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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED QUALIFICATION:

Bachelor of Education in Intermediate Phase Teaching

SAQA QUAL ID		QUALIFICATION TITLE		
101985		Bachelor of Education in Intermediate Phase Teaching		
ORIGINATOR				
University of Witwatersrand				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
CHE - Council on Higher Education			HEQSF - Higher Education Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUBFIELD	
National First Degree	Field 05 - Education, Training and Development		Schooling	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	480	Not Applicable	NQF Level 07	Regular-Provider-ELOAC
REGISTRATION STATUS		SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
Reregistered		EXCO 0821/24	2021-07-01	2027-06-30
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2028-06-30		2033-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This qualification does not replace any other qualification and is not replaced by any other qualification.

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The Bachelor of Education (BEd) qualification has the primary purpose of providing a well-rounded education that equips graduates with the required subject content knowledge base, educational theory and methodology that will enable them to demonstrate competence and responsibility as academically and professionally qualified beginner teachers. Principles and theory are emphasised as a basis for entry into a professional teaching career.

Rationale:

The Bachelor of Education in Intermediate Phase Teaching qualification will develop classroom teachers who can demonstrate focused knowledge and skills in the teaching of particular subject specialisations to primary school learners. The qualification requires a specific depth of, and specialisation in, knowledge, together with practical skills and workplace experience to enable successful students to enter the teaching profession and apply their learning as beginner teachers in schools in varying contexts. Teachers should be able to demonstrate initiative and responsibility in an academic and professional teaching environment. The qualification also requires intellectual independence and the development of research competence at an introductory level in the field of education, specifically teaching and learning, in order to provide a basis for postgraduate studies in the field of education as well as for further professional development as a teacher.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Recognition of Prior Learning (RPL):

Student teachers who transfer their studies from another higher education institution offering initial teacher education to the institution's School of Education will need to supply their transcript, module outlines and other relevant

documentation (e.g. study guides) to the Bachelor of Education (BEd) Programme Coordinator. Where there is convergence regarding content covered, and at similar levels of conceptual and cognitive demand, students will be given advance standing against applicable modules in this curriculum. Similarly, a student transferring from another Degree into teaching may be given advance standing where they bring modules that offer content knowledge in a teaching subject offered in the BEd qualification.

Admission via alternative testing is to give mature age students, who have a grade 12 certificate but do not have the minimum points, a second chance to get into the School of Education via an alternative admissions process. Assessment of prior learning at Level 4 could also lead to entry or an advanced credit standing for courses.

Entry Requirements:

To gain admission into the Bachelor of Education in Intermediate Phase Teaching a potential student should possess:

- Senior Certificate (SC) with endorsement and with a minimum of three subjects (including English) on the Higher Grade.

Or

- National Senior Certificate (NSC) granting access to Bachelor's Degree studies and with English First Language or English First Additional Language.

Or

- National Certificate Vocational (NCV), Level 4 granting access to Bachelor's Degree studies and with English First Language or English First Additional Language.

Or

- Professionally qualified teachers, holding a former three-year College of Education.

Or

- Diploma or a National Professional Diploma in Education (NPDE) - 360 Credits at exit.

Or

- An Advanced Certificate in Education (120 Credits at a pre-2009, Level 6).

Or

- A pre-2009 undergraduate Higher Diploma in Education.

Or

- A pre-2009 Further Diploma in Education.

RECOGNISE PREVIOUS LEARNING?

Y

QUALIFICATION RULES

This qualification comprises compulsory modules at Levels 5 to 7, and elective modules at Levels 5 to 6 totalling 480 Credits.

Compulsory modules, Level 5: 18 Credits:

- Education IA, 6 Credits.
- Becoming a Teacher A, 6 Credits.
- Teaching Experience IA, 6 Credits.

Elective modules, Level 5:

- IsiZulu (Conversational Competence), 12 Credits.
- Sesotho (Conversational Competence), 12 Credits.
- South African Sign Language (Conversational Competence), 12 Credits.
- Information and communications technology (ICT) Literacy, 12 Credits.
- Fun with Choir, 12 Credits.
- Physical Activity and Sport in Schools, 12 Credits.
- School-based Support, 12 Credits.
- Financial Planning and Entrepreneurship, 12 Credits.

Compulsory Modules, Level 6: 214 Credits:

- Education IB, 18 Credits.
- Education II, 24 Credits.
- English I, 24 Credits.
- Becoming a Teacher B, 6 Credits.
- Mathematics for Primary School Teachers I, 12 Credits.
- Mathematics for Primary School Teachers II, 12 Credits.
- Literacy for Primary School Teachers I, 12 Credits.
- Life skills I: Arts for Teachers, 12 Credits.
- Natural Sciences I, 24 Credits.
- Teaching Natural Sciences (Intermediate Phase) A, 6 Credits.
- Social Sciences I, 24 Credits.
- Teaching Social Sciences (Intermediate Phase) A, 6 Credits.
- Teaching Experience IB, 6 Credits.
- Teaching Experience II, 12 Credits.
- Teaching Experience IIIA, 16 Credits.

Elective Modules, Level 6:

- IsiZulu I, 24 Credits.
- IsiZulu Additional language for Intermediate Phase, 24 Credits.

- Sesotho I, 24 Credits.
- Sesotho Additional language for Intermediate Phase, 24 Credits.
- South African Sign Language I, 24 Credits.

Compulsory Modules, Level 7: 198 Credits:

- Education III, 24 Credits.
- Education IV, 24 Credits.
- Being a Teacher, 12 Credits.
- Mathematics for Primary School Teachers III, 24 Credits.
- Mathematics for Primary School Teachers IV, 24 Credits.
- Teaching Home Language in the Intermediate Phase, 24 Credits.
- Teaching Additional Language in the Intermediate Phase, 24 Credits.
- Teaching Natural Sciences (Intermediate Phase) B, 6 Credits.
- Teaching Social Sciences (Intermediate Phase) A, 6 Credits.
- Teaching Experience IIIB, 6 Credits.
- Teaching Experience IV, 24 Credits.

EXIT LEVEL OUTCOMES

1. Demonstrate sound subject knowledge.
2. Demonstrate the ability to teach the subject and how to select, determine the sequence and pace of content in accordance with both subject and learner needs.
3. Demonstrate an understanding of how learners learn and tailor teaching according to individual needs.
4. Communicate effectively, in general and in relation to the subject, in order to mediate learning.
5. Demonstrate literacy, numeracy and Information Technology (IT) skills.
6. Use available resources to plan and design suitable learning programmes.
7. Show an understanding of diversity in the South African context in order to teach in a manner that includes all learners.
8. Manage classrooms effectively across diverse contexts in order to ensure a conducive learning environment.
9. Assess learners in reliable and varied ways, and be able to use the assessment results to improve teaching and learning.
10. Demonstrate an understanding of teacher professionalism and display appropriate professional values, attitudes and behaviours.
11. Critically reflect on own practice in theoretically informed ways in order to constantly improve and adapt to evolving circumstances.

ASSOCIATED ASSESSMENT CRITERIA

Associated Assessment Criteria for Exit Level Outcome 1:

- Demonstrate an understanding of key concepts in tests, and engage productively with key readings in the subject during class and in assignments.
- Demonstrate competence in subject knowledge through expressing the relationship between key concepts in a subject and providing examples of how these concepts enable understanding of real-world situations, examples or case studies.

Associated Assessment Criteria for Exit Level Outcome 2:

- Provide a rationale for the design of lessons, materials and assessment, and articulate how the design considers both learner diversity in the class (within different school contexts) and is at an appropriate level that shows an understanding of content.
- Produce written lesson plans that demonstrate conversion of a learning process into coherent steps.
- Demonstrate (during teaching practicum) the ability to plan, deliver and assess extended units of lessons for the purpose of teaching for assessment.

Associated Assessment Criteria for Exit Level Outcome 3:

- Explain theoretically the general patterns of how children learn and develop in terms of the ideas of key psychology theorists in the field.
- Use this theoretical knowledge to justify an approach to teaching and learning used during practicum sessions.
- Demonstrate how teaching is tailored to the needs of individual learners by keeping a reflective journal during practicum sessions.

Associated Assessment Criteria for Exit Level Outcome 4:

- Use clear language in university-based tutorial discussions.
- Articulate ideas and arguments clearly in assignments, tests and examinations.
- Use clear, appropriate language in presenting lessons to children during practicum sessions, showing awareness of both learners' existing language abilities and the imperative to introduce them to subject-specific discourse.

Associated Assessment Criteria for Exit Level Outcome 5:

- Demonstrate computer skills through engagement with electronic resources, standard word processing assignment submission requirements and the use of on-line platforms for learning.
- Demonstrate the ability to engage with literature through guided and independent study of key academic texts.
- Demonstrate numeracy through achievement in formal assessments.

Associated Assessment Criteria for Exit Level Outcome 6:

- Demonstrate competence by using, developing and modifying teaching and learning materials appropriate to the school context.

Associated Assessment Criteria for Exit Level Outcome 7:

- Demonstrate the ability to interact productively with learners with diverse learning needs and who experience different barriers to learning through the delivery of planned lessons over an extended period of time and in different school contexts.

Associated Assessment Criteria for Exit Level Outcome 8:

- Demonstrate the ability to manage classes of various sizes, in differently resourced environments.
- Demonstrate the ability to work with learners over a range of racial, cultural, religious and dis-/ability diversities by undertaking practicum sessions in contrasting school contexts.

Associated Assessment Criteria for Exit Level Outcome 9:

- Design appropriate formative and summative assessment tasks and well-conceptualised assessment rubrics in the phases/subjects taught.
- Use assessment to inform teaching and improve the quality of learning.
- Motivate future lesson plans following an analysis of errors contained in learner classwork.

Associated Assessment Criteria for Exit Level Outcome 10:

- Abide by codes of professional ethics whilst undertaking practicum sessions within school-based contexts.
- Act with honesty and integrity in respect of academic practices during the submission of university-based coursework.
- Treat staff, peers, colleagues and learners respectfully.

Associated Assessment Criteria for Exit Level Outcome 11:

- Demonstrate engagement with issues of professional identity, understanding of school context and understanding the design of learning processes.
- Display insight into own teaching practices through entries in the Reflective Journal.

Integrated Assessment:

Formative and summative assessment:

The assessment of students in this qualification takes place through written assignments, tests, examinations, laboratory work and during the practicum sessions in work-integrated learning. Staff is committed to providing opportunities for students to get formative feedback on their understanding of key concepts through classwork/tutorial tasks early in modules. In general, staff provides written feedback to students on improving the quality of their writing so that the development of writing competence is a shared responsibility across the School of Education, though it is noted that some courses are more reading/ writing intensive than others. To optimise the value of formative feedback, it is expected that staff provide feedback to students prior to them taking summative assessments, like examinations.

INTERNATIONAL COMPARABILITY

The United Kingdom, Ireland and Australia were selected to research comparability for the Bachelor of Education (BEd) (Intermediate Phase Teaching) qualification since these countries also utilise a national qualifications framework.

Dublin City University in Ireland offers a four-year, full-time Bachelor of Education qualification which prepares students for a career in primary school teaching. The qualification equips teachers with subject knowledge, tools to motivate learners in the classroom, understanding of how children learn, the ability to navigate the school system, and develops classroom management abilities. All students take education modules and do 30 weeks of practical school placement. Additionally, students study a specialism relevant to teaching. In Years One and Two, students cover curriculum modules that prepare them to teach all the subjects of the primary curriculum using approaches that develop children's understanding and motivation. This is comparable to the BEd (Intermediate Phase Teaching) qualification where students are given grounding in all subjects and subject methodologies that they will be expected to teach in the Intermediate Phase. The Dublin City University qualification covers modules in Psychology, Philosophy, Sociology of Education and History of Education in the first two years of study. The education modules (Education 1-4) of the BEd (Intermediate Phase Teaching) qualification are grounded in these perspectives. In Year Three of the Dublin City University qualification, students work with understanding of classroom contexts, how to plan for rich learning experiences, working with learners in ways that are democratic and enable them to engage in an ethical way with the world. These aspects form a strong focus of the 'Diversity and Inclusion' and 'Pedagogy and Curriculum' modules of the education courses in the BEd (Intermediate Phase Teaching) qualification and are additionally addressed in modules such as Becoming and Being a Teacher. The Dublin City University qualification engages Year Four-students with issues such as social justice, inclusion and working in a school community, all of which find strong focus in the BEd (Intermediate Phase Teaching) qualification. A research project is included for the Year Four-students, which focuses on developing professional identity. In the BEd (Intermediate Phase Teaching), Fourth Year-students do a module called 'Being a Teacher' which has a similar focus. The Dublin City University students spend 30 weeks in school placements, beginning by observing the class teacher and building up gradually to teaching all day. Throughout the placements, support is provided by both university and school staff. This mirrors the teaching practice that BEd (Intermediate Phase Teaching) students engage with, as they too observe teachers in practice in their first year, building up to continuous teaching in their fourth year with the support of university and school staff. The BEd (Intermediate Phase Teaching) qualification includes six weeks of teaching experience per year.

The University of Queensland in Australia offers a four-year, full-time Bachelor of Education (Primary) qualification which is comparable to the BEd (Intermediate Phase Teaching) qualification. The Bachelor of Education (Primary) develops capacities required by teachers working in the information age, and develops teachers across preparatory year to year 6, spanning the early and middle phases of learning. The qualification has a strong focus on the development of skills to teach Literacy and Numeracy, engage with diversity and differentiated learning, develop leadership and research capacity, and this is supported by extended and connected practicum in schools. In Year One, modules include 'Introduction to Education' and 'Education and Creativity: Pedagogical Content Knowledge' which are aligned with the

first-year module, 'Becoming a Teacher', of the BEd (Intermediate Phase Teaching) qualification where students are introduced to concepts such as Pedagogical Content Knowledge. Students do two years of Teaching Mathematics and Teaching English. In the BEd (Intermediate Phase Teaching) qualification, students do four years of Teaching Mathematics and teaching languages (both home and additional language). Students also develop conversational competency in a third language preparing them to teach effectively in the South African context. Year Four-students at the University of Queensland do a module called 'Teachers as Professionals' which aligns with the BEd (Intermediate Phase Teaching) module, 'Being a Teacher', offered in the fourth year. The BEd (Primary) qualification exposes students to subject content, as well as subject methodology, across humanities and sciences as does the BEd (Intermediate Phase Teaching) qualification. The focus on working in the information age is aligned with the imperative of the BEd (Intermediate Phase Teaching) to ensure IT competency for all students. Each year, Queensland students spend time in school placements as a practical component. For the BEd (Primary) qualification, students spend 80 days across the four years in schools, which is comparable to the yearly engagement with teaching experience of the BEd (Intermediate Phase Teaching) students.

In the United Kingdom, the University of Dundee offers a Bachelor of Primary Education which qualifies students to teach children in the 3-12 years age range. This extends beyond the range of the BEd (Intermediate Phase Teaching) qualification. However, the Intermediate Phase is aligned with Key Stage 2 teaching. As with the BEd (Intermediate Phase Teaching) qualification, the focus of the University of Dundee qualification lies in modules aligned with developing disciplinary learning and pedagogic learning underpinned by practical learning throughout the Degree.

ARTICULATION OPTIONS

This qualification offers horizontal and vertical articulation opportunities.

Horizontal Articulation:

- An Advanced Diploma, Level 7.

Vertical Articulation:

- A Bachelor of Education Honours Degree, Level 8.
- A cognate Postgraduate Diploma, Level 8.

MODERATION OPTIONS

N/A

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

N/A

LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:

NONE

PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS QUALIFICATION:

This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.

1. University of Witwatersrand

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