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# STUDENT ORIENTATION BOOKLET 2023

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## **1. INTRODUCTION**

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This Student Orientation Booklet will assist you in understanding what the essential requirements are when studying through a distance mode of learning and teaching. It provides you with important information that, if applied, will enable you to be successful in your studies.

## **2. INSTITUTIONAL KNOWLEDGE**

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### **2.1 Background**

SANTS Private Higher Education Institution is celebrating 25 years in education. The South African National Tutor Services (SANTS) was established on 17 November 1997 as a private national education and training provider with an aspiration to develop teachers who can teach and make a difference in classrooms. Over the past 25 years, SANTS has presented various programmes and qualifications to more than 40 000 educators in the education sector.

SANTS began its operations as a relatively small-scale organisation, offering expertise to the newly reorganised provincial education departments. Over the next few years, we presented several in-service training programmes in collaboration with these departments. By 2001, with an impressive track record and increasing demand for our services, SANTS grew and diversified as a Further Education and Training service provider, focusing on Early Childhood Development and Continuing Teacher Development programmes.

In 2012, SANTS Private Higher Education Institution was registered at the Department of Higher Education and Training (DHET), focusing on Initial Teacher Education (ITE) programmes, offering a Diploma in Grade R Teaching, a Bachelor of Education in Foundation Phase Teaching and a Bachelor of Education in Intermediate Phase Teaching. The programmes are approved and recognised by the DHET and accredited by the Council on Higher Education (CHE). The South African Qualifications Authority (SAQA) registered the programmes on the National Qualifications Framework (NQF).

As a Distance Higher Education Institution, SANTS is able to offer the programmes in ways that address the contextual realities students, in particular, but not limited to rural areas face. This includes access to affordable quality professional higher education programmes. The programmes further, enable students to teach in the language of learning and teaching for school subjects in Afrikaans, English, isiXhosa, isiZulu, Sepedi, and Setswana.

As a Higher Education institution, SANTS has grown significantly with close to 100 full-time employees at the head office, with an average of 600 contract workers at any given time. This includes markers, tutors, external moderators, quality assurers and marketers.

Since 2012, more than 7 000 students have graduated as newly-qualified teachers with a Diploma in Grade R Teaching, a Bachelor of Education in Foundation Phase Teaching or a Bachelor in Intermediate Phase Teaching degree. "Completing these qualifications equipped them with graduate attributes to become the best possible classroom teacher South Africa needs", Professor Ina Joubert, SANTS' Executive Academic Director.

Close to 14 000 student teachers are currently enrolled in the Diploma in Grade R Teaching, Bachelor of Education in Foundation Phase Teaching or Bachelor of Education in the Intermediate Phase Teaching nationwide.

## **2.2 Vision**

SANTS' vision is to provide quality, practice-driven teacher education and development in diverse contexts.

## **2.3 Mission**

SANTS' mission is to develop quality teacher education programmes, resulting in highly-skilled professional teachers. Each programme should be appropriate for diverse contexts, grounded in the principles of best practice and responsive to the needs of the education system. Access is provided through programme design and implementation, taking these programmes to people in diverse communities, with a focus on rural contexts, through distance education.

## **2.4 Mode of Programme Delivery**

SANTS delivers all three accredited programmes in a distance mode of programme delivery. Workplace Integrated Learning, academic and administrative support is provided through MySANTS, an online student portal.

## **2.5 Language of Instruction**

SANTS provides tuition in English as a medium of instruction, formal communication, academic literature and research. The language focus areas for Home Language Teaching as the language related to teaching and learning of school subjects, are Afrikaans, English, isiXhosa, isiZulu, Sepedi and Setswana.

The Language of Learning and Teaching, Home Language, First Additional Language and the Languages of Conversational Competence are developed throughout the programme and are formally assessed and certified for endorsement on the degree certificate.

Students whose Home Language is English, with Afrikaans as a First Additional Language, or students whose Home Language is Afrikaans, will be required to complete the module, Language of Conversational Competence. Communicative competence in a third language is developed and formally assessed and certified for endorsement on the degree certificate.

## **3. PROGRAMMES ON OFFER**

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SANTS offers the following accredited Initial Teacher Education programmes: Diploma in Grade R Teaching; Bachelor of Education in Foundation Phase Teaching; and Bachelor of Education in Intermediate Phase Teaching.

### **3.1 Diploma in Grade R Teaching**

The Diploma in Grade R Teaching is presented on the National Qualifications Framework (NQF) Exit Level 6 with minimum total credits of 360, earned over a minimum of three years. The Diploma in Grade R Teaching has been approved and recognised by the Department of Higher Education and Training for employment in education and is classified as a Relative Education Qualification Value (REQV) 13 qualification. The programme is accredited by the Council on Higher Education; accreditation no. H/PR148/E013CAN. Furthermore, the diploma is registered with the South African Qualifications Authority (SAQA) with ID: 112487.

The qualification is aligned with the Revised Policy on the Minimum Requirements for Teacher Education Qualifications, in particular, Appendix C of the Policy which outlines the Basic Competencies of a Beginner Teacher (Department of Higher Education and Training, 2015, Gov. Gazette, No. 38487, p. 62).

The minimum duration to complete the Diploma in Grade R Teaching qualification on a full-time basis is three years. Students are granted the opportunity to complete the Diploma in Grade R Teaching in 5 years. This time span is in relation to the progression rules for this qualification.

### **3.1.1 Purpose of the programme**

The purpose of the Diploma in Grade R Teaching is to develop resourceful, adaptable, pedagogically flexible, knowledgeable, proactive, and reflective teachers, specifically for Grade R teaching and learning within the South African contexts and realities.

To this end, student teachers will become competent in educational theory and acquire the requisite disciplinary and pedagogical content knowledge essential for Grade R teaching and learning.

Students will develop a thorough understanding of the holistic development of the child from birth, as well as an understanding of the ecological contexts and issues that shape children's learning and experience of school. Foremost, this qualification serves as the articulation for existing Grade R practitioners who have been absorbed into the schooling system, to upgrade their qualifications in line with the minimum requirements for Grade R Teachers.

### **3.1.2 Programme Outcomes**

At the end of the three-year Diploma in Grade R Teaching programme, students are expected to demonstrate the following basic competencies related to their own development and that of their Grade R learners:

- Demonstrate competence in speaking, and reading and writing in the language/s of instruction in ways that facilitate their own academic development and learning.
- Demonstrate competence in interpreting and using numerical, computational data and elementary statistics to facilitate their own academic learning.
- Interpret the national curriculum and unpack its specialised content for Grade R.
- Demonstrate competence in identifying and accommodating diversity in the Grade R classroom, identifying and addressing of learning barriers and social challenges.
- Conduct oneself responsibly, professionally and ethically in the classroom, the school and the broader community in which the school is located.
- Demonstrate a positive work ethic that benefits, enhances and develops the status of the teaching profession and early childhood education more broadly.
- Conduct oneself responsibly, professionally and ethically in the classroom, the school and the broader community in which the school is located.
- Demonstrate a positive work ethic that benefits, enhances and develops the status of the teaching profession and early childhood education more broadly.
- Demonstrate competence in communicating effectively in general, and in relation to Grade R specialised knowledge in order to mediate and facilitate learning.
- Plan, design and implement learning programmes that are developmentally appropriate and culturally responsive for the Grade R context.
- Demonstrate competence in identifying and accommodating diversity in the Grade R classroom, identification and addressing learning barriers and social problems.
- Observe, assess, record and report learner progress regularly.

- Reflect upon and use assessment results to improve teaching and learning.

### 3.1.3 Programme Structure

The table below shows how the modules have been spread across the three-year diploma programme and how the series of modules are placed in order for you to progress. The table includes the credit value as well as the NQF level.

Module name	Code	NQF L	Credits	Module name	Code	NQF L	Credits
YEAR 1							
SEMESTER 1				SEMESTER 2			
Academic Literacy	R-ALI 110	5	14	Introduction to the Language and Literacy Landscape in Grade R	R-LLL 120	5	12
Fundamental Mathematics	R-FMA 110	5	14	Introduction to Mathematics Learning in Grade R	R-MAT 120	5	12
Computer Literacy	R-CLI 110	5	14	Introduction to Life Skills in Grade R	R-LSK 120	5	12
Education Studies 1: Theories of Child Development in Context	R-EDS 111	5	12	Education Studies 2: Theories of Teaching and Learning in Context	R-EDS 122	5	12
				Compulsory for students who choose both Afrikaans and English as Home Language (HL) or First Additional Language (FAL): Language of Conversational Competence: isiXhosa / isiZulu / Sepedi / Setswana	C-LCX 120 C-LCZ 120 C-LCS 120 C-LCT 120	5	10
			54		48-58		
Workplace Integrated Learning Year 1					R-WIL 101 (A&B)	5	16
Sub-total credits for Year 1:						118 -128	
YEAR 2							
SEMESTER 1				SEMESTER 2			
Students need to choose at least 1 Home Language: English Home and First Additional Language and Literacy Learning in Grade R 1;  or  Home Language and Literacy Learning in Grade R 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	R-EHF 211    R-HLA 211 R-HLX 211 R-HLZ 211 R-HLS 211 R-HLT 211	6    6	19    16	Students who choose English or Afrikaans as Home Language (HL), must choose another language as First Additional Language (FAL): First Additional Language and Literacy Learning in Grade R 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana,  or  Students who did not choose English as HL (R-EHF 211), must do R-FLE 221 English First Additional Language and Literacy Learning in Grade R 1	R-FLA 221 R-FLX 221 R-FLZ 221 R-FLS 221 R-FLT 221  R-FLE 221	5    5	12    12
Professional Studies 1: The Teacher and the Child Friendly Environment	R-PFS 211	5	12	Professional Studies 2: Grade R Curriculum in Practice	R-PFS 222	6	14
Mathematics Learning in Grade R 1	R-MAT 211	6	16	Education Studies 3: Curriculum, Pedagogy and Assessment	R-EDS 223	6	14
Life Skills in Grade R 1	R-LSK 211	6	16				
			60-79				28-40
Workplace Integrated Learning Year 2					R-WIL 202 (A&B)	6	20
Sub-total credits for Year 2:							120 - 127

YEAR 3							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 2: English Home and First Additional Language and Literacy Learning in Grade R 2,  or Home Language and Literacy Learning in Grade R 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	R-EHF 312  R-HLA 312 R-HLX 312 R-HLZ 312 R-HLS 312 R-HLT 312	6  6	19  16	Continue with Language chosen in Year 2: First Additional Language and Literacy Learning in Grade R 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana,  or English First Additional Language and Literacy Learning in Grade R 2	R-FLA 322 R-FLX 322 R-FLZ 322 R-FLS 322 R-FLT 322  R-FLE 322	6  6	14  14
Mathematics Learning in Grade R 2	R-MAT 312	6	16	Education Studies 4: Education Policy and Practice	R-EDS 324	6	14
Professional Studies 3: Early Years Teacher Identity and the Profession	R-PFS 313	6	14	Professional Studies 4: Critical Issues in Education	R-PFS 324	6	14
Life Skills in Grade R 2	R-LSK 312	6	16				
			62-81				28-42
Workplace Integrated Learning Year 3					R-WIL 303 (A&B)	6	22
Sub-total credits for Year 3:							126 - 131
Total credits for the programme							364 - 386

### 3.1.4 Workplace Integrated Learning

Workplace Integrated Learning (WIL) is central to teacher education as it enables a student to integrate theoretical and conceptual knowledge gained through their studies with practice-based knowledge in a professional context. During the course of their studies, students will be required to spend time in diverse classroom contexts.

#### 3.1.4.1 Purpose

WIL is learning from, through, and in practice to develop your competence to teach effectively in diverse classroom contexts. The purpose of WIL, therefore, is to link theoretical and conceptual understanding (gained from your studies) with pedagogical experience in situated and authentic classroom contexts. In addition, WIL provides students with the opportunity to teach and reflect on their teaching practice to enhance learning.

#### 3.1.4.2 Placements

You will be allocated a school for your WIL period as close to your home as possible. In-service teachers will be required to complete their WIL period at the school where they are employed. Students who register for the first time in January will complete their annual WIL period at a school in their second semester (between July and November), and students who register for the first time in June will complete their annual WIL period at a school in their second semester (between February and June).

You will receive a SMS with a link to a School Placement Form and a link for uploading the completed form, from early in your 1st semester every year – you will then take this form to the school of your choice to obtain permission to do WIL there. Once you have the form signed and stamped, you will upload the stamped and signed form to the link that you received in the SMS.

### 3.1.4.3 Timeframes

Students are required to complete the WIL requirements for a current year before being allowed to progress to a new academic year even if all the other academic requirements for the year have been met. An additional opportunity will be provided in the same year to meet the requirements, should the student not have met the WIL requirements for the current year during the designated WIL period.

### 3.1.4.4 Assessment

WIL assessment for every year in every programme is made up of two components – a practical lesson assessment (where you teach a lesson and are assessed) and a Portfolio of Evidence (a file of evidence of your learning that you will be required to compile during your WIL period). In Year 1, you will be assessed for practical lesson teaching by the Mentor Teacher assigned to you by the school, and you will submit an electronic version of your Portfolio of Evidence on MySANTS. From Year 2 onwards your practical lesson assessment and the marking of your Portfolio of Evidence will be completed by a SANTS WIL Assessor who will visit you at school during your WIL period.

### 3.1.4.5 WIL Duration

Please take note of the number of weeks you will complete each year in your programme as shown in the table below.

**Table: Number of weeks for WIL programme completion**

YEAR	MODULE CODE	DURATION
1	R-WIL 101	3 Consecutive weeks
2	R-WIL 202	4 Consecutive weeks
3	R-WIL 303	5 Consecutive weeks
Total number of weeks		<b>12 weeks</b>

### 3.1.5 Progression Rules

Progression from one semester to the next and the modules in which studies can commence are determined by the pass rate of each student as well as the specific modules that have been passed.

The following progression rules apply:

- SANTS aims to follow an inclusionary principle that will allow students, who have demonstrated sufficient competency in one level to progress to the next level. However, students may be excluded if the number of modules outstanding will require the programme to be extended by more than 2 years beyond the normal end of the programme plan.
- A student can register for a maximum of only SIX (6) modules per semester (excluding WIL).
- Depending on the programme and the year in which the student is, as well as the prerequisites of the modules they have to repeat, students may repeat up to two additional modules during the current semester (current semester modules + 2 modules  $\leq$  6).

- Up to two repeating modules may be carried beyond the programme requirement of a semester subject to the condition that registration for modules in a given semester must have a priority order:
  - i. Repeat Fundamental modules
  - ii. Repeat Education Studies modules
  - iii. Repeat Professional Studies modules
  - iv. Other repeat modules
  - v. Fundamental modules
  - vi. Education Studies modules
  - vii. Professional Studies modules
  - viii. Phase-specific Content knowledge modules
- The approved pre-requisite list of a module takes precedence over generic rules.
- Modules that have previously not been passed take precedence over new modules for registration in each semester.
- SANTS must ensure the appropriate NQF level progression of modules in order to protect the accreditation of its programmes:
  - i. If a student has earned admission to a supplementary examination in a module, (obtained 40% - 47% as a final result), he/she may register for the immediately succeeding cognate module, according to the pre-requisites for the specific module. This is known as the Supplementary Admission Progression Rule (SPR). However, the SPR rule does not apply for progression beyond one module (with that SPR condition) in the sequence. A module must be passed for admission to a module beyond the immediately succeeding module.
  - ii. However, a student is not allowed to complete a module at a higher NQF level, when the immediately lower NQF level module has not been passed.
  - iii. If several modules in a cognate sequence are at the same NQF level, and at least one of these modules has been passed (or has gained approved SPR admission) at that NQF level, then the student may progress to the higher NQF level module.
- Condoning of marks: All final results for 48% and 49% will be condoned to 50%. All final results for 73% and 74% will be condoned to 75%. Examination results for 37%, 38% and 39% will be condoned to 40%.
- The following criteria will be applicable when awarding a student a distinction for a programme:
  - i. 75% or above in each WIL module throughout the total three years of study;
  - ii. An average of 75% or above for the remaining modules across the total three years of study, exclusive of the above criterion;
  - iii. All modules must have been passed on their first attempts.
- Students who have failed all modules, or have no results (including no submission of assessment papers and no communication with SANTS) for all enrolled modules, must be confirmed with the Finance Department regarding studies discontinued, or fees not paid, and if they want to continue, can only be enrolled for the relevant semester modules.
- Any deviations from the above will only be considered if so ratified by the Assessment and Student Affairs Committee (ASAC) and will be based on the academic record of the relevant student(s) and the availability of modules.

### **3.1.6 Programme Articulation**

The Diploma in Grade R Teaching programme allows for a vertical articulation only. The articulation provides teachers with the opportunity to proceed into a Bachelor of Education in the Foundation Phase Teaching programme. .

The completed Diploma in Grade R Teaching qualification will be recognised for Credit Accumulation and Transfer (CAT), towards the Bachelor of Education in Foundation Phase Teaching upon application to the degree programme.

Students who enrolled on the Diploma in Grade R Teaching between the years 2013-2018 will receive credit accumulation of 134 credits towards the Bachelor of Education in Foundation Phase Teaching programme.

Students who enrolled on the Diploma in Grade R Teaching from 2020 onwards will receive credit accumulation of between 172 and 185 credits (depending on the language electives taken) towards the Bachelor of Education in Foundation Phase Teaching programme.

This will allow the completion of the four-year degree in a minimum period of three years, commencing with the SANTS' Bachelor of Education in Foundation Phase Teaching from the second year.

## **3.2 Bachelor of Education in Foundation Phase Teaching**

The Bachelor of Education in Foundation Phase Teaching degree is presented at the National Qualifications Framework (NQF) Exit Level 7 with minimum total credits of 480, earned over a minimum of four years. The Bachelor of Education in Foundation Phase Teaching degree has been approved and recognised by the Department of Higher Education and Training for employment in education and is classified as a Relative Education Qualification Value (REQV) 14 qualification. The programme has been accredited by the Council on Higher Education; accreditation no: H/PR148/E011CAN. Furthermore, the degree is registered with the South African Qualifications Authority (SAQA) with ID: 112484.

The qualification is aligned with the Revised Policy on the Minimum Requirements for Teacher Education Qualifications, in particular, Appendix C of the Policy which outlines the Basic Competencies of a Beginner Teacher (Department of Higher Education and Training, 2015, Gov. Gazette, No. 38487, p. 62).

### **3.2.1 Purpose of the programme**

The purpose of the Bachelor of Education in Foundation Phase Teaching qualification is to develop resourceful, adaptable, pedagogically flexible, knowledgeable, proactive and reflective teachers specifically for Foundation Phase teaching and learning and with the South African context and reality in mind.

To this end, you will become competent in educational theory, the context of education, schools and classrooms, the requisite disciplinary knowledge, and pedagogical content knowledge essential for Foundation Phase teaching and learning. You will develop a thorough understanding of the holistic development of the child from birth, as well as the educational and environmental contexts and issues that shape children's learning and experience of school.

### 3.2.2 Programme Outcomes

At the end of the four-year degree, students are expected to demonstrate the following:

- Read, write and speak the language in ways that facilitate their own academic learning in a higher education context.
- Interpret and use numerical and elementary statistical knowledge to facilitate their own academic learning and to manage teaching, learning and assessment.
- Use Computer Information and Communications Technology (ICT) in daily life and teaching.
- Use Digital Pedagogies for Teachers to enhance teaching and learning in a digital information age.
- Use Critical Literacies for Teachers in daily life and in teaching and learning.
- Demonstrate an understanding of the theoretical and pedagogical fields of study that influence education and teaching, as well as learning decisions and practices.
- Demonstrate the ability to function responsibly within an education system, an institution and the community in which an institution is located.
- Demonstrate respect for and commitment to the education profession.
- Demonstrate an understanding of:
  - The principles underpinning the disciplines for the various learning areas;
  - Pedagogical content knowledge of the learning areas/subjects to be taught;
  - Planning and designing learning opportunities;
  - Resourcing teaching and learning;
  - Reflecting on teaching.
- Demonstrate competence in selecting, using and adjusting teaching and learning strategies in ways that meets the needs of both learners and the context of learning and teaching.
- Demonstrate competence in managing and administering learning environments and supporting learners in ways promote social justice ideals.
- Demonstrate competence in monitoring and assessing learner progress and achievement.

### 3.2.3 Programme Structure

The table below shows how the modules have been spread across the four-year degree programme and how the series of modules are placed in order for you to progress. The table includes the credit value as well as the NQF level.

Module name	Code	NQF L	Credits	Module name	Code	NQF L	Credits	
YEAR 1								
SEMESTER 1				SEMESTER 2				
Academic Literacy	B-ALI 110	5	10	Critical Literacies for Teachers	B-CLT 120	5	10	
Fundamental Mathematics	B-FMA 110	5	10	Introduction to Mathematics Teaching in the Foundation Phase	F-MAT 120	5	10	
Computer Literacy	B-CLI 110	5	10	Professional Studies in the Foundation Phase 1: Classroom Practice	F-PFS 121	5	10	
Education Studies 1: Theories of Child Development	B-EDS 111	5	10	Education Studies 2: Theories of Learning and Teaching	B-EDS 122	6	12	
Introduction to the Language and Literacy Landscape in the Foundation Phase	F-LLL 110	5	10	Introduction to Life Skills Teaching in the Foundation Phase	F-LSK 120	5	10	
				Compulsory for students who choose both Afrikaans and English as Home Language (HL) or First Additional Language (FAL): Language of Conversational Competence: isiXhosa / isiZulu / Sepedi / Setswana	C-LCX 120 C-LCZ 120 C-LCS 120 C-LCT 120	5	10	
			50					52-62
Workplace Integrated Learning Year 1					F-WIL 101 (A&B)	5	18	
Sub-total credits for Year 1:							120 - 130	
YEAR 2								
SEMESTER 1				SEMESTER 2				
Students need to choose at least 1 Home Language: English Home and First Additional Language and Literacy Teaching in the Foundation Phase 1, or Home Language and Literacy Teaching in the Foundation Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 211  F-HLA 211 F-HLX 211 F-HLZ 211 F-HLS 211 F-HLT 211	6	15	Continue with the Home Language chosen in the previous semester: English Home and First Additional Language and Literacy Teaching in the Foundation Phase 2, or Home Language and Literacy Teaching in the Foundation Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 222  F-HLA 222 F-HLX 222 F-HLZ 222 F-HLS 222 F-HLT 222	6	15	
Professional Studies in the Foundation Phase 2: School and Classroom Management	F-PFS 212	6	12	Professional Studies in the Foundation Phase 3: Social Justice and Current Issues in Education	F-PFS 223	6	12	
Education Studies 3: Curriculum, Pedagogy and Assessment	B-EDS 213	6	12	Education Studies 4: History of Education and Education Policies	B-EDS 224	6	12	
Life Skills Teaching in the Foundation Phase 1: Personal and Social Well-being	F-LSK 211	6	12	Mathematics Teaching in the Foundation Phase 1	F-MAT 221	6	12	
				Students who did not choose English as Home Language (HL) (F-EHF 211, 222), must do F-FLE 221: English First Additional Language and Literacy Teaching in the Foundation Phase 1	F-FLE 221	6	12	
				Students who choose English or Afrikaans as Home Language (HL), must choose another Language as First Additional Language (FAL): First Additional Language and Literacy Teaching in the Foundation Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-FLA 221 F-FLX 221 F-FLZ 221 F-FLS 221 F-FLT 221	6	12	
			48-63					60-63
Workplace Integrated Learning Year 2					F-WIL 202 (A&B)	6	20	
Sub-total credits for Year 2:							128 - 146	

Module name	Code	NQF L	Credits	Module name	Code	NQF L	Credits
YEAR 3							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 2: English Home and First Additional Language and Literacy Teaching in the Foundation Phase 3,  or Home Language and Literacy Teaching in the Foundation Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 313  F-HLA 313 F-HLX 313 F-HLZ 313 F-HLS 313 F-HLT 313	6  6	15  12	Continue with Language chosen in Year 2: First Additional Language and Literacy Teaching in the Foundation Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana,  or English First Additional Language and Literacy Teaching in the Foundation Phase 2	F-FLA 322 F-FLX 322 F-FLZ 322 F-FLS 322 F-FLT 322  F-FLE 322	6  6	12  12
Mathematics Teaching in the Foundation Phase 2	F-MAT 312	6	12	Mathematics Teaching in the Foundation Phase 3	F-MAT 323	6	12
Life Skills Teaching in the Foundation Phase 2: Physical Education	F-LSK 312	6	12	Life Skills Teaching in the Foundation Phase 3: Creative Arts	F-LSK 323	6	12
Education Studies 5: Sociology of Education	B-EDS 315	7	14	Professional Studies in the Foundation Phase 4: Teacher Identity and the Profession	F-PFS 324	7	14
			50-65				38-50
Workplace Integrated Learning Year 3					F-WIL 303 (A&B)	6	22
Sub-total credits for Year 3:							122 - 125
YEAR 4							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 3: English Home and First Additional Language and Literacy Teaching in the Foundation Phase 4,  or Home Language and Literacy Teaching in the Foundation Phase 4: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 414  F-HLA 414 F-HLX 414 F-HLZ 414 F-HLS 414 F-HLT 414	7  7	14  14	Continue with Language chosen in Year 3: First Additional Language and Literacy Teaching in the Foundation Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana,  or English First Additional Language and Literacy Teaching in the Foundation Phase 3	F-FLA 423 F-FLX 423 F-FLZ 423 F-FLS 423 F-FLT 423  F-FLE 423	7  7	14  14
Digital Pedagogies for Teachers	B-DPT 410	5	10	Mathematics Teaching in the Foundation Phase 4	F-MAT 424	7	14
Life Skills Teaching in the Foundation Phase 4: Natural Sciences and Technology	F-LSK 414	7	14	Life Skills Teaching in the Foundation Phase 5: Social Sciences	F-LSK 425	7	14
			38-52				28-42
Research in Education					B-RED 400	7	22
Workplace Integrated Learning Year 4					F-WIL 404 (A&B)	7	26
Sub-total credits for Year 4:							128 - 128
Total credits for programme:							498 - 529

### **3.2.4 Workplace Integrated Learning**

Workplace Integrated Learning (WIL) is central to teacher education as it enables a student to integrate theoretical and conceptual knowledge gained through their studies with practice-based knowledge in a professional context. During the course of their studies, students will be required to spend time in diverse classroom contexts.

#### **3.2.4.1 Purpose**

WIL is learning from, through, and in practice to develop your competence to teach effectively in diverse classroom contexts. The purpose of WIL, therefore, is to link theoretical and conceptual understanding (gained from your studies) with pedagogical experience in situated and authentic classroom contexts. In addition, WIL provides students with the opportunity to teach and reflect on their teaching practice to enhance learning.

#### **3.2.4.2 Placements**

You will be allocated a school for your WIL period as close to your home as possible. In-service teachers will be required to complete their WIL period at the school where they are employed. Students who register for the first time in January will complete their annual WIL period at a school in their second semester (between July and November), and students who register for the first time in June will complete their annual WIL period at a school in their second semester (between February and June).

You will receive a SMS with a link to a School Placement Form and a link for uploading the completed form, from early in your 1st semester every year – you will then take this form to the school of your choice to obtain permission to do WIL there. Once you have the form signed and stamped, you will upload the stamped and signed form to the link that you received in the SMS.

#### **3.2.4.3 Timeframes**

Students are required to complete the WIL requirements for a current year before being allowed to progress to a new academic year even if all the other academic requirements for the year have been met. An additional opportunity will be provided in the same year to meet the requirements, should the student not have met the WIL requirements for the current year during the designated WIL period.

#### **3.2.4.4 Assessment**

WIL assessment for every year in every programme is made up of two components – a practical lesson assessment (where you teach a lesson and are assessed) and a Portfolio of Evidence (a file of evidence of your learning that you will be required to compile during your WIL period). In Year 1, you will be assessed for practical lesson teaching by the Mentor Teacher assigned to you by the school, and you will submit an electronic version of your Portfolio of Evidence on MySANTS. From Year 2 onwards your practical lesson assessment and the marking of your Portfolio of Evidence will be completed by a SANTS WIL Assessor who will visit you at school during your WIL period.

#### **3.2.4.5 WIL Duration**

Please take note of the number of weeks you will complete each year in your programme as shown in the table below.

**Table: Number of weeks for WIL programme completion**

YEAR	MODULE CODE	DURATION
1	F-WIL 101	5 Consecutive weeks
2	F-WIL 202	5 Consecutive weeks
3	F-WIL 303	6 Consecutive weeks
4	F-WIL 404	8 Consecutive weeks
Total number of weeks		<b>24 weeks</b>

### **3.2.5 Progression Rules**

Progression from one semester to the next and the modules in which studies can commence are determined by the pass rate of each student as well as the specific modules that have been passed.

The following progression rules apply:

- SANTS aims to follow an inclusionary principle that will allow students, who have demonstrated sufficient competency in one level to progress to the next level. However, students may be excluded if the number of modules outstanding will require the programme to be extended by more than 2 years beyond the normal end of the programme plan.
- A student can register for a maximum of only SIX (6) modules per semester (excluding WIL).
- Depending on the programme and the year in which the student is, as well as the pre-requisites of the modules they have to repeat, students may repeat up to two additional modules during the current semester (current semester modules + 2 modules  $\leq$  6).
- Up to two repeating modules may be carried beyond the programme requirement of a semester subject to the condition that registration for modules in a given semester must have a priority order:
  - i. Repeat Fundamental modules
  - ii. Repeat Education Studies modules
  - iii. Repeat Professional Studies modules
  - iv. Other repeat modules
  - v. Fundamental modules
  - vi. Education Studies modules
  - vii. Professional Studies modules
  - viii. Phase-specific Content knowledge modules
- The approved pre-requisite list of a module takes precedence over generic rules.
- Modules that have previously not been passed take precedence over new modules for registration in each semester.
- SANTS must ensure the appropriate NQF level progression of modules in order to protect the accreditation of its programmes:
  - i. If a student has earned admission to a supplementary examination in a module, (obtained 40% - 47% as a final result), he/she may register for the immediately succeeding cognate module, according to the pre-requisites for the specific module. This is known as the Supplementary Admission Progression Rule (SPR). However, the SPR rule does not apply for progression beyond one module (with that SPR condition) in the sequence. A module must be passed for admission to a module beyond the immediately succeeding module.
  - ii. However, a student is not allowed to complete a module at a higher NQF level, when the immediately lower NQF level module has not been passed.

- iii. If several modules in a cognate sequence are at the same NQF level, and at least one of these modules has been passed (or has gained approved SPR admission) at that NQF level, then the student may progress to the higher NQF level module.
- Condoning of marks: All final results for 48% and 49% will be condoned to 50%. All final results for 73% and 74% will be condoned to 75%. Examination results for 37%, 38% and 39% will be condoned to 40%.
- The following criteria will be applicable when awarding a student a distinction for a programme:
  - i. 75% or above in each WIL module throughout the total four years of study;
  - ii. An average of 75% or above for the remaining modules across the total four years of study, exclusive of the above criterion;
  - iii. All modules must have been passed on their first attempts.
- Students who have failed all modules, or have no results (including no submission of assessment papers and no communication with SANTS) for all enrolled modules, must be confirmed with Finance regarding studies discontinued, or fees not paid, and if they want to continue, can only be enrolled for the relevant semester modules.
- Any deviations from the above will only be considered if so ratified by the Assessment and Student Affairs Committee and will be based on the academic record of the relevant student(s) and the availability of modules.

### **3.2.6 Programme Articulation**

The Bachelor of Education in Foundation Phase Teaching allows for both vertical and horizontal articulation opportunities.

Horizontal articulation opportunities are afforded to students who, upon qualifying with a Bachelor of Education Degree in Foundation Phase Teaching, will be able to proceed to an Advanced Diploma, as this proposed programme for degree purposes is intended to meet the minimum entry requirements for an Advanced Diploma of 120 credits at NQF level 7. The programme design is consistent with national and international best practices in teacher education, making SANTS' curriculum and modules recognizable and thus enabling horizontal articulation and transfer possible for SANTS students.

Vertical articulation opportunities provide students with the possibility to proceed to a cognate Bachelor of Education Honours degree, "or a cognate Postgraduate Diploma Programme" (Revised Policy on the Minimum Requirements for Teacher Education Qualifications, 2015). The inclusion of a research module that includes a research project in the programme gives students the requisite preparation for post-graduate studies. Such experiences prepare students for post-graduate enrolment at any public or private higher education institution, provided that the particular rules of access to these institutions are complied with.

### **3.3 Bachelor of Education in Intermediate Phase Teaching**

The Bachelor of Education in Intermediate Phase Teaching degree is presented at the NQF Exit Level 7 with minimum total credits of 480, earned over a minimum period of four years. The Bachelor of Education in Intermediate Phase Teaching degree has been approved and recognised by the Department of Higher Education and Training for employment in education and is classified as a Relative Education Qualification Value (REQV) 14 qualification. The programme has been accredited by the Council on Higher Education; accreditation no: H/PR148/E012CAN. Furthermore, the degree is registered with the South African Qualifications Authority (SAQA) with ID: 112486.

The qualification is aligned with the Revised Policy on the Minimum Requirements for Teacher Education Qualifications, in particular, Appendix C of the Policy which outlines the Basic Competencies of a Beginner Teacher (Department of Higher Education and Training, 2015, Gov. Gazette, No. 38487, p. 62).

### **3.3.1 Purpose of the programme**

The purpose of the Bachelor of Education in Intermediate Phase Teaching qualification is to develop resourceful, adaptable, pedagogically flexible, knowledgeable, proactive, reflective teachers specifically for Intermediate Phase teaching and learning and with South African contexts and realities in mind.

To this end, you will become competent in educational theory, the context of education, schools and classrooms, the requisite disciplinary knowledge, and pedagogical content knowledge essential for Intermediate Phase teaching and learning. You will develop a thorough understanding of the holistic development of the child from birth, as well as the educational and ecological contexts and issues that shape children's learning and experience of school.

### **3.3.2 Programme Outcomes**

At the end of the four-year degree, students are expected to demonstrate the following:

- Read, write and speak the language in ways that facilitate their own academic learning.
- Interpret and use numerical and elementary statistical knowledge to facilitate their own academic learning and to manage teaching, learning and assessment.
- Use Computer Information and Communications Technology (ICT) in daily life and teaching.
- Demonstrate an understanding of the theoretical and pedagogical fields of study that influence education and teaching, as well as learning decisions and practices.
- Demonstrate the ability to function responsibly within an education system, an institution and the community in which an institution is located.
- Demonstrate respect for and commitment to the education profession.
- Demonstrate an understanding of:
  - principles underpinning the disciplines for the various learning areas;
  - pedagogical content knowledge of the learning areas/subjects to be taught;
  - planning and designing learning opportunities;
  - resourcing teaching and learning; and
  - reflecting on teaching.
- Demonstrate competence in:
  - selecting, using and adjusting teaching and learning strategies in ways that meet the needs of both learners and context;
  - managing and administering the learning environment and supporting learners in ways that promote social justice ideals; and
  - monitoring and assessing learners' progress and achievement.

### **3.3.3 Programme Structure**

The table below shows how the modules have been spread across the four-year degree programme and how the series of modules are placed in order for you to progress. The table includes the credit value as well as the NQF level.

Module name	Code	NQF L	Credits	Module name	Code	NQF L	Credits
YEAR 1							
SEMESTER 1				SEMESTER 2			
Academic Literacy	B-ALI 110	5	10	Critical Literacies for Teachers	B-CLT 120	5	10
Fundamental Mathematics	B-FMA 110	5	10	Introduction to Mathematics Teaching in the Intermediate Phase	I-MAT 120	5	10
Computer Literacy	B-CLI 110	5	10	Professional Studies in the Intermediate Phase 1: Classroom Practice	I-PFS 121	5	10
Education Studies 1: Theories of Child Development	B-EDS 111	5	10	Education Studies 2: Theories of Learning and Teaching	B-EDS 122	6	12
Introduction to the Language and Literacy Landscape in the Intermediate Phase	I-LLL 110	5	10	Introduction to Natural Sciences and Technology Teaching in the Intermediate Phase	I-NST 120	5	10
				Compulsory for students who choose both Afrikaans and English as Home Language (HL) or First Additional Language (FAL): Language of Conversational Competence: isiXhosa / isiZulu / Sepedi / Setswana	C-LCX 120 C-LCZ 120 C-LCS 120 C-LCT 120	5	10
			50				52-62
Workplace Integrated Learning Year 1					I-WIL 101 (A&B)	5	18
Sub-total credits for Year 1:							120-130
YEAR 2							
SEMESTER 1				SEMESTER 2			
Students need to choose at least 1 Home Language: English Home and First Additional Language and Literacy Learning in Grade R 1, or	I-EHF 211	6	19	Continue with the Home Language chosen in the previous semester: English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 2, or	I-EHF 222	6	15
Home Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-HLA 211 I-HLX 211 I-HLZ 211 I-HLS 211 I-HLT 211	6	12	Home Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-HLA 222 I-HLX 222 I-HLZ 222 I-HLS 222 I-HLT 222	6	12
Education Studies 3: Curriculum, Pedagogy and Assessment	B-EDS 213	6	12	Education Studies 4: History of Education and Education Policies	B-EDS 224	6	12
Professional Studies in the Intermediate Phase 2: School and Classroom Management	I-PFS 212	6	12	Professional Studies in the Intermediate Phase 3: Social Justice and Current Issues in Education	I-PFS 223	6	12
Natural Sciences and Technology Teaching in the Intermediate Phase 1	I-NST 211	6	12	Mathematics Teaching in the Intermediate Phase 1	I-MAT 221	6	12
				Students who did not choose English as Home Language (HL), must do I-FLE 221: English First Additional Language and Literacy Teaching in the Intermediate Phase 1	I-FLE 221	6	12
				Students who did not choose English or Afrikaans as Home Language (HL) (I-EHF 211, 222), must do I-FLE 221 First Additional Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-FLA 221 I-FLX 221 I-FLZ 221 I-FLS 221 I-FLT 221	6	12
			48-63				60-63
Workplace Integrated Learning Year 2					I-WIL 202 (A&B)	6	20
Sub-total credits for Year 2:							128-146

Module name	Code	NQF L	Credits	Module name	Code	NQF L	Credits
<b>YEAR 3</b>							
<b>SEMESTER 1</b>				<b>SEMESTER 2</b>			
Continue with Language chosen in Year 2: English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 3,  or  Home Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-EHF 313   I-HLA 313 I-HLX 313 I-HLZ 313 I-HLS 313 I-HLT 313	6   6	15   12	Continue with Language chosen in Year 2: First Additional Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana,  or  English First Additional Language and Literacy Teaching in the Intermediate Phase 2	I-FLA 322 I-FLX 322 I-FLZ 322 I-FLS 322 I-FLT 322   I-FLE 322	6   6	12   12
Natural Sciences and Technology Teaching in the Intermediate Phase 2	I-NST 312	6	12	Natural Sciences and Technology Teaching in the Intermediate Phase 3	I-NST 323	6	12
Education Studies 5: Sociology of Education	B-EDS 315	7	14	Professional Studies in the Intermediate Phase 4: Teacher Identity and the Profession	I-PFS 324	7	14
Mathematics Teaching in the Intermediate Phase 2	I-MAT 312	6	12	Mathematics Teaching in the Intermediate Phase 3	I-MAT 323	6	12
			50-65				38-50
Workplace Integrated Learning Year 3					I-WIL 303 (A&B)	6	22
Sub-total credits for Year 3:							122-125
<b>YEAR 4</b>							
<b>SEMESTER 1</b>				<b>SEMESTER 2</b>			
Continue with Language chosen in Year 3: English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 4,  or  Home Language and Literacy Teaching in the Intermediate Phase 4: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-EHF 414   I-HLA 414 I-HLX 414 I-HLZ 414 I-HLS 414 I-HLT 414	7   7	15   15	Continue with Language chosen in Year 3: First Additional Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana,  or  English First Additional Language and Literacy Teaching in the Intermediate Phase 3	I-FLA 423 I-FLX 423 I-FLZ 423 I-FLS 423 I-FLT 423   I-FLE 423	7   7	15   15
Natural Sciences and Technology Teaching in the Intermediate Phase 4	I-NST 414	7	15	Mathematics Teaching in the Intermediate Phase 4	I-MAT 424	7	15
Digital Pedagogies for Teachers	B-DPT 410	5	10	Economic and Management Sciences	I-EMS 420	5	10
			40-55				25-40
Research in Education					B-RED 400	7	22
Workplace Integrated Learning Year 4					I-WIL 404 (A&B)	7	26
Sub-total credits for Year 4:							128-128
Total credits for programme:							498-529

### 3.3.4 Workplace Integrated Learning

Workplace Integrated Learning (WIL) is central to teacher education as it enables a student to integrate theoretical and conceptual knowledge gained through their studies with practice-based knowledge in a professional context. During the course of their studies, students will be required to spend time in diverse classroom contexts.

### 3.3.4.1 Purpose

WIL is learning from, through, and in practice to develop your competence to teach effectively in diverse classroom contexts. The purpose of WIL, therefore, is to link theoretical and conceptual understanding (gained from your studies) with pedagogical experience in situated and authentic classroom contexts. In addition, WIL provides students with the opportunity to teach and reflect on their teaching practice to enhance learning.

### 3.3.4.2 Placements

You will be allocated a school for your WIL period as close to your home as possible. In-service teachers will be required to complete their WIL period at the school where they are employed. Students who register for the first time in January will complete their annual WIL period at a school in their second semester (between July and November), and students who register for the first time in June will complete their annual WIL period at a school in their second semester (between February and June).

You will receive a SMS with a link to a School Placement Form and a link for uploading the completed form, from early in your 1st semester every year – you will then take this form to the school of your choice to obtain permission to do WIL there. Once you have the form signed and stamped, you will upload the stamped and signed form to the link that you received in the SMS.

### 3.3.4.3 Timeframes

Students are required to complete the WIL requirements for a current year before being allowed to progress to a new academic year even if all the other academic requirements for the year have been met. An additional opportunity will be provided in the same year to meet the requirements, should the student not have met the WIL requirements for the current year during the designated WIL period.

### 3.3.4.4 Assessment

WIL assessment for every year in every programme is made up of two components – a practical lesson assessment (where you teach a lesson and are assessed) and a Portfolio of Evidence (a file of evidence of your learning that you will be required to compile during your WIL period).

In Year 1, you will be assessed for practical lesson teaching by the Mentor Teacher assigned to you by the school, and you will submit an electronic version of your Portfolio of Evidence on MySANTS. From Year 2 onwards your practical lesson assessment and the marking of your Portfolio of Evidence will be completed by a SANTS WIL Assessor who will visit you at school during your WIL period.

### 3.3.4.5 WIL Duration

Please take note of the number of weeks you will complete each year in your programme as shown in the table below.

**Table: Number of weeks for WIL programme completion**

YEAR	MODULE CODE	DURATION
1	I-WIL 101	5 Consecutive weeks
2	I-WIL 202	5 Consecutive weeks
3	I-WIL 303	6 Consecutive weeks
4	I-WIL 404	8 Consecutive weeks
Total number of weeks		<b>24 weeks</b>

### 3.3.5 Progression Rules

Progression from one semester to the next and the modules in which studies can commence are determined by the pass rate of each student as well as the specific modules that have been passed.

The following progression rules apply:

- SANTS aims to follow an inclusionary principle that will allow students, who have demonstrated sufficient competency in one level to progress to the next level. However, students may be excluded if the number of modules outstanding will require the programme to be extended by more than 2 years beyond the normal end of the programme plan.
- A student can register for a maximum of only SIX (6) modules per semester (excluding WIL).
- Depending on the programme and the year in which the student is, as well as the pre-requisites of the modules they have to repeat, students may repeat up to two additional modules during the current semester (current semester modules + 2 modules  $\leq$  6).
- Up to two repeating modules may be carried beyond the programme requirement of a semester subject to the condition that registration for modules in a given semester must have a priority order:
  - i. Repeat Fundamental modules
  - ii. Repeat Education Studies modules
  - iii. Repeat Professional Studies modules
  - iv. Other repeat modules
  - v. Fundamental modules
  - vi. Education Studies modules
  - vii. Professional Studies modules
  - viii. Phase-specific Content knowledge modules
- The approved pre-requisite list of a module takes precedence over generic rules.
- Modules that have previously not been passed take precedence over new modules for registration in each semester.
- SANTS must ensure the appropriate NQF level progression of modules in order to protect the accreditation of its programmes:
  - i. If a student has earned admission to a supplementary examination in a module, (obtained 40% - 47% as a final result), he/she may register for the immediately succeeding cognate module, according to the pre-requisites for the specific module. This is known as the Supplementary Admission Progression Rule (SPR). However, the SPR rule does not apply for progression beyond one module (with that SPR condition) in the sequence. A module must be passed for admission to a module beyond the immediately succeeding module.
  - ii. However, a student is not allowed to complete a module at a higher NQF level, when the immediately lower NQF level module has not been passed.
  - iii. If several modules in a cognate sequence are at the same NQF level, and at least one of these modules has been passed (or has gained approved SPR admission) at that NQF level, then the student may progress to the higher NQF level module.
- Condoning of marks: All final results for 48% and 49% will be condoned to 50%. All final results for 73% and 74% will be condoned to 75%. Examination results for 37%, 38% and 39% will be condoned to 40%.
- The following criteria will be applicable when awarding a student a distinction for a programme:
  - i. 75% or above in each WIL module throughout the total four years of study;
  - ii. An average of 75% or above for the remaining modules across the total four years of study, exclusive of the above criterion;

- iii. All modules must have been passed on their first attempts.
- Students who have failed all modules, or have no results (including no submission of assessment papers and no communication with SANTS) for all enrolled modules, must be confirmed with Finance regarding studies discontinued, or fees not paid, and if they want to continue, can only be enrolled for the relevant semester modules.
- Any deviations from the above will only be considered if so ratified by the Assessment and Student Affairs Committee and will be based on the academic record of the relevant student(s) and the availability of modules.

### **3.3.6 Programme Articulation**

The Bachelor of Education in Intermediate Phase Teaching allows for both vertical and horizontal articulation opportunities.

Horizontal articulation opportunities are afforded to students who, upon qualifying with a Bachelor of Education Degree in Intermediate Phase Teaching, will be able to proceed to an Advanced Diploma as this proposed programme for degree purposes meets the minimum entry requirements for an Advanced Diploma of 120 credits at NQF level 7. The programme design is consistent with national and international best practices in teacher education, making SANTS' curriculum and modules recognizable and thus enabling horizontal articulation and transfer possible for SANTS students.

Vertical articulation opportunities provide students with the possibility to proceed to a cognate Bachelor of Education Honours degree, "or a cognate Postgraduate Diploma Programme" (Revised Policy on the Minimum Requirements for Teacher Education Qualifications, 2015). The inclusion of a research module, which includes a research project in the programme gives students requisite preparation for post-graduate studies. Such experiences prepare students for post-graduate enrolment in any public or private higher education institution, provided that the particular rules of access to these institutions are complied with.

## **4. ASSESSMENT PRACTICE**

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Assessment forms an integral part of the learning and teaching process and takes place on an ongoing basis through informal and formal assessment tasks. Formal assessment tasks are completed and submitted on MySANTS. Most modules have two assignments and an examination. Two types of assessment strategies are implemented at SANTS. These are Formative Assessment and Summative Assessment, which are explained in detail in the following paragraphs.

### **Formative Assessment**

Formative assessment serves the purpose of measuring your performance regularly. The process of completing these assessment tasks as well as the feedback received on your responses from the markers, as well as from the Assessment Support Guidelines (ASG) made available after each assignment, can assist you to improve your understanding of pertinent concepts and theories.

The activities in the Curriculum and Learning Guide (CLG) such as reflection, review and study group discussion are examples of formative assessment tasks. Refer to the Self-assessment section below.

For students studying through a distance education mode of delivery where there is minimal face-to-face contact with academics as is the situation at SANTS, formative assessment provides useful feedback. It can also provide the necessary motivation for learning as it enables you to plan better during the learning process. Formative assessment takes various forms, depending on the nature of

the disciplinary knowledge, module purpose and outcome, exit level outcomes, and task demand for each module. Formative assessment can be in the form of assignments, language endorsement evaluations, oral evaluations, multiple-choice responses and Portfolios of Evidence (PoE).

## **Summative Assessments**

Summative assessment refers to an assessment that is used for making a judgement about the achievement of outcomes in order to certify that a student may progress in his/her studies or may graduate. Such an assessment is carried out at the end of each semester predominantly in the form of an examination but may include research reports and practical lesson assessments. It determines whether the student is competent or not yet competent in respect of pre-determined outcomes.

### **4.1 Self-Assessment**

Activities aimed at self-assessment are included in the Curriculum and Learning Guide in the different modules. Before you complete the self-assessment activity, reflect on what you have learnt in the respective unit or section. Revise the main concepts and if there is any topic or concept you are unsure of, go back to the relevant unit to revise and reflect on the specific topic.

### **4.2 Assignments**

In order to demonstrate that you have gained the requisite knowledge, skills, values and attitudes described in the learning outcomes of each module, you need to do the following:

*Complete and submit two assignments in order for you to gain access to write the examination. Each assignment totals 100 marks and constitutes 60% of your final promotion mark. These assignments are provided at the beginning of each semester together with your CLG for the specific module (if registered for the first time for a specific module). Repeating students do not receive CLG's but only the assessment documents. Specific information regarding each assignment is provided in the assignment itself. The CLGs and assignments are available on your MySANTS to which you have access. The due date of each assignment is according to the Academic Student calendar.*

An Assessment Support Guideline (ASG) is developed for each assignment. Each Assessment Support Guideline contains possible answers for each task in the assignment, with additional supportive comments, explanations and links to materials. The ASG's provide more support regarding your Self-Directed learning and help you keep track of your own progress. These Assessment Support Guidelines are made available on MySANTS after the assignments have been marked and returned.

Additional supportive resources are available under 'Additional Resources' on MySANTS. These may take the form of a PowerPoint, a one pager with links to Open Educational Resources and Learn2Teach videos.

Late submission of formative assessments will not be accepted. Students unable to submit their assignment(s) due to illness or other extenuating circumstances may possibly be granted exemption from one assignment provided that they submit the required documentation such as a medical certificate in the case of a long illness and/or other necessary documentation. Students need to apply for this concession by forwarding a formal letter to the Administration Department with the accompanying documents within seven days following the due date.

### 4.3 Examination

At the end of the semester, you have the opportunity to complete a formal summative assessment.

Summative assessments are currently formal online examinations. Summative assessments total 100 marks for degree programmes and 50 marks for the Diploma in Grade R Teaching programme.

#### Examination admission:

- A student must submit both formative assessment tasks (assignments) in a module, to qualify to write the examination in that module.
- Marks for both formative assessment tasks count towards the final promotion mark: the norm is an equal weight for each of the two formative assessment tasks.
- Further to this, the formative assessment tasks have a weighting calculated at 60% and the summative examinations weigh 40% towards the final cumulative module mark.
- The examination subminimum mark for each module is 40%, irrespective of the higher marks scored in the Assignments. If the exam mark is below 40%, with the Assignment marks resulting in a final mark as a pass (50% or above), a Supplementary exam will be awarded.
- The final pass mark for a module is 50%. Failure to attain this mark will result in the student having to repeat the module.

Due to the nature of summative assessment and examination security, students only receive the outcome of the summative assessment through SANTS' formal examination structure and processes.

### 4.4 Supplementary Examination

Supplementary examinations are offered. However, a student needs to be eligible to write a supplementary examination.

Criteria to qualify include:

- A student must have achieved a final cumulative module mark (assignments and examination) of 40% to 47%. Students who write the supplementary examination can attain a maximum of only 50% for that module, i.e. as a final mark with assignment marks not being retained. There is no access to a supplementary examination after a student has been allowed to write a special examination or special assessment.
- A student who for medical reasons was unable to sit for the examination and has medical proof. The application must be submitted within 3 working days after the examination of the specific module(s) was written. Once the application has been approved, the student writes a sick examination which will be marked up to 100%; this is in the supplementary period.
- Any other valid reason (with evidence) approved by the Assessment and Student Affairs Committee (ASAC).
- If any other valid reason(s) apart from medical reasons is accepted by the ASAC, then the student is granted to write a special examination in the supplementary examination time which, in most cases, will be marked up to 100%.
- Near-graduates who are granted special examinations will have theirs marked only up to 50%.

## 4.5 Remarking Procedure

Re-marking of examination scripts is allowed, subject to the following conditions:

- Remarking is only considered for modules with exam marks of 35% and higher.
- Students need to apply for a remark by contacting the Administration Department. A written application for re-marking an examination script must be submitted within 3 working days after the result(s) have been made public. The mark(s) awarded after re-marking will be the final result(s), even if lower than the original mark(s).
- The fee for re-marking a script is a non-refundable fee of R150.00.
- Students will not be entitled to an additional supplementary examination by virtue of marks awarded to them for the examination as a result of re-marking.
- Re-marking results will be made known as soon as practically possible.

We have found that students frequently ask questions about assessments. The following guidelines deal with important aspects of assessment to assist students in understanding SANTS' assessment policy and therefore enable them to adhere to SANTS' assessment procedures.

## 4.6 Guidelines on Assessment and Moderation

- Students should understand that the SANTS Curriculum and Learning Guide (CLG) for each module is designed for learning through a distance mode of delivery. The CLG is written from a particular perspective, a **self-directed learning approach**. Thus, there are activities specifically designed for students to work through the CLG in order to understand and master the content of the CLG and achieve the modular and programmatic outcomes.
- Assignments (formative assessment) and examinations (summative assessment) are based on the content in the CLG. All the CLGs and the related assignment(s) are available on MySANTS.
- All assignments must be submitted before or on the stipulated due date. See the **Academic Calendar** for the due dates. This calendar is also available on MySANTS.
- Students will not be able to submit formative assessment tasks after the due date. See 4.4. related to the application for a special examination.
- Assessment Support Guidelines (ASG) are made available on MySANTS after the assignments have been marked and returned.
- **Examination:** Students are informed about the examination timetables timeously. Students also receive a notification about each of the examinations for which they qualify. Note that it remains each student's responsibility to access the examination information posted on MySANTS. The **results** of the examinations are posted on MySANTS. Students who complete their qualifications will receive the academic transcript with a Completion letter.
- In cases where **irregularities** have been identified (during assessment cycles) such as copying from another student or copying from another source, without due recognition, or engaging in the unauthorized use of artificial intelligence tools such as ChatGPT, Bard or Bing, the results of the students allegedly implicated in the irregularities will be blocked until the investigation has been completed.
- **Supplementary examination:** Students will receive notification on MySANTS regarding the module(s) they qualify for to write in this regard. However, a personalised supplementary examination schedule will not be available for students. The supplementary examination schedule will be posted on MySANTS. Students need to take responsibility for familiarising themselves with all the necessary information on the module(s) (including the module code for

each module) they are due to write. The **results** of the supplementary examination are posted on MySANTS.

- **Absence from examinations:** Students will be granted permission for an additional opportunity to write the first or primary examination *DURING THE SUPPLEMENTARY EXAMINATION TIME PERIOD according to the conditions stated below*. Please take note that these conditions are subject to an application process with a formal request explaining the reason for not writing the examination and the submission of the necessary supporting documentation. The formal request letter and supporting documentation must be submitted to the SANTS Administration Department which will then submit these documents to the Assessment and Student Affairs Committee to review the application. These conditions are:
  - a. Illness during the examination period or on the specific day justifying an inability to write the examination. A formal request must be submitted to the SANTS Administration Department, accompanied by a doctor's certificate as an application. These documents need to be sent to the SANTS Administration Department within 3 working days of the date of the examination on which the student fell ill. As an example, if the examination was scheduled for 23 October, the formal letter together with the doctor's medical note must be submitted within 3 working days of 23 October, that is, on or before 26 October of the same year (if there are no public holidays or weekend days in between).
  - b. The Assessment and Student Affairs Committee (ASAC) will consider each individual application against the former performances of each student. Students are informed via email/SMS that their applications were approved. They can apply for more than 1 module to write the special examination, depending on how many examinations they have missed and the dates of illness. Students with extraordinary applications that have been approved by the ASAC will write a special examination. Students' examinations for these special examinations will be marked up to 100%, and the marks of the assignments submitted, will be taken into account, whilst the supplementary examination is marked only up to 50%.
  - c. If students miss the supplementary examination opportunity, they will have to redo the entire module, which includes completing both the formative and summative assessment tasks.
  - d. When students pass the supplementary examination, they may continue with the next semester's modules offered in the programme, on the condition that students follow the progression rules.
- **Special Examination in order to complete a qualification:** Special examinations may be granted to students who have three or fewer modules outstanding in order to graduate, and already had access to the supplementary examinations. In these cases, the special examination will be conducted at the beginning of the following semester, but a total and final mark received by the student for the applicable module will only be 50%. Note: Students are expected to pay a nominal fee when granted access to a special examination.

#### 4.7 Academic Dishonesty

SANTS prides itself on developing students and future teachers who are honest and professional. For this reason, it is very important to us that our students always submit their own work and correctly reference where necessary if they use words or ideas from another author or source, such as a Curriculum and Learning Guide (CLG).

SANTS defines an irregularity as any form of Academic Dishonesty that has occurred during a formative and/or summative assessment period, i.e. assignments, examinations, supplementary/sick/special examination. Unethical behaviour, such as cheating, plagiarism, and fabrication or falsification of data, particularly in producing content under the guise of representing it is as one's own original work, is an offence and an academic irregularity which is referred to the Assessment and Student Affairs Committee. See the document, *Assessment Policy and Procedures*, in which the severity or penalty scale is outlined.

Students need to understand that they are **NOT** allowed to copy the words directly from the CLG in their assignments, nor use text from another source without comprehensive and proper acknowledgement (according to the SANTS' Harvard referencing style).

Should sit-down examinations be viable and conducted, they are also **NOT** allowed to use any notes or use their cell phones at the venues during the examinations.

**The following information is very important:**

#### **PLAGIARISM WARNING: A warning to students about plagiarism and academic dishonesty**

Plagiarism is a form of academic misconduct and/or dishonesty that can lead to disciplinary action, and in some cases even civil or criminal prosecution. Plagiarism can include the following aspects:

- Copying from text as if it is your own work without referencing the person(s) who has/ have written it. We encourage you to write answers in your OWN words.
- Copying from another person.

One is therefore guilty of plagiarism if something is copied from another author's work (e.g. a book, an article or a website) without acknowledging the source and thereby passing it off as one's own work or intellectual property. The unauthorised use of artificial intelligence tools, such as ChatGPT, is also considered plagiarism. This is considered to be theft, in other words, stealing another person or entity's work or ideas. In addition, submitting any work as one's own original work, even if it is one's own but already used elsewhere (thus not "original"), is also a form of plagiarism, known as auto-plagiarism which occurs, for example, when one submits the same assignment for two modules.

Note that, any assessment found with evidence of copying and/or duplication with another assessment for the same module and within the same marking cycle, or with clear evidence of the unauthorised use of artificial intelligence, will forfeit at least half of the marks attained. In the case of a repeat offence of such a severe irregularity, then all of the marks will be forfeited (100% deducted), as outlined in the *Assessment Policy and Procedures*.

Avoiding plagiarism by being academically honest is not difficult. For example:

- Submit only your own and original work.
- Indicate clearly, precisely and accurately when you have used another person's actual words, sentences or paragraphs, or entire work. This means that referencing must be done in accordance with the SANTS' Harvard Referencing System, and quotation marks ("...") must be used. Consult the guidelines for referencing as an additional resource on the LMS.
- Indicate clearly, precisely and accurately when using another person's ideas, opinions or theory (even if completely paraphrased in one's own words) which likewise requires full referencing.

- Indicate that you have downloaded information from the Internet by providing the URL link (“web address”) and the date on which the item was downloaded.
- Never allow other students to use your work or copy from you and present it as their own work.
- Never copy what other students have written to present as your own.
- Not engaging in the unauthorised use of artificial intelligence tools such as ChatGPT, Bard or Bing.
- Submit assignments completed for one module for that module only, and not for another module.
- Always list the other students who were part of the team of contributors in a group assignment and never submit it as done by you only (even if the other students submit it as their own).
- Please refer to section 6 below for a detailed explanation of how to reference.

The **Examination Regulations and Procedures policy** contains the following in Section 7.10:

*Students may not act in a dishonest way with regard to any examination assessment, as well as with regard to the completion and/or submission of any other academic task or assignment. Dishonest conduct includes, among other things, **plagiarism, as well as the submission of work by a student for the purpose of assessment, when the work in question is, with the exception of group work as decided by the Assessment and Student Affairs Committee, the work of somebody else either in full or in part, or where the work is the result of collusion between the student and another person or persons.***

Plagiarism will be investigated. Examples of forms of disciplinary action that may result if a student is found to have committed the alleged misconduct include: Marks for the assignment or other task may be reduced to a lower percentage or to zero; the module may be cancelled; the entire year may be cancelled; the student’s registration may be cancelled and in some cases prosecution in a court of law may be instituted.

The irregularity should be reported by completion of the appropriate form, accompanied by all evidence. The severity of the offence is measured against the following:

- Some acts of plagiarism may arise out of genuine ignorance regarding the use of academic conventions and in such cases, students will be given a warning regarding this offence.
- Severe acts of plagiarism, which may include large portions of text being copied verbatim from a book, or article without proper in-text citing and/or referencing and the acknowledgement of the author; or making use of artificial intelligence tools to provide answers and pass these as one’s own work.

#### **4.8 Assessment Integrity**

- Assessment integrity takes two forms: internal and external moderation. Internal moderation is carried out by academics in SANTS, while external moderation is carried out by academics who are experts in the field from universities across South Africa or beyond.
- The purpose of internal moderation is two-fold:
  - Before the assessment: To evaluate the assessment paper and make comments on the academic and technical components for improvement.
  - After the assessment: To ascertain the correctness in the allocation of marks and consistency and fairness in the marking by an individual marker. Should there be inconsistencies, a marker is requested to remark.
- The purpose of external moderation is two-fold:

- Before the assessment: to evaluate the assessment papers and make comments on the academic and technical components for improvement; and
- After the assessment (marking in green pen): to ascertain if the marking across the module is fair and consistent and if marks are allocated according to the criteria. External moderators are also expected to comment on the nature of student responses, student interpretations and inferences in their responses.
- Internal and External Moderators complete a report on the process and outcome of moderation. Academics then follow up on the information in the report in order to enhance quality.

#### 4.9 Weighting of assessments

**4.9.1 Assignment(s)** are weighted at **60%** of the final mark.

$$\left\{ \begin{array}{l} \text{e.g. (Module with 2 assignments)} \\ \text{Assignment 1 – Scored 50\%} \\ \text{Assignment 2 – Scored 70\%} \\ 50+70/200*100 = 60\% \\ \mathbf{60/100*60 = 36\%} \\ \text{(36\% is the student's semester mark)} \end{array} \right\}$$

**4.9.2 Examinations** are weighted at **40%** of the final mark.

$$\left\{ \begin{array}{l} \text{e.g. (Examination Mark 55\%)} \\ \mathbf{55/100*40 = 22\%} \\ \text{(22\% is the student exam. \%)} \\ \text{Student Final Mark is then calculated by adding 36\% (which is out of 40\% of the semester mark) + 22\% (which is 60\% of the exam mark)} \\ \mathbf{36 + 22 = 58\%} \end{array} \right\}$$

#### 4.9.3 Workplace Integrated Learning

The weighting of the Portfolio of Evidence and Practical Lesson Assessment marks contribute towards the cumulative final module mark for the WIL modules. The weightings of these two assessment components differ per module and depending on the year in which the student is registered for WIL. Please refer to the Guidelines and Requirements learning guides in this regard.

### 5. DISTANCE LEARNING

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Distance education implies that a student studies remotely and independently, away from SANTS' Head Office located in Pretoria, Gauteng. As a student, you might be located not only in another province but also in a remote part of South Africa. For the most part, you will be studying on your own. However, there will be different forms of support available to you, so you can remain in your locale while you complete your studies.

## **5.1 Academic Support**

Being a distance education institution, student academic support is provided to assist students to gain the knowledge, competencies and skills that will enable them to be successful in their studies.

Lecturers provide module-specific online support to students by means of the MySANTS. Individual student support is built into the MySANTS where students submit an enquiry and receive responses to individual questions pertaining to the modules under study in any given semester.

Furthermore, SANTS offers student orientation through various modes. This orientation includes aspects of student identity as a student studying through a distance mode of delivery, as well as self-study and other learning modalities, pacing and peer support. Orientation to the online student portal is included in the orientation.

## **5.2 Independent Learning**

The choice to be enrolled as a student at an institution that has a distance mode of delivery means that, for the most part, you will conduct your studies independently. In other words, you will be engaging in autonomous learning and making decisions about your pace of learning which will determine how you proceed with your studies.

To assist you in your learning, each module of the programme has a Curriculum and Learning Guide (CLG) available to you in hard copy via personal delivery or in electronic format. Students, registering for the first time, receive general information letters with hard copies of their CLGs.

## **5.3 Curriculum and Learning Guides (CLG)**

The Curriculum and Learning Guides (CLG) are structured to support you as a SANTS student to master the content through a distance education mode of study. The front matter or the first introductory pages of each CLG is designed to assist you with your self-directed learning. The estimated time to spend on the module is explained by describing how credits determine the study hours you need to spend and the level of difficulty (NQF level) of the module. Read and study the text in the CLG and draw on your own experiences and understanding. The core readings references to recommended reading texts included in the CLG will also help you to enhance and deepen your understanding of the content and concepts you are working through.

As you work through the CLG, you will come across glossaries (or word lists), as well as icons. The purpose of the word lists is to help clarify potentially difficult concepts by providing the meaning of the words which you will find in the text of the units. The icons listed below are included in the CLGs and indicate the type of activity you are required to work through in order to advance and consolidate your understanding of each of the core concepts in the module.

Activities are designed to help you make connections with what you already know, master the content in the CLG and reflect on what you have learnt. Scenarios and dialogues provide context or background for what you are learning. The questions in the activities are based on the learning outcomes. Read more information on this aspect given at the icon. Study the content of the core readers referred to at each activity. Recommended readings are also provided in each CLG for further study and broadening your knowledge. The SANTS' lesson plan template and completed lessons (in all the SANTS' languages) are provided in many CLGs as the intention is to assist you to understand the content of the CLG and in preparation for WIL.

Completing each activity will enable you to understand the content. You should have a book in which you can complete all your activities in written form. Always complete the activities, using your own words to explain and demonstrate your understanding. Working methodologically through each activity will also help to adequately prepare you for the assessment that includes assignments and examinations.

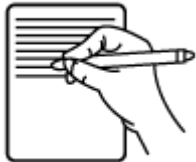
Commentaries appear at the bottom of most of the activities in the CLGs – especially in cases where the answers or responses may not be straightforward. Commentaries are not answers but rather, guides to help you to know whether your response is appropriate or not. They alert you to aspects you need to consider when formulating your answers.

Where commentaries do not appear, correct responses should not be difficult to find.

### 5.3.1 Icons for activities

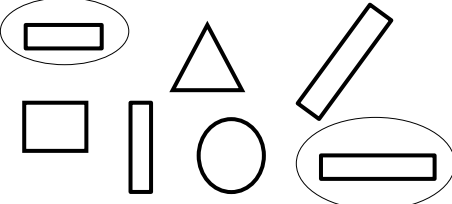
As you work through the Curriculum and Learning Guides (CLGs), you will come across the icons listed below. The icons indicate the type of activity you are required to engage in, in order to advance and consolidate your understanding of each of the core concepts in the module.

Completing each activity independently will enable you to understand concepts and explain them to peers if you have formed study groups. Working methodically through each activity will also help to prepare you adequately for assessment that includes assignments and examinations.

	<p><b>ACTIVITY</b></p> <p>The purpose of the activities is to assist you in assessing your own progress. They are also designed to help you to direct and manage your own learning. Completing an activity will enable you to understand the content. You will, for example, be asked to <i>define</i>, <i>explain</i>, and/or <i>interpret</i> a concept or an aspect of a concept. Scenarios and dialogues are often used to contextualise questions in the activity and to help you make links between theory and practice by linking the concept and real-life situations. They, therefore, bridge the gap between what you are learning and the context of teaching and learning. At the end of the activities, you will find commentary that aims to guide your thinking and assess your concept development. The activities are numbered for easy reference.</p>
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### 5.3.2 Action words

The following table depicts instructions or action words and how you can interpret what you need to do; this when answering questions.

Action word	Explanation	Example of how this action word might appear.
<b>List/Name</b>	Write the aspects in an itemised form, without explanation.	List the five systems of Bronfenbrenner's Ecological Systems theory.
<b>Identify</b>	Point out and write down aspects from a text (excerpt, scenario, etc.).	Identify Piaget's four stages of development.
<b>Define</b>	Outline the meaning of a word or phrase.	Define the term 'curriculum'.
<b>Describe</b>	Give a detailed account of a concept, by including the concept's key features and characteristics. Descriptions always include some form of definition, expansion, and elaboration.	Describe the following principle of Developmentally Appropriate Practice. <ul style="list-style-type: none"> <li>Knowledge of learners' intellectual development and learning.</li> </ul>
<b>Explain</b>	Give detailed information and reasons regarding the why, what, where and how. Explanations are often written in your own words and include examples to denote understanding.	In a paragraph, explain your understanding of the following sentence: <i>The learning activities teachers set must allow learners to make choices.</i>
<b>Discuss</b>	Investigate or examine an aspect by defining, explaining, as well as identifying and describing its positive and negative components. Discussions often require one to draw conclusions.	Discuss the following quality of a teacher as an agent of transformation: An agent of transformation is aware of their own perceptions.
<b>Examine</b>	Investigate and scrutinise all the information about a concept by taking it apart. Examining sometimes includes what the concept is not. When you examine, you always begin with identifying, explaining, and discussing a concept. Sometimes this may even include some comparison.	Examine the extract from the Bill of Rights, pertaining to the rights of children. Explain how any three of these rights can be linked to teaching Life Skills.
<b>Compare/Differentiate/Distinguish</b>	Identify and explain similarities and differences between two or more concepts.	Use the following table to compare Piaget (1980) and Vygotsky's (1978) constructivist theories of how an individual develops and learns.
<b>Analyse</b>	Examine a concept in close detail and break it into its constituent parts. Evidence should be looked at in-depth and arguments stated.	<p>Ms Cupido asked her Grade R learners to encircle all the rectangles. Thabo's completed task is shown next.</p>  <p>Analyse Thabo's answer and explain why he encircled only 2 of the 4 rectangles. Refer to possible misconceptions.</p>
<b>Justify/Explain what you mean</b>	Show adequate grounds for a decision or a conclusion by supporting it with sufficient evidence and arguments.	Justify why it is important for you, as a Grade R teacher, to understand the theories of child development.

## 5.4 Self-directed learning

As a distance education student, it is **your responsibility** to engage with the content and to direct your own learning by managing your time efficiently and effectively. Being a distance student, you are expected to be responsible for your own learning by establishing a self-directed learning programme.

As part of self-directed learning, the CLGs are provided in hardcopy and offered electronically on MySANTS as well as the assessment documents. Reading the Core and Recommended reading referred to in each CLG will assist you to master the modules. These readings can be accessed on the EBSCO host through the Library on MySANTS.

The following self-directed learning programme template has been designed to assist you to manage your independent learning by planning your time carefully. This template will be contextualised and placed in each of your CLGs. Planning is not only going to help you work through the content of the module, but the template will also be useful in assisting you to complete the assignments of these modules on time.

Once you have worked through the activities, you will be prepared to contribute to discussions with your study group with peers.

When completing the self-directed learning templates, consider the following:

- The number of modules registered for and offered in that semester of your year of study.
- Determine the number of weeks in that semester.
- The module has a number of credits and is developed on a specific NQF level. You will be required to spend an average of 10 hours per credit. For example, it should take you about 120 hours to work through a module that has 12 credits on an NQF level 5. This includes reading and study time, the time required to complete the activities of that CLG, time to complete the assignments and the time to prepare and write the examination. In this context:
  - The estimated time to complete all activities in the CLG is 100 hours.
  - The estimated time to be spent on each assignment is 4 to 5 hours – or 10 hours in total.
  - The estimated time to be spent on the preparation for the examination is about 10 hours.

The following table serves as a guideline for time management purposes:

Module	Code	Credits	Hours
Academic Literacy	B-ALI 110	10	100
Fundamental Mathematics	B-FMA 110	10	100
Computer Literacy	B-CLI 110	10	100
Education Studies 1	B-EDS 111	10	100
<b>Total</b>		<b>50</b>	<b>500</b>

For example, Fundamental Mathematics, B-FMA 410, carries 10 credits towards the qualification and therefore you will be required to spend on average 100 hours on this module. It is estimated that the preparation and completion of assignments require 10 hours. The estimated time spent on the preparation for the examination is about 10 hours. The rest of the time (80 hours) should be taken up by working through the material in order to complete the activities for self-directed learning.

To assist you to plan your study, keep record of the pace of your own progress and complete the template in each CLG for the self-directed learning programme given below. The template for your self-directed learning programme that follows is planned over the period of each semester. It is not divided into specific weeks, but instead, into the number of modules. Add the dates to the template, indicating when you plan to commence with working through a particular unit. In addition, using a calendar with the template will also assist you to pace your learning and remembering **due dates**. There is also space in the self-directed learning template to indicate the due dates of the assessment assignments and dates of examinations.

In some instances and depending on the nature of the unit content, it is possible to complete two or more concepts in one week. In other instances, you may only be able to complete one unit in a week. Use the template that follows as a guide to help you plan and pace yourself as you work through the content in each unit, including all the concepts and activities.

This is an example of a self-directed learning template:

UNIT IN CLG	CONTENT IN CLG	DATE PLANNED
UNIT 1:		
UNIT 2:		
UNIT 3:		
ASSIGNMENT 1		
ASSIGNMENT 2		
EXAMINATION		

## 5.5 MySANTS

As a Distance Higher Education Institution, SANTS can offer programmes in ways that address the contextual realities that students in rural contexts face. Taking this into consideration, Information Communication and Technology becomes, of necessity, an integral part of providing affordable and accessible communication channels to ensure, among others, effective, affordable and easy to use support pathways to all students.

Quality, enriching learning resources and support are provided through MySANTS, an online student portal. Students have access to their Academic Record, Progression Marks, Curriculum Mapping, Timetables, Assignments, Assessment Support Guidelines, Curriculum and Learning Guides, Core Readings, Recommended Readers, Library Access, Financial Statement and direct interactive departmental support.

Students gain access to MySANTS through a conventional desktop (Windows/Apple) computer, tablet, smartphone and even a basic cell phone with an internet browsing capability.



Please refer to the MySANTS Student Manual for reference purposes. This manual will show students how to use this platform effectively, step by step.

It is important to note that it remains the sole responsibility of the students to ensure that they have access to both the IT equipment and Internet facilities required to be able to access this online platform. Students who are unable to access the online resources can request hard copies of recommended readings, articles and other publications at a minimal fee.

Furthermore, students are required to ensure that their contact details and PAXI points are updated and accurate for communicated purposes.

## 5.6 Student Bureau

SANTS further extends support to you by providing dedicated Student Bureau Agents to assist with, but not limited to, the following services:

- Attend to your call as quickly, professionally and accurately as possible.
- Ensure that you get directed to the correct department.
- Attend to your enquiry(s) as soon as possible.
- Provide information pertaining to the Academic Calendar.
- Provide support and guidance pertaining to MySANTS.

**Take note** that social media platforms are not official communication platforms and you are strongly advised to refer to MySANTS for any electronic enquiry submissions.

## 6. REFERENCING METHODS

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SANTS requires students to use the SANTS' Harvard Referencing Style in all academic material to acknowledge cited information sources. The SANTS' Harvard Referencing style is referred to as the author-date format. Please study the support material on this topic available to you on MySANTS and follow the guidelines below when you cite sources in your text and the referencing list.

### 6.1 Citing sources in text

In-text citations involve acknowledging the sources you have consulted in your essay and/or assignment. Thus, quoting or using the words from the sources verbatim, in other words, the exact words, the source (researcher or author) must be acknowledged in brackets.

The format is as follows as it is applied in each CLG:

The Author's surname, the date of publication, and the page number, if appropriate.

Example:

“In the discussion of African womanhood within feminist discourses, most of the claims refer the Africanists to the fact of the woman’s displacement and marginalization” (Kalu, 2001, p. 101). In case two authors co-authored a text, then (Kalu & Thusi, 2001, pp. 12-16).

For work that is paraphrased, summarised or only the work of the source is cited the following format is followed. Please take note that, in this case, it is not necessary for the page number to be included.

- Many people have the opinion that words have fixed and stable meanings, similar to the kinds of meanings that are found in a dictionary (Gee, 2004).
- If you have accessed work where the name of the author is not known or named, then the title of the work and the year of publication is written.

Example:

Questions about constructs such as learning and teaching can be asked. In answering these questions, traditional definitions have to be considered. (*Principles of Language Learning and Teaching*, 2014).

- When the name of the author appears in the sentence, then the year of publication is placed in brackets immediately after the author’s surname.

Example:

Slavin (2003) defines learning as a change occurring in an individual’s behaviour as a result of an experience/s.

- When the work that you have cited is written by three or fewer authors, and their names are included in the sentence, the date of publication is written directly after their names.

Example:

McMillan and Weyers (2014) provide a detailed description of university writing in context or a detailed description of university writing needs to be studied (McMillan & Weyers, 2014).

- When there are four or more authors, it is necessary to write all of the authors’ surnames in both the in-text citations as well as in the sentence the first time used, thereafter the et al. function can be used.

Example:

Byam, Van Zyl and Beneke (2008) ...

Baym et al. (2008) have comprised a comprehensive historical analysis of American literature.

- When citing a secondary source, in other words, an author that was referred to by another author, the following format will apply:

Example:

Ndebele (1991, quoted in Gunn 1995, p. 123) advises that investigators explore the “mechanisms of survival” or Ndebele (in Gunn 1995, p. 123) ...

## 6.2 Citing sources in the reference list

Please follow these guidelines when citing sources in your reference list as applied in each CLG:

- Books with One or Two Authors  
Freyer, P. (1984). *Staying power: The history of black people in Britain*. London: Pluto Press.
- Edited Books  
Attridge, D. & Jolly, R. (Eds.). (1998). *Writing South Africa: Literature, apartheid and democracy. 1970-1995*. Cambridge: Cambridge University Press.

- Four or More Authors list all authors  
Montgomery, M., Pravin, K.N., Nel, I. & Struwig, G.H.L. (1992). *Ways of reading*. New York: Routledge.
- No Listed Author  
*Reader's Digest illustrated the history of South Africa: The real story*. (1994). Cape Town: Reader's Digest Association.
- Chapters in Books  
Whitlock, G. (2000). Autobiography and resistance. In: Whitlock, G.(Ed.) *The intimate empire: Reading women's autobiography*. London: Cassell, pp.142-178.
- Journals and newspapers  
Lahr, M.M. (1995). Patterns of modern human diversification: Implications from Amerindian origins. *American Journal of Physical Anthropology*, 38(S21), pp. 163-198.  
Jack, M. (2009). Voter is king in 2009 ballot. *Daily Dispatch*, 10 January, p. 15.

## **7. AWARDING OF HIGHER EDUCATION QUALIFICATIONS**

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A higher education qualification will only be awarded after:

- a. The student has been granted the full credits of each module in the programme. Credits are granted:
  - i. When a student successfully completes the module by achieving a final mark of 50% or above; or for competency modules is deemed competent by the appointed assessor; or
  - ii. On the basis of Credit Accumulation and Transfer (CAT) or in accordance with SANTS' CAT policy.
- b. It is confirmed that the student has met all the Workplace Integrated Learning requirements.
- c. The tuition fees have been paid in full.
- d. The Assessment and Student Affairs Committee recommends to the Teaching and Learning Committee the students who qualify for awarding of a higher education qualification and thus certification.
- e. The Teaching and Learning Committee approves the awarding and certification of higher education qualifications, reporting this at the EXCO meeting.

## **8. CRITERIA FOR AWARDING OF DISTINCTION**

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The following criteria will be applicable when awarding a student, a distinction for a programme:

- i. 75% or above in each WIL module throughout the total three years of study for the Diploma in Grade R Teaching, or four years of study for the BEd degree in Foundation Phase Teaching, or the BEd degree in Intermediate Phase Teaching;
- ii. An average of 75% or above for the remaining modules across the total three years total three years of study for the Diploma in Grade R Teaching, or across the total four years of study for the BEd degree in Foundation Phase Teaching, or the BEd degree in Intermediate Phase Teaching;
- iii. All modules must have been passed on their first attempts.

## **9. COMPLAINTS AND GRIEVANCES**

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As a private higher education institution, SANTS recognises a student's right to lodge a complaint and is committed to addressing complaints and grievances fairly, timeously, effectively, consistently and in a professional manner.

A grievance is a formal complaint that is laid by a student against the institution as a first step. The causes for such a complaint or grievance may vary, and may include but not be limited to (a) perceived or actual unfair treatment, (b) something believed to be wrong and unfair or (c) a feeling of resentment over something believed to be wrong or unfair.

A student can submit a formal grievance and complaint in writing. The Student Bureau will receive the grievance or complaint and escalate it to the Communications Manager for attention.

All legitimate complaints and grievances must be given due consideration. All formal complaints and grievances received must be responded to in writing.

In this regard, it is important to note that it is incumbent on the student lodging the complaint or grievance to provide all the information required to investigate the matter effectively and efficiently.

No student shall be discriminated against in any manner for laying a complaint or grievance. Complaints and grievances shall be dealt with ethically and with the necessary professional conduct.

## **10. STUDENT HEALTH AND WELLNESS**

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SANTS understands that studying forms but one part of students' lives. While studying may influence other areas of life, so could student's general health and well-being influence their ability to study further. Students are encouraged to seek help from appropriate professionals and/or organisations when needed to maintain their optimum health and well-being.

When timeously informed of a student's health and well-being challenges, SANTS will make every effort to support the student's continued academic progress within our Assessment and Work Integrated Learning policy frameworks.

## **11. DISABILITY**

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No student will be discriminated against on the basis of disability. SANTS shall reasonably accommodate any student who can study efficiently with the study material available. Reasonable accommodation for students may include accommodation relating to assessment, for example, extra time or enlarged print of assignments and examination papers. The institution may request medical confirmation of an impairment where a formal request for the provision of accommodation received warrants this.

## **12. COMMUNICATION CHANNELS**

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General enquiries and formal complaints and grievances should be lodged on MySANTS. Alternatively contact SANTS at 0800 872 687. This includes administrative, finance and academic-related enquiries.

**Take note** that social media platforms are not official communication platforms and you are strongly advised to refer to MySANTS for any electronic enquiry submissions.

### 13. FINANCE MATTERS

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The deadlines for tuition fee payments are as follows:

- Students that are currently suspended need to settle their outstanding tuition fees to be re-enrolled in the programme.
- Current students' enrolled need to be up to date with the tuition fees to be able to receive their results.
- Students that are eligible to graduate need to settle their fees to receive their qualifications.

It remains the responsibility of the student to keep up to date with their tuition fee payments to prevent a suspension from the programme. Please use your ID number as your reference when paying your tuition fees into SANTS' banking account.

Please note a fee of R300 will apply for the replacement of a Curriculum and Learning Guide. An additional R100 will also be payable to courier the material in an event where a Curriculum and Learning Guide is replaced.

### 14. CONTACT DETAILS

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<b>Student Bureau:</b>	MySANTS/ 0800 872 687
<b>Postal Address:</b>	SANTS P.O. Box 72328 Lynnwood Ridge 0040
<b>Physical Address:</b>	SANTS Private Higher Education Institution 13 Umgazi Street Menlo Park Pretoria 0081
<b>Website:</b>	<a href="http://www.sants.co.za">www.sants.co.za</a>
<b>MySANTS:</b>	<a href="http://www.sants.co.za/index2.php">www.sants.co.za/index2.php</a>
<b>MySANTS Student Manual:</b>	<a href="https://lms.sants.co.za/Files/Students.pdf">https://lms.sants.co.za/Files/Students.pdf</a>
<b>Facebook Page:</b>	@SANTSPRivateHigherEducationInstitution
<b>Twitter:</b>	@SANTS_Education

### 15. CONCLUSION

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We hope that through the programme, you will be empowered not only to have a positive impact on your learners' development and learning but also in the school where you will teach and the communities you will serve. We hope that you will enjoy the programme and wish you all the best!

### 16. ANNEXURE: MODULE PRE-REQUISITES AND CO-REQUISITES

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Students are granted the opportunity to complete the Dip (Grade R Teaching) qualification in a maximum period 5. Both the Bachelor of Education in Foundation Phase Teaching and the Bachelor of Education Intermediate Phase Teaching qualifications in a maximum of 6 years; this time span in relation to the progression rules for each qualification.

The following sections refer to the module pre-requisites and WIL co-requisites and should be read in conjunction with the progression rules of this document.

## 16.1 Diploma in Grade R Teaching

Sequence	Module Names	Module Code	Prerequisites	Co-requisites
1	Academic Literacy	R-ALI 110		
2	Fundamental Mathematics	R-FMA 110		
3	Computer Literacy	R-CLI 110		
4	Education Studies 1: Theories of Child Development in Context	R- EDS 111		
5	Workplace Integrated Learning Year 1	R-WIL101 (A and B)		
6	Education Studies 2: Theories of Teaching and Learning in Context	R-EDS 122	R-EDS 111 = 40%, R-ALI 110 = 40% (pass or 40% minimum)	
7	Introduction to Mathematics Learning in Grade R	R- MAT 120	R-FMA 110 = 40%	
8	Introduction to Life Skills in Grade R	R-LSK 120		
9	Introduction to the Language and Literacy Learning Landscape in Grade R	R-LLL 120	R- ALI 110 = 40%	
10	Language of Conversational Competence: isiZulu	C-LCZ 120		
10	Language of Conversational Competence: Sepedi	C-LCS 120		
10	Language of Conversational Competence: isiXhosa	C-LCX 120		
10	Language of Conversational Competence: Setswana	C-LCT 120		
11	Mathematics Learning in Grade R 1	R-MAT 211	R- FMA 110, R-MAT 120 =40%	
12	Life Skills in Grade R 1	R- LSK 211	R-LSK 120	
13	Professional Studies 1: The Teacher and the Child Friendly Environment	R-PFS 211	R-ALI 110, R-EDS 111, R-EDS 122 = 40%	
14	English Home and First Additional Language and Literacy Learning in Grade R 1	R-EHF 211	R-ALI 110, R-LLL120 = 40%;	
14	Home Language and Literacy Learning in Grade R 1: isiZulu	R-HLZ 211	R-ALI 110, R-LLL120 = 40%;	
14	Home Language and Literacy Learning in Grade R 1: Sepedi	R-HLS 211	R-ALI 110, R-LLL120 = 40%;	
14	Home Language and Literacy Learning in Grade R 1: isiXhosa	R-HLX 211	R-ALI 110, R-LLL120 = 40%;	
14	Home Language and Literacy Learning in Grade R 1: Afrikaans	R-HLA 211	R-ALI 110, R-LLL120 = 40%;	
14	Home Language and Literacy Learning in Grade R 1: Setswana	R-HLT 211	R-ALI 110, R-LLL120 = 40%;	
15	Workplace Integrated Learning Year 2	R-WIL 202 (A and B)	R-WIL 101 B	R-EHF 211/ R-HLA 211/R-HLX 211/ R-HLZ 211/ R-HLS 211
16	Education Studies 3: Curriculum, Pedagogy and Assessment	R- EDS 223	R- EDS 111, R-EDS 122 = 40%	
17	Professional Studies 2: Grade R Curriculum in Practice	R-PFS 222	R-PFS 211	
18	English First Additional Language and Literacy Learning in Grade R 1	R-FLE 221	R-ALI 110, R-LLL120 = 40%;	
18	First Additional Language 1: isiZulu	R- FLZ 221	R-ALI 110 , R-LLL120 = 40%;	
18	First Additional Language 1: Sepedi	R-FLS 221	R-ALI 110, R-LLL120 = 40%;	
18	First Additional Language 1: isiXhosa	R-FLX 221	R-ALI 110, R-LLL120 = 40%;	
18	First Additional Language 1: Afrikaans	R-FLA 221	R-ALI 110, R-LLL120 = 40%;	
18	First Additional Language 1: Setswana	R-FLT 221	R-ALI 110, R-LLL120 = 40%;	

19	Mathematics Learning in Grade R 2	R-MAT 312	R-FMA 110, R-MAT 120, R-MAT 211 = 40%	
20	Life Skills in Grade R 2	R-LSK 312	R- LSK 120, R-LSK 211 = 40%	
21	Professional Studies 3: Early Years Teacher Identity and the Profession	R-PFS 313	R-PFS 211, R-PFS 222 = 40%	
22	English Home and First Additional Language and Literacy Learning in Grade R 2	R-EHF 312	R-EHF 211 = 40%	
22	Home Language and Literacy Learning in Grade R 2: isiZulu	R-HLZ 312	R-HLZ 211 = 40%	
22	Home Language and Literacy Learning in Grade R 2: Sepedi	R-HLS 312	R-HLS 211 = 40%	
22	Home Language and Literacy Learning in Grade R 2: isiXhosa	R-HLX 312	R-HLX 211 = 40%	
22	Home Language and Literacy Learning in Grade R 2: Afrikaans	R-HLA 312	R-HLA 211 = 40%	
22	Home Language and Literacy Learning in Grade R 2: Setswana	R-HLT 312	R-HLT 211 = 40%	
23	Workplace Integrated Learning Year 3	R-WIL 303 (A and B)	R-WIL 202 B R-EHF 312/ R-HLA 312/ R-HLX 312/ R-HLZ 312/ R-HLS 312	
24	Education Studies 4: Education Policy and Practice	R- EDS 324	R-EDS 111, R-EDS 122	
25	Professional Studies 4: Critical Issues in Education	R-PFS 324	R-PFS 222 , R-PFS 313 = 40%	
26	English First Additional Language and Literacy Learning in Grade R 2	R-FLE 322	R-FLE 221 = 40%	
26	First Additional Language 2: isiZulu	R-FLZ 322	R-FLZ 221 = 40%	
26	First Additional Language 2: Sepedi	R-FLS 322	R-FLS 221 = 40%	
26	First Additional Language 2: isiXhosa	R-FLX 322	R-FLX 221 = 40%	
26	First Additional Language 2: Afrikaans	R-FLA 322	R-FLA 221 = 40%	
26	First Additional Language 2: Setswana	R-FLT 322	R-FLT 221 = 40%	

## 16.2 Bachelor of Education in Foundation Phase Teaching

Sequence	Module Names	Module Code	Pre-requisites	Co-requisites
1	Academic Literacy	B-ALI 110		
2	Fundamental Mathematics	B-FMA 110		
3	Computer Literacy	B- CLI 110		
4	Education Studies 1: Theories of Child Development	B-EDS 111		
5	Introduction to the Language and Literacy Landscape in the Foundation Phase	F- LLL 110		
6	Workplace Integrated Learning Year 1	F-WIL101 (A and B)		
7	Critical Literacies for Teachers	B-CLT 120		
8	Education Studies 2: Theories of Learning and Teaching	B-EDS 122	B-EDS 111, B-ALI 110	
9	Introduction to Mathematics Teaching in the Foundation Phase	F-MAT120	B-FMA 110 = 40%	
10	Introduction to Life Skills Teaching in the Foundation Phase	F-LSK 120		
11	Professional Studies 1: Foundation Phase Classroom Practice	F-PFS 121	B-ALI 110	
12	Language of Conversational Competence: isiZulu	C-LCZ 120		

12	Language of Conversational Competence: Sepedi	C-LCS 120		
12	Language of Conversational Competence: isiXhosa	C-LCX 120		
12	Language of Conversational Competence: Setswana	C-LCT 120		
13	Education Studies 3: Curriculum, Pedagogy and Assessment	B-EDS 213	B-EDS 111, B-EDS 122 = 40%	
14	Life Skills Teaching in the Foundation Phase 1: Personal and Social Well-being	F- LSK 211	F-LSK 120	
15	Professional Studies 2: School and Classroom Management	F- PFS 212	F-PFS 121	
16	English Home and First Additional Language and Literacy Teaching in the Foundation Phase 1	F- EHF 211	B-ALI 110, F-LLL 110 = 40%	
16	Home Language and Literacy Teaching in the Foundation Phase 1: isiZulu	F-HLZ 211	B-ALI 110, F-LLL 110 = 40%	
16	Home Language and Literacy Teaching in the Foundation Phase 1: Sepedi	F-HLS 211	B-ALI 110, F-LLL 110 = 40%	
16	Home Language and Literacy Teaching in the Foundation Phase 1: isiXhosa	F-HLX 211	B-ALI 110 , F-LLL 110 = 40%	
16	Home Language and Literacy Teaching in the Foundation Phase 1: Afrikaans	F-HLA 211	B-ALI 110 , F-LLL 110 = 40%	
16	Home Language and Literacy Teaching in the Foundation Phase 1: Setswana	F-HLT 211	B-ALI 110 , F-LLL 110 = 40%	
17	Workplace Integrated Learning Year 2	F-WIL 202 (A and B)	F-WIL 101 B	F-MAT 120, F-LSK 120, F-EHF 211/F-HLA 211/F-HLX 211/F-HLZ 211/ F-HLS 211
18	Education Studies 4: History of Education and Education Policies	B-EDS 224	B-EDS 122 , B-EDS 213 = 40%	
19	Mathematics Teaching in the Foundation Phase 1	F-MAT 221	B-FMA 110, F-MAT 120 = 40%	
20	Professional Studies 3: Social Justice and Current Issues in Education	F-PFS 223	F-PFS 212 = 40%	
21	English Home and First Additional Language and Literacy Teaching in the Foundation Phase 2	F-EHF 222	F-LLL 110, F-EHF 211 = 40%	
21	Home Language and Literacy Teaching in the Foundation Phase 2: isiZulu	F-HLZ 222	F-LLL 110, F-HLZ 211 = 40%	
21	Home Language and Literacy Teaching in the Foundation Phase 2: Sepedi	F- HLS 222	F-LLL 110, F-HLS 211 = 40%	
21	Home Language and Literacy Teaching in the Foundation Phase 2: isiXhosa	F- HLX 222	F-LLL 110, F-HLX 211 = 40%	
21	Home Language and Literacy Teaching in the Foundation Phase 2: Afrikaans	F-HLA 222	F-LLL 110, F-HLA 211 = 40%	
21	Home Language and Literacy Teaching in the Foundation Phase 2: Setswana	F-HLT 222	F-LLL 110, F-HLT 211 = 40%	
22	English First Additional Language and Literacy Teaching in the Foundation Phase 1	F-FLE 221	B-ALI 110 , F-LLL 110 = 40%	
22	First Additional Language and Literacy Teaching in the Foundation Phase 1: isiZulu	F-FLZ 221	B-ALI 110 , F-LLL 110 = 40%	
22	First Additional Language and Literacy Teaching in the Foundation Phase 1: Sepedi	F-FLS 221	B-ALI 110 , F-LLL 110 = 40%	
22	First Additional Language and Literacy Teaching in the Foundation Phase 1: isiXhosa	F-FLX 221	B-ALI 110, F-LLL 110 = 40%	

22	First Additional Language and Literacy Teaching in the Foundation Phase 1: Afrikaans	F-FLA 221	B-ALI 110, F-LLL 110 = 40%	
22	First Additional Language and Literacy Teaching in the Foundation Phase 1: Setswana	F-FLT 221	B-ALI 110, F-LLL 110 = 40%	
23	Education Studies 5: Sociology of Education	B-EDS 315	B- EDS 213, B-EDS 224 = 40%	
24	Mathematics Teaching in the Foundation Phase 2	F-MAT 312	F-MAT 120 , F-MAT 221 = 40%	
25	Life Skills Teaching in the Foundation Phase 2: Physical Education	F- LSK 312	F-LSK 211 = 40%	
26	English Home and First Additional Language and Literacy Teaching in the Foundation Phase 3	F-EHF 313	F-EHF 211, F-EHF 222 = 40%	
26	Home Language and Literacy Teaching in the Foundation Phase 3: isiZulu	F- HLZ 313	F-HLZ 211, F-HLZ 222 = 40%	
26	Home Language and Literacy Teaching in the Foundation Phase 3: Sepedi	F- HLS 313	F-HLS 211, F-HLS 222 = 40%	
26	Home Language and Literacy Teaching in the Foundation Phase 3: isiXhosa	F-HLX 313	F-HLX 211, F-HLX 222 = 40%	
26	Home Language and Literacy Teaching in the Foundation Phase 3: Afrikaans	F- HLA 313	F-HLA 211 , F-HLA 222 = 40%	
26	Home Language and Literacy Teaching in the Foundation Phase 3: Setswana	F-HLT 313	F-HLT 211, F-HLT 222 = 40%	
27	Workplace Integrated Learning Year 3	F-WIL 303 (A and B)	F-WIL 202 B	F-MAT 221, F-LSK 211, F-EHF 313/ F-HLA 313/ F-HLX 313/F-HLZ 313/ F-HLS 313
28	Mathematics Teaching in the Foundation Phase 3	F-MAT 323	F-MAT 221, F-MAT 312 = 40%	
29	Life Skills Teaching in the Foundation Phase 3: Creative Arts	F-LSK 323,	F- LSK 211, F-LSK 312 = 40%	
30	Professional Studies 4: Teacher Identity and the Profession	F-PFS 324	F-PFS 212	
31	English First Additional Language and Literacy Teaching in the Foundation Phase 2	F-FLE 322	F-LLL 110, F-FLE 221 = 40%	
31	First Additional Language and Literacy Teaching in the Foundation Phase 2: isiZulu	F-FLZ 322	F-LLL 110, F-FLZ 221 = 40%	
31	First Additional Language and Literacy Teaching in the Foundation Phase 2: Sepedi	F-FLS 322	F-LLL 110, F-FLS 221 = 40%	
31	First Additional Language and Literacy Teaching in the Foundation Phase 2: isiXhosa	F-FLX 322	F-LLL 110, F-FLX 221 = 40%	
31	First Additional Language and Literacy Teaching in the Foundation Phase 2: Afrikaans	F-FLA 322	F-LLL 110, F-FLA 221 = 40%	
31	First Additional Language and Literacy Teaching in the Foundation Phase 2: Setswana	F-FLT 322	F-LLL 110, F-FLT 221 = 40%	
32	Research in Education	B-RED 400	B-EDS 315	
33	Digital Pedagogies for Teachers	B-DPT 410	B-CLT 120, F-WIL 101, F-WIL 202	
34	Life Skills Teaching in the Foundation Phase 4: Natural Sciences and Technology	F-LSK 414	F-LSK 312, F-LSK 323 = 40%	
35	English Home and First Additional Language and Literacy Teaching in the Foundation Phase 4	F- EHF 414	F- EHF 222 , F-EHF 313 = 40%	
35	Home Language and Literacy Teaching in the Foundation Phase 4: isiZulu	F- HLZ 414	F-HLZ 222, F-HLZ 313 = 40%	

35	Home Language and Literacy Teaching in the Foundation Phase 4: Sepedi	F-HLS 414	F-HLS 222, F-HLS 313 = 40%	
35	Home Language and Literacy Teaching in the Foundation Phase 4: isiXhosa	F-HLX 414	F-HLX 222, F-HLX 313 = 40%	
35	Home Language and Literacy Teaching in the Foundation Phase 4: Afrikaans	F-HLA 414	F-HLA 222, F-HLA 313 = 40%	
35	Home Language and Literacy Teaching in the Foundation Phase 4: Setswana	F-HLT 414	F-HLT 222, F-HLT 313 = 40%	
36	Workplace Integrated Learning Year 4	F-WIL 404 (A and B)	F-WIL 303 B /F-MAT 323/F-LSK 323/F-EHF 313/F-HLA 313/F-HLX 313/F-HLZ 313/ F-HLS 313	
37	Mathematics Teaching in the Foundation Phase 4	F-MAT 424	F-MAT 312, F-MAT 323 = 40%	
38	Life Skills Teaching in the Foundation Phase 5: Social Sciences	F- LSK 425	F-LSK 323	
39	English First Additional Language and Literacy Teaching in the Foundation Phase 3	F-FLE 423	F-FLE 221, F-FLE 322= 40%	
39	First Additional Language and Literacy Teaching in the Foundation Phase 3: isiZulu	F-FLZ 423	F-FLZ 221, F-FLZ 322 = 40%	
39	First Additional Language and Literacy Teaching in the Foundation Phase 3: Sepedi	F-FLS 423	F-FLS 221, F-FLS 322 = 40%	
39	First Additional Language and Literacy Teaching in the Foundation Phase 4: isiXhosa	F-FLX 423	F-FLX 221, F-FLX 322 = 40%	
39	First Additional Language and Literacy Teaching in the Foundation Phase 3: Afrikaans	F-FLA 423	F-FLA 221, F-FLA 322 = 40%	
39	First Additional Language and Literacy Teaching in the Foundation Phase 3: Setswana	F-FLT 423	F-FLT 221, F-FLT 322 = 40%	

### 16.3 Bachelor of Education in Intermediate Phase Teaching

Sequence	Module Names	Module Code	Pre-requisites	Co-requisites
1	Introduction to the Language and Literacy Landscape in the Intermediate Phase	I-LLL 110		
2	Academic Literacy	B-ALI 110		
3	Fundamental Mathematics	B-FMA 110		
4	Computer Literacy	B- CLI 110		
5	Education Studies 1: Theories of Child Development	B-EDS 111		
6	Workplace Integrated Learning Year 1	I- WIL101 (A and B)		
7	Introduction to Mathematics Teaching in the Intermediate Phase	I-MAT 120	B-FMA 110 = 40%	
8	Introduction to Natural Sciences and Technology Teaching in the Intermediate Phase	I-NST 120		
9	Professional Studies 1: Intermediate Phase Classroom Practice	I-PFS 121	B-ALI 110	
10	Critical Literacies for Teachers	B-CLT 120		
11	Education Studies 2: Theories of Learning and Teaching	B-EDS 122	B-EDS 111, B-ALI 110	
12	Language of Conversational Competence: Sepedi	C-LCS 120		
12	Language of Conversational Competence: isiXhosa	C-LCX120		

12	Language of Conversational Competence: isiZulu	C-LCZ 120		
12	Language of Conversational Competence: Setswana	C-LCT 120		
13	Natural Sciences and Technology Teaching in the Intermediate Phase 1	I-NST 211	I-NST 120	
14	Professional Studies 2: School and Classroom Management	I-PFS 212	I-PFS 121	
15	Education Studies 3: Curriculum, Pedagogy and Assessment	B-EDS 213	B-EDS 111, B-EDS 122 = 40%	
16	English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 1	I-EHF 211	B-ALI 110, I-LLL 110 = 40%	
16	Home Language and Literacy Teaching in the Intermediate Phase 1: isiZulu	I-HLZ 211	B-ALI 110, I-LLL 110 = 40%	
16	Home Language and Literacy Teaching in the Intermediate Phase 1: Sepedi	I-HLS 211	B-ALI 110, I-LLL 110= 40%	
16	Home Language and Literacy Teaching in the Intermediate Phase 1: isiXhosa	I-HLX 211	B-ALI 110, I-LLL 110 = 40%	
16	Home Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans	I-HLA 211	B-ALI 110, I-LLL 110 = 40%	
16	Home Language and Literacy Teaching in the Intermediate Phase 1: Setswana	I-HLT 211	B-ALI 110, I-LLL 110 = 40%	
17	Workplace Integrated Learning Year 2	I-WIL 202 (A and B)	I-WIL 101 B	I-MAT 120, I-NST 120, I-EHF 211/I-HLA 211/I-HLX 211/I-HLZ 211/ I-HLS 211/I-HLT 211
18	Mathematics Teaching in the Intermediate Phase 1	I-MAT 221	B-FMA 110; I -MAT120 = 40%	
19	Professional Studies 3: Social Justice and Current Issues in Education	I-PFS 223	I-PFS 212 = 40%	
20	Education Studies 4: History of Education and Education Policies	B-EDS 224	B-EDS 122 , B-EDS 213 = 40%	
21	English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 2	I-EHF 222	I-LLL 110, I-EHF 211 = 40%	
21	Home Language and Literacy Teaching in the Intermediate Phase 2: isiZulu	I-HLZ 222	I-LLL 110, I-HLZ 211 = 40%	
21	Home Language and Literacy Teaching in the Intermediate Phase 2: Sepedi	I-HLS 222	I-LLL 110, I-HLS 211 = 40%	
21	Home Language and Literacy Teaching in the Intermediate Phase 2: isiXhosa	I-HLX 222	I-LLL 110, I-HLX 211 = 40%	
21	Home Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans	I-HLA 222	I-LLL 110, I-HLA 211 = 40%	
21	Home Language and Literacy Teaching in the Intermediate Phase 2: Setswana	I-HLT 222	I-LLL 110, I-HLT 211 = 40%	
22	English First Additional Language and Literacy Teaching in the Intermediate Phase 1	I-FLE 221	B-ALI 110, I-LLL 110 =40%	
22	First Additional Language and Literacy Teaching in the Intermediate Phase 1: isiZulu	I-FLZ 221	B-ALI 110, I-LLL 110 = 40%	
22	First Additional Language and Literacy Teaching in the Intermediate Phase 1: Sepedi	I-FLS 221	B-ALI 110, I-LLL 110 = 40%	
22	First Additional Language and Literacy Teaching in the Intermediate Phase 1: isiXhosa	I-FLX 221	B-ALI 110, I-LLL 110 =40%	
22	First Additional Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans	I-FLA 221	B-ALI 110, I-LLL 110 = 40%	
22	First Additional Language and Literacy Teaching in the Intermediate Phase 1: Setswana	I-FLT 221	B-ALI 110, I-LLL 110 = 40%	
23	Mathematics Teaching in the Intermediate Phase 2	I-MAT 312	I-MAT 120, I-MAT 221 = 40%	

24	Natural Sciences and Technology Teaching in the Intermediate Phase 2	I-NST 312	I-NST 211 = 40%	
25	Education Studies 5: Sociology of Education	B-EDS 315	B- EDS 213, B-EDS 224 = 40%	
26	English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 3	I-EHF 313	I-EHF 211, I-EHF 222 = 40%	
26	Home Language and Literacy Teaching in the Intermediate Phase 3: isiZulu	I-HLZ 313	I-HLZ 211, I-HLZ 222 = 40%	
26	Home Language and Literacy Teaching in the Intermediate Phase 3: Sepedi	I-HLS 313	I-HLS 211, I-HLS 222 = 40%	
26	Home Language and Literacy Teaching in the Intermediate Phase 3: isiXhosa	I-HLX 313	I-HLX 211, I-HLX 222 = 40%	
26	Home Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans	I-HLA 313	I-HLA 211, F-HLA 222 = 40%	
26	Home Language and Literacy Teaching in the Intermediate Phase 3: Setswana	I-HLT 313	I-HLT 211, F-HLT 222 = 40%	
27	Workplace Integrated Learning Year 3	I-WIL 303 (A and B)	I-WIL 202 B	I-MAT 221, I-NST 211, I-EHF 313/ I-HLA 313/ I-HLX 313/ I-HLZ 313/ I-HLS 313/ I-HLT 313
28	Mathematics Teaching in the Intermediate Phase 3	I-MAT 323	I-MAT 221, I-MAT 312 = 40%	
29	Natural Sciences and Technology Teaching in the Intermediate Phase 3	I-NST 323	I-NST 211, I-NST 312 = 40%	
30	Professional Studies 4: Teacher Identity and the Profession	I-PFS 324	I- PFS 212	
31	English First Additional Language and Literacy Teaching in the Intermediate Phase 2	I-FLE 322	I-LLL 110 , I-FLE 221 = 40%	
31	First Additional Language and Literacy Teaching in the Intermediate Phase 2: isiZulu	I-FLZ 322	I-LLL 110 , I-FLZ 221 = 40%	
31	First Additional Language and Literacy Teaching in the Intermediate Phase 2: Sepedi	I-FLS 322	I-LLL 110 , I-FLS 221= 40%	
31	First Additional Language and Literacy Teaching in the Intermediate Phase 2: isiXhosa	I-FLX 322	I-LLL 110 , I-FLX 221 = 40%	
31	First Additional Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans	I-FLA 322	I-LLL 110, I-FLA 221= 40%	
31	First Additional Language and Literacy Teaching in the Intermediate Phase 2: Setswana	I-FLT 322	I-LLL 110, I-FLT 221= 40%	
32	Research in Education	B-RED 400	B-EDS 315	
33	Digital Pedagogies for Teachers	B-DPT 410	B-CLT 120, I-WIL 101, I-WIL 202	
34	Natural Sciences and Technology Teaching in the Intermediate Phase 4	I-NST 414	I-NST 312, I-NST 323 = 40%	
35	English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 4	I-EHF 414	I-EHF 222, I-EHF 313 = 40%	
35	Home Language and Literacy Teaching in the Intermediate Phase 4: isiZulu	I-HLZ 414	I-HLZ 222, I-HLZ 313 = 40%	
35	Home Language and Literacy Teaching in the Intermediate Phase 4: Sepedi	I-HLS 414	I-HLS 222 , I-HLS 313 = 40%	
35	Home Language and Literacy Teaching in the Intermediate Phase 4: isiXhosa	I-HLX 414	I-HLX 222 , I-HLX 313 = 40%	
35	Home Language and Literacy Teaching in the Intermediate Phase 4: Afrikaans	I- HLA 414	I-HLA 222, I-HLA 313 = 40%	
35	Home Language and Literacy Teaching in the Intermediate Phase 4: Setswana	I-HLT 414	I-HLT 222, I-HLT 313 = 40%	
36	Workplace Integrated Learning Year 4	I-WIL404 (A and B)	I-WIL 303 B, I-MAT 323, I-NST 323, I-EHF 313/ I-HLA 313/ I-HLX 313/ I-HLZ 313/ I-HLS 313/ I-HLT 313	

37	Mathematics Teaching in the Foundation Phase 4	I-MAT 424	I-MAT 312, I-MAT 323 = 40%	
38	Economic and Management Sciences	I-EMS 420	B-FMA 110, I-MAT 120	
39	English First Additional Language and Literacy Teaching in the Intermediate Phase 3	I-FLE 423	I-FLE 221, I-FLE 322 = 40%	
39	First Additional Language and Literacy Teaching in the Intermediate Phase 3: isiZulu	I-FLZ 423	I-FLZ 221, I-FLZ 322 = 40%	
39	First Additional Language and Literacy Teaching in the Intermediate Phase 3: Sepedi	I-FLS 423	I-FLS 221, I-FLS 322 = 40%	
39	First Additional Language and Literacy Teaching in the Intermediate Phase 4: isiXhosa	I-FLX 423	I-FLX 221, I-FLX 322 = 40%	
39	First Additional Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans	I-FLA 423	I-FLA 221, I-FLA 322 = 40%	
39	First Additional Language and Literacy Teaching in the Intermediate Phase 3: Setswana	I-FLT 423	I-FLT 221, I-FLT 322 = 40%	

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