University of Pretoria Yearbook 2025

BEdHons in Computer-integrated Education (Distance Education) (09240013)

Department	Science, Mathematics and Technology 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. A relevant bachelor's degree, and a relevant Teacher's Diploma (e.g. BA + HED)
   or
   A relevant bachelor's degree, and a Postgraduate Certificate in Education
   or
   A relevant four-year bachelor's degree in Education (e.g. BEd)
   or
   A relevant M+4 Teacher's Diploma, and a relevant Advanced Diploma in Education
2. Candidates with a cumulative weighed average of at least 60% in the relevant undergraduate degree will receive preference

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

Assessment approaches and instruments 733 (API 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 2

Module content

Foundations, principles and ethics of assessment practices. International trends. Quantitative and qualitative modes of assessment and appropriate instruments. Generating evidence for assessment. Assessment and quality assurance. Techniques of computer-based assessment.

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.

Curriculum: Block 3

Minimum credits: 16

Core modules

Instructional Tools and e-learning 733 (CTM 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

The purpose of this module is to enable the candidate to master computer-integrated techniques pertaining to instructional tools and multimedia in education and training.

Research proposal 735 (NMQ 735)

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.

Curriculum: Block 4

Minimum credits: 16

Core modules

Research report 781 (CIE 781)

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

Supervised research project of limited scope. Use of qualitative and/or qualitative and or quantitative methods. Writing a short report.

Computers as cognitive tools 733 (CIT 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 2

Module content

The purpose of this module is to enable the candidate to master computer-integrated techniques pertaining to cognitive tools.

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.