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# PROSPECTUS

## 2023

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## 1. REGISTRATION STATUS

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SANTS Private Higher Education Institution (Pty) Ltd. is registered with the Department of Higher Education and Training (DHET) until 31 December 2026 as a Private Higher Education Institution under the Higher Education Act, 1997; **Registration No. 2012/ HE07/ 003**.

## 2. BACKGROUND

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SANTS Private Higher Education Institution is celebrating 25 years in education. The South African National Tutor Services (SANTS) was established on 17 November 1997 as a private national education and training provider with an aspiration to develop teachers who can teach and make a difference in classrooms. Over the past 25 years, SANTS has presented various programmes and qualifications to more than 40 000 educators in the education sector.

SANTS began its operations as a relatively small-scale organisation, offering expertise to the newly reorganised provincial education departments. Over the next few years, we presented several in-service training programmes in collaboration with these departments. By 2001, with an impressive track record and increasing demand for our services, SANTS grew and diversified as a Further Education and Training service provider, focusing on Early Childhood Development and Continuing Teacher Development programmes.

In 2012, SANTS Private Higher Education Institution was registered at the Department of Higher Education and Training (DHET), focusing on Initial Teacher Education (ITE) programmes, offering a Diploma in Grade R Teaching, a Bachelor of Education in Foundation Phase and a Bachelor of Education in Intermediate Phase. The programmes are approved and recognised by the DHET and accredited by the Council on Higher Education (CHE). The South African Qualifications Authority (SAQA) registered the programmes on the respective National Qualifications Framework (NQF).

As a Distance Higher Education Institution, SANTS is able to offer the programmes in ways that address the contextual realities students, in particular, but not limited to rural areas face. This includes access to affordable quality professional higher education programmes. The programmes further, enable student teachers to teach in the language of learning and teaching for school subjects in Afrikaans, English, isiXhosa, isiZulu, Sepedi, and Setswana.

As a Higher Education institution, SANTS has grown significantly with close to 100 full-time employees at the head office, with an average of 600 contract workers at any given time. This includes markers, tutors, external moderators, quality assurers and marketers.

Since 2012, more than 7 000 newly-qualified teachers have graduated with a Diploma in Grade R Teaching, a Bachelor of Education in Foundation Phase Teaching and a Bachelor in Intermediate Phase Teaching degree. "Completing these qualifications equipped them with graduate attributes to become the best possible classroom teacher South Africa needs", Professor Ina Joubert, SANTS' Executive Academic Director.

Close to 12 000 student teachers are currently enrolled in the Diploma in Grade R Teaching, Bachelor of Education in Foundation Phase Teaching and Bachelor of Education in the Intermediate Phase Teaching nationwide.

### **3. VISION AND MISSION**

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SANTS' vision is to provide quality practice-driven distance teacher education and development.

Our mission is to develop quality teacher education programmes resulting in highly skilled professional teachers who are able to work in diverse contexts.

Each programme is grounded in principles of best practice and is responsive, in particular, to the needs of the diverse South African education system.

### **4. MODE OF PROGRAMME DELIVERY**

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SANTS delivers all three accredited programmes in a distance mode. Workplace Integrated Learning, academic and administrative support is provided through MySANTS, an online student portal.

### **5. LANGUAGE OF INSTRUCTION**

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SANTS provides tuition in English as a medium of instruction, formal communication, academic literature and research. The language focus areas for Home Language Teaching as the language related to teaching and learning of school subjects, are Afrikaans, English, isiXhosa, isiZulu, Sepedi and Setswana.

The Language of Learning and Teaching, Home Language, First Additional Language and the languages of conversational competence are developed throughout the programme and are formally assessed and certified for endorsement on the degree certificate.

Students whose home language is English, with Afrikaans as a first additional language, or students whose home language is Afrikaans, will be required to complete the module, Language of Conversational Competence. Communicative competence in a third language is developed and formally assessed and certified for endorsement on the degree certificate.

### **6. ACADEMIC SUPPORT**

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As a distance education institution, various academic support is provided to assist students to gain knowledge, competencies, and skills that will enable them to be successful in their studies. Lecturers provide module-specific online support to students by means of MySANTS, an online student portal. Individual student support is built into the MySANTS where students receive responses to individual questions pertaining to the modules under study in any given semester.

Furthermore, SANTS offers student orientation through various modes. This orientation includes aspects of student identity as a student studying through a distance mode of delivery, as well as self-study and other learning modalities, pacing and peer support. Orientation to the online student portal is included in the orientation.

### **7. ONLINE STUDENT PORTAL**

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Quality, enriching learning resources and support are provided through MySANTS, an online student portal. Students have access to their academic records, curriculum mapping, results, timetables, assignments, curriculum and learning guides, core readings, recommended readers, library access, guidelines on assessment support, financial statement and support.

## **8. STUDENT BUREAU**

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SANTS further extends support to students by providing a dedicated Student Bureau and Administration Department to assist with general enquiries and requests.

## **9. ACCESS TO COMMUNICATION AND TECHNOLOGY**

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In order to fully participate, students will need the following:

- A device to access MySANTS, preferably a laptop, computer or tablet.
- Access to the internet.
- Data to access MySANTS.
- Active email account for communication purposes.

It is important to note that it remains your sole responsibility to ensure that you have access to the equipment, internet facilities and data required to be able to access MySANTS.

## **10. PROGRAMMES**

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SANTS offers the following accredited Initial Teacher Education programmes: Diploma in Grade R Teaching; Bachelor of Education in Foundation Phase Teaching; and Bachelor of Education in Intermediate Phase Teaching.

### **10.1 DIPLOMA IN GRADE R TEACHING**

The Diploma in Grade R Teaching is presented on the National Qualifications Framework (NQF) exit Level 6 with minimum total credits of 360, earned over a minimum of three years. The Diploma in Grade R Teaching has been approved and recognised by the Department of Higher Education and Training for employment in education and is classified as a Relative Education Qualification Value (REQV) 13 qualification.

The programme is accredited by the Council on Higher Education; accreditation no. H/PR148/E013CAN. Furthermore, the diploma is registered with the South African Qualifications Authority (SAQA) with ID: 112487.

#### **10.1.1 Purpose of the programme**

The purpose of the Diploma in Grade R Teaching is to provide for the needs of Grade R practitioners currently employed in the field. The diploma aims to develop resourceful, adaptable, pedagogically flexible, knowledgeable, proactive, and reflective teachers, specifically for Grade R teaching and learning within the South African contexts and realities. To this end, student teachers will become competent in educational theory and acquire the requisite disciplinary and pedagogical content knowledge essential for Grade R teaching and learning. Students will develop a thorough understanding of the holistic development of the child from birth to Grade R, as well as an understanding of the ecological contexts and issues that shape children's learning and experiences of school. Furthermore, this qualification serves as the articulation for existing Grade R practitioners who have been absorbed into the schooling system, to upgrade their qualifications in line with the minimum requirements for Grade R Teachers.

The Diploma in Grade R Teaching programme allows for vertical articulation only. The articulation provides teachers, who do not meet the requirements for entry into the Bachelor of Education programme, with the opportunity to proceed into a Bachelor of Education in the Foundation Phase Teaching programme. Teachers will receive recognition of their prior learning or recognition of cognate modules completed in their Diploma, upon application to the degree programme.

The completed Diploma in Grade R Teaching qualification will be recognised for Credit Accumulation and Transfer (CAT), towards the Bachelor of Education in Foundation Phase Teaching programme. The

Bachelor of Education in Foundation Phase Teaching programme will increase the teachers' chances of gaining employment in the public school sector.

### 10.1.2 Duration of the programme

The minimum duration to complete the Diploma in Grade R Teaching qualification on a full-time basis is three years. The maximum time allowed to complete the qualification is five years. The minimum and maximum time allowed to complete the programme is aligned to the progression rules of the programme.

### 10.1.3 Curriculum

Table 1 shows how the modules have been spread across the three-year Diploma in Grade R Teaching programme. Table 1 includes the credit values as well as the NQF levels of each module.

**Table 1: Diploma in Grade R Teaching**

Module name	Code	NQF L	Credits	Module name	Code	NQF L	Credits
<b>YEAR 1</b>							
<b>SEMESTER 1</b>				<b>SEMESTER 2</b>			
Academic Literacy	R-ALI 110	5	14	Introduction to the Language and Literacy Landscape in Grade R	R-LLL 120	5	12
Fundamental Mathematics	R-FMA 110	5	14	Introduction to Mathematics Learning in Grade R	R-MAT 120	5	12
Computer Literacy	R-CLI 110	5	14	Introduction to Life Skills in Grade R	R-LSK 120	5	12
Education Studies 1: Theories of Child Development in Context	R-EDS 111	5	12	Education Studies 2: Theories of Teaching and Learning in Context	R-EDS 122	5	12
				Compulsory for students who choose both Afrikaans and English as Home Language (HL) or First Additional Language (FAL): Language of Conversational Competence: isiXhosa / isiZulu / Sepedi / Setswana	C-LCX 120 C-LCZ 120 C-LCS 120 C-LCT 120	5	10
			54			48-58	
Workplace Integrated Learning Year 1					R-WIL 101 (A & B)	5	16
Sub-total credits for Year 1:						118 -128	
<b>YEAR 2</b>							
<b>SEMESTER 1</b>				<b>SEMESTER 2</b>			
Students need to choose at least 1 Home Language: English Home and First Additional Language and Literacy Learning in Grade R 1;  or  Home Language and Literacy Learning in Grade R 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	R-EHF 211    R-HLA 211 R-HLX 211 R-HLZ 211 R-HLS 211 R-HLT 211	6    6	19    16	Students who choose English or Afrikaans as Home Language (HL), must choose another language as First Additional Language (FAL): First Additional Language and Literacy Learning in Grade R 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana,  or  Students who did not choose English as HL (R-EHF 211), must do R-FLE 221 English First Additional Language and Literacy Learning in Grade R 1	R-FLA 221 R-FLX 221 R-FLZ 221 R-FLS 221 R-FLT 221    R-FLE 221	5    5	12    12
Professional Studies 1: The Teacher and the Child Friendly Environment	R-PFS 211	5	12	Professional Studies 2: Grade R Curriculum in Practice	R-PFS 222	6	14



Module name	Code	NOF L	Credits	Module name	Code	NOF L	Credits
Mathematics Learning in Grade R 1	R-MAT 211	6	16	Education Studies 3: Curriculum, Pedagogy and Assessment	R-EDS 223	6	14
Life Skills in Grade R 1	R-LSK 211	6	16				
			60-79				28-40
Workplace Integrated Learning Year 2					R-WIL 202 (A & B)	6	20
Sub-total credits for Year 2:							120 - 127
YEAR 3							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 2: English Home and First Additional Language and Literacy Learning in Grade R 2,  or Home Language and Literacy Learning in Grade R 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	R-EHF 312	6	19	Continue with Language chosen in Year 2: First Additional Language and Literacy Learning in Grade R 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana,  or English First Additional Language and Literacy Learning in Grade R 2	R-FLA 322 R-FLX 322 R-FLZ 322 R-FLS 322 R-FLT 322	6	14
	R-HLA 312 R-HLX 312 R-HLZ 312 R-HLS 312 R-HLT 312	6	16		R-FLE 322	6	14
Mathematics Learning in Grade R 2	R-MAT 312	6	16	Education Studies 4: Education Policy and Practice	R-EDS 324	6	14
Professional Studies 3: Early Years Teacher Identity and the Profession	R-PFS 313	6	14	Professional Studies 4: Critical Issues in Education	R-PFS 324	6	14
Life Skills in Grade R 2	R-LSK 312	6	16				
			62-81				28-42
Workplace Integrated Learning Year 3					R-WIL 303 (A & B)	6	22
Sub-total credits for Year 3:							126 - 131
Total credits for the programme							364 - 386

Languages of Learning and Teaching (Home Language, Additional Language as well as English) competence are developed throughout the programme and are formally assessed and certified for endorsement on the Diploma certificate.

Students who choose English as their Home Language with Afrikaans as their First Additional Language or students who choose Afrikaans as Home Language will be required to complete the module Language of Communicative Competence. Communicative competence in a third language, as chosen by the student from isiXhosa, isiZulu, Sepedi or Setswana is developed throughout the programme and formally assessed and certified for endorsement on the Diploma certificate.

#### 10.1.4 Workplace Integrated Learning (WIL)

Workplace Integrated Learning (WIL) is central to teacher education as it enables a student to integrate theoretical and conceptual knowledge gained through their studies with practice-based knowledge in a professional context. During their studies, students will be required to spend time in diverse classroom contexts.

WIL is learning from, through and in practice to develop your competencies to teach effectively in diverse classroom contexts. The purpose of WIL, therefore, is to link theoretical and conceptual understanding (gained from your studies) with pedagogical experience in situated and authentic classroom contexts. In addition, WIL provides students with the opportunity to teach and reflect on their teaching practice to enhance learning.

Students are required to complete the WIL requirements for a current year before being allowed to progress to a new academic year even when meeting all the academic requirements for the year.

A student will be provided with an additional opportunity in the same year to meet the requirements should the student not have met the WIL requirements for the current year during the designated WIL period.

Please take note of the compulsory number of weeks you will complete each year in your programme as shown in Table 2.

**Table 2: Module code and duration**

Year	Module Code	Duration
1	R- WIL 101 B	3 Consecutive weeks
2	R- WIL 202 B	4 Consecutive weeks
3	R- WIL 303 B	5 Consecutive weeks
Total number of weeks		<b>12 weeks</b>

### 10.1.5 Admission requirements

Admission is through one of the following options as per programme approval by the Department of Higher Education and Training:

- a. National Senior Certificate that meets the minimum requirements for admission to Diploma Studies, or a Completed Senior Certificate, prior to 2008, or a
- b. National Certificate Vocational (NCV) meeting the following requirements:
  - At least 50% in three fundamental subjects, including the language of learning and teaching of the institution (English), and
  - At least 60% in four vocational subjects, chosen from NC (V) Level 4 subjects, or an
- c. Early Childhood Development (ECD) NQF Level 4 or NQF level 5 certificate or Diploma in ECD may also be presented for admission.

### 10.1.6 Tuition fees

Tuition fees to study towards the Diploma in Grade R Teaching programme include all study material, assignments, tuition, examinations, and access to a student portal.

Annual tuition fees for the first-year enrolment range from a minimum of R18 900 to a maximum of R20 370, depending on the language choices. Tuition fees are subject to change without prior notice due to the increase in costs to present the programme.

Tuition fee payment options are available to accommodate the needs of individual students. Each payment option is related to a specified tuition fee payment date, which the student is required to rigidly adhere to. The two options available are:

- **Option 1: TWO equal** Tuition fee instalments per semester; due dates **31 March** and **31 August**.
- **Option 2: TEN equal monthly** instalments. The annual tuition fee will be divided into 10 equal payments and payable at the end of each month.

The following table serves **only as an example** of the average tuition fees per option.

Payment Options	Registration Fee	Instalment	Payment Due Date
<b>Option 1: 2 Equal Semester Payments</b>	R2 500	R8 500	31 March
		R8 500	31 August
<b>Option 2: 10 equal Monthly Payments (10 Instalments)</b>	R2 500	R1 700	28 Feb
		R1 700	31 Mar
		R1 700	30 Apr
		R1 700	31 May



	R1 700	30 Jun
	R1 700	31 Jul
	R1 700	31 Aug
	R1 700	30 Sep
	R1 700	31 Oct
	R1 700	30 Nov

Students who need to make alternative payment arrangements must contact SANTS before the commencement of a semester.

Students are expected to pay a registration fee with the first enrolment in the programme and an annual re-registration fee for each new academic year thereafter. This fee is payable before the commencement of a new academic year. This registration and re-registration fee is deducted from the annual tuition fee payable.

It should be noted that fees are charged per module according to *Table 3: Module fee structure*. The rate per module will apply to students who have to repeat a specific module. If a student elects to enrol for fewer modules than the proposed semester structure, as might be the case for part-time students, the total tuition fees due in a given calendar year may vary from the amounts listed above.

Applicants who apply for a student loan or bursary should apply for the **total amount** that includes the tuition and study material fees payable to the institution.

**Table 3: Diploma in Grade R Teaching module fee structure**

Module Name	Code	Cost
Academic Literacy	R-ALI 110	R 2,240
Computer Literacy	R-CLI 110	R 2,240
Education Studies 1: Theories of Child Development in Context	R-EDS 111	R 1,920
Education Studies 2: Theories of Teaching and Learning in Context	R-EDS 122	R 1,920
Education Studies 3: Curriculum, Pedagogy and Assessment	R-EDS 223	R 2,210
Education Studies 4: Education Policy and Practice	R-EDS 324	R 2,100
English First Additional Language and Literacy Learning in Grade R 1	R-FLE 221	R 1,890
English First Additional Language and Literacy Learning in Grade R 2	R-FLE 322	R 2,100
English Home and First Additional Language and Literacy Learning in Grade R 1	R-EHF 211	R 2,820
English Home and First Additional Language and Literacy Learning in Grade R 2	R-EHF 312	R 2,820
First Additional Language and Literacy Learning in Grade R 1: Afrikaans	R-FLA 221	R 1,920
First Additional Language and Literacy Learning in Grade R 1: isiXhosa	R-FLX 221	R 1,920
First Additional Language and Literacy Learning in Grade R 1: isiZulu	R-FLZ 221	R 1,920
First Additional Language and Literacy Learning in Grade R 1: Sepedi	R-FLS 221	R 1,920
First Additional Language and Literacy Learning in Grade R 1: Setswana	R-FLT 221	R 1,920
First Additional Language and Literacy Learning in Grade R 2: Afrikaans	R-FLA 322	R 2,100
First Additional Language and Literacy Learning in Grade R 2: isiXhosa	R-FLX 322	R 2,100
First Additional Language and Literacy Learning in Grade R 2: isiZulu	R-FLZ 322	R 2,100
First Additional Language and Literacy Learning in Grade R 2: Sepedi	R-FLS 322	R 2,100
First Additional Language and Literacy Learning in Grade R 2: Setswana	R-FLT 322	R 2,100
Fundamental Mathematics	R-FMA 110	R 2,240
Home Language and Literacy Learning in Grade R 1: Afrikaans	R-HLA 211	R 2,520
Home Language and Literacy Learning in Grade R 1: isiZulu	R-HLZ 211	R 2,520
Home Language and Literacy Learning in Grade R 1: Sepedi	R-HLS 211	R 2,520
Home Language and Literacy Learning in Grade R 1: isiXhosa	R-HLX 211	R 2,520

Home Language and Literacy Learning in Grade R 1: Setswana	R-HLT 211	R 2,520
Home Language and Literacy Learning in Grade R 2: Afrikaans	R-HLA 312	R 2,400
Home Language and Literacy Learning in Grade R 2: isiXhosa	R-HLX 312	R 2,400
Home Language and Literacy Learning in Grade R 2: isiZulu	R-HLZ 312	R 2,400
Home Language and Literacy Learning in Grade R 2: Sepedi	R-HLS 312	R 2,400
Home Language and Literacy Learning in Grade R 2: Setswana	R-HLT 312	R 2,400
Introduction to Life Skills in Grade R	R-LSK 120	R 1,920
Introduction to Mathematics Learning in Grade R	R-MAT 120	R 1,920
Introduction to the Language and Literacy Landscape in Grade R	R-LLL 120	R 1,920
Language of Conversational Competence: isiXhosa	C-LCX 120	R 1,470
Language of Conversational Competence: isiZulu	C-LCZ 120	R 1,470
Language of Conversational Competence: Sepedi	C-LCS 120	R 1,470
Language of Conversational Competence: Setswana	C-LCT 120	R 1,470
Life Skills in Grade R 1	R-LSK 211	R 2,520
Life Skills in Grade R 2	R-LSK 312	R 2,400
Mathematics Learning in Grade R 1	R-MAT 211	R 2,520
Mathematics Learning in Grade R 2	R-MAT 312	R 2,400
Professional Studies 1: The Teacher and the Child Friendly Environment	R-PFS 211	R 1,890
Professional Studies 2: Grade R Curriculum in Practice	R-PFS 222	R 2,210
Professional Studies 3: Early Years Teacher Identity and the Profession	R-PFS 313	R 2,100
Professional Studies 4: Critical Issues in Education	R-PFS 324	R 2,100
Workplace Integrated Learning Year 1 (A & B)	R-WIL 101	R 2,570
Workplace Integrated Learning Year 2 (A & B)	R-WIL 202	R 3,150
Workplace Integrated Learning Year 3 (A & B)	R-WIL 303	R 3,300

**\* Please note:**

- The cost per module is fixed for a specific calendar year only and may vary in future years of study due to possible annual price increases.
- Special Assessments: A nominal fee may apply when students are granted access to special assessments.

### 10.1.7 Closing date for new applications

SANTS will have two intakes annually, namely a January and July intake. The closing date for admission in January will be **31 October** of the previous year. The closing date for a July intake will be **31 May** of that year.

## 10.2 BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

The Bachelor of Education in Foundation Phase Teaching degree is presented at the National Qualifications Framework (NQF) Exit Level 7 with minimum total credits of 480, earned over a minimum of four years. The Bachelor of Education in Foundation Phase Teaching degree has been approved and recognised by the Department of Higher Education and Training for employment in education and is classified as a Relative Education Qualification Value (REQV) 14 qualification.

The programme has been accredited by the Council on Higher Education; accreditation no: H/PR148/E011CAN. Furthermore, the degree is registered with the South African Qualifications Authority (SAQA) with ID: 112484.

### 10.2.1 Purpose of the programme

The purpose of the Bachelor of Education in Foundation Phase Teaching qualification is to develop resourceful, adaptable, pedagogically flexible, knowledgeable, proactive, reflective teachers specifically for Foundation Phase teaching and learning with the South African contexts. To this end, you will become competent in educational theory, the context of education, schools and classrooms, the requisite disciplinary knowledge, and pedagogical content knowledge essential for Foundation Phase teaching and learning. You will develop a thorough understanding of the holistic development of the child from birth as well as the educational and ecological contexts and issues that shape children’s learning and experience of school.

### 10.2.2 Duration of the programme

The minimum duration to complete the Bachelor of Education in Foundation Phase Teaching qualification on a full-time basis is four years. The maximum time allowed to complete the qualification is six years. The minimum and maximum time allowed to complete the programme is aligned to the progression rules of the programme.

### 10.2.3 Curriculum

Table 4 shows how the modules have been spread across the four-year degree programme. The table includes the credit values as well as the NQF levels of each module.

**Table 4: Bachelor of Education in Foundation Phase Teaching**

Module name	Code	NQF L	Credits	Module name	Code	NQF L	Credits
<b>YEAR 1</b>							
SEMESTER 1				SEMESTER 2			
Academic Literacy	B-ALI 110	5	10	Critical Literacies for Teachers	B-CLT 120	5	10
Fundamental Mathematics	B-FMA 110	5	10	Introduction to Mathematics Teaching in the Foundation Phase	F-MAT 120	5	10
Computer Literacy	B-CLI 110	5	10	Professional Studies in the Foundation Phase 1: Classroom Practice	F-PFS 121	5	10
Education Studies 1: Theories of Child Development	B-EDS 111	5	10	Education Studies 2: Theories of Learning and Teaching	B-EDS 122	6	12
Introduction to the Language and Literacy Landscape in the Foundation Phase	F-LLL 110	5	10	Introduction to Life Skills Teaching in the Foundation Phase	F-LSK 120	5	10
				Compulsory for students who choose both Afrikaans and English as Home Language (HL) or First Additional Language (FAL): Language of Conversational Competence: isiXhosa / isiZulu / Sepedi / Setswana	C-LCX 120 C-LCZ 120 C-LCS 120 C-LCT 120	5	10
			50				52-62
Workplace Integrated Learning Year 1					F-WIL 101 (A & B)	5	18
Sub-total credits for Year 1:							120 - 130

YEAR 2							
SEMESTER 1				SEMESTER 2			
Students need to choose at least 1 Home Language: English Home and First Additional Language and Literacy Teaching in the Foundation Phase 1, or Home Language and Literacy Teaching in the Foundation Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 211	6	15	Continue with the Home Language chosen in the previous semester: English Home and First Additional Language and Literacy Teaching in the Foundation Phase 2, or Home Language and Literacy Teaching in the Foundation Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 222	6	15
	F-HLA 211 F-HLX 211 F-HLZ 211 F-HLS 211 F-HLT 211	6	12		F-HLA 222 F-HLX 222 F-HLZ 222 F-HLS 222 F-HLT 222	6	12
Professional Studies in the Foundation Phase 2: School and Classroom Management	F-PFS 212	6	12	Professional Studies in the Foundation Phase 3: Social Justice and Current Issues in Education	F-PFS 223	6	12
Education Studies 3: Curriculum, Pedagogy and Assessment	B-EDS 213	6	12	Education Studies 4: History of Education and Education Policies	B-EDS 224	6	12
Life Skills Teaching in the Foundation Phase 1: Personal and Social Well-being	F-LSK 211	6	12	Mathematics Teaching in the Foundation Phase 1	F-MAT 221	6	12
				Students who did not choose English as Home Language (HL) (F-EHF 211, 222), must do F-FLE 221: English First Additional Language and Literacy Teaching in the Foundation Phase 1	F-FLE 221	6	12
				Students who choose English or Afrikaans as Home Language (HL), must choose another Language as First Additional Language (FAL): First Additional Language and Literacy Teaching in the Foundation Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-FLA 221 F-FLX 221 F-FLZ 221 F-FLS 221 F-FLT 221	6	12
							48-63
Workplace Integrated Learning Year 2					F-WIL 202 (A & B)	6	20
Sub-total credits for Year 2:							128 - 146
YEAR 3							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 2: English Home and First Additional Language and Literacy Teaching in the Foundation Phase 3, or Home Language and Literacy Teaching in the Foundation Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 313	6	15	Continue with Language chosen in Year 2: First Additional Language and Literacy Teaching in the Foundation Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana, or English First Additional Language and Literacy Teaching in the Foundation Phase 2	F-FLA 322 F-FLX 322 F-FLZ 322 F-FLS 322 F-FLT 322	6	12
	F-HLA 313 F-HLX 313 F-HLZ 313 F-HLS 313 F-HLT 313	6	12		F-FLE 322	6	12
Mathematics Teaching in the Foundation Phase 2	F-MAT 312	6	12	Mathematics Teaching in the Foundation Phase 3	F-MAT 323	6	12
Life Skills Teaching in the Foundation Phase 2: Physical Education	F-LSK 312	6	12	Life Skills Teaching in the Foundation Phase 3: Creative Arts	F-LSK 323	6	12
Education Studies 5: Sociology of Education	B-EDS 315	7	14	Professional Studies in the Foundation Phase 4: Teacher Identity and the Profession	F-PFS 324	7	14
							50-65
Workplace Integrated Learning Year 3					F-WIL 303 (A & B)	6	22
Sub-total credits for Year 3:							122 - 125

YEAR 4							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 3: English Home and First Additional Language and Literacy Teaching in the Foundation Phase 4,  or  Home Language and Literacy Teaching in the Foundation Phase 4: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	F-EHF 414   F-HLA 414 F-HLX 414 F-HLZ 414 F-HLS 414 F-HLT 414	7   7	14   14	Continue with Language chosen in Year 3: First Additional Language and Literacy Teaching in the Foundation Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana,  or  English First Additional Language and Literacy Teaching in the Foundation Phase 3	F-FLA 423 F-FLX 423 F-FLZ 423 F-FLS 423 F-FLT 423   F-FLE 423	7   7	14   14
Digital Pedagogies for Teachers	B-DPT 410	5	10	Mathematics Teaching in the Foundation Phase 4	F-MAT 424	7	14
Life Skills Teaching in the Foundation Phase 4: Natural Sciences and Technology	F-LSK 414	7	14	Life Skills Teaching in the Foundation Phase 5: Social Sciences	F-LSK 425	7	14
			38-52				28-42
Research in Education					B-RED 400 (A & B)	7	22
Workplace Integrated Learning Year 4					F-WIL 404 (A & B)	7	26
Sub-total credits for Year 4:							128 - 128
Total credits for the programme:							498 - 529

Languages of Learning and Teaching (Home Language, additional language as well as English) competence are developed throughout the programme and are formally assessed and certified for endorsement on the degree certificate.

Students who choose English as their Home Language with Afrikaans as their First Additional Language or students who choose Afrikaans as Home Language will be required to complete the module Language of Communicative Competence. Communicative competence in a third language, as chosen by the student from isiXhosa, isiZulu, Sepedi or Setswana is developed throughout the programme and formally assessed and certified for endorsement on the degree certificate.

#### 10.2.4 Workplace Integrated Learning (WIL)

Workplace Integrated Learning (WIL) is central to teacher education as it enables a student to integrate theoretical and conceptual knowledge gained through their studies with practice-based knowledge in a professional context. During their studies, students will be required to spend time in diverse classroom contexts.

WIL is learning from, through and in practice to develop your competencies to teach effectively in diverse classroom contexts. The purpose of WIL, therefore, is to link theoretical and conceptual understanding (gained from your studies) with pedagogical experience in situated and authentic classroom contexts. In addition, WIL provides students with the opportunity to teach and reflect on their teaching practice to enhance learning.

Students are required to complete the WIL requirements for a current year before being allowed to progress to a new academic year even when meeting all the academic requirements for the year.

A student will be provided with an additional opportunity in the same year to meet the requirements should the student not have met the WIL requirements for the current year during the designated WIL period. Please take note of the number of weeks you will complete each year in your programme as shown in Table 5.

**Table 5: Number of weeks for WIL programme completion**

Year	Module Code	Duration
1	F- WIL 101 B	5 Consecutive weeks
2	F- WIL 202 B	5 Consecutive weeks
3	F- WIL 303 B	6 Consecutive weeks
4	F- WIL 404 B	8 Consecutive weeks
<b>Total number of weeks</b>		<b>24 weeks</b>

### 10.2.5 Admission requirements

Admission is through one of the following options as per programme approval by the Department of Higher Education and Training:

- a. National Senior Certificate with admission to Bachelor degree studies with:
  - 50% for Home Language;
  - 40% for English First Additional Language, or
- b. A Completed Senior Certificate with university (complete) exemption, or with endorsement prior to 2008 with:
  - 50% for Home Language, and
  - 40% for English First Additional Language, or a
- c. National Certificate Vocational (NCV) Level 4 with:
  - 70% or above for Home Language and the First Additional Language, and
  - 60% or above for four vocational subjects, or a
- d. Completed Diploma in Grade R Teaching (NQF 6; Minimum Credits of 360). The completed Diploma in Grade R Teaching qualification will be recognised for Credit Accumulation and Transfer (CAT), towards the Bachelor of Education in Foundation Phase Teaching. This will allow the completion of the four-year degree in a minimum period of three years, commencing with the SANTS' Bachelor of Education in Foundation Phase Teaching from the second year, semester one, or a
- e. National Professional Diploma in Education (NPDE) with Foundation Phase specialisation with an overall percentage of 65%, or a
- f. Recognition of Prior Learning proving equivalence to a, b, c or d above linked to historical or conditional admission through mature age exemption. This avenue is available to students who have completed the National Senior Certificate, Senior Certificate, National Certificate Vocational or National Professional Diploma in Education but do not meet specific admissions requirements, including:
  - Minimum percentages for subjects or diploma and
  - Specific subjects included in the Certificate or other Qualification.

Please refer to section 12 in the Prospectus for more information regarding Recognition of Prior Learning (RPL) and the RPL policy on SANTS' website at [www.sants.co.za](http://www.sants.co.za). This includes information on mature age exemption.

### 10.2.6 Tuition fees

Tuition fees to study towards the Bachelor of Education in Foundation Phase Teaching programme include all study material, assignments, tuition, examinations, and access to a student portal.

Annual tuition fees for the first-year enrolment range from a minimum of R22 050 to a maximum of R23 783, depending on the language choices. Tuition fees are subject to change without prior notice due to the increase in costs to present the programme.



Tuition fee payment options are available to accommodate the needs of individual students. Each payment option is related to a specified tuition fee payment date, which the student is required to rigidly adhere to. The two options available are:

- **Option 1: TWO equal** Tuition fee instalments per semester; due dates **31 March** and **31 August**.
- **Option 2: TEN equal monthly** instalments. The annual tuition fee will be divided into 10 equal payments and payable at the end of each month.

The following table serves **only as an example** of the average tuition fees per option.

Payment Options	Registration Fee	Instalment	Payment Due Date
<b>Option 1: 2 Equal Semester Payments</b>	R2 500	R10 000	31 March
		R10 000	31 August
<b>Option 2: 10 equal Monthly Payments (10 Instalments)</b>	R2 500	R2 000	28 Feb
		R2 000	31 Mar
		R2 000	30 Apr
		R2 000	31 May
		R2 000	30 Jun
		R2 000	31 Jul
		R2 000	31 Aug
		R2 000	30 Sep
		R2 000	31 Oct
		R2 000	30 Nov

Students who need to make alternative payment arrangements must contact SANTS before the commencement of a semester.

Students are expected to pay a registration fee with the first enrolment on the programme and an annual re-registration fee for each new academic year thereafter. This fee is payable before the commencement of a new academic year. This registration and re-registration fee is deducted from the annual tuition fee payable.

It should be noted that fees are charged per module as per the table below. This rate per module will be applicable for students who have to repeat a specific module. If a student elects to enrol for fewer modules than the proposed semester structure, as might be the case for part-time students, the total tuition fees due in a given calendar year may vary from the amounts listed in the table above. Applicants that are applying for a student loan or bursary should apply for a total amount that includes the tuition and study material fees payable to the institution.

**Table 6: Bachelor of Education in Foundation Phase Teaching module fee structure**

Module Name	Code	Cost
Academic Literacy	B-ALI 110	R 1,880
Computer Literacy	B-CLI 110	R 1,880
Critical Literacies for Teachers	B-CLT 120	R 1,880
Digital Pedagogies for Teachers	B-DPT 410	R 1,840
Education Studies 1: Theories of Child Development	B-EDS 111	R 1,880
Education Studies 2: Theories of Learning and Teaching	B-EDS 122	R 2,250
Education Studies 3: Curriculum, Pedagogy and Assessment	B-EDS 213	R 2,110
Education Studies 4: History of Education and Education Policies	B-EDS 224	R 2,110
Education Studies 5: Sociology of Education	B-EDS 315	R 2,600
English First Additional Language and Literacy Teaching in the Foundation Phase 1	F-FLE 221	R 2,110

English First Additional Language and Literacy Teaching in the Foundation Phase 2	F-FLE 322	R 2,230
English First Additional Language and Literacy Teaching in the Foundation Phase 3	F-FLE 423	R 2,530
English Home and First Additional Language and Literacy Teaching in the Foundation Phase 1	F-EHF 211	R 2,440
English Home and First Additional Language and Literacy Teaching in the Foundation Phase 2	F-EHF 222	R 2,440
English Home and First Additional Language and Literacy Teaching in the Foundation Phase 3	F-EHF 313	R 2,440
English Home and First Additional Language and Literacy Teaching in the Foundation Phase 4	F-EHF 414	R 2,530
First Additional Language and Literacy Teaching in the Foundation Phase 1: Afrikaans	F-FLA 221	R 2,110
First Additional Language and Literacy Teaching in the Foundation Phase 1: isiXhosa	F-FLX 221	R 2,110
First Additional Language and Literacy Teaching in the Foundation Phase 1: isiZulu	F-FLZ 221	R 2,110
First Additional Language and Literacy Teaching in the Foundation Phase 1: Sepedi	F-FLS 221	R 2,110
First Additional Language and Literacy Teaching in the Foundation Phase 1: Setswana	F-FLT 221	R 2,110
First Additional Language and Literacy Teaching in the Foundation Phase 2: Afrikaans	F-FLA 322	R 2,230
First Additional Language and Literacy Teaching in the Foundation Phase 2: isiXhosa	F-FLX 322	R 2,230
First Additional Language and Literacy Teaching in the Foundation Phase 2: isiZulu	F-FLZ 322	R 2,230
First Additional Language and Literacy Teaching in the Foundation Phase 2: Sepedi	F-FLS 322	R 2,230
First Additional Language and Literacy Teaching in the Foundation Phase 2: Setswana	F-FLT 322	R 2,230
First Additional Language and Literacy Teaching in the Foundation Phase 3: Afrikaans	F-FLA 423	R 2,530
First Additional Language and Literacy Teaching in the Foundation Phase 3: isiXhosa	F-FLX 423	R 2,530
First Additional Language and Literacy Teaching in the Foundation Phase 3: isiZulu	F-FLZ 423	R 2,530
First Additional Language and Literacy Teaching in the Foundation Phase 3: Sepedi	F-FLS 423	R 2,530
First Additional Language and Literacy Teaching in the Foundation Phase 3: Setswana	F-FLT 423	R 2,530
Fundamental Mathematics	B-FMA 110	R 1,880
Home Language and Literacy Teaching in the Foundation Phase 1: Afrikaans	F-HLA 211	R 2,110
Home Language and Literacy Teaching in the Foundation Phase 1: isiXhosa	F-HLX 211	R 2,110
Home Language and Literacy Teaching in the Foundation Phase 1: isiZulu	F-HLZ 211	R 2,110
Home Language and Literacy Teaching in the Foundation Phase 1: Sepedi	F-HLS 211	R 2,110
Home Language and Literacy Teaching in the Foundation Phase 1: Setswana	F-HLT 211	R 2,110
Home Language and Literacy Teaching in the Foundation Phase 2: Afrikaans	F-HLA 222	R 2,110
Home Language and Literacy Teaching in the Foundation Phase 2: isiXhosa	F-HLX 222	R 2,110
Home Language and Literacy Teaching in the Foundation Phase 2: isiZulu	F-HLZ 222	R 2,110
Home Language and Literacy Teaching in the Foundation Phase 2: Sepedi	F-HLS 222	R 2,110
Home Language and Literacy Teaching in the Foundation Phase 2: Setswana	F-HLT 222	R 2,110
Home Language and Literacy Teaching in the Foundation Phase 3: Afrikaans	F-HLA 313	R 2,230
Home Language and Literacy Teaching in the Foundation Phase 3: isiXhosa	F-HLX 313	R 2,230
Home Language and Literacy Teaching in the Foundation Phase 3: isiZulu	F-HLZ 313	R 2,230
Home Language and Literacy Teaching in the Foundation Phase 3: Sepedi	F-HLS 313	R 2,230
Home Language and Literacy Teaching in the Foundation Phase 3: Setswana	F-HLT 313	R 2,230
Home Language and Literacy Teaching in the Foundation Phase 4: Afrikaans	F-HLA 414	R 2,530
Home Language and Literacy Teaching in the Foundation Phase 4: isiXhosa	F-HLX 414	R 2,530
Home Language and Literacy Teaching in the Foundation Phase 4: isiZulu	F-HLZ 414	R 2,530
Home Language and Literacy Teaching in the Foundation Phase 4: Sepedi	F-HLS 414	R 2,530
Home Language and Literacy Teaching in the Foundation Phase 4: Setswana	F-HLT 414	R 2,530
Introduction to Life Skills Teaching in the Foundation Phase	F-LSK 120	R 1,880

Introduction to Mathematics Teaching in the Foundation Phase	F-MAT 120	R 1,880
Introduction to the Language and Literacy Landscape in the Foundation Phase	F-LLL 110	R 1,880
Language of Conversational Competence: isiXhosa	C-LCX 120	R 1,730
Language of Conversational Competence: isiZulu	C-LCZ 120	R 1,730
Language of Conversational Competence: Sepedi	C-LCS 120	R 1,730
Language of Conversational Competence: Setswana	C-LCT 120	R 1,730
Life Skills Teaching in the Foundation Phase 1: Personal and Social Well-being	F-LSK 211	R 2,110
Life Skills Teaching in the Foundation Phase 2: Physical Education	F-LSK 312	R 2,230
Life Skills Teaching in the Foundation Phase 3: Creative Arts	F-LSK 323	R 2,230
Life Skills Teaching in the Foundation Phase 4: Natural Sciences and Technology	F-LSK 414	R 2,530
Life Skills Teaching in the Foundation Phase 5: Social Sciences	F-LSK 425	R 2,530
Mathematics Teaching in the Foundation Phase 1	F-MAT 221	R 2,110
Mathematics Teaching in the Foundation Phase 2	F-MAT 312	R 2,230
Mathematics Teaching in the Foundation Phase 3	F-MAT 323	R 2,230
Mathematics Teaching in the Foundation Phase 4	F-MAT 424	R 2,530
Professional Studies in the Foundation Phase 1: Classroom Practice	F-PFS 121	R 1,880
Professional Studies in the Foundation Phase 2: School and Classroom Management	F-PFS 212	R 2,110
Professional Studies in the Foundation Phase 3: Social Justice and Current Issues in Education	F-PFS 223	R 2,110
Professional Studies in the Foundation Phase 4: Teacher Identity and the Profession	F-PFS 324	R 2,600
Research in Education	B-RED 400	R 3,550
Workplace Integrated Learning Year 1 (A & B)	F-WIL 101	R 2,890
Workplace Integrated Learning Year 2 (A & B)	F-WIL 202	R 3,060
Workplace Integrated Learning Year 3 (A & B)	F-WIL 303	R 3,490
Workplace Integrated Learning Year 4 (A & B)	F-WIL 404	R 4,010

**\* Please note:**

- The cost per module is fixed for a specific calendar year only and may vary in future years of study due to possible annual price increases.
- Special Assessments: A nominal fee may apply when students are granted access to a special assessments.

### 10.2.7 Closing date for new applications

SANTS will have two intakes annually, namely a January and July intake. The closing date for admission in January will be **31 October** of the previous year. The closing date for a July intake will be **31 May** of that year.

### 10.3 BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING

The Bachelor of Education in Intermediate Phase Teaching degree is presented at the NQF Exit Level 7 with minimum total credits of 480, earned over a minimum period of four years. The Bachelor of Education in Intermediate Phase Teaching degree has been approved and recognised by the Department of Higher Education and Training for employment in education and is classified as a Relative Education Qualification Value (REQV) 14 qualification. The programme has been accredited by the Council on Higher Education; accreditation no: H/PR148/E012CAN. Furthermore, the degree is registered with the South African Qualifications Authority (SAQA) with ID: 112486.

### 10.3.1 Purpose of the programme

The purpose of the Bachelor of Education in Intermediate Phase Teaching qualification is to develop resourceful, adaptable, pedagogically flexible, knowledgeable, proactive, reflective teachers specifically for Intermediate Phase teaching and learning and with South African contexts. To this end, you will become competent in educational theory, the context of education, schools and classrooms, the requisite disciplinary knowledge, and pedagogical content knowledge essential for Intermediate Phase teaching and learning. You will develop a thorough understanding of the holistic development of the child from birth, as well as the educational and ecological contexts and issues that shape children's learning and experience of school.

### 10.3.2 Duration of the programme

The minimum duration to complete the Bachelor of Education in Intermediate Phase Teaching qualification on a full-time basis is four years. The maximum time allowed to complete the qualification is six years. The minimum and maximum time allowed to complete the programme is aligned to the progression rules of the programme.

### 10.3.3 Curriculum

Table 7 shows how the modules have been spread across the four-year degree programme. The table includes the credit values as well as the NQF levels of each module.

**Table 7: Bachelor of Education in Intermediate Phase Teaching**

Module name	Code	NQF L	Credits	Module name	Code	NQF L	Credits
<b>YEAR 1</b>							
<b>SEMESTER 1</b>				<b>SEMESTER 2</b>			
Academic Literacy	B-ALI 110	5	10	Critical Literacies for Teachers	B-CLT 120	5	10
Fundamental Mathematics	B-FMA 110	5	10	Introduction to Mathematics Teaching in the Intermediate Phase	I-MAT 120	5	10
Computer Literacy	B-CLI 110	5	10	Professional Studies in the Intermediate Phase 1: Classroom Practice	I-PFS 121	5	10
Education Studies 1: Theories of Child Development	B-EDS 111	5	10	Education Studies 2: Theories of Learning and Teaching	B-EDS 122	6	12
Introduction to the Language and Literacy Landscape in the Intermediate Phase	I-LLL 110	5	10	Introduction to Natural Sciences and Technology Teaching in the Intermediate Phase	I-NST 120	5	10
				Compulsory for students who choose both Afrikaans and English as Home Language (HL) or First Additional Language (FAL): Language of Conversational Competence: isiXhosa / isiZulu / Sepedi / Setswana	C-LCX 120 C-LCZ 120 C-LCS 120 C-LCT 120	5	10
			50				52-62
Workplace Integrated Learning Year 1					I-WIL 101 (A & B)	5	18
Sub-total credits for Year 1:							120-130

YEAR 2							
SEMESTER 1				SEMESTER 2			
Students need to choose at least 1 Home Language: English Home and First Additional Language and Literacy Learning in Grade R 1 or Home Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-EHF 211  I-HLA 211 I-HLX 211 I-HLZ 211 I-HLS 211 I-HLT 211	6	19	Continue with the Home Language chosen in the previous semester: English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 2, or Home Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-EHF 222  I-HLA 222 I-HLX 222 I-HLZ 222 I-HLS 222 I-HLT 222	6	15
Education Studies 3: Curriculum, Pedagogy and Assessment	B-EDS 213	6	12	Education Studies 4: History of Education and Education Policies	B-EDS 224	6	12
Professional Studies in the Intermediate Phase 2: School and Classroom Management	I-PFS 212	6	12	Professional Studies in the Intermediate Phase 3: Social Justice and Current Issues in Education	I-PFS 223	6	12
Natural Sciences and Technology Teaching in the Intermediate Phase 1	I-NST 211	6	12	Mathematics Teaching in the Intermediate Phase 1	I-MAT 221	6	12
				Students who did not choose English as Home Language (HL), must do I-FLE 221: English First Additional Language and Literacy Teaching in the Intermediate Phase 1	I-FLE 221	6	12
				Students who did not choose English or Afrikaans as Home Language (HL) (I-EHF 211, 222), must do I-FLE 221 First Additional Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-FLA 221 I-FLX 221 I-FLZ 221 I-FLS 221 I-FLT 221	6	12
			48-63				60-63
Workplace Integrated Learning Year 2					I-WIL 202 (A & B)	6	20
Sub-total credits for Year 2:							128-146
YEAR 3							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 2: English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 3, or Home Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-EHF 313  I-HLA 313 I-HLX 313 I-HLZ 313 I-HLS 313 I-HLT 313	6	15	Continue with Language chosen in Year 2: First Additional Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana, or English First Additional Language and Literacy Teaching in the Intermediate Phase 2	I-FLA 322 I-FLX 322 I-FLZ 322 I-FLS 322 I-FLT 322  I-FLE 322	6	12
Natural Sciences and Technology Teaching in the Intermediate Phase 2	I-NST 312	6	12	Natural Sciences and Technology Teaching in the Intermediate Phase 3	I-NST 323	6	12
Education Studies 5: Sociology of Education	B-EDS 315	7	14	Professional Studies in the Intermediate Phase 4: Teacher Identity and the Profession	I-PFS 324	7	14
Mathematics Teaching in the Intermediate Phase 2	I-MAT 312	6	12	Mathematics Teaching in the Intermediate Phase 3	I-MAT 323	6	12
			50-65				38-50
Workplace Integrated Learning Year 3					I-WIL 303 (A & B)	6	22
Sub-total credits for Year 3:							122-125

YEAR 4							
SEMESTER 1				SEMESTER 2			
Continue with Language chosen in Year 3: English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 4,  or  Home Language and Literacy Teaching in the Intermediate Phase 4: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana	I-EHF 414   I-HLA 414 I-HLX 414 I-HLZ 414 I-HLS 414 I-HLT 414	7   7	15   15	Continue with Language chosen in Year 3: First Additional Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans / isiXhosa / isiZulu / Sepedi / Setswana,  or  English First Additional Language and Literacy Teaching in the Intermediate Phase 3	I-FLA 423 I-FLX 423 I-FLZ 423 I-FLS 423 I-FLT 423   I-FLE 423	7   7	15   15
Natural Sciences and Technology Teaching in the Intermediate Phase 4	I-NST 414	7	15	Mathematics Teaching in the Intermediate Phase 4	I-MAT 424	7	15
Digital Pedagogies for Teachers	B-DPT 410	5	10	Economic and Management Sciences	I-EMS 420	5	10
			40-55				25-40
Research in Education					B-RED 400 (A & B)	7	22
Workplace Integrated Learning Year 4					I-WIL 404 (A & B)	7	26
Sub-total credits for Year 4:							128-128
Total credits for the programme:							498-529

Languages of Learning and Teaching (Home Language, additional language as well as English) competence are developed throughout the programme and are formally assessed and certified for endorsement on the Degree certificate.

Students who choose English as their Home Language with Afrikaans as their First Additional Language or students who choose Afrikaans as Home Language will be required to complete the module Language of Communicative Competence. Communicative competence in a third language, as chosen by the student from isiXhosa, isiZulu, Sepedi or Setswana, and is developed throughout the programme and formally assessed and certified for endorsement on the degree certificate.

### 10.3.4 Workplace Integrated Learning (WIL)

Workplace Integrated Learning (WIL) is central to teacher education as it enables students to integrate theoretical and conceptual knowledge gained through their studies with practice-based knowledge in a professional context. During the course of their studies, students will be required to spend time across diverse classroom contexts.

WIL is learning from, through and in practice to develop your competencies to teach effectively in diverse classroom contexts. Hence the purpose of WIL is to link theoretical and conceptual understanding (gained from your studies) with pedagogical experience in situated and authentic classroom contexts. In addition, WIL provides students with the opportunity to teach and reflect on their teaching practice so as to enhance learning.

Students are required to complete the WIL requirements for a current year before being allowed to progress to a new academic year even when meeting all the academic requirements for the year. A student will be provided with an additional opportunity in the same year to meet the requirements should the student not have met the WIL requirements for the current year during the designated WIL period.

Please take note of the number of weeks you will complete each year in your programme as shown in Table 8.



**Table 8: Number of weeks for WIL programme completion**

Year	Module Code	Duration
1	I- WIL 101 B	5 Consecutive weeks
2	I- WIL 202 B	5 Consecutive weeks
3	I- WIL 303 B	6 Consecutive weeks
4	I- WIL 404 B	8 Consecutive weeks
<b>Total number of weeks</b>		<b>24 weeks</b>

### 10.3.5 Admission requirements

Admission is through one of the following options as per programme approval by the Department of Higher Education and Training:

- a. National Senior Certificate with admission to Bachelor degree studies with:
  - 50% for Home Language; and
  - 40% for English First Additional Language, or a
- b. Completed Senior Certificate with university (complete) exemption or with endorsement, prior to 2008 with:
  - 50% for Home Language; and
  - 40% for English First Additional Language, or a
- c. National Certificate Vocational (NCV) Level 4 with:
  - 70% or above for the Home Language and the First Additional Language,
  - 60% or above for four vocational subjects, or a
- d. National Professional Diploma in Education (NPDE) with Intermediate Phase specialisation with an overall percentage of 65%, or a
- e. Recognition of Prior Learning proving equivalence to a, b, c or d above linked to historical or conditional admission through mature age exemption. This avenue is available to students who have completed the National Senior Certificate, Senior Certificate, National Certificate Vocational or National Professional Diploma in Education but do not meet specific admissions requirements, including:
  - Minimum percentages for subjects or diploma and
  - Specific subjects included in the Certificate or other Qualification.

Please refer to section 12 in the Prospectus for more information regarding Recognition of Prior Learning (RPL) and the RPL policy on SANTS' website at [www.sants.co.za](http://www.sants.co.za). This includes information on mature age exemption.

### 10.3.6 Tuition fees

The tuition fees to study towards the Bachelor of Education in Intermediate Phase Teaching programme include all study material, assignments, tuition, examinations, and access to a student portal.

Annual tuition fees for the first-year enrolment range from a minimum of R22 050 to a maximum of R23 783, depending on the language choices. Tuition fees are subject to change without prior notice due to the increase in costs to present the programme.

Tuition fee payment options are available to accommodate the needs of individual students. Each payment option is related to a specified tuition fee payment date, which the student is required to rigidly adhere to. The two options available are:

- **Option 1: TWO equal** Tuition fee instalments per semester; due dates **31 March** and **31 August**.

- **Option 2: TEN equal monthly** instalments. The annual tuition fee will be divided into 10 equal payments and payable at the end of each month.

The following table serves **only as an example** of the average tuition fees per option.

Payment Options	Registration Fee	Instalment	Payment Due Date
<b>Option 1: 2 Equal Semester Payments</b>	R2 500	R10 000	31 March
		R10 000	31 August
<b>Option 2: 10 equal Monthly Payments (10 Instalments)</b>	R2 500	R2 000	28 Feb
		R2 000	31 Mar
		R2 000	30 Apr
		R2 000	31 May
		R2 000	30 Jun
		R2 000	31 Jul
		R2 000	31 Aug
		R2 000	30 Sep
		R2 000	31 Oct
		R2 000	30 Nov

Students who need to make alternative payment arrangements must contact SANTS before the commencement of a semester.

Students are expected to pay a registration fee with the first enrolment on the programme and an annual re-registration fee for each new academic year thereafter. This fee is payable before the commencement of a new academic year. This registration and re-registration fee is deducted from the annual tuition fee payable.

It should be noted that fees are charged per module as per the table below. This rate per module will be applicable for students who have to repeat a specific module. If a student elects to enrol for fewer modules than the proposed semester structure, as might be the case for part-time students, the total tuition fees due in a given calendar year may vary from the amounts listed in the table above. Applicants that are applying for a student loan or bursary should apply for a total amount that includes the tuition and study material fees payable to the institution.

**Table 9: Bachelor of Education in Intermediate Phase Teaching module fee structure**

Module Name	Code	Cost
Academic Literacy	B-ALI 110	R 1,880
Computer Literacy	B-CLI 110	R 1,880
Critical Literacies for Teachers	B-CLT 120	R 1,880
Digital Pedagogies for Teachers	B-DPT 410	R 1,840
Economic and Management Sciences	I-EMS 420	R 1,840
Education Studies 1: Theories of Child Development	B-EDS 111	R 1,880
Education Studies 2: Theories of Learning and Teaching	B-EDS 122	R 2,250
Education Studies 3: Curriculum, Pedagogy and Assessment	B-EDS 213	R 2,110
Education Studies 4: History of Education and Education Policies	B-EDS 224	R 2,110
Education Studies 5: Sociology of Education	B-EDS 315	R 2,600
English First Additional Language and Literacy Teaching in the Intermediate Phase 1	I-FLE 221	R 2,110
English First Additional Language and Literacy Teaching in the Intermediate Phase 2	I-FLE 322	R 2,230

English First Additional Language and Literacy Teaching in the Intermediate Phase 3	I-FLE 423	R 2,690
English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 1	I-EHF 211	R 2,430
English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 2	I-EHF 222	R 2,430
English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 3	I-EHF 313	R 2,440
English Home and First Additional Language and Literacy Teaching in the Intermediate Phase 4	I-EHF 414	R 2,690
First Additional Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans	I-FLA 221	R 2,110
First Additional Language and Literacy Teaching in the Intermediate Phase 1: isiXhosa	I-FLX 221	R 2,110
First Additional Language and Literacy Teaching in the Intermediate Phase 1: isiZulu	I-FLZ 221	R 2,110
First Additional Language and Literacy Teaching in the Intermediate Phase 1: Sepedi	I-FLS 221	R 2,110
First Additional Language and Literacy Teaching in the Intermediate Phase 1: Setswana	I-FLT 221	R 2,110
First Additional Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans	I-FLA 322	R 2,230
First Additional Language and Literacy Teaching in the Intermediate Phase 2: isiXhosa	I-FLX 322	R 2,230
First Additional Language and Literacy Teaching in the Intermediate Phase 2: isiZulu	I-FLZ 322	R 2,230
First Additional Language and Literacy Teaching in the Intermediate Phase 2: Sepedi	I-FLS 322	R 2,230
First Additional Language and Literacy Teaching in the Intermediate Phase 2: Setswana	I-FLT 322	R 2,230
First Additional Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans	I-FLA 423	R 2,690
First Additional Language and Literacy Teaching in the Intermediate Phase 3: isiXhosa	I-FLX 423	R 2,690
First Additional Language and Literacy Teaching in the Intermediate Phase 3: isiZulu	I-FLZ 423	R 2,690
First Additional Language and Literacy Teaching in the Intermediate Phase 3: Sepedi	I-FLS 423	R 2,690
First Additional Language and Literacy Teaching in the Intermediate Phase 3: Setswana	I-FLT 423	R 2,690
Fundamental Mathematics	B-FMA 110	R 1,880
Home Language and Literacy Teaching in the Intermediate Phase 1: Afrikaans	I-HLA 211	R 2,110
Home Language and Literacy Teaching in the Intermediate Phase 1: isiXhosa	I-HLX 211	R 2,110
Home Language and Literacy Teaching in the Intermediate Phase 1: isiZulu	I-HLZ 211	R 2,110
Home Language and Literacy Teaching in the Intermediate Phase 1: Sepedi	I-HLS 211	R 2,110
Home Language and Literacy Teaching in the Intermediate Phase 1: Setswana	I-HLT 211	R 2,110
Home Language and Literacy Teaching in the Intermediate Phase 2: Afrikaans	I-HLA 222	R 2,110
Home Language and Literacy Teaching in the Intermediate Phase 2: isiXhosa	I-HLX 222	R 2,110
Home Language and Literacy Teaching in the Intermediate Phase 2: isiZulu	I-HLZ 222	R 2,110
Home Language and Literacy Teaching in the Intermediate Phase 2: Sepedi	I-HLS 222	R 2,110
Home Language and Literacy Teaching in the Intermediate Phase 2: Setswana	I-HLT 222	R 2,110
Home Language and Literacy Teaching in the Intermediate Phase 3: Afrikaans	I-HLA 313	R 2,230
Home Language and Literacy Teaching in the Intermediate Phase 3: isiXhosa	I-HLX 313	R 2,230
Home Language and Literacy Teaching in the Intermediate Phase 3: isiZulu	I-HLZ 313	R 2,230
Home Language and Literacy Teaching in the Intermediate Phase 3: Sepedi	I-HLS 313	R 2,230
Home Language and Literacy Teaching in the Intermediate Phase 3: Setswana	I-HLT 313	R 2,230
Home Language and Literacy Teaching in the Intermediate Phase 4: Afrikaans	I-HLA 414	R 2,690
Home Language and Literacy Teaching in the Intermediate Phase 4: isiXhosa	I-HLX 414	R 2,690
Home Language and Literacy Teaching in the Intermediate Phase 4: isiZulu	I-HLZ 414	R 2,690
Home Language and Literacy Teaching in the Intermediate Phase 4: Sepedi	I-HLS 414	R 2,690
Home Language and Literacy Teaching in the Intermediate Phase 4: Setswana	I-HLT 414	R 2,690
Introduction to Mathematics Teaching in the Intermediate Phase	I-MAT 120	R 1,880
Introduction to Natural Sciences and Technology Teaching in the Intermediate Phase	I-NST 120	R 1,880

Introduction to the Language and Literacy Landscape in the Intermediate Phase	I-LLL 110	R 1,880
Language of Conversational Competence: isiXhosa	C-LCX 120	R 1,730
Language of Conversational Competence: isiZulu	C-LCZ 120	R 1,730
Language of Conversational Competence: Sepedi	C-LCS 120	R 1,730
Mathematics Teaching in the Intermediate Phase 1	I-MAT 221	R 2,110
Mathematics Teaching in the Intermediate Phase 2	I-MAT 312	R 2,230
Mathematics Teaching in the Intermediate Phase 3	I-MAT 323	R 2,230
Mathematics Teaching in the Intermediate Phase 4	I-MAT 424	R 2,690
Natural Sciences and Technology Teaching in the Intermediate Phase 1	I-NST 211	R 2,110
Natural Sciences and Technology Teaching in the Intermediate Phase 2	I-NST 312	R 2,230
Natural Sciences and Technology Teaching in the Intermediate Phase 3	I-NST 323	R 2,230
Natural Sciences and Technology Teaching in the Intermediate Phase 4	I-NST 414	R 2,690
Professional Studies in the Intermediate Phase 1: Classroom Practice	I-PFS 121	R 1,880
Professional Studies in the Intermediate Phase 2: School and Classroom Management	I-PFS 212	R 2,110
Professional Studies in the Intermediate Phase 3: Social Justice and Current Issues in Education	I-PFS 223	R 2,110
Professional Studies in the Intermediate Phase 4: Teacher Identity and the Profession	I-PFS 324	R 2,600
Research in Education	B-RED 400	R 3,550
Workplace Integrated Learning Year 1 (A & B)	I-WIL 101	R 2,890
Workplace Integrated Learning Year 2 (A & B)	I-WIL 202	R 3,060
Workplace Integrated Learning Year 3 (A & B)	I-WIL 303	R 3,490
Workplace Integrated Learning Year 4 (A & B)	I-WIL 404	R 4,070

**\* Please note:**

- The cost per module is fixed for a specific calendar year only and may vary in future years of study due to possible annual price increases.
- Special Assessments: A nominal fee may apply when students are granted access to a special assessments.

### 10.3.7 Closing date for new applications

SANTS will have two intakes annually, namely a January and July intake. The closing date for admission in January will be **31 October** of the previous year. The closing date for a July intake will be **31 May** of that year.

## 11. APPLICATION AND ADMISSION PROCESS

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### 11.1 Application

Applications can only be submitted online. Visit SANTS' website at [www.sants.co.za](http://www.sants.co.za) and select *Apply Now*. Alternatively select MySANTS, followed by *Apply Now*. Please take note of the following before you start your online application:

- It is important to have an email account that you have access to. This account will be used for communication purposes.
- The online application will start with the following steps:
  - You will be required to provide your details.
  - You will be required to create a profile by selecting and confirming a password. Please remember this password as it will be used to log in to your profile.
  - You will be required to provide your contact details.

- Upload documents. Please make sure that you have certified copies of your ID document, matric certificate, and qualifications. It is recommended that you have all your relevant documentation electronically ready before you start your application to enable a smooth process of applying.
- Pay a non-refundable application fee of R250. The proof of payment needs to be uploaded to your profile. Ensure that you use your ID number as the reference when you make this payment.
- Your application will be evaluated against the admission requirements of the respective qualification on offer once these steps have been completed.
- The outcome of your application will be communicated via notification and email.
- Successful applicants will be required to log in and complete the following steps:
  - Language selection.
  - Select and confirm your preferred method to receive your study material.
  - Pay a registration fee. The proof of payment needs to be uploaded to your profile.
- You will receive a notification and email, confirming your admission once all steps have been completed.

It is recommended that you have all your relevant documentation electronically ready before you start your application to enable a smooth process of applying.

Please follow the steps as you complete the online application. SANTS will guide and assist you throughout the application process. Applicants will be informed of the outcome of the applications.

## **11.2 Admission**

Applicants who met the admission requirements of the respective programmes, and completed all the above-mentioned steps, by the due dates, can be admitted to the programme. An Admission letter will be sent via email as confirmation.

## **12. RECOGNITION OF PRIOR LEARNING**

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### **12.1 Recognition of Prior Learning for access to the Bachelor of Education Programmes**

SANTS applies Recognition of Prior Learning (RPL) in line with national higher education legislative and policy frameworks. Any prospective student may apply for the evaluation of previous informal and non-formal learning as a form of possible alternative access to any of the three programmes as follows:

The RPL process for the Bachelor's degrees applies specifically to admission through mature age exemption. To apply in terms of the mature age exemption applicants must be at least 23 years of age; USAf (<https://www.usaf.ac.za/>). This avenue is available to students who have completed the National Senior Certificate or the Senior Certificate (and other qualifications listed in the Admission Requirements, or equivalent) but do not meet specific admissions requirements, including:

- Minimum percentages for subjects or diploma; and
- Specific subjects included in the Certificate or other qualification (Home Language and English First Additional Language).

Information for applicants who wish to apply for admission through an RPL process is provided in the RPL Policy and Procedures available on the SANTS website. The applicant must complete and submit the required RPL application form, self-assessment, portfolio of evidence and proof of payment for the evaluation as prescribed in the RPL policy and procedures.

SANTS offers two types of RPL. The first is RPL for access via our RPL Instrument which is a tool used for self-directed compilation of a Portfolio of Evidence (PoE) (see link: <https://bit.ly/3FTn394>). The second type of RPL focuses on RPL pedagogy (RPLP) as a yearlong programme. After the assessment of the self-directed PoE has been submitted the outcomes are shared with the candidate. If the candidate's PoE is successful they are allowed to register for the relevant programme. If the candidate is unsuccessful they may be invited to undergo a 12-month programme (RPLP) which, if completed successfully, gives them access to our BEd (Foundation or Intermediate Phase Teaching) programme for the following year.

To apply for RPL for access, the first step is to notify SANTS via email that you wish to be RPL'd at which stage a basic document analysis will take place via the SANTS Administration department. Should you be considered as a viable candidate and taking into account aspects such as your age; work/life experience related to education; previous qualifications and certificates; partial qualifications; matric results and language competencies, you will be invited to use the RPL policy tool to complete the RPL instrument. This is a self-directed assessment process that requires of the student to carefully go through the RPL Instrument, answer questions and submit certain documents in the form of a Portfolio of Evidence (PoE). The cost attached to doing this process is (R1000). Note that once completed and submitted, the candidate's submission is assessed against the cost of an external evaluation making use of a predetermined rubric. The SANTS Academic Student Assessment Committee (ASAC) will then meet to evaluate each individual assessment before finalizing the result. The candidate is informed via email and an official letter of one of the following outcomes:

- Entry to the BEd in (Foundation or Intermediate Phase teaching) programme offered by SANTS without further work required;  
or
- Invitation to complete the 12 month RPL pedagogy programme (RPLP) to gain entry into the BEd in (Foundation or Intermediate Phase teaching) programme offered by SANTS.
  - The RPL pedagogy programme (RPLP) is designed to fill in the gaps in the student's foundational knowledge, preparing them for the BEd (Foundation or Intermediate Phase Teaching) programme of study and validating their existing knowledge. Should it be confirmed that the student needs to complete the RPLP, there are two costs involved:
    - The cost for the assessment of the RPLP PoE  
and
    - The cost of each module that the student will have to complete over the 12 month period. These modules are designed to establish both the student's capacity to study through SANTS and to provide them with underpinning foundational knowledge that will assist them in their study programme of choice.
  - The RPLP consists of a number of steps that must be successfully completed in order to demonstrate eligibility for the BEd in (Foundation or Intermediate Phase Teaching) programme:
    - a) Submission of the RPL PoE and confirmation this is signed off for RPLP;
    - b) Strengthening of the initial self-directed tool into the Portfolio of Evidence (PoE) which informs the RPLP process;
    - c) Providing proof that you are either currently teaching or have access to a school that you can work in to be observed twice in 12 months;
    - d) Submitting 6 monthly journal entries (one every second month =3 per semester);
    - e) Completing up to 7 modules (3 in the first semester and 4 in the second semester) dependent on the evaluation of the RPL PoE outcome;
    - f) Submitting and passing two assignments and one exam per module that needs to be completed;
    - g) Attending two RPL workshops to develop your RPLP PoE;

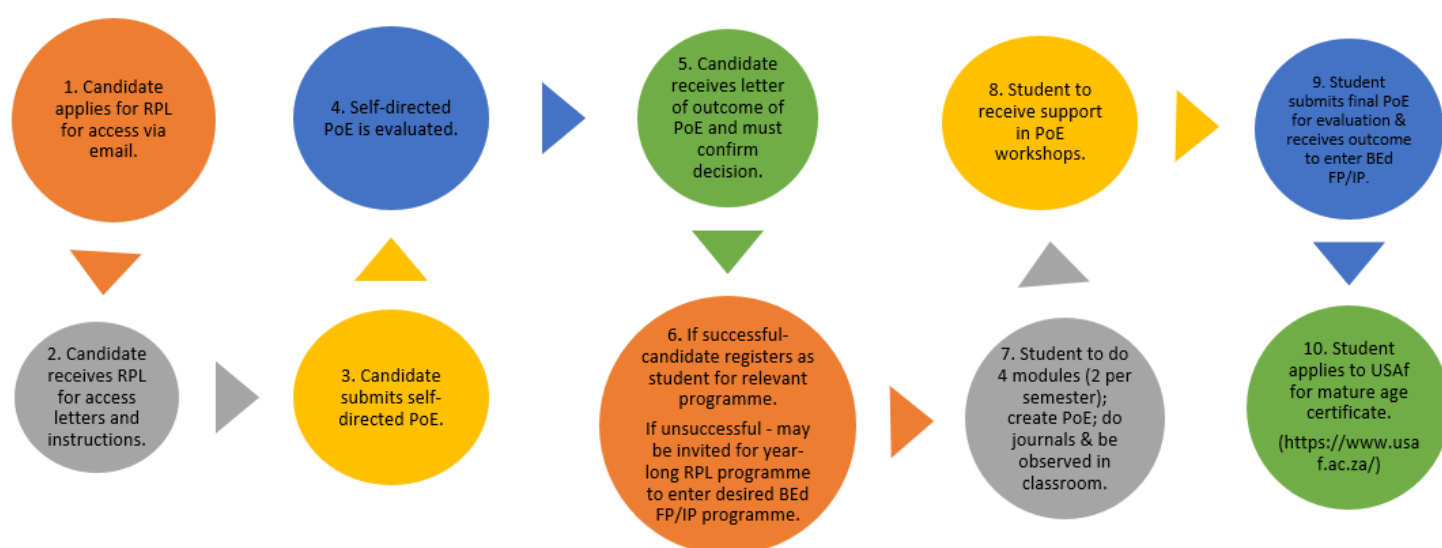


- h) Participating in a challenge interview if deemed necessary;
- i) Submitting your final RPLP PoE by the deadline provided.
- j) Applying to USAf (<https://www.usaf.ac.za/>) for a mature age exemption certificate.

Note that at no stage does engaging in the RPL processes (RPL Instrument or RPLP PoE) guarantee the student entrance into the qualification for which they have applied. Registration for the applied programme can also only take place if all necessary fees have been paid, RPL PoE is successfully completed or alternatively the full 12 month programme (RPLP) has been achieved with the student passing ALL of their modules. Please see diagram below (12.4) for a visual representation of programme.

Please see diagram below (12.2) for visual representation of the programme.

## 12.2 Visual outline of RPL processes at SANTS



- BEd FP: BEd (Foundation Phase Teaching), BEd IP: BEd (Intermediate Phase Teaching). Student applies for mature age certificate. See number 10.
- RPL year-long programme: Student must pass all 4 modules – FP and IP (R-ALI 110; R-LLL 110; R-EDS 111 & R-FMA 110)
- Students must pay for RPL for access and RPL programme
- No credits are given for these modules or for previous study modules.
- Student must submit all 6 journal entries.
- Student must attend PoE workshops.
- Student must be observed twice in the 12 months in a classroom. One baseline visit and one follow up.
- Student must complete and pass PoE. Student to be interviewed on gaps in first PoE.

## 13. CREDIT ACCUMULATION TRANSFER

SANTS applies Credit Accumulation Transfer (CAT) in line with national higher education legislative and policy frameworks. Any prospective student may apply for the evaluation of previous formal credit-bearing learning within the Higher Education Qualification Sub-Framework for CAT. Please refer to SANTS' Policy on Credit Accumulation and Transfer available on the SANTS website for the relevant application forms and procedures.

## 14. STUDENT HEALTH AND WELLNESS

As a distance education institution, SANTS understands that studying forms but one part of students' lives. While studying may influence other areas of life, so too could students' general health and well-being influence their ability to study. Students are encouraged to seek help from appropriate professionals and/or organisations when it is needed to maintain their optimum health and well-being.

When timeously informed of a student's health and well-being challenges, SANTS will make every effort to support the student's continued academic progress within our Assessment and Workplace Integrated Learning policy frameworks.

## 15. POLICY ON DISABILITY

No student or staff member will be discriminated against based on disability. As a private distance education institution, SANTS shall reasonably accommodate any student who can study efficiently with the study material available. Reasonable accommodation for students may include accommodations relating to assessment, for example, extra time or enlarged-print examination papers. The institution may request medical or other relevant and professional confirmation of an impairment where a request for the provision of accommodation received warrants this.

## 16. DIRECTORS, EXECUTIVES AND MANAGEMENT

Initials and Surname	Designation
Mr J Bernard	Managing Director
Dr PB Bernard	Director
Prof I Joubert	Executive Academic Director
Dr M Bruwer	Academic Head: Early Childhood Education
Dr G Harrison	Academic Head: BEd (Foundation Phase Teaching)
Mr H Kruger	Academic Head: BEd (Intermediate Phase Teaching) (Acting)
Mrs E Baxen	Academic Implementation Manager
Dr E Eberlein	Head: Workplace Integrated Learning
Mrs J Ferreira- Prevost	Head: Academic Quality Enhancement
Mrs M Joubert	Administration Manager
Mrs R Brits	Logistics Manager
Mr J Beneke	Finance Manager
Mr JJ van Zyl	Marketing and Communications Manager

## 17. ACADEMIC DEPARTMENT

Table 10 contains details of SANTS' academic personnel at the Head Office.

**Table 10: Academic personnel**

Designation	Surname, Initials	Higher Academic Qualifications
Executive Academic Director	Prof Joubert, JC	PhD (UP), MEd (UP), BEd HED (UNISA), BA (NWU), HDB (NWU)
Academic Head: Dip (Early Childhood Education)	Dr Bruwer, M	PhD (UP), MEd (UP), BEd Hons (UP), B.Prim.Ed (UP)
Academic Head: BEd (Foundation Phase Teaching)	Dr Harrison, GD	PhD (UCT), MEd (UCT), BEd Hons (UCT), B. Prim Ed (UCT)
Academic Head: BEd (Intermediate Phase Teaching) (Acting)	Kruger, H	PhD (in progress), MEd (UP), BEd Hons (UP), BEd EMS (UP)
Academic Quality Enhancement Manager	Ferreira- Prevost, J	MEd (UP), BEd Hons (UP), HED (UP), BA (UP)

Head: Workplace Integrated Learning Manager	Dr Eberlein, E	PhD (UP), MEd (UP), BEd Hons (UP), BPrim Ed (UNISA)
Academic Implementation Manager	Baxen, EY	PhD (in progress), MEd (UP), BEd Hons (UNISA), ACE (UNISA), Dip Senior Primary Diploma (HCE)
Lecturer: BEd (Foundation Phase Teaching)	Dr Viviers, T	PhD (UP), MEd (UP), BEd Hons (UP), BEd (UP)
Lecturer: BEd (Foundation Phase Teaching)	Odendaal, J	PhD (in progress), MEd (UP), BEd Hons (UP), BEd (UP)
Lecturer: BEd (Foundation Phase Teaching)	Bloem, R	PhD (in progress), MPhil (SUN), ACE (NWU), BEd (NWU)
Lecturer: BEd (Foundation Phase Teaching)	Engelbrecht, L	MEd (in progress), BEd Hons (UNISA), BEd (UP)
Lecturer: BEd (Foundation Phase Teaching)	Ngema, T	MEd (in progress), BEd Hons (UP), BEd (UP)
Lecturer: BEd (Foundation Phase Teaching)	Rademeyer, JC	BEd Hons (SU), PGCE (SU), BA (SU)
Lecturer: BEd (Foundation Phase Teaching)	Wilson, E	MEd (UP), BEd Hons (UP), BEd (UP)
Lecturer: BEd (Foundation Phase Teaching)	Thusi, W	PhD (In Progress), MEd (KZNU), BEd Hons (UNISA), Higher Diploma in Education (UNISA).
Lecturer: BEd (Foundation Phase Teaching)	Zukani, NM	PhD (in progress), MEd (UFH), BEd Hon (UFH), PGCE (UFH), BA (UWC)
Lecturer: BEd (Foundation Phase Teaching)	Raphasha, M	Bed Hons (UNISA), ACE (UNISA), BTech HRD (UNISA) Dip (KMCE)
Lecturer: BEd (Foundation Phase Teaching)	Mohale, E.	MA (in progress), BA Hons (UJ), BA (UJ)
Lecturer: BEd (Intermediate Phase Teaching)	Dr Joubert, V	PhD (UP), MEd (UP), BEd Hons (UP), BEd (UP)
Lecturer: BEd (Intermediate Phase Teaching)	Le Hanie, L	PhD (in progress), MEd (UP), BEd Hons (UP), HDE (NKP)
Lecturer: BEd (Intermediate Phase Teaching)	Willemse, J	MEd (UP), BEd Hons (UP), BEd (UP)
Lecturer: BEd (Intermediate Phase Teaching)	Ncam, L	BEd Hons (UFH), BEd (WSU)
Lecturer: BEd (Intermediate Phase Teaching)	Minnie, J	BEd Hons (UNISA), HED (NKP)
Lecturer: BEd (Intermediate Phase Teaching)	Dlamini, WM	BA Hons (UP), BEd (UP)
Lecturer: BEd (Intermediate Phase Teaching)	Mahlobogoane, M	BA Hons (UP), BEd (UP)
Lecturer: BEd (Intermediate Phase Teaching)	Akontoh, B	MEd (coursework) (UJ), BEd Hons (UNISA), BEd (UJ)
Lecturer: BEd (Intermediate Phase Teaching)	Thengimfene, A	MEd (in progress), BA Hons (NMU), BEd (WSU)
Lecturer: BEd (Intermediate Phase Teaching)	Mmanamela, A	MA (in progress), BA Hons (UJ), BEd (UJ)
Lecturer: BEd (Intermediate Phase Teaching)	Motsei, A.	Diploma in Tertiary Education (UP), BA (University of the North)
Lecturer: BEd (Intermediate Phase Teaching)	Israel, S.	Med (UNISA), BA Hons (UNISA), Higher Diploma in Education (UNISA), BA (UN)
Lecturer: (Early Childhood Education)	Bopalamo, T	MEd (in progress), BEd Hons (NWU), BEd (NWU)

Lecturer: (Early Childhood Education)	Moja, P	BEd Hons (UNISA), HDE (Vista), BA (Vista)
Lecturer: (Early Childhood Education)	Willemse, K	PhD (in progress), MEd (UP), BEd Hons (UP), BEd (UP)
Lecturer: (Early Childhood Education)	Rikhamba, R	BEd Hons (UP), BEd (UP)
Lecturer: (Early Childhood Education)	Chakawanej, V	MEd (in progress), BSc Hons (UNISA), BSc (Midlands State University)
Lecturer: (Early Childhood Education)	Bouwer, M	MEd (UP), BEd Hons (UP), BEd (UP)
Lecturer: (Early Childhood Education)	Du Preez, M	MEd (UP), BEd Hons (UP), PGCE (UP), BSocSci (UP)
Lecturer: (Early Childhood Education)	Kunene, PF	MEd (UNISA) (in progress), BEd Hons (UNISA), Post-graduate Diploma (UNISA); Higher Education Diploma (UNISA), Registered Assessor, Registered Moderator
Lecturer: (Early Childhood Education)	Pretorius, L	PhD (in progress), MEd (UP), BEd Hons (UP), PGCE (UP), BA (UP)
Chief Compliance Officer	Smit, J	BCom Hons (PIHE), BCom (Regent Business School)
Academic Quality Assurer	Anderson, EN	BEd (UNISA) ABET Higher Diploma, ABET Higher Certificate, Early Childhood Level 1, 2 and 4, Registered Assessor, Registered Moderator
Academic Quality Assurer	Morife, JF	BTech (TUT), Junior Primary Teachers Diploma (Transvaal College of Education); Library Certificate; Assessor Certificate

## 18. GENERAL INFORMATION

### 18.1 Payment to SANTS

All payments must be made via bank deposits, electronic transfers or at an ATM advance machine at your nearest retail bank into the following bank account:

SANTS Banking Details	
Account holder	SANTS
Bank	First National Bank
Branch	Menlyn
Branch Code	252-445
Account Number	6243 887 2261
Reference	Applicant's ID number and surname

Make a cash or cheque deposit quickly, easily and securely at an ATM Advance machine at your nearest retail bank. Follow these easy steps:

<b>Step 1</b>	<b>Press any button.</b>	<b>Press any button</b>
<b>Step 2</b>	Select "Cash Deposit" or "Deposit Cheque"	Select "Cash Deposit" or "Deposit Cheque"
<b>Step 3</b>	Key in the account number	6243 887 2261
<b>Step 4</b>	Key in the reference number	Applicant's ID number and surname

<b>Step 5</b>	Type in your name	Your name
<b>Step 6</b>	Key in your telephone number	Your telephone number
<b>Step 7</b>	Insert your cash or cheque	Insert your cash into the envelope being provided at the ATM.
<b>Step 8</b>	Confirm cash deposit or verify cheque deposit	Confirm amount
<b>Final Step</b>	Take your receipt	Take your receipt and fax proof of payment to SANTS

## 18.2 Bursaries and loans

SANTS makes 5 bursaries available per semester. Each bursary is to the value of one academic semester. Please refer to the Terms and Conditions at [www.sants.co.za](http://www.sants.co.za).

Please visit the nearest and preferred financial services provider for more information on student loans. Students are welcome to approach their local municipality or office of the department of education to apply for possible teaching bursaries.

## 18.3 Contact details

<b>Student Bureau:</b>	0800 872687 / 087 353 2504
<b>Postal Address:</b>	SANTS P.O. Box 72328 Lynnwood Ridge 0040
<b>Physical Address:</b>	SANTS 13 Umgazi Street Menlo Park Pretoria 0081
<b>Email address:</b>	info@sants.co.za
<b>Website:</b>	<a href="http://www.sants.co.za">www.sants.co.za</a>
<b>Facebook Page:</b>	@SANTSPrivateHigherEducationInstitution
<b>Twitter:</b>	@SANTS_Education

## 18.4 Tuition and Registration Fee Refunds

Please direct a formal request for refunds on the Enquiry component of MySANTS. Take note that refund requests will be subject to an admin fee relating to the printing and distribution of material. Furthermore, the registration fee of R2 500 will not be refunded once the semester has officially commenced.



