



SANTS

PRIVATE HIGHER EDUCATION INSTITUTION

TAKING EDUCATION TO THE PEOPLE

STUDENT ORIENTATION BOOKLET **2022**

**DIPLOMA IN GRADE R TEACHING
OLD/ REVISED PROGRAMME**

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1. INTRODUCTION

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

2.1 Background

SANTS Private Higher Education Institution was established in 1997 as a private national education and training provider. Over the past 24 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 was able to grow and diversify as a Further Education and Training service provider, focusing on Early Childhood Development and Continuing Teacher Development programmes.

In 2012, SANTS registered as a Private Higher Education Institution at the Department of Higher Education and Training with a focus on initial teacher education (ITE) programmes. More than 7 000 newly-qualified teachers have since graduated with the Diploma in Grade R Teaching, Bachelor of Education in Foundation Phase Teaching and a Bachelor in Intermediate Phase Teaching degree.

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 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' 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.

2.5 Language of Instruction

SANTS provides tuition in English as a medium of instruction, formal communication, academic literature and research.

3. THE PROGRAMME

The Diploma in Grade R Teaching is presented on the National Qualifications Framework (NQF) exit level 6 with a total of 360 credits, earned over a minimum of three years. The Department of Higher Education and Training approved and recognised the Diploma and placed the qualification on a REQV 13. The programme is accredited by the Council on Higher Education. Accreditation No: H/PR148/E008CAN.

3.1 Workplace Integrated Learning (WIL)

Workplace Integrated Learning is central to teacher education as it enables you to integrate theoretical and conceptual knowledge gained through your studies with practice-based knowledge in a professional context. During your studies, you will be required to spend time across diverse classroom contexts.

3.1.1 Purpose

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.

3.1.2 Placements

Workplace integrated learning (WIL) is learning that develops a student's competence to teach effectively in diverse classroom contexts. Hence the purpose of WIL is to link the 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 in order to enhance their learning.

3.1.3 Timeframes

You are required to complete the WIL requirements for a current year before you are allowed to progress to a new academic year even when you have met all the academic requirements for the year. You will be provided with an additional opportunity in the same year to meet the requirements should you not have met the WIL requirements for the current year during the designated WIL period. Please take note of the number of weeks you will complete each year in your programme:

Year	Module Code	Duration
1	WIL 416/ 411	3 Weeks
2	WIL 426/ 422	4 Weeks
3	WIL 436/ 433	5 Weeks
Total number of weeks		12 Weeks

Please refer to the Work Integrated Learning Requirements and Guidelines documents on MySANTS for more detailed information.

3.2 Progression Rules

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

The following progression rules apply:

- A student can only register for a maximum of FOUR (4) modules per semester.
- A student has to complete Academic Literacy (Modules 1 and 2) and Academic Numeracy (Modules 1 and 2) by the end of the third year of study.
- A student may repeat a module only in the semester the module is offered.
- Depending on the programme and the year in which the student is in, students may repeat one additional module during the current semester (current semester modules + 1 module ≤ 5). This means students may write a maximum of 5 examinations per semester.
- The order of preference in which modules are to be repeated is determined by the progression rules and pre-requisite modules. This process is strictly regulated by the Assessment and Student Affairs Committee.
- Students with more modules outstanding than semesters remaining in the programme will be placed on an extended studies programme and will not graduate with their cohort.

3.3 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. Teachers will receive recognition of their prior learning or recognition cognate modules completed in their Diploma, upon application to the degree programme, to up to 140 credits attained during their study in the Diploma programme.

4. ASSESSMENT PRACTICE

Assessment forms an integral part of the learning and teaching process and takes place on an on-going basis through informal and formal assessment tasks. 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 Assignment 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 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, projects, multiple-choice responses and Portfolios of Evidence (PoE).

Summative Assessments

Summative assessment refers to 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 in the form of an examination. It determines whether the student is competent or not yet competent in respect of pre-determined outcomes.

The following table provides a summary of the assessment per module.

TYPES OF ASSESSMENT	FORM OF ASSESSMENT	WEIGHTING
Formative assessment	2 Assignments (50 marks each)	40%
Summative	Examination (50 marks)	60%
TOTAL		100%

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 be invited to write the examination. Each assignment counting 50 marks, which constitute 40% 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 CLGs but only the assessment documents. Specific information regarding each assignment is provided in the assignment itself. The CLGs and assignments are available on MySANTS to which you have access.

An Assignment Support Guideline (ASG) is developed for each assignment. Each Assignment Support Guideline contains possible answers for each task in the assignment. This is done to provide more support regarding your Self-Directed learning and to help you keep track of your own progress. These Assignment Support Guidelines are made available on MySANTS after the assignments have been marked and returned.

Late submission of formative assessments will not be accepted. Students unable to submit their assignment due to illness or other extenuating circumstances will be granted an extension for the completion and submission of their assignments provided that they submit the required documentation such as a medical certificate in the case of illness and/or other necessary documentation. Students need to apply for this extension by forwarding a formal letter to the

Administration department with the accompanying documents within three 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, although formal sit-down examinations are planned as soon as SANTS deems it safe enough and within state regulations. Summative assessments total of 50 marks for the Grade R Diploma programme.

Examination admission:

- A student must submit both formative assessment tasks 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 40% and the summative examinations weigh 60% towards the final cumulative module mark.
- The examination subminimum mark for each module is 40%.
- The 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% in order to qualify for a supplementary examination. 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.
- A student who for medical reasons was unable to sit for the examination and has medical proof. Once the application has been approved, the student writes a sick examination which will be marked up to 100%; this in the supplementary period.
- A student who was unable to sit for the examination for any other valid reason(s) (with evidence) can submit an application with supporting evidence. The application has to be approved by the Assessment and Student Affairs Committee.

4.5 Remarking procedure

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

- Students need to apply for a remark by contacting the Administration Department by sending a written application for re-marking of an examination script within 14 calendar 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 are 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 schedule is also available on MySANTS.
- The late submission of formative assessment tasks will not be processed, and such assignments will not be assessed (marked), unless the student has applied to the Assessment and Student Affairs Committee with the relevant documentation within three days of the due date of the assignment, requesting an extension. The Assessment and Student Affairs Committee will only provide an extension to a student for medical/health reasons or any other valid and substantiated reason that is supported by the relevant documentation.
- Assignment Support Guidelines 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 in the form of a personal SMS. , before the examination. Note that it remains each student's responsibility to access the examination information posted on MySANTS, as well as enquire if they have not received the SMS.

The **results** of the examinations are posted on MySANTS. Students can access their marks on the system by typing their ID and student numbers correctly in the given fields. A request for an e-mailed document of the academic transcript can be sent to the Student Bureau at support@sants.co.za.

Students who complete their qualification will receive the academic transcript with a Completion letter per e-mail on request. In cases where **irregularities** have been identified (during primary examination sessions and supplementary examination sessions) such as copying from each other or copying from text without due recognition (or copying from notes should sit-down examinations at a venue be viable), the results of the students allegedly implicated in the irregularities will be blocked until the investigation has been completed.

- **Supplementary examination:** Students will also receive an SMS regarding the module they need 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 who 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 e-mailed 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 three 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 e-mailed within three days of 23 October, that is, on or before 26 October of the same year.
 - b. The Assessment and Student Affairs Committee will consider each individual application against former performances of each student and if the application is approved, the student will receive a letter from the Assessment and Student Affairs Committee Chairperson informing the student that the application has been approved. With the approval, **ONLY ONE** opportunity to write the first or primary examination paper/s during the supplementary examination period will be granted.
 - c. Students with extraordinary applications that have been approved by the Assessment and Student Affairs Committee will write a special examination; this to be conducted in the supplementary examination period. Furthermore, students' examination for the *special examination* will be marked up to 100% whilst the supplementary examination is marked only up to 50%.
 - d. 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 in the semester that the module is offered.
 - e. When students pass the supplementary examination, they may continue with the next semester modules offered in the programme, on condition that students follow the progression rules. The Administration department will inform the students regarding this matter.

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 and/or examinations. (e-Examination and e-Supplementary examination) period. Unethical behaviour (such as cheating by using crib notes, plagiarism, and fabrication or falsification of data) is an offence and an academic irregularity which is referred to the Assessment and Student Affairs Committee. See the document, *Assessment irregularities policy and procedure*, especially **section 8**, dealing with the penalty scales.

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 Harvard referencing method). Should sit-down examinations be viable and conducted, they are also **NOT** allowed to bring any notes into 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 which 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) that has 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. This is considered to be theft, in other words, stealing someone else'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.

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 Harvard Referencing System, and quotation marks ("...") must be used.
- 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.

- 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 on how to reference.

The **Examination Regulations and Procedures policy** contain 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 which 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 50% 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.

It is important and required that every assignment carries the standard declaration that the assignment is your work (**Declaration of Original Work**) as indicated at the top of each assignment which students must confirm.

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 among other aspects, large portions of text are copied verbatim from the book, or article without proper in-text citing and/or referencing done and the acknowledgement of the author.

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 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 examination: to evaluate the examination paper and make comments on the academic and technical components for improvement; and
 - after the examination (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.

4.9 Weighting of assessments

4.9.1 Assignment(s)/Tests weigh 40% towards the final mark

$$\left. \begin{array}{l} \text{e.g. (Module with 2 assignments)} \\ \text{Assignment 1 – Scored 50\%} \\ \text{Assignment 2 – Scored 70\%} \\ 50+70/200*100=60\% \\ \mathbf{60/100*40=24\%} \\ \text{(24\% is the student's semester mark)} \end{array} \right\}$$

4.9.2 Examinations weigh 60% towards the final mark

$$\left. \begin{array}{l} \text{e.g. (Examination Mark 55\%)} \\ \mathbf{55/100*60=33\%} \\ \text{(33\% is the student exam mark out of 60\%)} \\ \text{Student Final Mark is then calculated by adding 24\% (which is out of 40\% of the semester} \\ \text{mark) + 33\% (which is 60\% of the exam mark)} \\ \mathbf{24+33=57\%} \end{array} \right\}$$

5. DISTANCE LEARNING

Distance education implies that a student studies remotely and independently, away from the institution at which he/she is registered. While SANTS Head Office is situated in Lynnwood Ridge, 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, a variety of student academic support is provided to assist students to gain the knowledge, competencies and skills that will enable you to be successful in your studies. Where viable, venues have been identified for students to attend non-compulsory support sessions.

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.

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 and reference 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.

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.

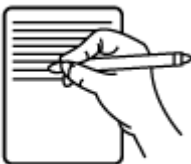




Commentaries appear at the bottom of most of the activities in the CLGs – especially in cases where the answers or responses may not be straightforward. Commentaries are not answers but rather, guides to help you to know whether your response is appropriate or not. They alert you to aspects you need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

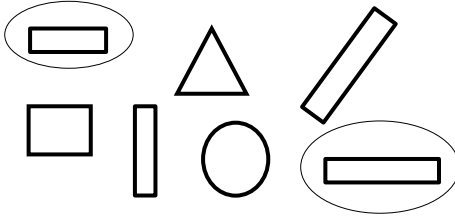
As you work through the Curriculum and Learning Guides (CLGs), you will come across the icons listed below. The icons indicate the type of activity you are required to engage in, in order to advance and consolidate your understanding of each of the core concepts in the module.

Completing each activity independently will enable you to understand concepts and explain them to peers during the students' academic support sessions when required to. Working methodically through each activity will also help to prepare you adequately for the assessment that includes assignments and examinations.

	<p>ACTIVITY</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 as you will, for example, be asked to <i>define, explain, and/or interpret</i> a concept or an aspect of a concept. Scenarios and dialogues are often used to contextualise questions of 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 activities, you will find commentary that aims to guide your thinking and assess your concept development. The activities are numbered for easy reference.</p>
	<p>READING ACTIVITY</p> <p>Reading activities often require you to read additional material beyond the CLG, referred to as core or recommended reading. The source of these readings will either be the full text of a book or a journal article, or part thereof. Core or recommended reading texts are attached as annexures at the back of this CLG. These texts give you expanded or alternative views on aspects of the content, such as a concept. You might be required to explain the concept from a different perspective or compare what is in the CLG with what you read in the core or recommended reading.</p>
	<p>STUDY GROUP DISCUSSION</p> <p>All study group discussion or peer activities require preparation before the meeting. Meeting the study group or peer can also coincide with the academic support sessions offered to support students. Preparation includes reading and completing activities in writing. Study group discussions are an opportunity for you to collaborate and apply what you have learnt. In study group discussions you will be able to share your learning experiences and to learn with and from each other. These activities serve as informal peer assessment and personal development.</p>
	<p>REFLECTION</p> <p>Reflection helps you with understanding by thinking deeply or carefully about something. Reflection activities require you to critically review what you have learnt and link this with your experience (personal or what you have observed during Work Integrated Learning) and that of others (peers, teachers, authors etc.).</p>
	<p>REVIEW</p> <p>These questions are provided at the end of each unit and serve as self-assessment of your understanding of the complete content of the unit. Working through the review questions will give you an understanding of the type of questions which might be asked in the assessments of the module.</p>

5.3.2 Action words

The following table depicts instruction or action words and how you can interpret what you need to do.

Action word	Explanation	Example of how this action word might appear.
List/ Name	Write the aspects in an itemized form, without explanation.	List the five systems of Bronfenbrenner's Ecological Systems theory.
Identify	Point out and write down aspects from a text (excerpt, scenario, etc.).	Identify Piaget's four stages of development.
Define	Outline the meaning of a word or phrase.	Define the term 'curriculum'.
Describe	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"> Knowledge of learners' intellectual development and learning.
Explain	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>
Discuss	Investigate or examine an aspect by defining, explaining as well as identifying and describing its positive and negative components. Discussions often require one to also draw conclusions.	Discuss the following quality of a teacher as an agent of transformation: An agent of transformation is aware of their own perceptions.
Examine	Investigate and scrutinise all the information about a concept by taking it apart. Examine 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.
Compare/ Differentiate/ Distinguish	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.
Analyse	Examine a concept in close detail and break it into its constituent parts. Evidence should be looked at in-depth and arguments stated.	Ms Cupido asked her Grade R learners to encircle all the rectangles. The
		 <p>completed task of Thabo 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>
Justify/Explain what you mean	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 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 MySANTS Library.

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 and during the non-compulsory student academic support sessions with peers and academic tutors.

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	ALI410	14	140
Fundamental Mathematics	FMA410	14	140
Computer Literacy	CLI410	14	140
Education Studies 1	EDS411	12	120
Total		54	540

For example, Fundamental Mathematics, FMA410, carries 14 credits towards the qualification and therefore you will be required to spend on average 140 hours on this module. It is estimated that 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 (120 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 remember 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:

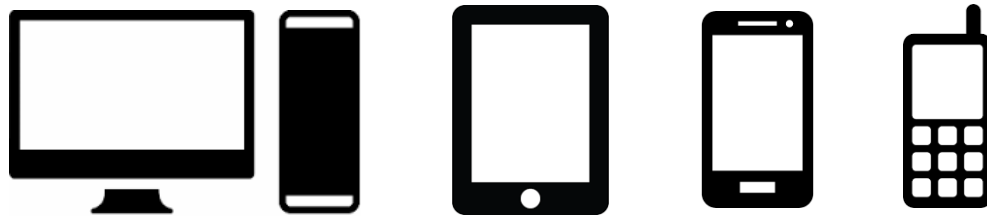
UNIT IN CLG	CONTENT IN CLG	DATE PLANNED
UNIT 1:		
UNIT 2:		
ASSIGNMENT 1		
UNIT 3:		
ASSIGNMENT 2		
EXAMINATION		
SUPPLEMENTARY EXAMINATION		

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, academic support session timetables, examination rosters, assignments, Assessment Support Guidelines, Curriculum and Learning Guides, Core Readings, Recommended Readers, Library access, financial records 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.



To download MySANTS, simply visit the Apple Store or Play Store, for iPhone and Android operating systems respectively. Please refer to the MySANTS 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.

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 email(s) received from you;
- Provide your academic records, in line with administrative processes;
- Provide basic financial information;
- Provide you with applicable assignments;
- Provide information pertaining to the Academic Calendar;
- Provide support and guidance pertaining to MySANTS;
- Attend to general enquiries; and
- Respond to social media enquiries in an informative manner. 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

SANTS requires students to use the Harvard Referencing Style in all academic material to acknowledge cited information sources. The Harvard Referencing style is referred to as the author-date format. Please 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).

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' names 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:

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".

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
Montgomery, M. et al., (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

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 or Recognition of Prior Learning in accordance with SANTS' RPL policy.
- b. It is confirmed that the student has met all the Workplace Integrated Learning requirements.
- c. The tuition fees of private students have been paid in full.
- d. The Assessment and Student Affairs Committee recommends to the Academic Board the students who qualify for awarding of a higher education qualification and thus certification.
- e. The Academic Board approves the awarding and certification of higher education qualifications.

8. CRITERIA FOR AWARDING OF DISTINCTION

The following criteria will be applicable per programme as below:

- a. 75% or above in each Pedagogy module throughout the four years of study;
- b. 75% or above in each WIL module throughout the four years of study;
- c. An average of 75% or above for the Education Studies modules across the four years of study; and
- d. An average of 75% or above for the remaining modules across the four years of study, exclusive of the above criterion.

9. COMPLAINTS AND GRIEVANCES

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 and consistently.

A grievance is a formal complaint that is laid by a student against the Institution. 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 either in writing or telephonically. 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

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

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 accommodations 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 request for the provision of accommodation received warrants this.

12. COMMUNICATION CHANNELS

SANTS established the following official communication channels for student use:

- General enquiries and formal complaints and grievances should be lodged with MySANTS, emailed to support@sants.co.za or contact SANTS at 087 353 2504. This includes administrative, finance and academic-related enquiries.
- Workplace Integrated Learning (WIL) related enquiries should be emailed to wil@sants.co.za.
- Students can contact the Finance Department directly for matters pertaining to their tuition fees at debtors@sants.co.za.
- SANTS has the following social media platforms:
 - Facebook Page: @SANTSPrivateHigherEducationInstitution.
 - Twitter: @SANTS_Education.
 - Instagram: sants_education

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

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 qualification.

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

14. CONTACT DETAILS

Student Bureau:	087 353 2504
Fax number:	012 348 7037
Postal Address:	SANTS P.O. Box 72328 Lynnwood Ridge 0040
Physical Address:	SANTS 4 th Floor Lynnridge Mews 22 Hibiscus Street Lynnwood Ridge, 0040
Email address:	
Finance Department	finance@sants.co.za
Administrative and Academic Related Enquiries	support@sants.co.za
WIL Related Enquiries	wil@sants.co.za
Website:	www.sants.co.za
MySANTS:	https://lms.sants.co.za/
MySANTS Student Manual	https://lms.sants.co.za/Files/Students.pdf
Facebook Page:	@SANTSPrivateHigherEducationInstitution
Twitter:	@SANTS_Education

15. CONCLUSION

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!

