
University of Pretoria Yearbook 2016

BEdHons General (09240005)

Duration of study 1 year

Total credits 128

Admission requirements

A candidate can be admitted if he/she holds one of the following qualifications:

- a Bachelor's degree and a teacher's diploma/Postgraduate Certificate in Education (eg BA + HED); or
- a four year composite degree in Education (eg BEd, BAEd); or
- an M+4 appropriate teacher's diploma, subject to specific approval; or
- an appropriate Advanced Diploma in Education; or
- another academic qualification and appropriate prior learning, considered equivalent by the Dean for admission to a specific package.

Additional requirements

Selection is based on:

- Meeting the minimum academic requirements required for admission;
- Previous academic performance;
- Applicable academic and/or teaching background;
- Availability of supervision for the required research project;
- Proven academic potential which may include academic communication and computer application skills;
- Additionally, an interview may be requested;
- The requirements of professional registration bodies;
- The discretion of the head of department.

Other programme-specific information

In addition to the listed programmes, a student may register for a selection of modules which does not conform to a specific package. This requires a written application which is recommended by the Head of Department in which the research project is to be pursued and approved by the Dean. The Head of

Department may require specific modules to be taken. The written application is to be submitted to the Dean through Student Administration after a recommendation has been obtained from the Head of Department.

Such a specially approved combination must consist of a minimum of 128 credits, and must contain at least the core modules NMQ 745, CDD 710 and EDS 711 together with at least 48 credits of elective modules drawn from the listed packages.

The research project consists of NMQ 755 and one of the research report modules (AQA 780, CDV 780, CIE 780,



WEM 781, LSG 780 or SMP 780). At least one of the modules of the combination must be cognate with the research project.

The degree will be awarded as the Bachelor of Education Honours (General).

Examinations and pass requirements

Subject to exceptions approved by the Dean, on the recommendation of the head of the department, a student may not sit for an examination for the honours degree more than twice in the same module.

A final-year student who has failed a maximum of three semester modules or their equivalent, with a final mark of at least 40% in each, may be admitted by the Dean to a special examination/s in these modules during January of the following year, provided that this will enable the student to comply with all the requirements for the degree.

Research information

A research project is compulsory and must be handed in for examination, as prescribed by the particular department.

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.



Curriculum: Final year

Minimum credits: 128

Fundamental modules

Part 2: Research report 780 (AQA 780)

Module content:

Write a short report. Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.

Module credits	16.00
Prerequisites	No prerequisites.
Language of tuition	Double Medium
Academic organisation	Science, Maths + Techno Ed
Period of presentation	Semester 1

Part 2: Research report 780 (CDV 780)

Module content:

Write a short report. Small-scale action research in the school or work place. Research proposal development. Use qualitative and/or quantitative methods.

Module credits	16.00
Prerequisites	No prerequisites.
Language of tuition	Double Medium
Academic organisation	Humanities Education
Period of presentation	Semester 1

Part 2: Research report 780 (CIE 780)

Module content:

This module equips students to develop core competencies regarding the conceptualisation and undertaking of a research project within a CIE (computer integrated education) or ICT (information and communication technology) context. Students should have a clear understanding of the elements that comprise a research report which include formulating a research proposal and conducting and applying basic and appropriate research methodology. A research report for presentation of the research is written.

Module credits	16.00
Prerequisites	No prerequisites.
Language of tuition	Double Medium
Academic organisation	Science, Maths + Techno Ed



Period of presentation Semester 2

Part 2: Research report 780 (LSG 780)

Module content:

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.

Module credits 16.00

Prerequisites No prerequisites.

Language of tuition Double Medium

Academic organisation Early Childhood Education

Period of presentation Semester 2

Part 2: Research report 780 (SMP 780)

Module content:

Write a research report; Small-scale action research in the teaching/training situation. Research proposal development; Use quantitative and/or qualitative methods.

Module credits 16.00

Prerequisites No prerequisites.

Language of tuition Double Medium

Academic organisation Science, Maths + Techno Ed

Period of presentation Semester 1

Part 2: Research report: Values-driven education 781 (WEM 781)

Module content:

Theory and practical research on: values, human rights (a values perspective). Integration/cohesion, diversity, democracy. Managing values and human rights in education.

Module credits 16.00

Prerequisites No prerequisites.

Contact time 1 lecture per week

Language of tuition Both Afr and Eng

Academic organisation Education Management + Policy

Period of presentation Semester 1



Part 1: Research proposal 755 (NMQ 755)

Module content:

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

Module credits	16.00
Language of tuition	Both Afr and Eng
Academic organisation	Education Dean's Office
Period of presentation	Semester 1

Core modules

Curriculum development 710 (CDD 710)

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.

Module credits	16.00
Prerequisites	No prerequisites.
Language of tuition	Double Medium
Academic organisation	Science, Maths + Techno Ed
Period of presentation	Semester 1 or Semester 2

Educational research methodology 745 (NMQ 745)

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.

Module credits	16.00
Language of tuition	Both Afr and Eng
Academic organisation	Education Dean's Office
Period of presentation	Semester 1



Philosophy and social imperatives of education 711 (EDS 711)

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.

Module credits	16.00
Language of tuition	Both Afr and Eng
Academic organisation	Educational Psychology
Period of presentation	Semester 1

The information published here is subject to change and may be amended after the publication of this information. The [General Regulations \(G Regulations\)](#) apply to all faculties of the University of Pretoria. It is expected of each student to familiarise himself or herself well with these regulations as well as with the information contained in the [General Rules](#) section. Ignorance concerning these regulations and rules will not be accepted as an excuse for any transgression.