

University of Pretoria Yearbook 2025

BEd in Early Childhood Care and Education (09133012)

Department Early Childhood Education

Minimum duration of study 4 years

Total credits 488

NQF level 07

Programme information

The purpose of the qualification is to provide well-rounded education that equips graduates with the required disciplinary knowledge, educational theory and educational pedagogy that will enable them to demonstrate competence and responsibility as academically and professionally qualified ECCE educators. Principles and theory are emphasized as a basis for progressing in a professional career as an ECCE educator. The degree is intended at developing qualified ECCE educators who can demonstrate focused knowledge and skills related to the care and education of children from birth to four years of age. It requires a specific depth and specialisation of knowledge, together with practical skills and workplace experience to enable successful students to apply their learning as ECCE educators. The ECCE educator should be able to demonstrate initiative and responsibility in a professional environment. The degree requires intellectual independence and the development of some level of research competence in the field of ECCE to provide a basis for postgraduate study in the field of ECCE.

Admission requirements

Important information for all prospective students for 2026

The admission requirements below apply to all who apply for admission to the University of Pretoria with a **National Senior Certificate (NSC) and Independent Examination Board (IEB) qualifications**. [Click here](#) for this Faculty Brochure.

| Minimum requirements | |
|---|------------|
| Achievement level | |
| English Home Language or English First Additional Language | APS |
| NSC/IEB | |
| 4(50-59%) | 28 |

Life Orientation is excluded when calculating the APS.

Applicants currently in Grade 12 must apply with their final Grade 11 (or equivalent) results.

Applicants who have completed Grade 12 must apply with their final NSC or equivalent qualification results.

Please note that meeting the minimum academic requirements does not guarantee admission.

Successful candidates will be notified once admitted or conditionally admitted.

Unsuccessful candidates will be notified after 30 June.

Applicants should check their application status regularly on the UP Student Portal at [click here](#).

Applicants with qualifications other than the abovementioned should refer to the International undergraduate prospectus 2026: Applicants with a school leaving certificate not issued by Umalusi (South Africa), available at [click here](#).

International students: [Click here](#).

Transferring students

A transferring student is a student who, at the time of applying at the University of Pretoria (UP) is/was a registered student at another tertiary institution. A transferring student will be considered for admission based on NSC or equivalent qualification and previous academic performance. Students who have been dismissed from other institutions due to poor academic performance will not be considered for admission to UP.

Closing dates: Same as above.

Returning students

A returning student is a student who, at the time of application for a degree programme is/was a registered student at UP, and wants to transfer to another degree at UP. A returning student will be considered for admission based on NSC or equivalent qualification and previous academic performance.

Note:

- Students who have been excluded/dismissed from a faculty due to poor academic performance may be considered for admission to another programme at UP, as per faculty-specific requirements.
- Only ONE transfer between UP faculties and TWO transfers within a faculty will be allowed.
- Admission of returning students will always depend on the faculty concerned and the availability of space in the programmes for which they apply.

Closing date for applications from returning students

Unless capacity allows for an extension of the closing date, applications from returning students must be submitted before the end of August via your UP Student Centre.

Other programme-specific information

One of the following Conversational Competence Language modules must be taken, and it should be the language other than the students' own home language or a language taken previously at school or other tertiary institution:

- Isi Zulu
- Sepedi
- Setswana

| Module Name | Code | NQF Level | Credits | Sem | Credits per year level | | | | Presented by |
|---------------------|------|-----------|---------|-----|------------------------|----|----|----|--------------|
| | | | | | Y1 | Y2 | Y3 | Y4 | |
| Fundamental Modules | | | | | | | | | |



| | | | | | | | | | |
|---|-------------------------------|---|----|--------|----|----|----|----|----------------|
| Literacies in education | JLZ 110,120 or JLZ 111,121 | 5 | 12 | 1&2 | Y1 | | | | Humanities Edu |
| Academic information management | AIM 111,121 | 5 | 8 | 1&2 | Y1 | | | | SoIT |
| Conversational competence (IsiZulu/Sepedi/Setswana) | CCZ 100 or CCI 100 or CCW 100 | 5 | 12 | 1 | Y1 | | | | Humanities Edu |
| Core Modules | | | | | | | | | |
| Curriculum and pedagogy in the early years | CEY 200 | 6 | 24 | Y2 | | Y2 | | | ECE |
| Literacy in the early years 1 | JGL 111 | 5 | 12 | 1 | Y1 | | | | ECE |
| Literacy in the early years 2 | JGL 211 | 6 | 12 | 1 | | Y2 | | | ECE |
| Literacy in the early years 3 | JGL 312 | 7 | 12 | 1 | | | Y3 | | ECE |
| Creativity in early years 1 | JLK 121 | 5 | 16 | 2 | Y1 | | | | ECE |
| Creativity in early years 2 | JLK 220 | 6 | 16 | 2 | | Y2 | | | ECE |
| Belonging, being and becoming | JLP 110 | 6 | 12 | 1 | Y1 | | | | ECE |
| Health, safety and nutrition | JGV 120 | 6 | 12 | 2 | Y1 | | | | ECE |
| Mathematics in the early years 1 | JGS 122 | 5 | 12 | 2 | Y1 | | | | ECE |
| Mathematics in the early years 2 | JGS 222 | 6 | 12 | 2 | | Y2 | | | ECE |
| Education (OPV) 1 | OPV 112,122 | 5 | 24 | 1&2 | Y1 | | | | HE , EP |
| Education (OPV) 2 | OPV 212,222 | 6 | 40 | 1&2 | | Y2 | | | SMTE , EP |
| Education (OPV) 3 | OPV 312,322 | 7 | 60 | 1&2 | | | Y3 | | EMPS |
| Research project | JNM 461,464 | 7 | 24 | Q1, Q4 | | | | Y4 | SMTE |



| | | | | | | | | |
|--|--------------|---|------------|--------|------------|------------|------------|----------------|
| Teaching practice 1 | PRO 280 | 6 | 6 | Q1 | | Y2 | | ECE |
| Teaching practice 2 | PRO 380 | 6 | 6 | Q1 | | | Y3 | ECE |
| Assessment in the early years | AEY 210 | 6 | 12 | 1 | | Y2 | | ECE |
| Science and technology for the early years | JST 320 | 6 | 12 | 2 | | | Y3 | ECE |
| Constructions of early childhood | CEC 320 | 6 | 12 | 2 | | | Y3 | ECE |
| Professional practice in the early years 1 | JFP 310 | 6 | 12 | 1 | | | Y3 | ECE |
| Inclusive education in the early years | ISA 320 | 7 | 12 | 2 | | | Y3 | ECE |
| Professional practice in the early years 2 | JFP 461,464 | 7 | 12 | Q1, Q4 | | | Y4 | ECE |
| Teaching practice 3 | PRO 452,453 | 7 | 56 | Q2, Q3 | | | Y4 | ECE |
| Professional practice | JFP 471 | 7 | 3 | Q1 | | | Y4 | Humanities Edu |
| Partnerships in the family and community | PFC 451,454 | 7 | 12 | Q1, Q4 | | | Y4 | ECE |
| Management in the early years | JBA 471, 474 | 7 | 13 | Q1, Q4 | | | Y4 | ECE |
| TOTAL CREDITS | | | 488 | | 120 | 122 | 126 | 120 |

Curriculum: Year 1

Minimum credits: 120

Fundamental modules

Academic information management 111 (AIM 111)

| | |
|-------------------------------|--|
| Module credits | 4.00 |
| NQF Level | 05 |
| Service modules | Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences Faculty of Humanities Faculty of Law Faculty of Health Sciences Faculty of Natural and Agricultural Sciences Faculty of Theology and Religion |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Information Science |
| Period of presentation | Semester 1 |

Module content

Find, evaluate, process, manage and present information resources for academic purposes using appropriate technology.

Academic information management 121 (AIM 121)

| | |
|----------------------------|---|
| Module credits | 4.00 |
| NQF Level | 05 |
| Service modules | Faculty of Engineering, Built Environment and Information Technology Faculty of Education Faculty of Economic and Management Sciences Faculty of Humanities Faculty of Law Faculty of Health Sciences Faculty of Natural and Agricultural Sciences Faculty of Theology and Religion Faculty of Veterinary Science |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Informatics |

Period of presentation Semester 2

Module content

Apply effective search strategies in different technological environments. Demonstrate the ethical and fair use of information resources. Integrate 21st-century communications into the management of academic information.

Conversational Competence: Sepedi 100 (CCI 100)

Module credits 12.00

NQF Level 05

Prerequisites No prerequisites.

Contact time 2 lectures per week

Language of tuition Module is presented in English and Sepedi

Department African Languages

Period of presentation Semester 1

Module content

To endow prospective teachers, who has no knowledge of an African language, with a basic conversational competence in Northern Sotho (Sepedi). Successful completion of this module will enable teachers to effectively communicate – verbally and non-verbally – in a multilingual classroom.

Conversational Competence: Setswana 100 (CCW 100)

Module credits 12.00

NQF Level 05

Prerequisites No prerequisites.

Contact time 2 lectures per week

Language of tuition Module is presented in English and Setswana

Department African Languages

Period of presentation Semester 1

Module content

To endow prospective teachers, who have no knowledge of an African language, with a basic conversational competence in Setswana. Successful completion of this module will enable teachers to effectively communicate – verbally and non-verbally – in a multilingual classroom.

Conversational Competence: IsiZulu 100 (CCZ 100)

Module credits 12.00

NQF Level 05

Prerequisites No prerequisites.

Contact time 2 lectures per week

Language of tuition Module is presented in English and isiZulu

Department African Languages

Period of presentation Semester 1

Module content

To endow prospective teachers, who have no knowledge of an African language, with a basic conversational competence in IsiZulu. Successful completion of this module will enable teachers to effectively communicate – verbally and non-verbally – in a multilingual classroom.

Literacies in education 110 (JLZ 110)

Module credits 6.00

NQF Level 05

Prerequisites No prerequisites.

Contact time 2 lectures per week

Language of tuition Module is presented in English

Department Humanities Education

Period of presentation Semester 1

Module content

The module is aimed at building on students' personal literacies and relating these to the types of literacy they need to study successfully at university. The primary focus is on academic reading abilities, including reading strategies, acquiring an academic vocabulary and learning to read important academic genres critically, such as examination papers and academic articles.

Literacies in education 111 (JLZ 111)

Module credits 6.00

NQF Level 05

Prerequisites Afrikaans Home Language 50% OR English Home Language 50% OR English 1st Add Language 60%

Contact time 2 lectures per week

Language of tuition Module is presented in English

Department Humanities Education

Period of presentation Semester 1

Module content

The module is aimed at building on students' personal literacies and relating these to the types of literacy they need to study successfully at university. The module focuses primarily on academic reading abilities, including reading strategies, acquiring an academic vocabulary and learning to read important academic genres critically, such as examination papers and academic articles. Additional support is provided through practical tasks and discussions.

Literacies in education 120 (JLZ 120)

| | |
|-------------------------------|--------------------------------|
| Module credits | 6.00 |
| NQF Level | 05 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Semester 2 |

Module content

The module focuses on producing academic texts. Students learn how to use different modes of writing, including description, discussion, cause and effect, explanation and argumentation. They learn how to plan, write and edit an academic essay using a process approach. Specific attention is paid to engaging with other authors, and referencing appropriately. The module also pays attention to formatting academic work and representing verbal information visually.

Literacies in education 121 (JLZ 121)

| | |
|-------------------------------|--|
| Module credits | 6.00 |
| NQF Level | 05 |
| Prerequisites | Afrikaans Home Language 50% OR English Home Language 50% OR English 1st Add Language 60% |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |
| Period of presentation | Semester 2 |

Module content

The module focuses on producing academic texts. Students learn how to use different modes of writing, including description, discussion, cause and effect, explanation and argumentation. They learn how to plan, write and edit an academic essay, using a process approach. Specific attention is paid to engaging with other authors, and referencing appropriately. The module also pays attention to formatting academic work and representing verbal information visually. Additional support is provided through practical tasks and discussions.

Core modules

Literacy in the early years 1 111 (JGL 111)

| | |
|----------------------------|--------------------------------|
| Module credits | 12.00 |
| NQF Level | 05 |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |

Department Early Childhood Education

Period of presentation Semester 1

Module content

This module focuses on the conceptual framework for supporting young children's development with regard to early literacy and language. It considers theoretical knowledge, concepts and principles of communication, language and literacy; early childhood communication, language and literacy development and learning; role modelling, supporting young children's communication, language and literacy development; structure of the content areas in communication, language and literacy; learning environments for supporting emergent literacy; and supporting early learning through play in communication, language and literacy.

Mathematics in the early years 1 122 (JGS 122)

Module credits 12.00

NQF Level 05

Prerequisites No prerequisites.

Contact time 2 lectures per week

Language of tuition Module is presented in English

Department Early Childhood Education

Period of presentation Semester 2

Module content

This modules focuses on fostering young children's development of early mathematical concepts. The theoretical knowledge informing early mathematics is brought into perspective; and the content areas in early mathematics such as numbers, shape, measurement, patterns and classification are explored. Other key content areas of focus examined in the modules are the development of early mathematical concepts through the use of everyday play and other activities; learning environments for early mathematics; and supporting learning in early mathematics.

Health, safety and nutrition 120 (JGV 120)

Module credits 12.00

NQF Level 05

Prerequisites No prerequisites.

Contact time 2 lectures per week

Language of tuition Module is presented in English

Department Early Childhood Education

Period of presentation Semester 2

Module content

This module focuses on the basic concepts of health, safety and nutrition in early childhood, and examines the aspects of quality early childhood programme provisioning from the perspective of health, safety and nutrition. The main areas of focus of the module include the nutritional needs of young children; norms and standards for health, safety and nutrition for young children; principles of young children's meal planning; creation of high quality learning environments for health, safety and nutrition; supporting quality health, safety and nutrition in responsive ways; administering young children's medicines including HIV positive children; environmental risks, accidents and emergencies; dealing with communicable diseases, young children's common illness and HIV/AIDS.

Creativity in the early years 121 (JLK 121)

| | |
|-------------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 05 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Semester 2 |

Module content

The module focuses on the development of creative thinking in young children and addresses the content and theoretical knowledge of creativity and the creative arts. It deals with musical, movement (gross-motor, fine-motor and perceptual awareness), visual art and dramatic play skills). The key areas of focus include creativity and imagination in young children; engaging with innovative digital initiatives in the creative arts education for teaching and for creation of creative arts learning materials; and responsive approaches to the creative arts for the diverse contexts and catering for the special needs of children.

Being, becoming and belonging 110 (JLP 110)

| | |
|-------------------------------|--------------------------------|
| Module credits | 12.00 |
| NQF Level | 05 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Semester 1 |

Module content

This module focuses on young children's well-being and formation of identity and belonging. The well-being component of the module explores the physical, social and emotional well-being of young children, addressing different facets and indicators of well-being and factors that affect well-being in early childhood. The emotional well-being is addressed in terms of aspects such as feelings of happiness and excitement, and shyness and development of confidence. The identity and belonging component deals with young children's development of positive regard of who they are and strategies for making them feel valued, appreciated and respected as part of their respective societal/community groups.

Education 112 (OPV 112)

Module credits 12.00

NQF Level 05

Service modules Faculty of Humanities

Prerequisites No prerequisites.

Contact time 3 lectures per week

Language of tuition Separate classes for Afrikaans and English

Department Humanities Education

Period of presentation Semester 1

Module content

In this module students are guided to develop knowledge, skills and attitudes with regard to the political, professional, historical and cultural complexities of teaching. Selected themes in the history of South African education will be explored to enable students to think critically about their role as engaged professional educators today.

Education 122 (OPV 122)

Module credits 12.00

NQF Level 05

Service modules Faculty of Humanities

Prerequisites No prerequisites.

Contact time 3 lectures per week

Language of tuition Separate classes for Afrikaans and English

Department Educational Psychology

Period of presentation Semester 2

Module content

This module focuses on child development and learning. In addition to the underlying principles of developmental psychology and theories of development, child development is discussed in terms of physical growth and motor development; development of perception, cognition and language; emotional development; social development and moral development. Developmental psychopathology is also introduced. In terms of child learning, the principles of learning, theories of learning and barriers to learning are discussed. In addition, school learning is explained in terms of learning, reading and study skills.

Curriculum: Year 2

Minimum credits: 122

Core modules

Assessment in the early years 210 (AEY 210)

| | |
|-------------------------------|--------------------------------|
| Module credits | 12.00 |
| NQF Level | 06 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Semester 1 |

Module content

This module focuses on formal and informal observation and assessment strategies in early childhood and the implications of the findings thereof to early childhood learning and development. It addresses the link between pedagogy and assessment; testing in the early years; systematic observation and assessment methods for collection and documentation of data; assessment planning techniques and procedures; assessment of the effect of the curriculum, environment and interactions on young children's learning and development; effective assessment principles and practices for early childhood; child observation and identification of young children at risk; embedding assessment activities within the play-based curriculum and environments; listening to, working with and sharing assessment with families; and working with ECCE support services to support children in response of the assessment findings.

Curriculum and pedagogy in the early years 200 (CEY 200)

| | |
|-------------------------------|--------------------------------|
| Module credits | 24.00 |
| NQF Level | 06 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Year |

Module content

This module deals with curriculum, pedagogy and learning environments for early childhood care and development. Linked on the Education (OPV) 222, 312 and 322 modules (Supportive learning environments, Curriculum in the classroom and Classroom, safety, discipline and management), the module explores theories, philosophies and practices of early childhood curricula, pedagogy and learning environments. It addresses the play-based curriculum; different teaching and learning methods; learning settings, resources and materials; planning of group times and children's activities; and planning and organisation of routines, daily schedules, transitions and movements. It examines also the South African National Curriculum Framework and the six Early Learning and Development Areas; transformative pedagogy relevant to diverse African contexts; making of age-appropriate tools and toys from locally available materials; and adapting material and activities to accommodate children with disabilities.

Literacy in the early years 2 211 (JGL 211)

| | |
|-------------------------------|--------------------------------|
| Module credits | 12.00 |
| NQF Level | 06 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Semester 1 |

Module content

This module focuses on Emergent Literacy, which involves the knowledge, skills, and attitudes that young children develop with regard to reading and writing during the phases of their early childhood. The main content areas of focus of the module include integrated emergent literacy approach; emergent reading and writing; competencies related to emergent literacy, such as the oral (expressive/speaking and receptive/listening) language aspects, visual literacies (viewing and drawing), print and recognition of the meaning it carries; basic alphabet knowledge and early phonological awareness; contextual factors that influence development of emerging literacy; and supporting emergent literacy through play.

Mathematics in the early years 2 222 (JGS 222)

| | |
|-------------------------------|--------------------------------|
| Module credits | 12.00 |
| NQF Level | 06 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Semester 2 |

Module content

This module focuses on the development of young children's emergent or early mathematics skills and attitudes throughout the phases of their early childhood. The main content areas of focus of the module include competencies related to emergent mathematics; the concurrent and integrated development of early literacy and mathematics skills; the positive and integrated approach to emergent mathematics in the early years; ethno-mathematics in the early years; creation of stimulating mathematics enriched early childhood environments; and supporting emergent mathematics through play and interaction with objects.

Creativity in the early years 220 (JLK 220)

| | |
|-------------------------------|--------------------------------|
| Module credits | 16.00 |
| NQF Level | 06 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Semester 2 |

Module content

The module explores strategies, principles, methods and materials for the facilitation of creative expression in young children through play-based creative arts. The focus is placed on the methods and skills for assisting and encouraging young children to learn and express themselves through visual art, music, movement and drama. The main areas of focus include young children's personal expression of thoughts and feelings; planning and creating creative arts learning materials, environments and experiences; assessment of young children's creative arts activities; and cross-curricular approaches to the creative arts.

Education 212 (OPV 212)

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| NQF Level | 06 |
| Service modules | Faculty of Humanities |
| Prerequisites | OPV 112 or OPV 122 passed with 40% (GS) in the other module |
| Contact time | 4 lectures per week |
| Language of tuition | Separate classes for Afrikaans and English |
| Department | Science, Mathematics and Technology Education |
| Period of presentation | Semester 1 |

Module content

Curriculum in the classroom:

This module addresses four components that are directly related to classroom teaching and learning. The first unit deals with the foundations of the curriculum covering the work done by Rousseau, Pestalozzi, Montessori, Gandhi, Steiner, Dewey, Piaget, Vygotsky, Illich, Freire and Lakoff. Unit two discusses curriculum design and development and also focuses on the organisation of knowledge through educational taxonomies. The last two units cover teaching strategies as well as issues related to classroom testing and classroom assessment practices.

Education 222 (OPV 222)

| | |
|-------------------------------|---|
| Module credits | 20.00 |
| NQF Level | 06 |
| Service modules | Faculty of Humanities |
| Prerequisites | OPV 112 or OPV 122 passed with 40% (GS) in the other module |
| Contact time | 4 lectures per week |
| Language of tuition | Separate classes for Afrikaans and English |
| Department | Educational Psychology |
| Period of presentation | Semester 2 |

Module content

Supportive learning environments:

Theoretical approaches to learning environments (bio-ecological and asset-based approaches, indigenous knowledge systems, solution-oriented intervention; appreciative inquiry); school-based support in terms of Inclusive Education, whole-school approach, the supportive role of the teacher and the well-being of the child; community-based support in the form of community engagement and community education.

Teaching practice 280 (PRO 280)

| | |
|-------------------------------|--|
| Module credits | 6.00 |
| NQF Level | 06 |
| Prerequisites | No prerequisites. |
| Contact time | 3 weeks, attendance only |
| Language of tuition | Separate classes for Afrikaans and English |
| Department | Humanities Education |
| Period of presentation | Quarter 1 |

Module content

This is a service learning module where students experience the school environment during the first three weeks (15 days) of the school year in the first quarter of the second year. The main focus is on observation of general classroom practice, school administration, extra - mural activities and to act as responsible citizens of the school environment. Students have to develop professional teaching competencies and they are formally assessed by the school principal and mentor-teacher. School placements may take place in any registered school in South Africa. International placements must be approved by the Head of WIL.

Curriculum: Year 3

Minimum credits: 126

Core modules

Constructions of early childhood 320 (CEC 320)

| | |
|-------------------------------|--------------------------------|
| Module credits | 12.00 |
| NQF Level | 07 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Semester 2 |

Module content

This module focuses on the constructions of early childhood belonging, being and becoming of young children, according to the developmental stages/ages, in relation to the family, community, culture and environments young children get to experience, . Building onto the Education (OPV) 122 (child development and learning), this module deals with the theoretical perspectives on young children's social identity and implications thereof to early childhood care and learning environments and practice; relationship between the children's everyday life experiences/interactions and development of interests and construction of identities; factors influencing belonging, being and becoming from African perspectives; and the effect of personal experiences and social identity on teaching and learning.

Inclusive education in the early years 320 (ISA 320)

| | |
|-------------------------------|--------------------------------|
| Module credits | 12.00 |
| NQF Level | 07 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Semester 2 |

Module content

This module deals with inclusive teaching for accommodation of all children in the early childhood care and learning environment, according to their diverse needs and backgrounds. Linked to the Education (OPV) 312 (the local and global context, diversity and social justice), the main areas of focus of the module are teaching and support strategies that accommodate the learning and support needs of young children with diverse needs; curriculum adaptation and differentiation; international and local policy frameworks on inclusive education; learning theories related to inclusive education, the gifted child and child with challenges; barriers to learning and development; assistive technologies and their effective use to enhance learning and teaching; classroom management approaches that promote inclusive education; learning environment for inclusive education; and ethical principles to promote social cohesion.

Professional practice in the early years 1 310 (JFP 310)

| | |
|-------------------------------|--------------------------------|
| Module credits | 12.00 |
| NQF Level | 07 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Semester 1 |

Module content

The module provides a framework for understanding the early childhood care and education professional practice. It explores the role and responsibilities as well as ethical standards of early years professionals. Linked to the situational complexities dealt with in the Education (OPV) 112 and taking a particular focus on the ECCE context, this module examines the cultural, socio-economic, political and historical trends, issues, and practices associated with educating young children from birth up to the age of four, including related controversies and adversities. Early childhood policies, laws, legislations, professional standards and government systems are also addressed.

Literacy in the early years 3 312 (JGL 312)

| | |
|-------------------------------|--------------------------------|
| Module credits | 12.00 |
| NQF Level | 07 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Semester 1 |

Module content

This module focuses on the creation and nurturing of young children's early literacy experiences in terms of speaking, listening, reading and writing. The module addresses pedagogical strategies and practices for supporting young children's language and early literacy development and learning. It covers content related to the key aspects of learning environments that promote learning and development of language and early literacy with regard to vocabulary development, letter-sound knowledge (phonics), and alphabetic and phonological awareness; strategies for development of socially appropriate communication in context; designing literacy rich learning environment for early stimulation and language learning; and translanguageing, multilingualism and bilingualism.

Natural science and technology 320 (JST 320)

| | |
|-------------------------------|--------------------------------|
| Module credits | 12.00 |
| NQF Level | 07 |
| Prerequisites | No prerequisites. |
| Contact time | 4 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Semester 1 |

Module content

This module equips students to understand and present Natural Science and Technology in the ECD and Foundation Phase. General guidelines, thinking and specific skills, concepts, content knowledge, problem solving, design process, planning and presentation of appropriate activities.

Education 312 (OPV 312)

| | |
|-------------------------------|---|
| Module credits | 30.00 |
| NQF Level | 07 |
| Service modules | Faculty of Humanities |
| Prerequisites | OPV 112 or OPV 122 passed with 40% (GS) in the other module |
| Contact time | 4 lectures per week |
| Language of tuition | Separate classes for Afrikaans and English |
| Department | Education Management and Policy Studies |
| Period of presentation | Semester 1 |

Module content

To gain insight into the global context of the classroom, learners and ideas taught, as well as into the local world and country in which the classroom, learners and school are situated. Diversity and social justice and their importance in the local and global context, as well as their importance for teaching and learning are explored. Through individual and group learning tasks, students come to understand the overlapping themes of globalisation; understanding the nation state and its place in the regional and global world; and the role of technology and the media in globalisation and education. Significant social, political, historical and economic factors influencing the classroom are also investigated. Students collect, organise and critically evaluate information; appreciate the value of diversity in various social contexts; apply problem solving skills to learning tasks; and communicate ideas effectively in group tasks.

Education 322 (OPV 322)

| | |
|-------------------------------|---|
| Module credits | 30.00 |
| NQF Level | 07 |
| Service modules | Faculty of Humanities |
| Prerequisites | OPV 112 or OPV 122 passed with a 40% (GS) in the other module |
| Contact time | 4 lectures per week |
| Language of tuition | Separate classes for Afrikaans and English |
| Department | Education Management and Policy Studies |
| Period of presentation | Semester 2 |

Module content

The module deals with the understanding and application of the Bill of Rights in creating a safe and disciplined classrooms. The second theme deals with managing a classroom through relationship building, participative decision-making, effective planning and monitoring, motivation and communication.

Teaching practice 380 (PRO 380)

| | |
|-------------------------------|--|
| Module credits | 6.00 |
| NQF Level | 06 |
| Prerequisites | No prerequisites. |
| Contact time | 3 weeks, attendance only |
| Language of tuition | Separate classes for Afrikaans and English |
| Department | Humanities Education |
| Period of presentation | Quarter 1 |

Module content

This is a service learning module where students engage in teaching within the professional school environment under the supervision of an experienced mentor teacher for a period of three weeks (15 days) of the school year while in the first quarter of their third year. The main focus is on general classroom practice, school administration, extra - mural activities and to act as responsible citizens of the school environment. The students have to, demonstrate professional teaching competencies as they take part in the life of the school and classroom. As part of the Joint Learning Statement, students reflect and are formally assessed by the school. School placements may take place in any registered school in South Africa. International placements must be approved by the Head of WIL.

Curriculum: Final year

Minimum credits: 120

Core modules

Management in the early years 471 (JBA 471)

| | |
|-------------------------------|--------------------------------|
| Module credits | 6.00 |
| NQF Level | 07 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Quarter 1 |

Module content

The module focuses on the basic leadership and management strategies and skills relevant to the Early Childhood Care and Development centre with regard to human resource management. The key content areas of the module are theories concerned with basic leadership and management; policies and processes related to human resource management; skills for influencing individual or groups of people for effective management and leadership of an ECCE site; and mentoring and support of others in the ECCE learning environments.

Management in the early years 474 (JBA 474)

| | |
|-------------------------------|--------------------------------|
| Module credits | 7.00 |
| NQF Level | 07 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Quarter 1 or 2 or 3 or 4 |

Module content

The module focuses on the basic administration strategies and skills relevant to the Early Childhood Care and Development centre. The key content areas of the module include administrative strategies, guidelines and procedures for effective management of early childhood centres; creating and maintaining healthy and safe teaching and learning environment for both children and educators; and keeping and maintaining up-to-date day-to-day income and expenditure and financial records and other tangible and intangible assets of the ECCE centre. A First Aid practical demonstration will be also part of this module where students will be taught basic first aid skills.

Professional practice in the early years 2 461 (JFP 461)

| | |
|-----------------------|------|
| Module credits | 6.00 |
|-----------------------|------|

| | |
|-------------------------------|--------------------------------|
| NQF Level | 07 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Quarter 1 |

Module content

The module addresses early childhood programmes and settings. It explores aspects of quality early childhood care and education programmes and looks at the planning, design and implementation of a lesson plan for early learning, including formative and summative assessment and learning activities. In addition, the module provides opportunities for creation of the necessary teaching aids to enable optimal learning and development of young children.

Professional practice in the early years 2 464 (JFP 464)

| | |
|-------------------------------|--------------------------------|
| Module credits | 6.00 |
| NQF Level | 07 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Quarter 4 |

Module content

This module focuses on the link between professionalism in context and teaching practice, and develops a functional understanding of the importance of teaching practice in early childhood. Building further onto the Professional practice (JFP) 471 and with a strong focus on the application of the theories that informs the practices of early childhood, this module provides students with the knowledge and skills regarding analysis and strategic improvements of ECCE sites for optimal learner development. It looks also at the responsible and professional work habits and educator (teacher) identity development of the professionals as critically reflective educators.

Professional practice 471 (JFP 471)

| | |
|----------------------------|--|
| Module credits | 3.00 |
| NQF Level | 06 |
| Prerequisites | Available to final year students only. |
| Contact time | 2 four hour practicals for one week |
| Language of tuition | Module is presented in English |
| Department | Humanities Education |

Period of presentation Quarter 1

Module content

Themes that prepare students for professional practice. School expectations. Ethics, professional appearance, assessment frameworks; record keeping; discipline. Role and organising of extra-curricular activities. Dealing with emergencies.

Research project 461 (JNM 461)

Module credits 12.00

NQF Level 07

Prerequisites Available to final year students only

Contact time 2 lectures per week

Language of tuition Separate classes for Afrikaans and English

Department Science, Mathematics and Technology Education

Period of presentation Quarter 1

Module content

The module helps develop a theoretical and practical frame of reference of the field of research and introduces students to the collection of information and identification and formulation of a research problem. Research ethics as well as qualitative and quantitative approaches including principles of action research are addressed. A research proposal and plan is created and assessed.

Research project 464 (JNM 464)

Module credits 12.00

NQF Level 08

Prerequisites Available to final year students only

Contact time 2 lectures per week

Language of tuition Separate classes for Afrikaans and English

Department Science, Mathematics and Technology Education

Period of presentation Quarter 4

Module content

The module comprises the practical implementation of theory in a research project. Research contexts may include the work-integrated learning or community focus. Research according to the proposal of JNM 461 is performed, and a research report is provided by the student under the direction of a supervisor. The report is assessed.

Partnerships with family and community 451 (PFC 451)

Module credits 6.00

NQF Level 07

| | |
|-------------------------------|--------------------------------|
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Quarter 1 |

Module content

This module explores the role of parents, families and the community in early childhood development and learning and examines the key role of ECE educators/caregivers in involving parents/families and the community in the education and care of their children. The main areas of focus in the module include theories that inform development of relationships with parents/families and the community; family and community contextual factors that impact on the lives of children; parental/community involvement strategies and programmes; and family and community support services and resources within the context of South Africa.

Partnerships with family and community 454 (PFC 454)

| | |
|-------------------------------|--------------------------------|
| Module credits | 6.00 |
| NQF Level | 07 |
| Prerequisites | No prerequisites. |
| Contact time | 2 lectures per week |
| Language of tuition | Module is presented in English |
| Department | Early Childhood Education |
| Period of presentation | Quarter 4 |

Module content

This module focuses on relationships, collaborations and partnerships between the early childhood educators/caregivers and the parents/families/community for the benefit, development, learning and well-being of a child. The module explores Ubuntu as a value and partnerships for working with culturally diverse families and young children within different family structures; strategies for promoting Ubuntu principles with families supporting young children in different ECCE models; working with communities and family in determining their community needs and interests; and effective intervention strategies for working with families, communities and associated resources.

Teaching practice 452 (PRO 452)

| | |
|-------------------------------|--|
| Module credits | 28.00 |
| NQF Level | 07 |
| Prerequisites | PRO 280 and PRO 380 passed. Available to final year students only. |
| Contact time | 8 weeks, attendance only |
| Language of tuition | Separate classes for Afrikaans and English |
| Department | Humanities Education |
| Period of presentation | Quarter 2 |

Module content

This is a service learning module where students engage in teaching within the professional school environment under the mentorship of an experienced teacher and lecturer for a period of 7 weeks (35 days) in the second term of the school year parallel to the second quarter in the fourth year. The main focus is on general classroom practice, school administration, extra-mural activities and to act as responsible citizens of the school environment. The students have to demonstrate professional teaching competencies as they take part in the life of the school, classroom practice, and the facilitation of learning. Students are formally assessed by the school as well as an experienced designated mentor lecturer. Students' content knowledge, pedagogical content knowledge, general pedagogical knowledge and digital competencies are assessed.

Teaching practice 453 (PRO 453)

| | |
|-------------------------------|--|
| Module credits | 28.00 |
| NQF Level | 07 |
| Prerequisites | PRO 280 and PRO 380 passed. Available to final year students only. |
| Contact time | 8 weeks, attendance only |
| Language of tuition | Separate classes for Afrikaans and English |
| Department | Humanities Education |
| Period of presentation | Quarter 3 |

Module content

This is a service learning module where students fully engage in teaching within the professional school environment under the mentorship of an experienced teacher and lecturer for a period of 7 weeks (35 days) in the third term of the school year parallel to the second quarter in the fourth year. The main focus is on general classroom practice, school administration, extra - mural activities and to act as responsible citizens of the school environment. The students have to demonstrate competencies as they take part in the professional life of the school, classroom practice, and the facilitation of learning. Students are formally assessed by the school as well as a designated mentor lecturer. Students' content knowledge, pedagogical content knowledge, general pedagogical knowledge and digital competencies are assessed.

General Academic Regulations and Student Rules

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. The G Regulations are updated annually and may be amended after the publication of this information.

Regulations, degree requirements and information

The faculty regulations, information on and requirements for the degrees published here are subject to change

and may be amended after the publication of this 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 (HEQSF) 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.