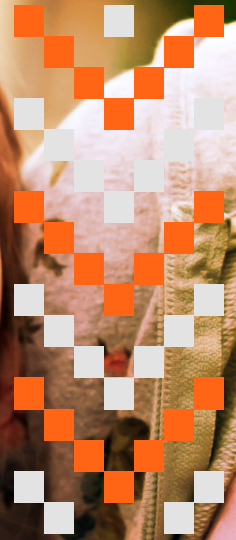




The Future
Reimagined



Postgraduate Diploma in Inclusive Education

The Faculty of Education at UJ is committed to knowledge-making for 21st-century education. To this end, the faculty offers a **Postgraduate Diploma in Inclusive Education (ESPIEQ)** programme with an NQF Level 8.



PURPOSE

The purpose of the PGDip (Inclusive Education) is to develop in professional teachers' specialist theoretical knowledge and practical skills so that they may serve as specialised teachers in mainstream schools, as specialist teachers in special needs schools, as learning support specialists and/or as co-ordinators of learners with diverse abilities.

ADMISSION REQUIREMENTS

To gain admission into the Postgraduate Diploma in Inclusive Education, a potential student should possess an average of 65% for their previous qualification. This may include:

A four-year Bachelor of Education degree

OR

A three-year general bachelor's degree, capped by an Advanced Diploma in Teaching (ACE) / Postgraduate Certificate in Education (PGCE)

OR

A 120 credit, level 7 Advanced Diploma in a cognate sub-field of Education.

OR

A former postgraduate professional teaching qualification such as the Higher Diploma in Education (HDE) (PGCE) or University Education Diploma (UED).

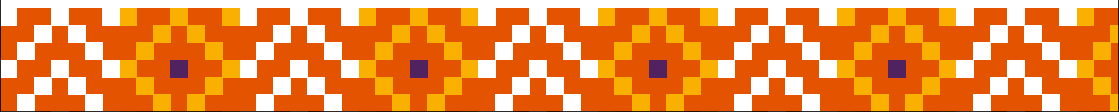
ADDITIONAL ADMISSION REQUIREMENTS

In addition to the minimum admission requirements as outlined above, prospective students may undergo a selection process, including personal interviews and written submissions regarding work experience and motivation for entry into the programme. Students will need to provide evidence that they have previously conducted study in the field of Inclusive Education or relevant, cognate field at level 7 (This could be for example, submission of a previous curriculum outline or a portfolio).

OUTCOMES OF THIS PROGRAMME

Students who have completed the programme will be able to:

- Critically discuss specialised theoretical knowledge regarding the pedagogy of inclusive education.
- Describe the nature, range and extent of physical, health, sensory and neurological disabilities; intellectual differences; cognitive impairments; learning and emotional problems in children.
- Integrate knowledge in the practice of identifying, teaching and supporting the above-mentioned disabilities and conditions within inclusive and special needs schools.



- Assess learners who have diverse abilities and educational needs; design and implement individualised intervention support plans; report on assessments and interventions; collaborate with parents, teachers, multi-disciplinary teams and support groups.
- Show adaptable professional skills and judgement in evaluating appropriate and effective curriculum differentiations and adapted classroom practices which may accommodate diverse learning abilities and educational needs in schools.
- Critically analyse relevant learning support materials, resources and practices, in the light of a conceptual understanding of inclusive education.
- Demonstrate high ethical standards in the practice of inclusive education, collaboration with stakeholders and their on-going professional development.
- Explain appropriate research methodology, such as case studies, in the field of inclusive education and conduct a case study research assignment of limited scope under supervision.

PROGRAMME STRUCTURE

- a) The programme is offered full-time or part-time. (Online)
- b) Minimum duration: One-year full time. Maximum duration: Two years parttime.
- c) All modules are compulsory year modules and offered online.
- d) Two modules per year.

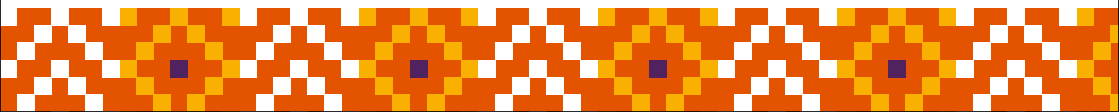
The curriculum integrates theoretical and practical components required in the training of inclusive education teachers. The modules provide theory and practical work that informs the practice of inclusive education as outlined in the modules below.

Inclusive Education Foundations requires students to develop specialised knowledge of theories, principles, discourses and policies around inclusive education. The focus is on the nature, range, extent and complexity of intrinsic and extrinsic barriers to learning.

In Community Involvement in Inclusive Schools, students are required to create parent–school partnerships through developing supportive plans for learners with barriers to learning in an inclusive education system.

In Assessment in Inclusive Schools, students are required to identify learners with barriers to learning and special educational needs and develop support profiles and assessment adaptations in an inclusive education system.

In Learning Support, students develop professional skills in designing differentiated and adapted curricula in supporting learners with barriers to learning in an inclusive education system. Students critically analyse learning support material, resources and practices within an inclusive education framework.



CURRICULUM

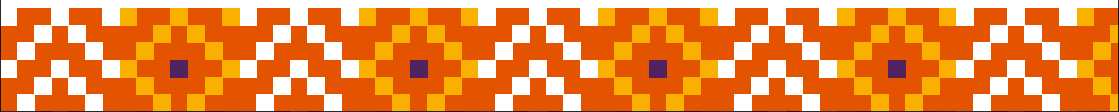
Full-Time Curriculum summary – Postgraduate Diploma in Inclusive Education			
All modules are compulsory year modules			
Module name	Module code	NQF level	Credits
Inclusive Education Foundations	EIEF00Y	8	40
Assessment in Inclusive Schools	EAIS00Y	8	30
Learning Support	ELSP00Y	8	30
Community Involvement in inclusive schools	ECIS00Y	8	20
Part-Time Curriculum summary – Postgraduate Diploma in Inclusive Education			
First-year – Compulsory year modules			
Module name	Module code	NQF level	Credits
Inclusive Education Foundations	EIEF00Y	8	40
Assessment in Inclusive Schools	EAIS00Y	8	30
Second year – Compulsory year modules (These modules are to be completed in the second (2nd) year)			
Learning Support	ELSP00Y	8	30
Community Involvement in inclusive schools	ECIS00Y	8	20

There are no pre-requisites. All modules are at level 8 (120 credits). All modules are focused on the development of the specialisation. Fundamental learning credits are not applicable.

DISCLAIMER

Fulfilling all the minimum entry requirements does not guarantee acceptance into a particular programme. The faculty reserves the right to limit numbers in line with its enrolment targets.

The Faculty of Education also reserves the right to cancel an application or registration in the event that there are insufficient student enrolments to ensure the viability of the programme.



APPLICATION AND REGISTRATION INFORMATION

To submit your **application**, apply online using the following link **Apply@UJ**.
The closing dates can be seen on the UJ website.

The due dates for **registration** are available at **Registrations@UJ**.

**Only accepted applicants are permitted to register.*

CONTACT DETAILS

- **For academic-related matters** such as course content or class attendance, contact the programme coordinator, **Dr Lucia Munongi (luciam@uj.ac.za)**.
- **For administrative-related matters** such as application statuses, registration, or fees contact **Mr Sanele Mjoli (smjoli@uj.ac.za)**.

www.uj.ac.za/edu

