

University of Pretoria Yearbook 2023

BEdHons (Education Management, Law and Policy) (09240061)

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| Department | Education Management and Policy Studies |
| Minimum duration of study | 1 year |
| Total credits | 128 |
| NQF level | 08 |

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.

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.

Examinations and pass requirements

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

Chancellor's examination

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 Chancellor's 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 (no rounding).

General information

University of Pretoria Programme Qualification Mix (PQM) verification project

The higher education sector has undergone an extensive alignment to the Higher Education Qualification Sub-Framework (HEQF) across all institutions in South Africa. In order to comply with the HEQSF, all institutions are legally required to participate in a national initiative led by regulatory bodies such as the Department of Higher Education and Training (DHET), the Council on Higher Education (CHE), and the South African Qualifications Authority (SAQA). The University of Pretoria is presently engaged in an ongoing effort to align its qualifications and programmes with the HEQSF criteria. Current and prospective students should take note that changes to UP qualification and programme names, may occur as a result of the HEQSF initiative. Students are advised to contact their faculties if they have any questions.

Curriculum: Final year

Minimum credits: 128

Fundamental modules

Part 1: Research proposal 755 (NMQ 755)

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|------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | 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.

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

| | |
|------------------------|---|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | NMQ 755 |
| Contact time | 1 lecture per week |
| Language of tuition | Module is presented in English |
| Department | Education Management and Policy Studies |
| Period of presentation | Semester 2 |

Module content

Supervised research project of limited scope. Research proposal development; use of quantitative and/or qualitative methods. Writing a research report.

Core modules

Curriculum development 710 (CDD 710)

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|------------------------|--|
| 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 or Semester 2 |

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.

Education management 732 (EDM 732)

| | |
|-------------------------------|---|
| 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 2 |

Module content

The aim of this module is to provide theoretical and practical approaches to financial and human resources management within the school environment. Aspects of budgets, strategic management and governance, asset management, recruitment and selection of staff, performance management and continuous professional development are some of the themes explored in this module. Teachers, members of the school management teams and people involved in school management and leadership will find this module relevant.

Philosophy and social imperatives of education 711 (EDS 711)

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|-------------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 08 |
| Prerequisites | No prerequisites. |
| Language of tuition | Module is presented in English |
| Department | Educational Psychology |
| 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.

Education law and policy 730 (ELP 730)

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|----------------------------|--------------------------------|
| 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 or Semester 2

Module content

The aim of this module is to equip students with intellectual, academic and literacy skills in the fields of Education Law and Policy. It also seeks to prepare them for further studies in these fields and to enhance their professional development at their places of work. The module will be of benefit to those who intend pursuing studies in education law or education policy; and to practitioners of policy and law at schools and other education working environments.

Management and leadership in education 731 (LVO 731)

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

Introduction to education management - process and models. Management as function to ensure effective task execution in schools. Managing the institutional management areas. Leadership in education. Creating a productive internal educational environment.

Educational research methodology 745 (NMQ 745)

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

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.

Regulations and rules

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.

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