



BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING (NQF 7) (OFF-CAMPUS)

Fact Sheet

PROGRAMME SUMMARY

- **Programme:** *Bachelor of Education in Foundation Phase Teaching* (NQF Level 7)
- **SAQA ID** 63029
- **Credits:** Minimum 516 credits, maximum 528 credits
- **Career Options:** Foundation Phase Teacher; Primary School Teacher
- **Mode of Delivery:** Distance Learning
- **Duration:** Minimum 4 years

PURPOSE OF THE QUALIFICATION

You could be the person who changes a child's life forever. Imagine little faces lighting up with joy as you teach them the foundations of reading, writing and literacy. As a Foundation 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 Foundation Phase Teaching* is a formal qualification aimed at people who want to work with young children in the Foundation Phase of a school, from Grade R to Grade 3.

The Foundation Phase is the first phase of formal schooling in South Africa, and is very important in establishing the basis on which learners will grow in formal schooling. Learners who do well in the Foundation Phase in general will do well in later phases.

Embury's *Bachelor of Education in Foundation 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 young 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 rating of 3 (40-49%) in Mathematics.



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Matric obtained prior to 2008

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

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.

ADDITIONAL REQUIREMENTS

Language

Due to the language requirements of the *Bachelor of Education in Foundation Phase Teaching*, you can currently only enrol on this qualification if you have passed one of the following Home Languages at Grade 12 or NQF level 4:

- Afrikaans
- English
- isiZulu
- isiXhosa
- Sepedi
- Setswana

Access to a mobile tablet/laptop, data and the internet

In order to participate in this course, 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 all your assignments and videos of your teaching practice lessons.

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



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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 the ECI site regularly in order to do the following:

- download study material, such as CAPS 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 and programme coordinator.

It is therefore essential that you have access to the internet in order to study the *Bachelor of Education in Foundation Phase Teaching*.

LEARNING OUTCOMES OF THE PROGRAMME

1. Competence in reading, writing and speaking the language of instruction in order to enhance their own learning and learning in classrooms.
2. Technological skills and literacy to facilitate their own academic learning, and enhance teaching, learning and assessment in their classrooms.
3. Sound and current disciplinary subject knowledge underpinning the subjects they will be teaching and the ability to research and integrate indigenous knowledge into the classroom.
4. Knowledge of the foundation phase curriculum (Mathematics, Languages and Life Skills) and how to select, determine the sequence and pace of content in accordance with both subject and learner needs.
5. Competence in curriculum differentiation in order to select, use and adjust teaching and learning strategies in ways which meet the diverse needs of the learners and the context.
6. Knowledge of the foundation phase curriculum (Mathematics, Languages and Life Skills) to strategically select, design, use, and evaluate Learner Teacher Support Material to enhance learning progress and the holistic development of all learners.
7. Knowledge and ability to evaluate and integrate relevant regulatory policies such as the Curriculum Assessment Policy Statements and related documents into teaching and learning.
8. Competence in selecting and implementing reliable and varied ways of assessing and monitoring learner progress and achievement to analyse and use the results of assessment to improve teaching and learning.
9. Competence in identifying and address barriers to learning and social challenges and work in partnership with professional service providers to address these where appropriate.
10. Competence in planning, leading, managing and administrating in diverse learning contexts.
11. Create and maintain caring, supportive and empowering environments for learners, and supporting learners in ways that are sensitive, stimulating, democratic and well-organised.
12. Competence in communicating accurately, coherently and effectively by means of oral, written, and technological skills when engaging with relevant stakeholders within the school context and community.



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13. Ability to reflect critically, in theoretically informed ways and in conjunction with their professional community of colleagues, on their own teaching philosophy and practice.
14. Sound theoretical knowledge and critical understanding of the role of the teacher and schools in society by identifying, explaining, analysing and evaluating the complex relationships between education, the individual and society in the context of local, national and global change.
15. Sound knowledge of educational policy, aims, outcomes and practices within the context of the Constitution and Human Rights and its relevance to democratic transformation and participate in critical discourse that can contribute to school policy change and teaching practice.
16. Respect for and commitment to the educator profession and that they can function ethically, responsibly and professionally within the education system, an institution, and the school community.
17. 21st Century skills and beginning research skills that will enable them to pursue life-long learning and post-graduate studies in Education.
18. Basic conversational competence in at least one African language.

PROGRAMME STRUCTURE

In order to complete the qualification the student must pass a total of 39 modules. Progression through the programme and the number of modules per semester and year that a student can register for will be determined by the rules of progression, the student's personal circumstances and as advised by the academic advisors. Consideration will be based on the accepted principle that a 12-credit module requires 120 hours of input from the student.

The *Bachelor of Education in Foundation Phase Teaching* is structured over a four-year period. Each year's modules are offered either in Semester 1, Semester 2 or as a Year module. Distance Learning students typically take between four to six years to complete the programme.

YEAR 1				
Module	Credits	Semester 1	Semester 2	Year module
1. <i>Academic Literacy</i>	12	✓		
2. <i>Arts Education 1: Visual</i>	12		✓	
3. <i>Beginning Knowledge</i>	12		✓	
4. <i>Early Childhood Development Studies</i>	12	✓		
5. <i>Educational Psychology 1</i>	12		✓	
6. <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 OR isiXhosa First Additional Language 1</i>	12			✓
7. <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 OR isiXhosa Home Language 1</i>	12			✓
8. <i>Grade R Teaching</i>	12	✓		



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9. <i>Teaching Practice 1</i>	30			✓
Total credits	126			

YEAR 2				
Module	Credits	Semester 1	Semester 2	Year module
1. <i>English First Additional Language for Foundation Phase 2 OR Afrikaans First Additional Language for Foundation Phase 2 OR isiZulu First Additional Language for Foundation Phase 2 OR Sepedi First Additional Language for Foundation Phase 2 OR Setswana First Additional Language for Foundation Phase 2 OR isiXhosa First Additional Language for Foundation Phase 2</i>	12			✓
2. <i>English Home Language for Foundation Phase 2 OR Afrikaans Home Language for Foundation Phase 2 OR isiZulu Home Language for Foundation Phase 2 OR Sepedi Home Language for Foundation Phase 2 OR Setswana Home Language for Foundation Phase 2 OR isiXhosa Home Language for Foundation Phase 2</i>	12			✓
3. <i>Education Theory & Practice</i>	12		✓	
4. <i>Inclusive Education 1</i>	12		✓	
5. <i>Information & Communication Technology for Education</i>	12			✓
6. <i>Literacy English Home Language 1 OR Literacy Afrikaans Home Language 1 OR Literacy isiZulu Home Language 1 OR Literacy Sepedi Home Language 1 OR Literacy Setswana Home Language 1 OR Literacy isiXhosa Home Language 1</i>	12	✓		
7. <i>Mathematics for Foundation Phase 1</i>	12	✓		
8. <i>Teaching Practice 2</i>	30			✓
9. <i>Sociopedagogics</i>	12		✓	
Total credits	126			



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YEAR 3				
Module	Credits	Semester 1	Semester 2	Year module
1. <i>Arts Education 2: Music & Movement</i>	12		✓	
2. <i>Inclusive Education 2</i>	12		✓	
3. <i>Literacy English First Additional Language</i>	12	✓		
4. <i>Literacy English Home Language 2 OR Literacy Afrikaans Home Language 2 OR Literacy isiZulu Home Language 2 OR Literacy Sepedi Home Language 2 OR Literacy Setswana Home Language 2 OR Literacy isiXhosa Home Language 2</i>	12	✓		
5. <i>Literacy Afrikaans First Additional Language OR Literacy isiZulu First Additional Language OR Literacy Sepedi First Additional Language OR Literacy Setswana First Additional Language OR Literacy isiXhosa First Additional Language</i>	12		✓	
6. <i>Mathematics for Foundation Phase 2</i>	12	✓		
7. <i>Natural Science & Technology Education</i>	12	✓		
8. <i>Physical Education & Sport</i>	12			✓
9. <i>Teaching Practice 3</i>	30			✓
10. <i>Social Sciences: Geography</i>	12		✓	
Total credits	126 or 138			

YEAR 4				
Module	Credits	Semester 1	Semester 2	Year module
1. <i>Curriculum Design</i>	12		✓	
2. <i>Education & Diversity</i>	12	✓		
3. <i>Educational Psychology 2</i>	12	✓		
4. <i>Educational Research</i>	12			✓
5. <i>Educator & the Law</i>	12	✓		
6. <i>Language Conversational Afrikaans OR Language Conversational isiZulu OR Language Conversational Sign Language OR Language Conversational Sepedi OR Language Conversational Setswana OR Language Conversational isiXhosa</i>	12			✓
7. <i>Mathematics for Foundation Phase 3</i>	12		✓	
8. <i>School-based Teaching Practice 4</i>	18	✓		
9. <i>Institutional Teaching Practice 4</i>	12		✓	
10. <i>School Management</i>	12	✓		
11. <i>Social Sciences: History</i>	12		✓	
Total credits	138			



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SCHOOL-BASED TEACHING PRACTICE (SBTP) REQUIREMENTS

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 and Institutional Teaching Practice. The nature of this work-integrated programme is dependent on the programme of study and will, where applicable, build incrementally on the modules in the previous group. 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 undertakes to assist students (who are not working in a school) to find placement at an appropriate school.

Please note the following:

- You will have to spend a total of 24 weeks in a school under the supervision of a mentor teacher as part of your studies.
- If you are already employed at a school, your school must meet Embury's minimum requirements for a functional school and your mentor teacher must be suitably qualified. If your 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.
- You will be required to video-record or audio-tape some lesson presentations and post-lesson observation discussions and upload these to Embury's online portal ECI for marking, so you have to ensure that you have a suitable tablet or laptop device with sufficient storage space and data, as stipulated in the Additional Requirements section of this fact sheet.

You will receive full details of how your teaching practice sessions will work during the course of your studies.

You will have to spend the following number of weeks in teaching practice (TP) during your studies.

Module	TP weeks 1 st Semester	TP weeks 2 nd Semester	Total SBTP weeks
<i>Teaching Practice 1</i>		6	6
<i>Teaching Practice 2</i>		6	6
<i>Teaching Practice 3</i>		6	6
<i>School-based Teaching Practice 4</i>	6		6
Totals	6	18	24



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RULES OF PROGRESSION

Where a module has more than one level, a student must pass the first level of the module before he/she can register for the further levels of the module. Students have a choice of which language modules to study. All other modules are compulsory. Students must pass all modules in order to achieve the *Bachelor of Education in Foundation Phase Teaching*. The pass mark for each module is a final mark of 50%.

ASSESSMENTS

Each Embury module has 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 student 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 unit or 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. These are used to calculate the student's DP mark. Certain Embury modules are EXAM modules and have CASS tasks and an examination at the end of the module, while other modules are CASS modules with only CASS tasks to assess student achievement, i.e. there is no examination at the end of these module.

ARTICULATION POSSIBILITIES

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

PRICING

Your Embury fees include student support, as well as all your study material (textbooks, course readers and study guides). 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 approved by the Embury Academic Board. Notice of such changes will be published on our website (www.embury.ac.za).