

DESCRIPTION

The Advanced Diploma in Technical and Vocational Teaching is a professional 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).

Students who are employed as lecturers 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. 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 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 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 the college 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 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.

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 AdvDip (TVT) student's competence in an African language, as well as computer proficiency, will be assessed at the outset of the programme. These are programme requirements, as determined by regulation, and must be confirmed during the admission process.

Proof of competence of both must be provided at admission stage. Prospective students can demonstrate this competence through prior study (e.g. a relevant Senior Certificate subject, an appropriate ICT module completed as part of a post-school qualification, or an accredited short course). You may download the Additional Application Requirements document on our website (Under the Entry Requirements section of the PGCE qualification) for full details. If you do not have formal proof, but believe you are competent, you will have the opportunity to complete a diagnostic assessment.

If you cannot provide proof of competence, or if the diagnostic assessment shows that further development is needed, you will be required to register for an additional support module. This will be End-User Computing (EUC152) for computer literacy, or a Language Conversation module for African language competence.





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 in a South African TVET College 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

CURRICULUM OUTLINE (1 YEAR)

SEMESTER 1	1st YEAR
Compulsory (All)	End-User Computing EUC152 (10 credits) *
	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)
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)
	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) *
CREDITS PER YEAR	120

* 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

FACILITATOR FOR TRADE AND NON-TRADE OCCUPATIONAL QUALIFICATIONS