



Your Qualification



Bachelor of Education in Foundation Phase Teaching The Independent Institute of Education (The IIE)

The IIE Bachelor of Education (BEd) in Foundation Phase Teaching (FPT) is an undergraduate professional qualification aimed at preparing graduates to teach learners from Grades R to 3. This four-year Bachelor's degree is structured in accordance with the Department of Higher Education and Training's (DHET) Minimum Requirements for Teacher Education Qualifications (MRTEQ) (2015). It is also aligned with the new Higher Education Qualifications Sub-Framework's (HEQSF) guidelines. The degree will equip Foundation Phase classroom teachers with the knowledge, skills and applied competencies for employability and further specialization studies, in support of the principles of life-long learning.

This BEd degree provides a fundamental and comprehensive education underpinned by subject knowledge in the teaching of all three Foundation Phase subjects (Language, Mathematics and Life Skills) for Grades 1 to 3. It additionally enables Foundation Phase teachers to prepare Grade R learners for formal learning. There is an integrated focus on educational theory and methodology, aligned with the requirements for a professionally qualified beginner teacher.



Varsity College is an educational brand of The Independent Institute of Education (Pty) Ltd which is registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997 (reg. no. 2007/HE07/002). Company registration number: 1987/004754/07.

What is this Degree's accreditation status?

The IIE BEd in FPT is accredited by the Council on Higher Education (CHE) and is registered by the South African Qualifications Authority (SAQA) on the National Qualifications Framework (NQF) as a minimum 482-credit qualification on level 7 (SAQA ID: 96408).

Who is the Bachelor's degree aimed at?

If you have a passion for working with young learners, are concerned about their education and development and you would like to teach, then this degree is for you.

The four-year professional teaching qualification in FPT will equip you with the knowledge, skills and applied competencies identified as critical for you to enter the world of work as a beginner teacher and qualifies you to teach learners from Grades R to 3.

Specifically, The IIE BEd in FPT will provide you with specialisation linked to this phase of teaching, along with competence in subject matter knowledge, and the integration of all types of learning associated with the acquisition, integration and application of knowledge for teaching purposes within the South African context (DHET, 2011:8).

What entry requirements will I need to study this Bachelor's degree?

To be registered as a candidate you must have satisfied the admission requirements as set out below:

Minimum Admission Requirements		English	FAL*	Notes
	NSC: Bachelor pass with	50%	40%	<u>Additional Admission Requirements for the Bachelor of Education: English</u> •The degree is delivered in English and this is known as the Language of Learning and Teaching (LoLT) in the BEd degree. All applicants must have achieved a minimum of 50% in English on their NSC/SC/equivalent
	NC(V): Bachelor pass with	50%	40%	
	SC: Endorsement with	50%	40%	
	SC(a): Bachelor pass with	50%	40%	
		50%	40%	

	<p>A cognate Higher Certificate OR cognate 240 credit Diploma OR an Advanced Certificate OR 360 credit Diploma may satisfy the minimum admission requirements to degree studies.</p>		<p>qualification – whether as a Home Language (HL) or First Additional Language (FAL)</p> <p>First Additional Language (FAL)*</p> <ul style="list-style-type: none"> •All applicants to the BEd programmes must have obtained at least a Level 3 (40%) at the NSC or equivalent level, as a HL or FAL, in the language they are seeking to study as a FAL* in the BEd OR •Must demonstrate language proficiency (LP) in the selected FAL BEd language/s. To be admitted via this option, candidates are required to pass a language proficiency test in the relevant language. <p>* FAL: The language you seek to study as your First Additional Language (language offers are campus dependant)</p> <p><u>IMPORTANT NOTE:</u> <u>ALL applicants, regardless of route of entry to the BEd programmes,</u> are required to meet the indicated additional language requirements for the selected FAL and for English.</p> <p>In the case of those students who have already graduated from an appropriate initial higher education qualification such as a Higher Certificate, the English requirement may be waived on successful completion of an appropriate proficiency test. Those who do not meet the FAL requirement on their NSC/equivalent must demonstrate proficiency in the selected FAL.</p>
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	Other Qualifications	50%	40%	If discipline not cognate at least 20% of credits must be academic literacy or numeracy related. Please see <u>IMPORTANT NOTE</u>
Senate Discretionary Admissions				
Mature Age Exemption	<p>Candidates having attained the age of 23 before or during the first year of registration with a Senior Certificate with a minimum of 40% in at least four higher or standard grade subjects, at least three of which shall have been passed simultaneously and one of which shall be a recognised higher grade subject; OR Candidates must have attained the age of 45 before or during the first year of registration.</p> <p>An USAf Exemption Certificate is required and in addition candidates must write and pass the English and the FAL proficiency tests if their grade 12 results do not meet the English and the FAL requirements.</p>			
Senate Discretionary Mature Age Admission for students with a Senior Certificate with endorsement	<p>Candidates 23 years and older at point of registration, with an endorsed Senior Certificate can be accepted on a senate discretionary mature age admission . Candidates must write and pass the English and/or the FAL proficiency test if their SC results do not meet the English and/or FAL requirements. Their academic progress will be tracked and reported at Senate. An USAf Exemption Certificate is not required.</p>			
Recognition of Prior Learning (RPL)	<p>Where candidates do not satisfy the formal admission requirements for this qualification, The IIE may consider an admission application in terms of the Credit Accumulation and Transfer, Recognition of Prior Learning and Qualification Completion Policy (IIE010).</p> <p>In the case of this degree, RPL will include proficiency testing in English and an FAL of which the candidate must obtain at least 50% in each test.</p>			
USAf approved cognate foundation programme	<p>Candidates who have completed an USAf approved cognate foundation programme from a registered and accredited provider may be admitted. The additional English and FAL criteria of at least 50% in each test must still be met and an USAf Exemption Certificate is required - the Office of the Registrar will facilitate, on behalf of the student, an application for degree admission to USAf, once the student has provided proof of payment to USAf.</p>			
Transfer students	<p>Candidates who have successfully completed at least 120 credits on the first year of a cognate degree may be admitted, provided the English and FAL criteria of passing each test with at least 50% have been met. However, if a student completed less than 120 credits, the admission criteria on the NSC or equivalent apply.</p>			
OQSF qualifications	<p>Candidates with an OQSF Level 5 cognate qualification may be admitted, provided the OQSF qualification has at least 120 credits at NQF Level 5 and the candidate has met the English and FAL criteria of passing each test with at least 50%. An USAf Exemption Certificate is required - the Office of the Registrar will facilitate, on behalf of the</p>			

	student, an application for degree admission to USAf, once the student has provided proof of payment to USAf.
General Education Development (GED) - An USA qualification developed by the American Council on Education (ACE)	Candidates with a GED qualification may be admitted if they have an USAf Foreign Conditional Exemption Certificate as well as an NBT: AQL Quantitative Literacy (QL) score of at least 40. In addition, GED candidates must write and pass the English and selected FAL proficiency test with at least 50% in each test.

Please note, requirements for entry to this qualification are correct at the time of printing, however, these may change. At the time of registration, please check that the entry requirements have not changed.

What is The Teaching and Learning Strategy of The IIE’s Varsity College, and how will it help prepare me for the 21st century working world?

Our teaching and learning approach is based on active learning which enables us to focus on the skills you need to succeed in the New World. This way, the student is at the centre of learning. Academic life, we believe, should be as relevant and participative as possible – a dynamic, two-way exchange. This enables students to:

- Engage with subject material
- Build understanding
- Develop critical thinking and problem-solving skills for the 21st Century workforce.

This collaborative approach teaches you how to think, and to ask questions; the right questions. We call it New World Thinking.

Our active learning approach is structured as a blend between online and face-2-face lectures. This allows us to take learning beyond the confines of the lecture room. independent, self-directed learners. Our Learning Management System called VCLearn enables this blend and affords you a range of approaches to teaching and learning, and resources that are designed to promote self-organised learning and thought leadership.

How is this Bachelor’s degree structured at The IIE’s Varsity College?

The IIE BEd in Foundation Phase Teaching is a four-year degree. Modules (individual subjects) are delivered on a full-time basis with lectures being scheduled during the day from Monday to Friday.

The outcomes in the design of this programme were identified as critical to drive a successful career in Foundation Phase teaching. As a graduate of this programme, you will therefore be suitably prepared to move into your teaching career through clear demonstration of the basic

competencies of a beginner teacher (as laid out in the DHET's Minimum requirements for Teacher Education Qualifications, 2015).

The curriculum outlined below is correct at the time of print. Please note however, that in line with best academic practice, The IIE's curriculum is reviewed annually and so changes may occur in module structure and sequence to ensure that the qualification remains relevant and effective. The exit level outcomes of the programme, however, will not change. Registered students receive updated programme curriculum on an annual basis.

The modules on the BEd in FPT degree are divided into three main components:

- **Professional Subjects**
These modules include primarily a focus on building fundamental subject knowledge of languages (language to be determined geographically).
- **Professional Themes**
These modules are aligned to build on educationally-focused disciplinary learning with a focus on the theoretical underpinnings of education.
- **Professional Didactics**
These modules include a focus on the pedagogy and didactics (i.e. the method and practice of teaching) related to phase specialisation. A knowledge mix, supporting teaching of all three Foundation Phase subjects, namely Languages, Mathematics and Life Skills, has been included. Each Foundation Phase "teaching" subject is broken down into specific skill/content areas. These modules are underpinned by developing subject matter knowledge and through teaching these subject areas in alignment with the national school curriculum and the requirements specified by the DHET (2015).

Please note that in line with academic practice, The IIE's curriculum is annually reviewed thus changes may occur in module structure and sequence in order to ensure that the qualification remains relevant. The exit level outcomes of the programme do not change. Registered students receive an updated programme curriculum on an annual basis.

BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

Year 1

1 st Semester	NQF Level	Credit Value	2 nd Semester	NQF Level	Credit Value
Professional Subjects					
INPCf110 -Introduction to Personal Computing	5	5	ENED6122 - English for Education 1	6	12
FAFR6121/FALX6121/FALZ6121/FALN6111 - First Additional Languages: Afrikaans/IsiXhosa/IsiZulu/ Northern Sotho	6	12	COLA5112/COLX5112/COLZ5112/COLN5112 - Communicative Languages: Afrikaans/IsiXhosa/IsiZulu/ Northern Sotho	5	12
ITSA5111 - Introduction to Scholarship A	5	8			
Professional Themes					
PSED5111 -Psychology for Educators 1A	5	12	PSED5112 -Psychology for Educators 1B	5	12
ECTL6111 - Early Childhood T&L Environment	6	12			
Professional Didactics I					
LSCA5111 –TFP* Life Skills: Early Childhood Art	5	6	EFEL5112 – TFP* English First & FAL 1B: Emergent Language	5	6
LSMO5111 – TFP* Life Skills: Movement Gr R	5	6	TMEM5112 – TFP* Emergent Mathematics 1	5	6
			EFCL5112 – TFP* English First & FAL 1A: Children’s Literature	5	6
TEXP5119 Teaching Experience 1 (Year Long)				5	8

*TFP – Teaching Foundation Phase

PSED5111 is a co-requisite for PSED5112

LSMO5111, LSCA5111, EFCL5112, EFEL5112 & TMEM5112 are co-requisites for TEXP5119

Year 2

1 st Semester	NQF Level	Credit Value	2 nd Semester	NQF Level	Credit Value
Professional Themes					
CDLT6211 - Child Development	6	12	ICTC6212 - ICT Integration into the Classroom	6	12
INED7211 - Inclusive Education A	7	12	INED7212 - Inclusive Education B	7	12
Professional Didactics II					
EFRP6211 - TFP* English First & FAL 2: Reading and Phonics	6	12	HAND6212 - TFP* Handwriting	6	6
LSBK6211 - TFP* Life Skills: Beginning Knowledge – Natural Science & Technology	6	10	LSBK6212 - TFP* Life Skills: Beginning Knowledge Social Sciences	6	10
TMNO6211 - TFP* Mathematics 2A	6	12	TMPF6212 - TFP* Mathematics 2B	6	12
TEXP6219 - Teaching Experience 2 (Year Long)				6	12

*TFP – Teaching Foundation Phase

LSCA5111 & LSMO5111 are co-requisites for LSBK6211

TMEM5112 is a co-requisite for TMNO6211

LSBK6211 is a co-requisite for LSBK6212

TMNO6211 is a co-requisite for TMPF6212

TEXP5119, EFRP6211, LSBK6211, TMNO6211, TMPF6212, LSBK6212, HAND6212 are co-requisites for TEXP6219

Year 3

1 st Semester	NQF Level	Credit Value	2 nd Semester	NQF Level	Credit Value
Professional Themes					
MCED7311 - Multicultural Education	7	12	AFPC7312 - Assessment in the FP Classroom	7	12
PRET7311 - Professional Ethics	7	12	SOCE7312 - Social Education	7	12
Professional Didactics III					
EFWI7311 - TFP* English First and FAL 3	7	12	TALA7312/TALX7312/TALZ7312/TALN7312 - TFP* FAL: Afrikaans B/IsiXhosa B/IsiZulu B/Northern Sotho B	7	12
TALA6311/TALX6311/TALZ6311/TALN6311 - TFP* FAL: Afrikaans A/IsiXhosa A /IsiZulu A/Northern Sotho A	6	12	TMMD7312 - TFP* Mathematics 3B	7	12
TMSS6311 - TFP* Mathematics 3A	6	12			
TEXP7319 - Teaching Experience 3 (Year Long)				7	12

*TFP – Teaching Foundation Phase

FAFR6121 is a co-requisite for TALA6311

FALX6121 is a co-requisite for TALX6311

FALZ6121 is a co-requisite for TALZ6311

FALN6111 is a co-requisite for TALN6311

TALA6311 is a co-requisite for TALA7312

TALX6311 is a co-requisite for TALX7312

TALN6311 is a co-requisite for TALN7312

TALZ6311 is a co-requisite for TALZ7312

TMSS6311 is a co-requisite for TMMD7312

TEXP6219, TMSS6311, TALx6311, TMMD7312, TALx7312, EFWI7311 are co-requisites for TEXP7319 (TALx6311 & TALx7312 refer to any of the elective language modules)

Year 4

1 st Semester	NQF Level	Credit Value	2 nd Semester	NQF Level	Credit Value
Professional Themes					
FOED7411 - Foundations of Education	7	12	ERPR7412 - Education Research Practice	7	10
INER7411 - Introduction to Education Research	7	10	EDMA7412 - Educational Management	7	12
TRPR7411 - The Reflective Practitioner A	7	10	TRPR7412 - The Reflective Practitioner B	7	10
Professional Didactics IV					
LSPD6411 - TFP* Life Skills: Drama OR; LSPM6411 – TFP* Life Skills: Music	6	12	LSPS6412 - TFP* Life Skills Personal and Social well-being	6	10
LSPE6411 - TFP* Life Skills: Physical Education	6	10	PRCC7412 - Problem Solving and Creativity	7	12
TEXP7419 - Teaching Experience 4 (Year Long)				7	12

*TFP – Teaching Foundation Phase

TRPR7411 is a co-requisite for TRPR7412

LSPE6411, LSPx411 are co-requisites for LSPS6412 (LSPx6411 refers to the elective module where students select either LSPD6411 or LSPM6411)

TEXP7319, LSPE6411, LSPx6411, LSPS6412, PRCC7412 are co-requisites for TEXP7419 (LSPx6411 refers to the elective module of either LSPD6411 or LSPM6411)

Teaching Experience

Teaching Experience is a cornerstone of teacher training. Each year of The IIE Bachelor of Education degree has a required Teaching Experience component, which is governed by the Department of Higher Education and Training (2015) in terms of specific requirements. To facilitate this and ensure that all students meet these requirements for graduation purposes, The IIE's Varsity College has developed strong relationships with a variety of schools around the country.

As such, each year of studies in this programme will see students placed by The IIE's Varsity College in differently resourced schools. This will ensure that students develop the practical skills and engagement necessary for successful initial teacher education. This partnership and shared vision underpins our approach and provides a space for theory and practice to interact. It is an invaluable, concrete rehearsal for eventual practice as a qualified educator.

Social awareness and citizenship are integral to teacher education. Teaching Experience will also include an element of service-learning, which gives teachers the unique opportunity to demonstrate their civic responsibilities. The integration of service-learning into The IIE Bachelor of Education degrees has been carefully scaffolded to ensure opportunity for learning experiences across a variety of contexts.

During Teaching Experience students are supported in their development by The IIE's Varsity College Supervisors. This includes: guiding students with their teaching practice; assessing lessons; and providing students with developmental feedback.

Teaching Experience weeks are structured as follows over the 4 years. The timing of Teaching Experience is carefully considered each year to fall in line with The IIE's Varsity College Academic Calendar.

Year 1	3 weeks of practical teaching (plus 1 optional observation week)
Year 2	5 weeks of practical teaching
Year 3	6 weeks of practical teaching
Year 4	8 weeks of practical teaching
Total number of Teaching Experience weeks in the 4-year degree = 22 weeks (+ 1 optional)	

Access on to School-based Work Integrated Learning (i.e. Teaching Experience):

The Teacher Education qualifications of The IIE Faculty of Education have Work Integrated Learning (WIL) that occurs in the schools with particular requirements. The following is important in this regard:

SACE Provisional Registration (Student educators only)

All final year students registered for an initial teacher education qualification with The IIE are required to provisionally register with SACE.

Police clearance certificates

All students undertaking an academic qualification with a school-based WIL component will be required to have a valid police clearance certificate on commencement of their Teaching Experience component in a school.

Attendance requirements for access on to the main School-based WIL as aligned to teacher education programmes

Students will be allowed access to the main school-based WIL [referred to as Teaching Experience in semester 2] per relevant year if:

The student has met the 80 % lecture attendance requirement for each of the identified modules as is aligned to Teaching Experience for that year.

Dealing with Exceptions:

In cases where students' have not met the 80 % lecture attendance requirement for 1 or more of the identified modules as is aligned to Teaching Experience for that year:

Students will be expected to achieve a combined 80 % attendance (i.e. average) across the identified modules on condition that no single module attendance falls below 70 %.

Students who fall into this category will submit a 1-page motivation for Teaching Experience access to The IIE's VC School of Education Campus Programme Manager for consideration by The IIE's VC Head of School.

INPCf110 Competency Test

At The IIE's Varsity College, we recognise that students have developed the core skills to succeed in basic computer skills, either through schooling activities, or personal experience. The module Introduction to Personal Computing (INPCf110) is a 5-credit module and is offered across many of The IIE's academic programmes. We provide students with an opportunity to write a competency test for the Introduction to Personal Computing (INPCf110) module for 2021, which, if passed, will exempt the student from having to attend class and the mark obtained in the competency assessment will become the student's mark for the module.

The competency test will take place prior to the commencement of the module. Students must register for the module in order to access the competency assessment. The test is completed online and will take place in a computer lab on campus. The assessment covers basic Microsoft Windows 10 functionality and Microsoft Office 2016 applications (Word, Excel, PowerPoint and Outlook).

Your results will be available immediately. If you do not pass the competency test you will be required to attend class and complete the module.

What about timetables?

The IIE's full-time programmes are aimed at students wishing to dedicate themselves to full-time studies for the duration of their qualification. This means that students are expected to engage in additional learning activities and assessments outside of the scheduled lecture-time.

Students must understand that timetables remain subject to change throughout the year. Unfortunately, we cannot guarantee that timetable structures will remain the same during each year of your studies with us. In addition, where students are repeating modules, these modules may be offered in the evenings or on weekends. Students are required to attend lectures in order to remain up to date with the academic programme. Students who would like to pursue limited part-time employment opportunities outside of the academic programme must prioritise their studies and avoid committing to work schedules until after they have received their timetables and academic calendar from the institution.

Work Integrated Learning (WIL)

Students must complete the Work Integrated Learning component to achieve the graduation requirements of this programme.

What must I pass in order to graduate with this Bachelor's degree?

In order to be awarded this qualification, you must have achieved a minimum final year mark of fifty percent (50%) for each module of the programme; and have met all the Work Integrated Learning requirements, where applicable.

How long do I have to complete this qualification?

Students have a maximum of 8 years to complete this qualification.

With what qualification will I graduate?

You will graduate with The IIE Bachelor of Education in Foundation Phase Teaching degree, which is at NQF level 7.

Career opportunities: what career areas can I pursue once I have completed The IIE Bachelor's degree?

- Teaching (Grades R – 3)
- Tutoring
- School Management (may require further study and/or experience)
- Educational Consultancy (may require further study and/or experience)

Would it be possible to study further to obtain a postgraduate qualification once I have completed The IIE Bachelor of Education in Foundation Phase Teaching Degree?

The IIE Bachelor of Education in Foundation Phase Teaching degree is accredited by the Council on Higher Education (CHE) and is registered by the South African Qualifications Authority (SAQA) on the National Qualifications Framework (NQF) at level 7, the same level as other equivalent undergraduate degrees offered at other South African higher education institutions. As a result, the opportunity to apply for a postgraduate certificate/diploma or Honours degree with The IIE or any other South African higher education institution does exist. However, different institutions sometimes have different requirements for admission to the programmes they offer. These requirements also change from time to time within institutions. For this reason, acceptance into various programmes are based on meeting all the institution-specific entrance requirements, the availability of space, as well as the applicants' academic results.

Call your nearest IIE Varsity College campus to discuss your career options with one of our Student Advisors.

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Disclaimer: Please note that this fact sheet is accurate at the time of publication. The Independent Institute of Education (The IIE) reserves the right to alter any of the content prior to commencement of registration due to changes in regulation, policy, market requirements or any other valid reason.



British Accreditation Council

The IIE is not only accredited in South Africa but its dedication to providing quality education also led to it being accredited by the British Accreditation Council (BAC) in 2014. The British Accreditation Council is an independent authority in the United Kingdom that accredits private providers globally, including Greece, Switzerland, Singapore, India, Mauritius and the United Arab Emirates. In 2017 The IIE had its accreditation status confirmed by the BAC as an Independent Higher Education Institution confirming our confidence in the international comparability of our standards.

“South African students need to know, when they select a private higher education institution, that the standards offered are equivalent to those of a public University. Our students get this from our extensive local accreditation and registration. The students also benefit from knowing that we meet international standards too. The IIE is accredited as an Independent Higher Education Institution by the British Accreditation Council. Locally and internationally we have demonstrated the quality of what we offer,” said Dr Coughlan, Director, The Independent Institute of Education.

The IIE’s Varsity College students can be confident that their IIE learning experience meets international best practice standards.”