

## DESCRIPTION

The Advanced Diploma in Technical and Vocational Teaching is a professional teaching/lecturing programme that 'caps' an undergraduate degree or an approved diploma. Therefore, graduates who complete this programme will be deemed 'professionally qualified' by the Department of Higher Education and Training (Technical & Vocational Education & Training – TVET – Colleges) and the Department of Basic Education (Further Education and Training – FET – Schools).

Students who are employed as lecturers or teachers in the vocational sector and who are currently deemed 'academically qualified and professionally unqualified' can complete the programme within an extended timeframe (18 Month | 2 Year). This also includes those who are employed in business, commerce or industry and wish to become qualified TVET lecturers/vocational teachers. Students will be equipped with educational theory and methodology to supplement their experience and prior knowledge in the education context, so they may, upon graduation, be deemed 'academically and professionally qualified'.

Those students who have completed their subject disciplinary studies (e.g., Tourism, Engineering, Commerce, etc.) and wish to join the college or vocational school sector, can complete the programme within the minimum timeframe (1 Year). The programme offers entry-level initial professional preparation for undergraduate degree or diploma holders who wish to be 'professionally qualified' as college lecturers and vocational classroom teachers in one chosen subject discipline in the vocational sector.

The AdvDip (TVT) offers a progressive theoretical foundation in vocational education and extensive Work Integrated Learning (WIL) experience that encompasses both the college and school contexts where teaching takes place in Teaching Practice (TP) engagements. It also offers a Workplace-based Learning (WBL) engagement, where students explore and are assessed in the world of work towards which they are/will be teaching.

The programme also offers opportunities for students to apply for recognition of prior learning, generally in the WIL components of the programme (TP & WBL). Successful candidates in the vocational school sector may be registered with the South African Council for Educators (SACE).

## ADMISSION REQUIREMENTS

- an appropriate Bachelor's degree (NQF 6/7); **OR**
- an appropriate 360 credit National Diploma (NQF 6).

An appropriate diploma or degree is one that includes disciplinary learning in cognate, (i.e., similar, or related) and appropriate academic fields to enable lecturing a technical or vocational subject or field as taught in institutions offering TVET programmes.

(NOTE: this definition includes TVET Colleges as well as Special, Commercial and Technical High Schools).

The underpinning disciplinary knowledge, or a substantial part thereof, in the prior qualification must have been studied at the exit level of the entry qualification (NQF Level 6 / NQF Level 7). Where disciplinary subject knowledge is insufficient, additional learning units/modules/courses may be required before the student may register for this qualification.

In addition, a prospective student's conversational competence in an African Language as well as competence in computer proficiency will be assessed upfront on application, and if necessary, students will be required to complete additional modules to reach the required levels of competence. The credits related to these modules will not be included in the 120 credits for the programme.

You may download the Additional Application Requirements document on our website (Under the Entry requirements section of the AdvDip (TVT) qualification) for full details.





## MINIMUM SYSTEM REQUIREMENTS

- Wi-Fi: Reliable broadband Internet access (Wi-Fi is available on all of our campuses, but you may prefer access from home as well).
- Web browser: Microsoft Edge/Chrome/Safari/Opera/FireFox.
- Computer/Laptop: A current Windows or Apple Mac computer/laptop capable of running the Office 365 software (which STADIO provides you as a STADIO student). Office 365 includes Word, Excel, PowerPoint and Outlook.
- PDF Viewer: The free Adobe Acrobat software.
- Scanning documents: Ability to scan and upload documents (typically from your cellphone or smartphone).
- Email/cellphone for notification and communication.
- Communication: A cellphone or smartphone for receiving notifications and communication (additionally WhatsApp is recommended for collaborating in student groups).

## WORK-INTEGRATED LEARNING: TEACHING PRACTICE

Students are required to complete four weeks (20 days) of consecutive teaching practice in which they conduct observations. Observations are dictated by the subject discipline for which they are registered. These observation sessions must be conducted during the STADIO semester one academic period.

Furthermore, students are required to complete four weeks (20 days) of consecutive teaching practice in which they conduct teaching practice lessons. Teaching practice lessons are dictated by the subject discipline for which they are registered. These teaching practice sessions must be conducted during the STADIO semester two academic period.

Students will register for the WIL modules based on the intake month and duration of the programme for which they are registered.

## WORK-INTEGRATED LEARNING: WORKPLACE-BASED LEARNING

Students are required to complete two weeks (10 days) of consecutive workplace engagements. These engagements are dictated by the subject discipline for which they are registered. These engagements must be conducted during the STADIO semester two academic period.

Students will register for the WIL modules based on the intake month and duration of the programme for which they are registered.

## RULES OF PROGRESSION

To complete the qualification the student must successfully complete all modules:

- Pedagogy and Curriculum in Vocational Education
- The Individual in Society – a vocational perspective
- Vocational Education – perspectives from History and Philosophy
- Vocational Pedagogy becomes a Signature Pedagogy
- Work-integrated learning (WIL): Teaching Practice (A)
- Work-integrated learning (WIL): Teaching Practice (B)
- Work-integrated learning (WIL): The Workplace and Context of Vocational Education

Students must register for Work-integrated learning - Teaching Practice: Part A before Work-integrated learning - Teaching Practice: Part B

- Computer Literacy Endorsement: Students graduating with an AdvDip (TVT) must be computer literate.  
If a student has successfully completed a module in End-User Computing at an accredited Higher Education provider, they may apply for a transfer of credits under the Credit Accumulation and Transfer (CAT) policy. Alternatively, if a student has acquired the required End User Computer skills through informal/non-formal learning, they may apply for the EUC exemption assessment under the Recognition of Prior Learning (RPL) policy. You may download the Additional Application Requirements document on our website (Under the Entry Requirements section of the AdvDip (TVT) qualification) for full details.
- Language endorsement: Students graduating with a AdvDip (TVT) must have conversational language competence in an African language.  
If a student has successfully completed a module in an African Language at an accredited Higher Education provider, they may apply for a transfer of credits under the Credit Accumulation and Transfer (CAT) policy. Alternatively, if a student has acquired the required competency in an African Language through informal/non-formal learning, they may apply for an exemption assessment under the Recognition of Prior Learning (RPL) policy. The Language Conversational competency assessment is an oral diagnostic assessment designed to evaluate proficiency in an African Language. You may download the Additional Application Requirements document on our website (Under the Entry Requirements section of the AdvDip (TVT) qualification) for full details.

## CURRICULUM OUTLINE (1 YEAR)

SEMESTER 1	1st YEAR
Compulsory (All)	WIL: Teaching Practice (A) VTPA172 (12 credits)
	Vocational Education – perspectives from History and Philosophy VHP172 (16 credits)
	Pedagogy and Curriculum in Vocational Education VPC172 (22 credits)
	The Individual in Society – a vocational perspective VPS172 (16 credits)
Electives	End-User Computing EUC152 (10 credits) *  [Students can choose to complete this module in any semester]
	Language Conversational isiXhosa LCX152 (10 credits) * OR Language Conversational isiZulu LCZ152 (10 credits) * OR Language Conversational Sepedi LCSP152 (10 credits) * OR Language Conversational Setswana LCSW152 (10 credits) * OR Language Conversational Xitsonga LCXTS152 (10 credits) *  [Students can choose to complete this module in any semester]
SEMESTER 2	1st YEAR
Compulsory (All)	WIL: Teaching Practice (B) VTPB172 (12 credits)
	WIL: The Workplace and Context of Vocational Education VWB172 (16 credits)
	Vocational Pedagogy becomes a Signature Pedagogy VVS172 (26 credits)
<b>CREDITS PER YEAR</b>	<b>120</b>

\* The module credits of End-User Computing and the Language Conversational module do not contribute to the total module credits of the programme.

The credits for each module in the curriculum outline table is shown in brackets.

## ARTICULATION POSSIBILITIES

A completed Advanced Diploma in Technical and Vocational Teaching may be presented:

1. As vertical articulation, for entry into a Post-Graduate Diploma or a Bachelor of Education Honours degree in a cognate field;
2. As horizontal articulation, for entry into an Advanced Diploma in Technical and Vocational Education and Training; and
3. As downward articulation, for entry into an Advanced Certificate in Technical and Vocational Education and Training.

The AdvDip (TVT) is not a stand-alone qualification. The preceding degree or diploma and the AdvDip (TVT) together constitute professionally qualified status as a TVT lecturer.

## CAREER OPPORTUNITIES

SPECIALIST SUBJECT LECTURER IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

SUBJECT TEACHER IN SPECIAL, COMMERCIAL AND TECHNICAL HIGH SCHOOLS