



BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING (NQF 7) (ON-CAMPUS)

Fact Sheet

PROGRAMME SUMMARY

- **Programme:** *Bachelor of Education in Intermediate Phase Teaching* (NQF Level 7)
- **SAQA ID:** 96405
- **Credits:** 522 credits
- **Career Options:** Intermediate Phase Teacher; Primary School Teacher
- **Mode of Delivery:** Contact Learning
- **Duration:** 4 years

PURPOSE OF THE QUALIFICATION

As an Intermediate Phase teacher you will have the exciting and immensely rewarding task of working with young children to develop their minds, bodies and social development skills.

The Embury *Bachelor of Education in Intermediate Phase Teaching* is a formal qualification aimed at people who want to work with children in the Intermediate Phase of a school, from Grades 4 to 6.

Embury's *Bachelor of Education in Intermediate Phase Teaching* will enable you to promote the child's social, physical, intellectual and emotional development. It is your care, oversight and attention to detail that will help children grow to their full potential.

ADMISSION REQUIREMENTS

Matric obtained from 2008

- National Senior Certificate or NQF Level 4 National Certificate (Vocational) with an endorsement for entry into Bachelor studies (degree endorsement).
- Minimum rating of 4 (50-59%) in at least 4 matric subjects (excluding Life Orientation).
- Minimum total rating of 25 APS points (excluding Life Orientation).
- Minimum rating of 4 (50-59%) for English Home Language or a minimum rating of 5 (60-69%) for English First Additional Language.
- Minimum rating of 4 (50-59%) in Mathematical Literacy or a minimum rating of 3 (40-49%) in Mathematics.

Matric obtained prior to 2008

- Senior Certificate with Matriculation Exemption/Endorsement and minimum 50% in English.



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Other access pathways

- Recognition of prior learning may lead to entry or an advanced credit standing at the discretion of Embury.
- If you are over the age of 23 and do not meet the specified requirements, please contact Embury to discuss possible admission due to mature age exemption.

LEARNING OUTCOMES OF THE PROGRAMME

1. Competence in reading, writing and speaking the language/s of instruction in ways that facilitate their own academic learning, and learning in classrooms.
2. Competence with regard to the knowledge base underpinning the learning areas or subjects they will be teaching.
3. In their area/s of specialisation (phase and subject/learning area), competence in planning, designing, and reflecting on learning programmes appropriate for their learners and learning context.
4. In their area of specialisation, competence in selecting, using and adjusting teaching and learning strategies in ways which meet the needs of the learners and the context.
5. Competence in managing and administering learning environments and supporting learners in ways that are sensitive, stimulating, democratic and well-organised.
6. Competence in monitoring and assessing learner progress and achievement in the specialisation.
7. Function responsibly within the education system, an institution, and the community in which the institution is located.
8. Respect for and commitment to the educator profession.



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PROGRAMME STRUCTURE

The *Bachelor of Education in Intermediate Phase Teaching* is structured in modules offered either in Semester 1, Semester 2 or as a year module.

FIRST YEAR				
Module	Credits	Semester 1	Semester 2	Year module
1. <i>Academic Literacy</i>	12	✓		
2. <i>Educational Psychology 1</i>	12		✓	
3. <i>English First Additional Language 1 OR Afrikaans First Additional Language 1 OR isiZulu First Additional Language 1 OR Sepedi First Additional Language 1 OR Setswana First Additional Language 1</i>	12			✓
4. <i>English Home Language 1 OR Afrikaans Home Language 1 OR isiZulu Home Language 1 OR Sepedi Home Language 1 OR Setswana Home Language 1</i>	12			✓
5. <i>Fundamental Mathematics</i>	12			✓
6. <i>Geography 1 OR Natural Science & Technology 1 OR Creative Arts 1</i>	12	✓		
7. <i>Geography 2 OR Natural Science & Technology 2 OR Creative Arts 2</i>	12		✓	
8. <i>Service Learning</i>	12			✓
9. <i>Teaching Life Skills</i>	12	✓		
10. <i>Teaching Social Sciences</i>	12		✓	
Total credits	120			



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SECOND YEAR				
Module	Credits	Semester 1	Semester 2	Year module
1. <i>Education Theory & Practice</i>	12		✓	
2. <i>English First Additional Language for Intermediate Phase 2 OR Afrikaans First Additional Language for Intermediate Phase 2 OR isiZulu First Additional Language for Intermediate Phase 2 OR Sepedi First Additional Language for Intermediate Phase 2 OR Setswana First Additional Language for Intermediate Phase 2</i>	12			✓
3. <i>Geography 3 OR Natural Science & Technology 3 OR Creative Arts 3</i>	12			✓
4. <i>Inclusive Education 1</i>	12		✓	
5. <i>Information & Communication Technology in Education</i>	12			✓
6. <i>Teaching Creative Arts</i>	12	✓		
7. <i>Teaching English First Additional Language</i>	12		✓	
8. <i>Teaching Home Language</i>	12	✓		
9. <i>Teaching Natural Science & Technology</i>	12	✓		
10. <i>Teaching Practice Intermediate Phase 2</i>	30			✓
Total credits	138			

THIRD YEAR				
Module	Credits	Semester 1	Semester 2	Year module
1. <i>Economic & Management Sciences</i>	12		✓	
2. <i>Education & Diversity</i>	12	✓		
3. <i>English Home Language for Intermediate Phase 2 OR Afrikaans Home Language for Intermediate Phase 2 OR isiZulu Home Language for Intermediate Phase 2 OR Sepedi Home Language for Intermediate Phase 2 OR Setswana Home Language for Intermediate Phase 2</i>	12			✓
4. <i>History 1 OR Mathematics for Intermediate Phase 1 OR Physical Education & Sport 1</i>	12	✓		
5. <i>History 2 OR Mathematics for Intermediate Phase 2 OR Physical Education & Sport 2</i>	12		✓	
6. <i>Inclusive Education 2</i>	12		✓	
7. <i>Teaching Practice Intermediate Phase 3</i>	30			✓
8. <i>Sociopedagogics</i>	12		✓	
9. <i>Teaching Mathematics</i>	12	✓		
Total credits	138			



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FOURTH YEAR				
Module	Credits	Semester 1	Semester 2	Year module
1. Curriculum Design	12		✓	
2. Educational Psychology 2	12	✓		
3. Educational Research	12			✓
4. Educator & The Law	12	✓		
5. English Home Language for Intermediate Phase 3 OR Afrikaans Home Language for Intermediate Phase 3 OR isiZulu Home Language for Intermediate Phase 3 OR Sepedi Home Language for Intermediate Phase 3 OR Setswana Home Language for Intermediate Phase 3	12			✓
6. History 3 OR Mathematics for Intermediate Phase 3 OR Physical Education & Sport 3	12			✓
7. School Based Teaching Practice Intermediate Phase 4	18	✓		
8. Institutional Teaching Practice Intermediate Phase 4	12		✓	
9. Language Conversational isiZulu OR Language Conversational Afrikaans OR Language Conversational Sign Language OR Language Conversational Sepedi OR Language Conversational Setswana	12			✓
10. Learner Care and Support	12		✓	
11. School Management	12		✓	
Total credits	138			

Please note: Sepedi and Setswana language choices are not offered at the Durban Musgrave campus.

TEACHING PRACTICE MODEL

Teaching practice is an integral part of teacher training that provides a student teacher the opportunity to experience the excitement and thrill of a classroom environment while you study. Teaching practice is compulsory at Embury and includes School-based Teaching Practice (TPR) and Institutional Teaching Practice (ITP). The nature of this work-integrated programme is dependent on the programme of study and will, where applicable, build incrementally on the previous year. Various teaching-practice assessment methods are used during this time to evaluate the student, including reports from the school, Embury Mentor and School Mentor.

Embury assumes the responsibility for the placement of all full-time contact learning students at schools.



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RULES OF PROGRESSION

Students have a choice of which languages and discipline modules that they study. All other modules are compulsory. Students must pass all modules in order to achieve the *Bachelor of Education in Intermediate Phase Teaching*. The pass mark for each module is 50%.

ASSESSMENTS

All Embury modules have a clearly defined assessment strategy, assessment weighting per mode of delivery and include both formative and summative assessment tasks. Formative assessment tasks take place to provide feedback to the students and lecturer during the teaching and learning process. The formative assessment tasks do not contribute towards the final module assessment mark. Summative assessment tasks take place at the end of a period of learning and measure student achievement. The summative marks contribute towards the final module assessment mark. Continuous assessment (CASS) refers to summative assessment tasks completed during the module to assess student achievement. They are used to calculate the student's DP mark. Certain Embury modules may have CASS tasks and an examination at the end of the module, while a CASS module has only CASS tasks to assess student achievement, i.e. there is no examination at the end of the module.

ARTICULATION POSSIBILITIES

Once you have passed the *Bachelor of Education in Intermediate Phase Teaching*, you may continue your studies towards an Honours degree. For more information, please contact Embury.

PRICING

Your Embury course fees include the cost of tuition, but exclude textbooks. Please contact Embury for all current fees.

DISCLAIMER

The content of this fact sheet is accurate at the time of issue. Embury reserves the right to change the programme content due to changes in legislation, market requirements and other reasons. Notice of such changes will be published on our website (www.embury.ac.za).