



B Ed Honours in Teaching and Learning

**Information Booklet
2019**

**Faculty of Education
Cape Peninsula University of Technology**

**Mowbray campus
and
Wellington campus**

**P O Box 652
Cape Town
8000**

**Tel: 021 680 1500 (Mowbray)
021 864 5200 (Wellington)**

1. *Introduction*

From 2018, CPUT offers a new B Ed Honours qualification, namely B Ed Honours in Teaching and Learning. This qualification will be aligned with the Minimum Requirements for Teacher Education Qualifications and the Higher Education Qualifications Sub-Framework. As such, this qualification will be pegged at level 8 on the 10-level NQF framework.

2. *Purpose of the B.Ed. Honours degree*

The BEd Honours qualification is a first postgraduate degree in education. Its primary purpose is to **prepare students for research- based** postgraduate study by **developing research capacity in the methodology and techniques** in the student's area of specialisation in education. Its secondary purpose is to **consolidate and deepen expertise** in the specialisation area. The qualification demands a high level of **theoretical engagement** and **intellectual independence**, and includes conducting and reporting **research under supervision**, worth at least 30 credits.

The B Ed Honours in Teaching and Learning offered by CPUT consists of a generic component and an elective component. The generic component comprises current relevant educational themes and perspectives (offered in the subject Education 5) as well as research methods and techniques (offered in the subjects Introduction to Research in Education and Research Methods in Education). The generic component serves as an essential, foundational underpinning for the elective component, the latter which comprises a specialisation subject (e.g. Inclusive Education, Mathematics, Science, etc.) as well as a research project conducted within the selected field of specialisation.

Students will be provided with sufficient depth of knowledge and skills to enable their continued professional and personal intellectual development, and the opportunity for further postgraduate study at NQF level 9 and higher.

2. *Admission requirements for B Ed Honours in Teaching and Learning*

The minimum admission requirement is a level 7 qualification (on the 10-level NQF framework) that includes an education qualification.

For B Ed Honours in Teaching and Learning, the minimum admission requirement is

- A Bachelor of Education degree with a minimum average of 60% and a minimum of 60% in the final undergraduate year in the subject selected as specialisation subject in BEd Hons, OR
- Another Bachelor's degree which includes a subject cognate to the subject selected as specialisation subject in BEd Hons on at least second year level, with a minimum average of 60% for the degree and a minimum of 60% in the aforementioned subject, followed by a recognised professional teaching qualification which includes curriculum studies cognate to the subject selected as specialisation subject in BEd Hons, with a minimum average of 60% in the teaching qualification and a minimum of 60% in the aforementioned curriculum studies, OR
- An appropriate 360 cr National Diploma which includes a subject cognate to the subject selected as specialisation subject in BEd Hons on at least second year level, with a minimum average of 60% for the degree and a minimum of 60% in the aforementioned subject, followed by a recognised professional teaching qualification which includes curriculum studies cognate to the subject selected as specialisation subject in BEd Hons, with a minimum average of 60% in the teaching qualification and a minimum of 60% in the aforementioned curriculum studies, OR

- A non-degree four-year professional teaching qualification with a minimum average of 60% and a minimum of 60% in the final undergraduate year in the subject selected as specialisation subject in BEd Hons, as well as an Advanced Diploma in a cognate sub-field of Education, with a minimum average of 60% and a minimum of 60% in the final undergraduate year in the subject selected as specialisation subject in BEd Hons.
- *In addition, a prospective student must demonstrate a sufficient level of competence in academic literacy, by completing an academic essay based on locating and retrieving academic texts such as selected journal articles, extracting key arguments from these, and critically collating these into a coherent, structured written text, while making use of correct referencing techniques.*

Examples of the above-mentioned qualifications required for admission are:

- A four-year B Ed degree, or
- An appropriate three-year B degree plus an education qualification such as PGCE, or
- An appropriate three-year ND (National Diploma) plus an education qualification such as PGCE, or
- A four year (former) college of education Higher Diploma in Education (HDE), followed by a level 7 Advanced Diploma in Education (ADE), or
- a three year (former) college of education Diploma in Education (DE), followed by an Advanced Certificate in Education (ACE), followed by a level 7 Advanced Diploma in Education (ADE), or
- a three year (former) college of education Diploma in Education (DE), followed by a Further Diploma in Education (FDE), followed by a level 7 Advanced Diploma in Education (ADE)

3. *Articulation*

Upon completion of B Ed Honours in Teaching and Learning, a student may apply towards studying a Master's degree in Education (M Ed).

4. *Structure of the B Ed Honours in Teaching and Learning*

Subject name	NQF level of subject	SAQA credits of subject	Compulsory or optional (elective)
Education 5	8	30	Compulsory
Introduction to Research in Education	8	5	Compulsory
Research Methods in Education	8	20	Compulsory
Research project	8	30	Compulsory
<i>Specialisation subjects (choose one from):</i>			
Afrikaans First Language	8	40	Elective
Business Management	8	40	Elective
Computer Applications Technology	8	40	Elective
Drama	8	40	Elective
Foundation Phase	8	40	Elective
Human Movement	8	40	Elective
Inclusive Education	8	40	Elective
Mathematics	8	40	Elective
Mathematical Literacy	8	40	Elective
Music	8	40	Elective
Second Language/First Additional Language	8	40	Elective

Science	8	40	Elective
Technical and Vocational Education and Training	8	40	Elective
Visual Art	8	40	Elective

5. *Study programme of the B Ed Honours in Teaching and Learning for 2019*

All subjects are year subjects.

The qualification will be offered *part-time* over two years, or *full-time* over one year (the latter depending on the number of students).

Part-time (2 years): Year 1: Education 5
Introduction to Research in Education (students can be exempted from this subject after passing a diagnostic test)
Research Methods in Education
Year 2: Selected specialisation subject
Research project within the selected specialisation field

Full-time (1 year): All of the above subjects

On Mowbray campus, the compulsory subjects will be offered over 12 weekends (Friday evening and Saturday morning) and the specialisation subjects on one late afternoon/evening per week for 30 weeks.

On Wellington campus, all subjects are offered on Tuesday and Thursday late afternoons/evenings for 30 weeks.

NB:

1. A specialisation subject in B Ed Honours in Teaching and Learning will only be offered if there are enough students who apply and register for that specialisation subject.
2. A specialisation subject in B Ed Honours in Teaching and Learning will not necessarily be offered on both Mowbray and Wellington campus. To ensure sufficient numbers per specialisation, it may be decided to only offer it on Mowbray or Wellington.
3. Final decisions regarding the above will only be made once students have applied and the selection procedure has been completed. This could be in November or December of the preceding year, or even in January or February.
4. It is therefore recommended that you apply for at least two specialisation subjects, and indicate your order of preference, AND your preferred campus.

Subjects offered on the Mowbray and Wellington campuses:

Subject name	Mowbray	Wellington
Education 5	√	√
Introduction to Research in Education	√	√
Research Methods in Education	√	√
Research project	√	√
<i>Specialisation subjects (choose one from):</i>		
Afrikaans First Language		√
Business Management	√	√
Computer Applications Technology	√	
Drama		√
Foundation Phase	√	√
Human Movement	√	√
Inclusive Education	√	√
Mathematics	√	√
Mathematical Literacy	√	√
Music		√
Second Language/First Additional Language	√	√
Science	√	
Technical and Vocational Education and Training	√	
Visual Art	√	√

On the Mowbray campus this qualification will be offered in English, and on Wellington in dual medium (Afrikaans and English).

Note that this is a post-graduate qualification, and that students will therefore be expected to work extensively on their own. They can expect to spend per subject 2 to 5 hours on their own for every hour contact time. They will also conduct a fairly extensive research project, which, experience has shown, can be very time-consuming.

Students will be required to do written assignments. These assignments must be **typed**, and **submitted electronically** (i.e. by e-mail or on BlackBoard). Therefore, students are required to be sufficiently computer literate. If not, they need to make personal arrangements to become computer literate before enrolling for the B Ed Honours.

6. *Application procedure for the B Ed Honours for 2019*

Application forms for post-graduate study are available from the CPUT website (www.cput.ac.za) or the Applications Office, Highbury Road, Mowbray. Tel: (021) 680 1546, or Wellington campus (021) 864 5200.

Completed application forms and the documents mentioned below must reach the Applications Office of the Wellington or Mowbray campus by **31 October** of the year preceding your intended study.

Note: You are strongly advised to hand-deliver your application to the application office on the campus of your intended study, or send it by registered mail to that office. On-line applications should be avoided as far as possible.

Your application must include the following:

- A completed application form

- A typed cover letter in which you indicate your preferred specialisations (at least two in order of preference) and clearly motivate why you want to further your studies in your selected specialisation(s)
- Receipt that an application fee has been paid if you have not registered with CPUT or Cape Technikon or Peninsula Technikon before
- A copy of your identity document
- Certified copies of all your qualifications
- Certified copies of academic transcripts of all previous qualifications (i.e. subjects passed and marks obtained)
- A typed record of your experience in education (or related field), i.e. a short CV
- The completed academic essay, which follows below:

A prospective student must demonstrate a sufficient level of competence in academic literacy. Please submit a 800-1000 word academic essay on ONE of the following topics:

The value of research in education

Or

The value of teacher professional development

- Locate and retrieve at least 6 academic texts (e.g. journal articles and/or books).
- Extract key arguments from these texts.
- Critically collate these arguments into a coherent, structured written text.
- Make use of the correct referencing techniques using the Harvard style of referencing.

Incomplete and late applications will not be considered.

7. *Fees payable*

- Application fee: R100 (if before 30 Sept; thereafter R150) – if not an ex-CPUT, ex -Cape Technikon or ex –Peninsula Technikon student.
- Class fees: Approx. R30 000 in total

8. *Subject information*

B Ed Honours in Teaching and Learning:

Subject	Brief description of subject	Learning outcomes of subject
Education 5	This compulsory, fundamental (generic) subject is one of the core components of the qualification. It is on an advanced level as it builds on basic knowledge and skills students should have acquired in undergraduate studies. This subject has several focus areas, mostly with the aim to support students' research activities in the programme. First it enables students to understand different educational themes and perspectives. Second, it provides students with conceptual tools	On successful completion of this subject, students are expected to be able to: - Educational themes and perspectives: Demonstrate an understanding of theoretical and conceptual perspectives underpinning educational practice under the following themes: (a) Philosophy of Education; (b) Psychology of Education; (c) Sociology of Education; (d) Inclusive Education Perspectives; and (e) History of Education

for knowledge generation. Finally, it prepares students to be able to read and critique research in education. Towards the fulfillment of these three purposes, the following content constitutes the course work:

- **Educational themes and perspectives**
 - a. **Philosophical perspectives; e.g.**
 - Philosophical frameworks of thinking;
 - critical and creative citizenship;
 - adulthood and citizenship;
 - indigenous knowledge;
 - b. **Psychological perspectives and debates: Psychological perspectives in Education; e.g.**
 - Theoretical explanations about learners and learning
 - Implications for learners and learning
 - Principles of human learning
 - Factors in effective teaching
 - c. **Sociological perspectives and debates; e.g.**
 - Indigenous Knowledge Systems (IKS)
 - modern society and schooling
 - Multicultural education and diversity
 - d. **Inclusive Education models and debates; e.g.**
 - When learning does not occur as theorised
 - Models and Types of intervention
 - e. **Historical perspectives; e.g.**
 - Ideological underpinnings of education
 - SA education past, present and future directions
 - **Contemporary policy challenges; e.g.**
 - HIV/AIDS and teachers
 - curriculum change and implications for practice
- **Critical appreciation of Educational Research; e.g.**
 - Textual analysis

- **Contemporary policy challenges:**
 - (i) **Identify** contemporary policy challenges;
 - (ii) **Analyse** how policy challenges impact practice (e.g. HIV-AIDs and teachers; curriculum changes)
- **Critical appreciation of Educational Research:**
 - (i) **Critique and analyse** other people's research;
 - (ii) **Link** different frameworks of thinking to educational debates (e.g. positivism and interpretivism)

<p>Introduction to Research in Education</p>	<p>This compulsory, fundamental (generic) subject is one of the core components of the qualification. It has been designed to support and empower students to become proficient and confident in their academic literacy skills.</p> <p>As such, this subject aims to develop the following academic literacy knowledge and skills of students:</p> <ul style="list-style-type: none"> - Library skills, including academic literature (in print and electronic form) retrieval skills - Academic reading skills (reading with understanding, and being able to extract and report the key ideas/concepts) - Collating ideas and concepts from various sources to form a coherent/structured writing piece. - Academic discourse - reading and writing for academic purposes - Characteristics of academic writing including referencing, using the Harvard referencing method - Structure of academic writing - Differences between academic writing and non-academic writing <p>Students may choose to be diagnostically assessed prior to the commencement of this subject. Upon achieving the required minimum mark, they can be credited for this subject.</p>	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Access, retrieve and evaluate literature from various sources, including hard copies in academic libraries, and electronic copies from academic journal databases, dissertation databases, internet and other sources - Read, interpret, summarise and collate relevant information from various sources - Apply correct principles of academic writing in order to write a coherent report on literature read, while constructing supportive evidence through logical argumentation based on literature read - Correctly utilise in-text and end-of-text referencing techniques
<p>Research Methods in Education</p>	<p>This compulsory, fundamental (generic) subject is one of the core components of the qualification. It is on an advanced level as it builds on basic knowledge and skills of educational research students should have acquired in undergraduate studies, as well as in the subject Introduction to Research.</p> <p>This subject equips students with fundamental, generic knowledge and skills which, combined with the disciplinary pedagogical and content knowledge acquired from their specialization, should enable them to conduct an independent research project of 30 credits in their specialization, under the supervision of a specialization expert.</p> <p>As such, this subject will enable students to:</p> <ul style="list-style-type: none"> - Understand the paradigms within which educational research is situated 	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Understand how to apply research theories, research methodology, methods and techniques to research in education - Demonstrate the ability to critically interrogate multiple sources of knowledge in research - Apply or transfer appropriate standard procedures, processes or techniques to unfamiliar problems in research - Demonstrate the ability to use a range of specialized skills to identify, analyse and address complex or abstract problems in research - Demonstrate the ability to identify and address ethical issues based on critical reflection in research - Access, process and manage information – critically review information, synthesise data, evaluate and manage processes in research - Manage own learning – demonstrate the ability to apply, in a self-critical manner,

	<ul style="list-style-type: none"> - Understand the research process and can apply it to develop a research project in their specialization - Understand the difference between ordinary knowledge and scientific knowledge - Can critically engage with educational research literature - Understand educational research methodology (both quantitative and qualitative) and the range of research methods utilized, and can implement them - Can design and implement suitable data collection instruments, can analyze (qualitative and quantitative) data collected by collection instruments, can interpret and discuss results - Understand the principles and obligations of ethics in research, and are able to adhere to these 	<p>learning strategies</p> <ul style="list-style-type: none"> - Display accountability – demonstrate the ability to take full accountability for his/her work, decision making and use of resources
<p>Research project</p>	<p>This compulsory, fundamental (generic) subject is one of the core components of the qualification. It is on an advanced level as it builds on and integrates knowledge and skills students should have acquired in the subject Research Methods in Education as well as in the Specialisation subject. It entails an independent research project under the supervision of an academic supervisor in the particular field of specialisation. It includes</p> <ul style="list-style-type: none"> - Formulating a research topic and research problem/question - Undertaking a comprehensive literature review - Deciding on and designing a research approach and research plan - Designing and implementing data collection instruments - Analysing and interpreting data, and commenting on findings - Adhering to ethical principles of educational research 	<p>On successful completion of this subject, students are expected to be able to independently undertake a comprehensive research project under the supervision of an academic supervisor. This research project will include a research proposal, and will be conducted in the discipline in which the student does his/her specialisation subject. In particular, students are expected to be able to:</p> <ul style="list-style-type: none"> - Identify and formulate a research problem, research question and research title - Locate, interrogate and report on literature relevant to their field of specialisation, and in particular to the subfield in which they conduct their research - Identify and/or design a suitable theoretical framework for the research - Design, substantiate and implement an appropriate research methodology - Collect, analyse, interpret and comment on data and findings - Implement suitable measures to ensure ethical principles

Specialisation subject (choose ONE from:)		
<p>Afrikaans First Language</p>	<p>This specialization subject is one of the elective components of the qualification. It is on an advanced level as it builds on the basic knowledge and skills that students in Afrikaans First Language should have acquired in their undergraduate studies.</p> <p>This subject equips students with specific knowledge and skills which, combined with knowledge and skills acquired in the subject Research Methods in Education,, should enable them to conduct an independent research project of 30 credits in their specialization field (i.e. Afrikaans First Language), under the supervision of a specialization expert.</p> <p>As such, this subject will enable students to:</p> <ul style="list-style-type: none"> - Understand the paradigms and paradigm shifts within the academic discourse in Afrikaans as First Language - Understand, analyze and synthesize complex and abstract issues in a wide range of texts. - Reflect and understand issues of the complex structure of discourse in the Afrikaans Language and to apply their knowledge in different contexts. - Be critical and discerning readers of various genres in Literature as well as of literary reviews. - Identify and address ethical issues as reflected in a variety of uses of language in different contexts. - Demonstrate the ability to present and communicate academic ideas and trends in various contexts. - Understand and reflect on the effective use of language in the gathering of information, the synthesis and evaluation of data in different contexts. - Conduct an independent research project on an aspect of their own choice regarding Afrikaans Language Teaching in the primary / secondary school. 	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Understand the grammatical structure and implications of the use of Afrikaans and is able to apply this knowledge in different contexts. - Critically evaluate multiple sources on grammatical use in literary texts and discourse. - Demonstrate the complexities of applying or transferring the appropriate knowledge to a variety of language contexts. - Analyze and synthesize complex and abstract issues relevant to the use of Afrikaans as a First Language. - Identify and address ethical issues based on critical reflection as reflected and found in a variety of language uses and contexts, i.e. critical literacy. - Demonstrate the effective use of language in the gathering and selection of information, the synthesis and evaluation of data in different language contexts. - Demonstrate the ability to present and communicate academic ideas and discourses in various contexts - Demonstrate the ability to reflect on and apply effective use of language as a medium of learning and communication. - Manage own learning – demonstrate the ability to apply, in a self-critical manner, accumulated knowledge of the structure and use of Afrikaans in various familiar and unfamiliar contexts.
<p>Business</p>	<p>This specialisation subject is one of the</p>	<p>On successful completion of this subject,</p>

<p>Management</p>	<p>elective components of the qualification. It is on an advanced level as it builds on the well-rounded knowledge base acquired in undergraduate studies.</p> <p>This subject equips students with advanced knowledge, skills, values and attitudes which should enable them to demonstrate consolidated and deepened expertise of Business Management as a subject.</p> <p>As such, this subject aims to enable students to:</p> <ul style="list-style-type: none"> - Demonstrate a high level of theoretical engagement and intellectual independence through advanced reflection and development by means of a systematic survey of current thinking, practice and research methods applicable to the following sub-areas of Business Management: <ul style="list-style-type: none"> o Strategic Management o Marketing Management and Communication/Advertising o Human Resource management o Environmental management o E Business - Demonstrate a critical ability to identify, evaluate and solve defined, routine and new problems within familiar context, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the teaching of Business Management. - Demonstrate research capacity relating to the teaching and learning of Business Management 	<p>students are expected to be able to:</p> <ul style="list-style-type: none"> - Understand how to apply Business Theories to research in education - Demonstrate the ability to critically interrogate multiple sources of knowledge in Business Management - Apply or transfer appropriate standard procedures, processes or techniques to unfamiliar problems in Business Management - Demonstrate the ability to use a range of specialized skills to identify, analyse and address complex or abstract problems relating to the teaching of Business Management - Demonstrate the ability to identify and address ethical issues based on critical reflection in Business Management - Manage own learning-demonstrate the ability to apply in a self-critical manner , learning strategies in Business Management - Display accountability-demonstrate the ability to take full accountability for his/her work, decision making and use of resources.
<p>Computer Applications Technology</p>	<p>This specialization subject is one of the elective components of the qualification. It is on an advanced level as it builds on the basic knowledge and skills that students in Computer Applications Technology should have acquired in their undergraduate studies.</p> <p>Computer Applications Technology (CAT) is the study of the integrated components of a computer system (hardware and software) and the practical techniques for their efficient use and application to solve everyday problems. The solutions to problems are designed, managed and processed via end-user</p>	<p>On successful completion of this subject, students are expected to be, at an advanced level and with fluency, able to:</p> <ul style="list-style-type: none"> - Identify and use ICT to solve every day problems using end user applications - Critically evaluate and apply problem solving principles within the didactic paradigm of the curriculum and assessment policy statement (CAPS) and in CAT in particular - Contribute to systematic and disciplined thinking, with particular reference to the area of CAT - Provide well-founded interpretations of

	<p>applications and communicated using appropriate information and communication technologies (ICTs). ICTs are the combination of networks, hardware and software as well as the means of communication, collaboration and engagement that enable the processing, management and exchange of data, information and knowledge.</p> <p>The subject content will enable the student to teach and manage learning in a CAT environment using ICT to solve problems at advanced level and with fluency, as well as to engage in independent research into aspects of the teaching and learning of CAT.</p>	<p>literature in the area of CAT.</p> <ul style="list-style-type: none"> - Select and use techniques and technologies for the collection, storage, processing of data into information that leads to knowledge and decision-making - Select and operate the physical and non-physical components of a computer system in order to assist in problem solving using end user applications - Select and use network technologies to facilitate the management and dissemination of digital data - Select and use internet technologies for the digital presentation of multimedia data
Drama	<p>This specialization subject is one of the elective components of the qualification.</p> <p>The subject is at an advanced level further developing students' required underpinning disciplinary knowledge and practical skills from undergraduate studies. The focus of the subject is on enhancing the depth of knowledge whilst strengthening the application of knowledge and expanding practical skills.</p> <p>The subject will enable students to</p> <ul style="list-style-type: none"> - Analyze and critically evaluate methodology and practices within the discipline - Critically engage with educational research material - Apply appropriate techniques and procedures to practical situations - Demonstrate the ability the use a range of specialized skills within the discipline 	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Know and understand all relevant underlying disciplinary concepts and theories - Evaluate and analyze resources and methodologies within the discipline - Synthesize and integrate various components, strategies and techniques and apply it to practice - Use a range of specialized skills to identify, analyze and address complex problems through related research - Display accountability for his/her work and decision making regarding the discipline
Foundation Phase	<p>This is an elective subject on an advanced level and builds on the basic knowledge and skills of the undergraduate foundation phase program.</p> <p>This subject equips students with fundamental knowledge and skills on an advanced level of both pedagogical and content knowledge of literacy, numeracy and grade R. The knowledge gained here will be used to execute the research project.</p> <p>As such, this subject aims to enable students to:</p> <ul style="list-style-type: none"> - Understand the paradigms of literacy, numeracy and grade R as well as where educational research in this 	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Understand how to apply research theories, research methodology, methods and techniques to research aspects related to the teaching and learning of literacy, numeracy and grade R. - Demonstrate the ability to critically interrogate multiple sources of knowledge in research about literacy, numeracy and grade R. - Apply or transfer appropriate standard procedures, processes or techniques to unfamiliar problems in research pertaining to literacy, numeracy and grade R. - Demonstrate the ability to use a range of

	<p>discipline is situated.</p> <ul style="list-style-type: none"> - Identify a research problem and utilize the knowledge and skills gained from the research methodology to find a solution to the problem. - Understand the difference between ordinary knowledge and scientific knowledge in literacy, numeracy and grade R. - Can critically engage with recent and relevant literature that has specific reference to literacy, numeracy and grade R. - Critically read and think about research literature pertaining to theoretical frameworks applicable to literacy, numeracy and grade R. - Understand educational research methodology (both quantitative and qualitative) and the range of research methods that can be used in research within the foundation phase as well as to implement these methods within the research project. - Can design and implement suitable data collection instruments for the research project and analyse data collected to make interpretations of the results. - Understand the principles of ethics in research and implement the procedures of research and should be able to adhere to these. 	<p>specialized skills to identify, analyse and address complex or abstract problems in research in literacy, numeracy and grade R.</p> <ul style="list-style-type: none"> - Demonstrate the ability to identify and address ethical issues based on critical reflection in research related to literacy, numeracy and grade R. - Access, process and manage information, critically review information, synthesise data, evaluate and manage processes in research. - Manage own learning – demonstrate the ability to apply, in a self-critical manner, learning strategies. - Display accountability for his/her work, decision making and use of resources.
<p>Human Movement Science</p>	<p>This is an elective subject for the Intermediate/Senior Phase in GET on an advanced level and builds on basic knowledge and practical skills which students should have acquired in undergraduate studies.</p> <p>Human Movement Science</p> <ul style="list-style-type: none"> - equips students to specialize in Human Movement Science, theoretical and practical knowledge and application thereof, including but not limited to sports coaching, psychology and recreation - provides them with fundamental background knowledge and practical application in motoric principles - provides them with fundamental background knowledge and practical 	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - demonstrate knowledge of and engagement in Human Movement Science, First Aid Level 1 and Level 2, and an understanding of how to apply such knowledge in the school environment - plan, organize and discuss various topics and evaluate knowledge and knowledge production - understand, select, analyze and apply appropriate procedures and techniques to different problems and situations in the class - use a range of specialized skills to identify, analyse and address complex and abstract problems in Human Movement Science

	<p>application to teach learners with physical disabilities</p> <ul style="list-style-type: none"> - equips them with relevant knowledge and skills to undertake an independent research project within this discipline 	<ul style="list-style-type: none"> - identify and address ethical issues based on critical reflection in Human Movement Science and research practices - access, process and manage information related to Human Movement Science - offer creative insight and solutions to problems and issues appropriate to the context - organize and manage programmes applicable to the subject - manage own learning by demonstrating the ability to apply, in a self-critical manner, learning strategies - display accountability to take full accountability for his/her work, decision making and use of resources.
<p>Inclusive Education</p>	<p>This elective subject is on an advanced level as it builds on basic knowledge and skills of Inclusive Education which students should have acquired in their undergraduate studies.</p> <p>This subject explores issues around Inclusive Education focusing on learners who experience barriers to learning and development from different perspectives:</p> <p>To enhance the skill of Inclusive Education in educational settings, particularly:</p> <ul style="list-style-type: none"> - the holistic development of the child; - to strengthen the application of knowledge through practical approaches in educational settings; - the micro political climate that helps or hinders the inclusion process. <p>Cross-linkages are made throughout the course to emphasize how these perspectives cannot be viewed in isolation.</p> <p>The needs of learners experiencing barriers are addressed as well as how to improve student's general teaching skills and practices.</p> <p>This subject will enable students to:</p> <ul style="list-style-type: none"> - gain an increased understanding of learners experiencing barriers to learning and development and how these can be understood from a developmental perspective, a human rights perspective, diversity, social justice, equity and equality; - gain knowledge of intrinsic and extrinsic barriers to learning and development - understand global, historical and 	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Scope of knowledge: the student will be able to demonstrate how to apply understanding of Inclusive Education theories in a variety of IE settings; - Knowledge literacy: the student will be able to interrogate and evaluate multiple sources of knowledge in IE; - Method and procedure: the student will be able to demonstrate an understanding of the complexities and uncertainties of developing an intervention programme for their learners; - Problem solving: the student will be able to demonstrate an ability to identify, analyse and address complex or abstract problems drawing from their IE Practice; - Ethics and professional practice: the student will be able to demonstrate an ability to identify and address ethical issues based on critical reflection on the suitability of different ethical value systems to specific IE contexts; - Accessing, processing and managing information: the student will be able to gather, synthesize, evaluate, and manage data collected from their IE practice; - Producing and communicating information: the student will be able to present and communicate academic, professional and didactic knowledge to the IE Practice stakeholders (parents, teachers, principals etc). This feedback will consist of creative insights, rigorous interpretations and solutions to the IE Practice; - Context and systems: the student will be able to operate effectively within a system based on an understanding of the roles and elements within the system based on the work of Bronfennbrenner;

	<p>local trends in the education of learners experiencing barriers</p> <ul style="list-style-type: none"> - explore differing educational settings within an inclusive education perspective - debate ‘inclusionary pedagogy’ and issues of change - explore assessment issues and how they affect learners experiencing barriers - learn how to adapt the classroom environment, learning materials and teaching strategies in order to educate learners experiencing barriers more effectively - explore socio-political aspects of inclusive education, within the school and the community including issues such as social class, gender and ethnicity on achievement and underachievement - To explore perspectives on parents and community involvement - Provide detail on specific disabilities and how to practically accommodate learners experiencing barriers in the classroom and educational setting - understand theories and practices of social, emotional and behavioural management - examine the support structures available and how to access these to better meet both the needs of learners and educators - understand refugee children and children with HIV/AIDS 	<ul style="list-style-type: none"> - Management of learning: the student will be able to reflect on their professional ongoing learning needs in a self-critical manner; - Accountability: the student will be able to take full responsibility for his/her work, decision making and use of resources, and full accountability for the decisions and actions of others where appropriate.
<p>Mathematics</p>	<p>This specialization subject is one of the elective components of the qualification. It builds on the knowledge and skills acquired in Mathematics and Mathematics Curriculum Studies in undergraduate studies towards an advanced level of understanding of relevant perspectives, theory and practice within mathematics education.</p> <p>Four organising principles form the foundation of this course: problem-solving and modeling, mathematical language, mathematical reasoning; and assessment. These are explored within the context of teaching and learning selected mathematics content and are linked to empirical research within the field of mathematics education.</p>	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Demonstrate understanding of relevant and current perspectives and theory in mathematics education - Explore application of theory within the practice of teaching mathematics in different learning contexts - Reflect on issues related to the role of language in the teaching and learning of mathematics in multiple settings - Demonstrate knowledge of mathematical problem-solving and modeling within the context of algebra and geometry including application to the school curriculum - Develop mathematical reasoning with a focus on generalisation, justification and proof - Establish links between teaching, learning and assessment which involves understanding of the purpose, nature and

<p>Mathematical Literacy</p>	<p>This subject in the FET band is one of the elective components of this qualification. It builds on the knowledge and skills acquired in Mathematical Literacy and Mathematical Literacy Curriculum Studies in undergraduate studies towards an advanced level of understanding of relevant perspectives, theory and practice within mathematical literacy education.</p> <p>Four organising principles form the foundation of this course: learning theories and teacher beliefs and identities; problem-solving and modeling, language in the teaching and learning of Mathematical Literacy; and assessment. These are explored within the context of teaching and learning selected mathematical literacy content in various contexts and are linked to empirical research within the field of mathematical literacy education.</p>	<p>practice of assessment of mathematics in South Africa.</p> <p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Understand how to apply the theories underpinning Mathematical Literacy Education - Demonstrate an ability to critically interrogate multiple sources of knowledge in Mathematical Literacy and the teaching thereof to diverse learners in different learning environments - Apply or transfer appropriate instructional strategies, processes or techniques to unfamiliar problems in subject content, learning and selection of applicable contexts - Access, process and manage suitable Mathematical Literacy content in different contexts to develop creative responses and solutions to problems - Manage own learning – demonstrate the ability to apply, in a self-critical manner, learning strategies in developing a Mathematical Literacy teacher identity - Able to create, present and communicate Mathematical Literacy instructional materials and solutions in a creative and rigorous way, appropriate to the context of Mathematical Literacy - Display accountability – demonstrate the ability to take full accountability for his/her work, decision making and use of resources
<p>Music</p>	<p>This is an elective subject for both GET and FET on an advanced level and builds on basic knowledge and practical skills which students should have acquired in undergraduate studies.</p> <p><u>Practical Component:</u></p> <p>Grade VIII (Unisa, Trinity, Royal Schools) in any musical instrument or Choral Conducting (in which case a 45 minute recital will be sufficient if an examination was not attempted) [Specialization]</p> <p><u>Theoretical Component:</u></p> <ul style="list-style-type: none"> • The pre-requisite levels needed for the Practical Examination (Unisa Grade VI etc) • Orchestration (for School Orchestra) <p><u>Academic Component:</u></p>	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Reach the required standard of Practical Performance in the chosen speciality; - Evaluate, apply and demonstrate knowledge in practice of the different Style Periods; - Demonstrate an ability to illustrate effective orchestration-technique required for schools; - Provide a substantial scope of knowledge in accordance to the level of the chosen instrument. This will provide the student with sufficient tools to successfully undertake the teaching and learning aspect of the chosen discipline (instrument) in the classroom on an individual and/or group basis. - Display accountability to take full responsibility for his/her work, decision making and use of resources.

	<ul style="list-style-type: none"> • Isms in the 20th Century : An indepth study of musical “isms” developed mostly in the 20th century. Thas will provide a firm foundation of musical knowledge from which to launch further research in Music and its Methodology. <p>Research Project (preferably on the Practical component to underpin the Learning and Teaching aspect)</p>	
<p>Second Language/ First Additional Language</p>	<p>This elective subject is one of the specialization subjects of the qualification. It is offered on an advanced level as it builds on basic knowledge and skills language teaching students should have acquired in undergraduate studies.</p> <p>This subject equips students with advanced specialized knowledge and skills in second language teaching which should enable them to conduct an independent research project of 30 credits in this field under the supervision of a specialization expert.</p> <p>As such, this subject will enable students to acquire an understanding of:</p> <ul style="list-style-type: none"> - the paradigms in which second language teaching and learning theory is situated; - the principles of second language curriculum design, interpretation and implementation; - the complexities of pedagogical content knowledge within the field of second language teaching and learning. 	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Demonstrate an understanding and knowledge of language acquisition theories - Demonstrate the ability to interrogate multiple sources of knowledge about theories of second language teaching and learning - Identify, analyse and address the complexities of second language curricula at the chosen level(s) of specialization, e.g. Foundation Phase, Intermediate Phase, Senior Phase and FET - Demonstrate pedagogical content knowledge (including pedagogical approaches, strategies and techniques) within the field of second language teaching and learning, and at the chosen level of specialization, e.g. Foundation Phase, Intermediate Phase, Senior Phase and FET
<p>Science (Choose between: Natural Science, Physical Science, or Life Sciences)</p>	<p>This specialization subject is one of the elective components of the qualification. It is on an advanced level as it builds on the basic knowledge and skills that students in Life Sciences/Physics/Chemistry/Natural Sciences should have acquired in their undergraduate studies.</p> <p>This subject equips students with specific knowledge and skills which, combined with knowledge and skills acquired in the subject Research Methods in Education, should enable them to conduct an independent research project of 30 credits in their specialization field (i.e. Life Sciences/Physics/Chemistry/Natural Sciences), under the supervision of a</p>	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - demonstrate an understanding of the values and rights enshrined in the South African Constitution (Act 108 of 1996), how these values and rights permeate the South African Schools Act(No 84 of 1996) and other relevant legislation and how these values could be developed through the teaching and learning process, in particular, in science, - demonstrate and / or show evidence of having acquired the seven roles and associated competencies for Educators for Schooling (Norms and Standards for educators: Government gazette: Department of Education: 4 February 2000) and competencies as outlined in the

	<p>subject specialist.</p> <p>As such, this subject will enable students to:</p> <ul style="list-style-type: none"> - understand the quantitative and qualitative paradigms of research in science - have a good understanding of scientific research methodological designs - develop their skills in scientific literacy and be able to demonstrate the ability to present and communicate academic ideas and trends in various contexts. - reflect and understand issues regarding context-based teaching and alternative frameworks in the teaching of science - critically engage with recent and relevant literature that has specific reference to various issues such as assessment, diversity and indigenous knowledge systems related to science and science education - identify and address ethical issues as reflected in the use and application of science in different contexts - equip students to have a deeper understanding of the theoretical and practical knowledge and applications of certain topics in Life Sciences/Physics/Chemistry/Natural Sciences - provide them with fundamental background knowledge regarding contemporary issues and modern applications in Life Sciences/Physics/Chemistry/Natural Sciences 	<p>HEQF and SAQA frameworks,</p> <ul style="list-style-type: none"> - have developed a solid grounding in the principles as well as the teaching and learning theories that underpin the development of the National Curriculum Statement (NCS) and Curriculum and Assessment Policy Statement (CAPS) for Life Sciences/Physics/Chemistry/Natural Sciences. - demonstrate the ability to, through the application of appropriate research methodologies, reflect on issues in the teaching and learning of science, - demonstrate the ability to identify and address ethical issues based on critical reflection of contemporary issues and modern applications in Life Sciences/Physics/Chemistry/Natural Sciences - explore application of theory within the practice of teaching science in different learning contexts - reflect on issues related to the role of language in the teaching and learning of science in different contexts, - demonstrate the ability to critically interrogate multiple sources of knowledge in research about assessment, diversity and indigenous knowledge systems related to science and science education - demonstrate knowledge of and engagement in Life Sciences/Physics/Chemistry/Natural Sciences and an understanding of how to apply such knowledge in the school environment - have developed the skills of doing research within the educational environment and in particular the science classroom.
<p>Technical and Vocational Education and Training</p>	<p>This subject is an elective, specifically aimed at B Ed graduates who are <i>Technical and Vocational Education and Training</i> (TVET) practitioners. While an ADE (TVT) is not a requirement, it would be a decided advantage. The subject will provide broad, but high level, introduction to technical and vocational education and training as a field of teaching and learning with the aim of enabling TVET and other educational practitioners to undertake advanced studies involving a systematic survey of current thinking, practice and research in this area of specialization.</p> <p>The subject will enable students to</p>	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Understand how to apply theories and current education research to the TVET environment - Demonstrate the ability to critically interrogate multiple sources of knowledge relating to TVET with existing international and national contexts. - Apply or transfer appropriate standard procedures, processes or techniques to unfamiliar problems within TVET educational institutions - Demonstrate the ability to use a range of specialized knowledge and skills to identify, analysis and address complex or abstract problems relating to TVET.

	<p>demonstrate a high level of theoretical engagement and intellectual independence through advanced reflection and development by means of a systematic survey of current theory, practice and research methods applicable to the application of TVET within the current national and international context by means of a focus on the following areas:</p> <ul style="list-style-type: none"> - Vocational education and training vs academic education, adult education, special needs education and skills training - Vocational education as a craft, profession and pedagogy - Curriculum planning within various vocational settings - Methods and media commonly used in various forms of vocational education - Assessment in vocational education - Work integrated learning in vocational education <p>Students will be expected to demonstrate a critical ability to identify, evaluate and solve defined, routine and new problems within familiar contexts, and to apply solutions based on relevant evidence and procedures or other forms of explanation appropriate to the TVET environment.</p>	<ul style="list-style-type: none"> - Demonstrate the ability to identify and address ethical issues based on critical reflection of current TVET theory and practice. - Manage own learning, and demonstrate the ability to apply in a self-critical manner, knowledge of current TVET theory and practice. - Display accountability-demonstrate the ability to take full accountability for his/her work, decision making and use of resources.
<p>Visual Art</p>	<p>This subject is an elective component in the BEd Honours.</p> <p>The underpinning knowledge is a fundamental understanding of the disciplinary pedagogical knowledge of Visual Art Education, as well as the core content of Visual Art theory and practice.</p> <p>As such, this subject will enable students to develop a deeper understanding of the disciplinary pedagogical theories and practices that are embraced in Visual Art Education.</p> <p>Students will complete a practical portfolio which will result in an individual, externally-moderated exhibition.</p>	<p>On successful completion of this subject, students are expected to be able to:</p> <ul style="list-style-type: none"> - Demonstrate Visual Art Education literacy and the ability to draw on and apply the body of knowledge and methods appropriate to Visual Art Education. - Demonstrate an understanding of method and procedure, and appreciate how to select, apply or transfer appropriate procedures, processes and techniques to tasks in Visual Art Education. - Critically review information in the context of Visual Art Education in order to develop creative responses to problems. - Produce a substantial practical portfolio which demonstrates an ability to present academic, professional and aesthetic ideas effectively, offering creative insights, rigorous interpretations and solutions to problems and issues appropriate to Visual Art Education. - Manage production and learning and an

		<p>ability to apply, in a self-critical manner, learning strategies which effectively address his or her professional and ongoing learning needs and the professional and ongoing learning needs of others.</p> <ul style="list-style-type: none"> - Demonstrate accountability, showing an ability to take full responsibility for their own work, decision-making and use of resources.
--	--	--

9. *Staff and contact details*

B Ed Honours Administrative Assistants

Mowbray campus:

Ms Nobathembu Ngcayisa 021 680 1510
ngcayisan@cput.ac.za

Wellington campus:

Ms Shirley du Plessis 021 864 5220
duplessisshi@cput.ac.za

B Ed Honours course coordinators:

Mowbray campus:

2018 only:
 Prof C Vermeulen 021 680 1534
vermeulenc@cput.ac.za

2019:
 To be announced

Wellington campus:

Dr C Livingston 021 864 5251
livingstonc@cput.ac.za