

Open University of Mauritius

B. Ed (Hons) Primary Education (Top-up) [OUbe019]

1. Objective and rationale

The Bachelor of Education in Primary Education is a programme developed for a blended (both online and face-to-face tutoring) mode delivery by the Open University of Mauritius to build solid foundations for teaching and learning in primary schools. Primary teaching is becoming a more challenging and diverse career, which requires a range of personal, professional and academic qualities from educators to be able to practice effective teaching and active learning in the classroom. To succeed in teaching, educators must have an in-depth understanding of the complex processes of learning based on their professional engagement with theory, research and practice. This B Ed (Hons) Primary Education is a tailor-made degree programme which aims at helping primary educators in developing into professionally more equipped providers of knowledge, attitudes, aptitudes and skills to their pupils.

The programme also develops the capacities required by educators working in the information age. The educational demands of parents, the challenging behavior of pupils, the leadership practices of school heads, the perversity of the modern society and the disengagement of pupils and their parents in education are the contexts that have been analysed and taken into consideration in designing the programme. Health and Safety in schools, Life crisis in childhood, pupil discipline management, school leadership and management and research in education are some of the key modules that are integrated in the B Ed (Hons) Primary Education.

More specifically, the programme aims at:

- Helping educators to develop the dispositions to do life-long learning to ensure their professional learning and development.
- Providing the educators with a deep knowledge and understanding of the learning needs, processes and practices of pupils.
- Improving the educator's teaching practices associated with primary curriculum.
- Encouraging educators to improve their knowledge of the literature of education so that they adopt a research stance towards primary teaching and education.
- Helping the educators to extend their professional practice, develop professional experiences and a greater and better knowledge of the school as a complex organisation.

2. General Entry Requirements

- i. **EITHER** “Credit” in at least three subjects at School Certificate or General Certificate of Education O Level or equivalent and “Pass” in at least two subjects at Higher School Certificate or General Certificate of Education A Level or equivalent.
- ii. **OR** An appropriate equivalent Diploma/Certificate/Foundation Course acceptable to the Open University of Mauritius.
- iii. Candidates who do not qualify under options i and ii may register for Foundation Courses offered by the Open University of Mauritius. Those who complete the Foundation Courses successfully will be eligible for registration for the relevant degree programmes.
- iv. **OR** Qualifications awarded by other Universities or institutions, which are acceptable to the Open University as satisfying the minimum requirements for admission.
- v. Mature candidates having a strong background of work experience and uncertified learning may be assessed for entry to the programmes through Accreditation of Prior Learning (APL) and the Accreditation of Prior Experiential Learning (APEL). Please consult the General Rules and Regulations of the Open University for further details.

3. Programme Requirements

Candidates with “Credit” in at least three subjects at School Certificate or General Certificate of Education O Level and a “Pass” in at least two subjects at Higher School Certificate or General Certificate of Education A Level or equivalent,

PLUS

A Teacher’s Diploma (Primary) or any other alternative equivalent qualification in education from any recognized institution.

4. Minimum Requirements for Awards

Degree Award

For the award of the degree, all modules of the programme, including professional practice and development, must be completed. Every module carries 4 credits, except the dissertation which carries 8 credits. The professional practice and development component carries the same weightage as the other modules.

5. Programme Duration

	Normal	Maximum
Degree	2 years	5 years

6. Credits per year: Maximum 32 credits and minimum 20 credits

7. Minimum Credits Required for Top- up Degree Award: 60 credits

8. Assessment

Each module will be assessed over 100 marks (i.e expressed as %) with details as follows (unless otherwise specified) :

Assessment will be based on a written examination of 2 hours duration, which would account for 70% of the final module grade and continuous assessment would account for 30% of the final module grade. Continuous assessment will be based on assignments. Each module will carry 100 marks. To pass a module, an overall total of 40% for combined continuous assessment and written examination would be required without minimum thresholds within the individual continuous assessment and written examination. Students may re-sit up to a maximum of two failed modules for the semester of the programme.

In this B.Ed programme, all modules are examinable at the end of the semester, except the Professional Practice and Development component.

Written examinations for all modules, whether taught in semester 1 or in semester 2 or both, will be carried out at the end of the semester (unless otherwise stated).

The Professional Practice and Development component of a minimum of one semester over the duration of the programme must be satisfactorily completed for the award of the degree. At the end of the Professional Practice and Development period, the learners will have to submit a mini project/report which will carry 4 Credits. The Professional Practice and Development component is compulsory for **ALL** learners.

9. Grading

Percentage Range	Description	Grade	Grade Point
70% and above	Excellent	A	5
$60\% \leq x < 70\%$	Very Good	B	4
$50\% \leq x < 60\%$	Good	C	3
$45\% \leq x < 50\%$	Satisfactory	D	2
$40\% \leq x < 45\%$	Pass	E	1
$0\% \leq x < 40\%$	Ungraded	U	0

10. Award

B.Ed (Hons) Primary Education

1 st Class with Honours	CPA \geq 70
2 nd Class 1 st Division with Honours	60 \leq CPA < 70
2 nd Class 2 nd Division with Honours	50 \leq CPA < 60
3 rd Class	45 \leq CPA < 50
Pass	40 \leq CPA < 45
No Award	CPA < 40

If CPA < 40, the learner will have to repeat the entire academic year, and retake the modules as and when offered. However, he/she will not be required, if he/she wishes, to retake modules for which grade C or above has been awarded. Learners are allowed to repeat twice once over the entire duration of the programme of studies. No award is made if CPA < 40.

11. Programme Plan

Year 1

SEMESTER 1

Code	Module Name	Credits
OUBE019111	The teacher as a life-long learner	4
OUBE019112	Health and Safety in Schools	4
OUBE019113	Life crisis in childhood	4
OUBE019114	Child Psychology	4

SEMESTER 2

OUBE019121	Learner discipline management	4
OUBE019122	Socio-education	4
OUBE019123	Research Methodology in education	4
OUBE019124	Professional Experience and Development	4

Year 2

SEMESTER 1

OUbe019211	Educational Leadership and Management	4
OUbe019211	Children literature	4
OUbe019213	Inclusive pedagogy	4
OUbe019214	Life skills for educators	4

SEMESTER 2

OUbe019221	Language Didactics: English/French/any other school languages	4
OUbe019222	Dissertation	8

12. Syllabus Outline

OUbe019111 - The teacher as a life-long learner

Module aim: To provide learners with the required study skills so that they become autonomous learners and they develop their own life-long learning process

Unit 1: Lifelong learning: An introduction

Unit 2: The lifelong learning society

Unit 3: Lifelong learning and curriculum

Unit 4: Lifelong learning and argumentation

Unit 5: Lifelong learning and the EFT study process

Unit 6: Effective time management and planning

Unit 7: Learning anxiety

Unit 8: Critical thinking and problem-solving

Unit 9: Practical guidelines to success in examinations through lifelong learning

OUBE019112 - Health and safety in schools

Module aims: To inform learners of the importance of health and safety in the school as an organization so that they may maintain and promote the health and safety of pupils as their own.

Workshops on child protection and law will increase the learners' awareness of health and safety in early childhood setting.

Unit 1: Introduction to the concept of occupational safety and health

Unit 2: Legal requirements on occupational health and safety (part 1)

Unit 3: Legal requirements on occupational health and safety (part 2)

Unit 4: Proper handling of equipment in early childhood setting

Unit 5: Creating safe and supporting learning environment

Unit 6: Child protection and law

OUBE019113 - Life crisis in childhood

Module aim: To provide the learners with the techniques of identification of the child in crisis so that they may guide the child until professional help is obtained.

Unit 1: The field of the crisis intervener

Unit 2: The relationship between the crisis intervener and the child in crisis

Unit 3: Interview in the context of life crises

Unit 4: Identification of the child in crisis

Unit 5: Behavioural problems as life crises

Unit 6: Physical problems as precipitators for life crises in childhood

Unit 7: The influence of family crises on the development of the child

OUBE019114 - Child psychology

Module aims: To provide the learners with the capacity to describe learning and teaching activities in terms of their psychological efficacy as it relates to early childhood.

Unit 1: Theories in childhood development

Unit 2: Physical development

Unit 3: Cognitive development

Unit 4: Psychosocial development

Unit 5: Moral development

Semester 2

OUBE019121 - Learner discipline management

Module aims: To develop the learners into effective classroom managers who have a better and deeper insight into creating a safe and conducive teaching and learning environment. To provide the learners with proactive and restorative behavior management strategies.

Unit 1: Classroom management in context

Unit 2: Management functions in classroom

Unit 3: Elements of the teaching and learning situation

Unit 4: Causes of classroom indiscipline

Unit 5: Strategies to cope with a lack of learner discipline

OUBE019122 - Socio-education

Module aim: To encourage learners to engage with critical and creative minds by focusing on the processes and products of childhood in the society.

Unit 1: The family as socio-educative space

Unit 2: Family dynamics

Unit 3: Society as a socio-educative arena

Unit 4: School as a socio-educative arena

Unit 5: Some characteristics of modern family from a socio-educational perspective

Unit 6: Socialisation: An educational matter in a social context

Unit 7: The socializing role of the school

Unit 8: Children's rights and responsibilities in school and society

OUBE019123 - Research Methodology in education

Module aims: To provide learners with an understanding of the ontological and epistemological issues that underpin the choice of research topic, methodology and methods. To help learners in identifying a subject worthy and capable of research, and to formulate a plan for the implementation of the research process. To expose them to the nature of the research process (planning and designing a research proposal).

Unit 1: Introduction to research in education

Unit 2: Research problems: statements, questions and hypothesis

Unit 3: Literature review

Unit 4: Designing quantitative research

Unit 5: Data collection techniques

Unit 6: Designing qualitative research

Unit 7: Ethical considerations

Unit 8: Writing a research proposal and the dissertation.

The learner will submit his/her research proposal for the final dissertation by the end of this semester, which is assessed as the module only assignment. This module is not examinable.

OUBE019124 - Professional Experience and Development

Module aim: To give opportunities to the learners to practice what they have gained as theoretical insights and knowledge in authentic classroom situations so that they grow into an effective reflective practitioner.

The professional experience and development component will provide the learners with the opportunity to prove that they have professionally developed and that they are prepared for effective practice.

The learners will have to develop a portfolio to show their teaching practice and abilities in the primary teaching and learning setting. They will have to make use of all the possible technology, teaching methods and media in this teaching experience. They will be required to do micro-teaching.

Workshops may be organized by the Open University on the use of virtual classrooms so as to improve the teaching strategies of educators/learners.

Year 2

Semester 1

OUbe019211 - Educational leadership and management

Module aim: To provide the learners with an understanding of leadership and management theories so that they may develop effective and sustainable teaching and learning practices and a conducive school environment for the school personnel.

Unit 1: The school as an organization

Unit 2: Leadership and management: A distinction

Unit 3: Leadership styles

Unit 4 Leadership theories

Unit 5: Leadership in action

Unit 6: Instructional leadership in schools

Unit 7: The effective school

Unit 8: The challenges of school leadership

OUbe019211 - Children literature

Module aims: To equip learners with the skills of selection and presentation of literature books and stories that will help them instill the appreciation of stories the culture of reading, through aesthetic, social, emotional, moral and language development.

Unit 1: The importance of children literature in early childhood development

Unit 2: Different genres in children's literature

Unit 3: Selecting suitable literature for young children

Unit 4: Children's stories for the different age groups in early childhood teaching

Unit 5: Presenting children's stories in the early childhood development phase

OUBE019213 - Inclusive pedagogy

Module aim: To provide learners with the strategies of adopting inclusive principles in diverse classrooms.

Unit 1: Inclusive Education

Unit 2: Inclusive Practices

Unit 3: Inclusive Pedagogy

Unit 4: Learners' additional needs and supports

Unit 5: Teacher Education and Inclusion

Unit 6: Understanding learning and social justice

OUBE019214 - Life skills for educators

Module aims: To facilitate the practice and reinforcement of psychosocial skills in the multicultural learning environment and to equip learners with high quality life skills that will demonstrate relevant knowledge, skills, abilities and attitudes. Also, to impact on and develop lifestyles that will lead to personal success, health and well-being of the learners as well as the children in schools.

Unit 1: Self-esteem and self-improvement

Unit 2: Values classification

Unit 3: Goal setting and time management

Unit 4: Drug education

Unit 5: Parenting

Unit 6: Gender and relationships

Unit 7: Human sexuality and sexual health

Unit 8: Citizenship

Unit 9: Leadership

Unit 10: Affective listening

Unit 11: Conflict resolution

Unit 12 Anger management

Semester 2

OUBE019221 - Language didactics

Module aims: To provide learners with the language teaching strategies, methods and techniques, and to apply them in their own lessons to facilitate language acquisition and mastery.

Unit 1: Language acquisition

Unit 2: Language immersion

Unit 3: The language learning skills

Unit 4: Second language teaching in primary schools

Unit 5: The second language learning difficulties

Unit 6: Teaching languages through technologies

Unit 7: Teaching and learning language support

OUBE019222 - Dissertation

The research study will allow the learner to examine thoroughly an area or a problem related to education. It will draw upon significant concepts and techniques studied during the taught part of the programme and will examine how the student uses his or her theoretical knowledge and insights into educational and teaching practice to contribute to some reflections or new insights into education. The dissertation should be written in the range of 12, 000 to 15,000 words.

12. Workshops/seminars

Many workshops and/or seminars may be organized throughout the two years of study. They can be organized for effective teaching and learning of primary school subjects like History and Geography, Sciences and Mathematics. Learners may also be initiated to use of virtual classrooms. The use of Kreol Morisien (mother-tongue) as medium of instruction may also be a compulsory workshop for all learners.

The University may consider it important to organize workshops on any other relevant educational aspects that would benefit the learners in terms of professional development and training.