regulations.

A final mark of at least 50% is required to pass a module. The final mark is calculated by using the following three marks: assignment 1 = 10%; assignment 2 = 20% and the examination/project = 70%.

## Research information

A research project is compulsory, and must be prepared according to the requirements of the specific department and submitted for assessment. Both assignments for the project are compulsory. The project will contribute 70% towards the final mark.

## Pass with distinction

The degree is conferred with distinction on a student who has obtained an average of at least 75%, with a minimum of 70% in each module (no rounding).



## Curriculum: Block 1

Minimum credits: 16

### Core modules

#### Philosophy and social imperatives of education 733 (EDS 733)

**Module credits** 16.00

**NQF Level** 08

**Prerequisites** No prerequisites.

**Language of tuition** Module is presented in English

**Department** Education Management and Policy Studies

**Period of presentation** Semester 1

#### Module content

Meta-theories in education. Empiricism; rational empiricism; critical rationalism; critical theory; phenomenology; hermeneutics; system theory; philosophies in education: traditional philosophies; indigenous (African) philosophies. The influence of modernism and postmodernism on education. Sociological imperatives for education. Theories of societal change and roles and values of education. Comparative perspectives on learning theories and their meaning for education.

#### Educational research methodology 734 (NMQ 734)

**Module credits** 16.00

**NQF Level** 08

**Language of tuition** Module is presented in English

**Department** Science Mathematics and Technology Education

**Period of presentation** Semester 1 or Semester 2

#### Module content

The nature of educational enquiry: contexts of research, research ethics, truth, rationality, subjectivity and objectivity; Quantitative and qualitative modes of enquiry, research designs and data collection techniques. Various approaches to qualitative research including case study research, historical research, ethnographic research, and action research. Basic concepts and principles of quantitative research. Statistical techniques in the educational research process. Survey methodology and questionnaire design. Classification and graphical representation of data. Descriptive measures. Statistical inference. Data-processing procedures. Parametric versus non-parametric tests. Some test statistics (e.g. F-Test and T-test). Formulating a research methodology for a limited project.



## Curriculum: Block 2

Minimum credits: 16

### Core modules

#### Curriculum development 733 (CDD 733)

**Module credits** 16.00

**NQF Level** 08

**Prerequisites** No prerequisites.

**Language of tuition** Module is presented in English

**Department** Science Mathematics and Technology Education

**Period of presentation** Semester 1

#### Module content

Principles and foundations of curriculum/programme design and development. International and national models and trends in curriculum/programme development. Principles of outcomes-based programming in the SAQA context. Curriculum development models and instruments in action. Situation and task analysis needs assessment. Development. Dissemination. Implementation as a change process. Assessment and evaluation.

#### Identification and assessment of learners' needs 733 (ILN 733)

**Module credits** 16.00

**NQF Level** 08

**Prerequisites** No prerequisites.

**Language of tuition** Module is presented in English

**Department** Early Childhood Education

**Period of presentation** Semester 2

#### Module content

This module will equip students to implement inclusive education principles by preparing them how to adapt all educational activities to meet the learners' levels of competence within their unique and diverse teaching and learning contexts. Some of these strategies include: modifying the National Curriculum Statement through applying different curriculum differentiation techniques; adopting a multi-level teaching approach and designing multi-level lessons; and conducting alternative assessment procedures.



## Curriculum: Block 3

**Minimum credits: 160**

### Core modules

#### Learning support 733 (LSG 733)

<b>Module credits</b>	16.00
<b>NQF Level</b>	08
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Early Childhood Education
<b>Period of presentation</b>	Semester 1

#### Module content

Develop knowledge and insight regarding learners with learning difficulties. Systemic factors that influence the development of the learner; the impact of perception (motor, visual and auditory) on the integrated learning process and principles of inclusive education. A practical learning support model which focuses on assessment as well as devising a supporting strategies to cater for individual needs.

#### Research proposal 735 (NMQ 735)

<b>Module credits</b>	16.00
<b>NQF Level</b>	08
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Humanities Education
<b>Period of presentation</b>	Semester 1

#### Module content

Guided literature research, formulation of a conceptual framework and development of a research proposal for a supervised research project of limited scope.



## Curriculum: Block 4

Minimum credits: 16

### Core modules

#### Early intervention in numeracy and literacy 733 (JGS 733)

<b>Module credits</b>	16.00
<b>NQF Level</b>	08
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Early Childhood Education
<b>Period of presentation</b>	Semester 1

#### Module content

This module will equip students with theoretical knowledge and practical skills in dealing with numeracy and literacy in Early Childhood Education and Foundation Phase. It is inquiry-based and takes on a critical stance on issues raised globally and nationally on the mediation and facilitation of literacy and numeracy in the Foundation Phase classroom. Students will be able to assist learners in the acquisition of mathematical and literacy concepts, skills and processes.

#### Research report 781 (LSG 781)

<b>Module credits</b>	16.00
<b>NQF Level</b>	08
<b>Prerequisites</b>	No prerequisites.
<b>Language of tuition</b>	Module is presented in English
<b>Department</b>	Early Childhood Education
<b>Period of presentation</b>	Semester 2

#### Module content

Supervised research project of limited scope. Application of quantitative and/or qualitative research methods. Writing a research report and presenting a research paper in a team.

The regulations and rules for the degrees published here are subject to change and may be amended after the publication of this information.

The [General Academic Regulations \(G Regulations\)](#) and [General Student Rules](#) apply to all faculties and registered students of the University, as well as all prospective students who have accepted an offer of a place at the University of Pretoria. On registering for a programme, the student bears the responsibility of ensuring that they familiarise themselves with the General Academic Regulations applicable to their registration, as well as the relevant faculty-specific and programme-specific regulations and information as stipulated in the relevant yearbook. Ignorance concerning these regulations will not be accepted as an excuse for any transgression, or basis for an exception to any of the aforementioned regulations.