



HIGHER CERTIFICATE IN PRE-SCHOOL EDUCATION

(NQF 5) (OFF-CAMPUS)

NOW ALSO IN NAMIBIA

NAMIBIA

Fact Sheet (25 June 2019)

PROGRAMME SUMMARY

- **Programme:** *Higher Certificate in Pre-School Education* (NQF Level 5)
- **SAQA ID:** 96675
- **Credits:** 126 credits
- **Career Options:** ECD Practitioner; Nursery School Teacher; Playschool Teacher
- **Mode of Delivery:** Distance learning
- **Duration:** One year full-time, OR two years part-time

PURPOSE OF THE QUALIFICATION

Are you interested in the development of young children? Are you patient, caring and understanding? Do you love teaching? If you answered yes to any of these questions, then the *Higher Certificate in Pre-School Education* is for you.

The Embury *Higher Certificate in Pre-School Education* is a formal qualification in early childhood development (ECD), aimed at people who want to work in an ECD centre, or who are already working and want to achieve a qualification on the National Qualifications Framework (NQF). ECD is the phase between birth and Grade R (0–5 years), where the child's foundational cognitive abilities, attitudes and skills develop.

As an ECD practitioner, you play a vital role in developing young children. It is your care, oversight and attention to detail that will help little ones grow to their full potential.

ADMISSION REQUIREMENTS

Namibia School-Leaving Certificate

- Namibian NSSC (National Senior Secondary Certificate) at HL or OL*
- Applicants must offer English at 3 points (as per scale below) and in addition achieve 18 points at a minimum on the evaluation scale: using the applicant's five best subjects.*

Other International School-Leaving Certificates (see APS table below)

- Minimum collective APS rating of 18 (see APS table below) for any 5 final-year school subjects that the candidate has passed
- An equivalent to a THREE (3) rating for English at Home Language Level or a FOUR (4) rating for English at First Additional Language level.



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South African Matric

Matric obtained from 2008

- National Senior Certificate* or NQF Level 4 *National Certificate (Vocational)* with an endorsement for entry into Higher Certificate studies or higher.
- Minimum rating of 3 (40-49%) in 4 matric subjects (excluding Life Orientation).
- Minimum rating of 3 (40-49%) for English at Home Language Level or a minimum rating of 4 (50-9%) for English at First Additional Language level.

Matric obtained prior to 2008

- Senior Certificate* with a minimum of 50% in English.

Other access pathways

- Recognition of prior learning may lead to entry or an advanced credit standing at the discretion of Embury. Contact Embury for more details **

ACCESS TO A MOBILE TABLET/LAPTOP, DATA AND THE INTERNET

To participate in this programme, you will need the following technology:

- A tablet or laptop device with the following minimum specifications:
 - Windows 10
 - 10" LCD screen
 - 8-hour battery life
 - 4GB RAM
 - 64GB internal storage space
 - Web-cam for video-recording and taking photos
- Access to the internet to download content and collaborate on Embury's online learning platform ECI (Embury Connect and Interact).
- At least 5GB of data a month to access Embury's online learning platform, and to upload videos of your teaching practice lessons.

Students will receive free access to Microsoft Office 365, as well as an Embury-specific email address.

EMBURY CONNECT AND INTERACT (ECI)

Embury Connect and Interact (ECI) is Embury's online student portal. All students will get access to ECI and must visit ECI regularly in order to do the following:

- download study material, such as the Namibian National Curriculum documents;
- view media, such as videos;
- do online tests;
- interact with Embury and other students via online forums and collaboration tools;
- upload assignments;
- upload videos during teaching practice; and
- book telephone appointments with your lecturers.



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It is therefore essential that you have access to the internet in order to study the *Higher Certificate in Pre-School Education*.

LEARNING OUTCOMES OF THE PROGRAMME

1. Design a daily programme for the effective teaching of the pre-school child.
2. Facilitate the healthy development of a child from birth to pre-school.
3. Recognise and advise on treatment of common childhood disease and social ills.
4. Identify and describe the stages of child development.
5. Carry out the duties and behaviour associated with effective teaching in the pre-school stage.
6. Competently manage a classroom in an ECD site.
7. Plan and establish an ECD site using indoor and outdoor space.
8. Display sound financial skills in the management of an ECD centre.
9. Read, write and speak the language/s of communication and facilitation.

PROGRAMME STRUCTURE

The curricula below show the modules you will study over the duration of the full-time and part-time intakes on this qualification. It also shows which modules you will be credited for when you continue to the *Bachelor of Education in Foundation Phase Teaching*.

Semester 1	Semester 2	Semester 3
Early Childhood Development Studies DL-ECD101 * (12 credits) NQF Level: 5	Computer Practice for Teachers DL-CPT101 (12 credits) NQF Level: 5	Classroom Practice DL-CRP102 (12 credits) NQF Level: 5
Grade R Teaching DL-GRT101 * (12 credits) NQF Level: 5	Teaching Practice 1 DL-TP100 (30 credits) NQF Level: 5	Practical Management of an ECD Centre DL-MAN102 (12 credits) NQF Level: 5
Health Education in Early Childhood Development DL-HEA102 * (12 credits) NQF Level: 5		

- Students to choose a minimum of 2 modules in Semester 1



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Module	Credits	Degree credits
1. <i>Early Childhood Development Studies</i>	12	✓
2. <i>Computer Practice for Teachers</i>	12	
3. <i>English For Teachers</i>	24	
4. <i>Grade R Teaching</i>	12	✓
5. <i>Health Education in Early Childhood Development</i>	12	
6. <i>Classroom Practice</i>	12	
7. <i>Practical Management of an ECD Centre</i>	12	
8. <i>Teaching Practice 1</i>	30	✓
Total credits	126	

TEACHING PRACTICE

Teaching practice, or school-based work-integrated learning, is an integral part of teacher education that provides you with the opportunity to experience the excitement and thrill of a classroom environment while you study. Teaching practice is compulsory at Embury and includes preparation for teaching, the opportunity to practice teaching skills (such as lesson presentations) and periods of structured teaching, learning and assessment in a school under the supervision of a mentor teacher. Various teaching practice assessment methods are used during this time to evaluate you, including reports from the school, Embury mentor and school mentor.

Embury assumes the responsibility for the placement of students at appropriate schools.

Please take careful note of the following:

- You will have to spend a total of six (6) weeks in a school under the supervision of a mentor teacher as part of your studies. You cannot do teaching practice during your first semester of study.
- If you are already employed at a school or pre-school, your school or pre-school must meet Embury's minimum requirements for a functional school and your mentor teacher must be suitably qualified. If your school or pre-school does not meet our minimum requirements or you don't have a suitably qualified teacher in your school who can act as a mentor teacher, you will have to spend your teaching practice weeks in another school or pre-school.

You will receive full details of how your teaching practice sessions will work during the course of your studies. If you would like to know in advance what the teaching practice requirements will be, please consult helenev@embury.ac.za

RULES OF PROGRESSION

All modules are compulsory. You must pass all of the stipulated modules in order to be awarded the *Higher Certificate in Pre-School Education*. The minimum pass mark for each module is 50%.



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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 students and lecturers during the teaching and learning process. Formative assessment tasks do not contribute towards the final module assessment mark. You will find formative assessments in your study guide, which include various activities and self-assessment exercises.

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. For this qualification, your summative marks will be made up mostly of online tests and assignments that you have to submit to Embury for marking. Your CASS mark is used to calculate your Duly Performed (DP) mark, which is the mark that allows you access to an examination. Certain Embury modules may have CASS tasks plus an examination at the end of the module, while other modules have only CASS tasks to assess student achievement, i.e. there is no examination at the end of the module. Examinations are offered twice a year: in May/June at the end of Semester 1, and in October/November at the end of Semester 2.

Although we have two examination sessions a year, you cannot choose which examination session you want to write: your examination sessions are linked to the semester that a module is offered in. For example, you have to write the exam of a Semester 1 module in May/June and the exam of a Semester 2 or year module in October/November.

ARTICULATION POSSIBILITIES

The *Higher Certificate in Pre-School Education* may be presented for admission into the Embury *Bachelor of Education in Foundation Phase Teaching* programme. A maximum of 54 credits will be recognised towards the degree, on condition of formal assessment of prior learning, or through CAT (recognition of modules completed in the Higher Certificate). For more information, please contact Embury.

PRICING

Your Embury distance-learning course fees include the cost of tuition and all textbooks, but excludes an optional laptop device. 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).



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EMBURY'S ADMISSION POINTS CALCULATOR

	NSSC	NSSC	CAMBRIDGE	CAMBRIDGE	SENIOR CERTIFICATE	SENIOR CERTIFICATE	GCE	GCE
POINTS	HIGHER LEVEL	ORDINARY LEVEL	HIGCSE	IGCSE	HG	SG	A-LEVEL	O-LEVEL
10							A	
9	1		1		A		B	
8	2	A*	2	A*	B		C	
7	3	A	3	A	C	A	D	A
6	4	B	4	B	D	B	E	B
5		C		C	E	C	N OR O OR SUBSIDIARY	C
4		D		D	F	D		D
3		E		E		E		E
2		F		F		F		F
1		G		G				G

Higher Level	Ordinary Level
1 = 75% - 100%	A* = 80% - 100% <i>(candidates with this grade should have written the HIGCSE paper)</i>
2 = 60% - 74%	A = 65% - 79%
3 = 55% - 59%	B = 55% - 64%
4 = 45% - 54%	C = 45% - 54%
U = ungraded	

IEB Rating/SA Rating

Percentage	Rating Code
80 - 100	7
70 - 79	6
60 - 69	5
50 - 59	4
40 - 49	3
30 - 39	2
0 - 29	1

ACE Conversion Table

AVERAGE %	SYMBOL	LEVEL
96-100	A	7
92-95	B	6
88-91	C	5
84-87	D	4
80-83	E	3