

# STADIO

## HIGHER EDUCATION

### SCHOOL OF EDUCATION

## ADVANCED DIPLOMA IN TECHNICAL AND VOCATIONAL TEACHING

NQF 7 | 120 CREDITS | SAQA ID: 118635 | MIN. 1 YEAR

MODE: DISTANCE LEARNING

### CAREER OPPORTUNITIES

- SPECIALIST SUBJECT LECTURER IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES
- SPECIALIST SUBJECT TEACHER IN SPECIAL, COMMERCIAL AND TECHNICAL HIGH SCHOOLS

### 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).

The AdvDip (TVT) is offered both part-time and full-time. The part-time programme is designed for those students who are employed as lecturers or teachers in the vocational sector and who are currently deemed 'academically qualified and professionally unqualified'. It 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'.

The full-time programme is designed for 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. 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.

## DESCRIPTION CONTINUED

The Adv Dip (TVT) offers not only a progressive theoretical foundation in vocational education, but also an 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 appraised 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).

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

## MODE OF DELIVERY - DISTANCE LEARNING (ONLINE DISTANCE)

The programme is offered in STADIO's **Online Distance** mode of delivery. STADIO's distance-learning programmes offer students excellent, quality education, without the requirement of having to attend compulsory venue-based classes. Distance-learning students study with flexibility wherever they are, on a study schedule that suits their circumstances.

Upon registration, distance-learning students receive access to STADIO's state-of-the-art learning management system (Canvas). Students have access to all learning materials on this platform, including a detailed plan for the semester/year indicating all the learning and assessment activities. Study material and any additional teaching resources will be available online. However, students may also request study guides in printed format, if preferred. Students will access, complete, and submit all formative assessment tasks (assignments and tests) online. Summative assessments will mostly be venue-based.

Distance-learning students may also join and participate in scheduled live lecturing sessions online, at critical points during the semester, to integrate concepts and ask questions. These classes will be presented by either the lecturer or an external professional or industry specialist. Recordings of these sessions will be available online. The schedule for the online classes will be available on the learning management system at the start of the semester.

Students will always have access to a module Question and Answer forum, where they can ask questions on the material. The lecturer will respond to their queries in this forum or during the scheduled consultation engagements. All lecturers will have weekly online consultation meetings, where students can join to ask questions or to discuss aspects of the work.

Distance learning is suited to students who want to study from wherever they are, without having to attend classes in person at a venue. Other than the requirement to submit assessment tasks on time, distance learning offers the student flexibility to plan his/her own study schedule. This option is also ideal for working adults, mature learners, or for school-leavers who enjoy learning at their own pace, live distantly from STADIO's campuses, or who have other commitments to attend to during the day. Even though learning happens at a distance, the student still has access to expert lecturers, up-to-date study material and peer engagement via the virtual learning environment. Studying via distance learning is largely enabled through technology. You need access to a computer, as well as internet connectivity, to access and submit your assessments, and to join live sessions or watch recordings online.

## OUTCOMES

1. Enact (i.e., integrate with their practice) a broad understanding of the foundations of education (philosophy, psychology, politics, economics, sociology, and history), as these foundations pertain to the TVET sector/vocational schools and the world of work in a 21st century (post-coronavirus) society,
2. Design teaching-learning situations according to the principles, theories, practices, and methods of an effective teaching practice, and be able to create a seamless transfer if, and when, required between classroom, laboratory, workshop and simulation venue and the workplace,
3. Apply the principles of a vocational teaching practice, within a methodological framework and set of principles to create authentic and appropriate learning opportunities for students within the scope of their subject discipline,
4. Demonstrate a clear understanding of who their students are. This includes understanding and responding to students' diversity in terms of socio-economic background, age, gender, sexual orientation, culture, life, and work experience, learning styles and aspirations,
5. Know when and how to reach out and work in partnership with professional (in-house and external) service providers to address challenges relating to special education needs/barriers to learning challenges students may present in an inclusive teaching environment,
6. Plan and conduct assessments that are fair and transparent and allow for a wide range of assessment methods, which include diagnostic, formative, and summative assessment strategies, which produce evidence that is demonstrably valid, reliable, flexible, and authentic and are conducted within a safe and accessible learning environment,
7. Design assessment practices to provide feedback to students, and other stakeholders on student learning and use the outcomes of the student voice through programme evaluation to inform future programme delivery planning,
8. Link the full range of applicable workplace(s) to their subject discipline teaching to prepare their students for a vocation; and to contribute to a workforce with a wide range of relevant personal and social competences,
9. Communicate clearly, both orally and in writing, in the language of learning and teaching (LoLT), in the context of their subject discipline and in the broad context of the professions they serve,
10. Demonstrate conversational competence in a second additional African language (LoCC),
11. Integrate computer technology (ICT) into teaching and learning and in assessments, so that their students are prepared for the technology-driven work environment,
12. Adapt their practice to suit the context and realities in which they work, especially with regards to the policy environment and the political, socio-economic, and organisational realities in South Africa,
13. Display an appropriate set of professional ethics and values by conducting themselves in a manner that befits the profession, participate in the extended professional community of TVET lecturers/vocational teachers, and contribute to learning communities and other professional networks and associations to enhance the development of the profession and their own professional identity,
14. Integrate, where appropriate, the UN's Sustainable Development Goals (UN, 2020) into their teaching and learning,
15. Reflect critically, in theoretically informed ways, on professional practice, constantly renewing and establishing professional learning goals, and by planning and undertaking learning and development activities as a life-long learner, to ensure they stay abreast in constantly evolving circumstances.

## ADMISSION REQUIREMENTS

- an appropriate 360-credit, NQF Level 6, Diploma (including a college or NATED diploma); OR
- an appropriate 360-credit NQF Level 7, Bachelor's degree.

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.

Students will be assessed on Language Conversational Competence (LoCC) in an African language and basic Information and Communications Technology (ICT) competence.

- The STADIO verification process is administered by the Registrar's Office and is supported by the different academic departments. The assessment is based on scrutinizing prior study (Senior Certificate subject or appropriate language or ICT module studied as part of a post-schooling qualification or short course).
- Alternately, diagnostic testing is undertaken online or at one of STADIO's campuses.
- A student who does not have proven language conversational competency in an African language, must register for one of the Language Conversational modules on offer by the institution.
- A student will also be required to register for the module End-User Computing EUC152 if she/he does not have proven computer competency.
- The credits related to these modules will not be included in the 120 credits for the programme.

## ADDITIONAL OR SPECIFIC ADMISSION REQUIREMENTS

### WORK-INTEGRATED LEARNING:

It is important to note that students will be required to enter the two workspaces indicated below for a total of 10 weeks over the duration of their studies. Upon application, students must ensure that there is a TVET College, or vocational school, as well as an employer workplace linked to their subject discipline within their geographic area where they are required to conduct teaching practice and workplace-based engagements as required by the relevant modules. Transport costs related to and from these venues are to the account of the student. Students are required to attend the school/college from Monday to Friday for the full duration of the day and attend assigned extra curricular activities for the duration of the teaching practice and workplace-based engagements.

Part-time students who are employed must also ensure prior to application that their employers will allow them to be absent from work to attend these engagements. It is the responsibility of the student to arrange for leave from an employer for the required number of weeks for teaching practice in a TVET College, or vocational school and workplace-based learning engagements. Students that are employed in a school or college must submit a letter of employment to the teaching practice department.

### COLLEGE- AND SCHOOL-BASED TEACHING PRACTICE:

Teaching practice is compulsory in the Adv Dip (TVT).

Teaching practice is an integral part of teacher education that provides students with the opportunity to experience the excitement of a classroom environment and contributes to their professional development as a teacher/lecturer. All students will be required to present lessons/lectures in the full spectrum of venues required by their subject discipline: classrooms, workshops, laboratories, studios, simulation venues, etc.

Various teaching practice assessment methods are used during this time to evaluate the student, including reports from the TVET College/ vocational school, the School of Education (SOE) teaching practice assessor, the school/college mentors, and the student's eventual Portfolio of Evidence. The SOE monitors and verifies the placement of all students at TVET Colleges or vocational schools. A student can only commence with teaching practice once the placement has been verified by the Teaching Practice Department of the SOE.

## ADDITIONAL OR SPECIFIC ADMISSION REQUIREMENTS CONTINUED

### WORK-INTEGRATED LEARNING: TEACHING PRACTICE

#### Part-time students:

During the first year, part-time students must complete four weeks (non-consecutive) observations at one or more TVET Colleges/ vocational schools. During the second year, students must complete the required four-week consecutive teaching practice engagement in a school/college. In total, eight weeks teaching practice is required.

#### Full-time students:

During the first semester, full-time students must complete four weeks (non-consecutive) observations at one or more TVET Colleges/ vocational schools. During the second semester, students must complete the required four-week consecutive teaching practice engagement in a school/college. In total, eight weeks teaching practice is required.

### WORK-INTEGRATED LEARNING: WORKPLACE-BASED LEARNING

All students will be required to engage with workplaces that generally employ students who graduate from the subject discipline they teach or lecture. It is the responsibility of the student to arrange for leave from an employer for the required number of weeks for these workplace-based engagements. Assessments will be conducted by STADIO staff in collaboration with TVET College or vocational school expertise and experts from relevant business, commerce, or industry, if required (mentors).

#### Part-time students:

Part-time students will enter the industry/business/commercial employer-space linked to their subject during the second year of study, for a period of two weeks. In total, two weeks workplace-based learning is required.

#### Full-time students:

Full-time students will enter the industry/business/commercial venture linked to their subject during the second semester, for a period of two weeks. In total, two weeks workplace-based learning is required.

## SPECIFIC REQUIREMENTS

### 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:** 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).

### ACCESS TO TECHNOLOGY:

STADIO School of Education uses its ONLINE student administration and learning environments to provide students with materials and resources, to conduct online assessments, create discussion opportunities and render a range of administrative services.

Therefore, having continuous access to the ONLINE facilities is essential for efficient communication, learning and success.

## RULES OF PROGRESSION

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

- Delivering a TVET curriculum and navigating assessment protocols
- Designing a signature pedagogy in TVET
- History of TVET in South Africa
- Philosophical conversations in a vocational context
- Psychology of education in a vocational context
- Reflections on the TVET context
- Sociology of the South African vocational context
- Teaching in a vocational field – defining a vocational pedagogy
- Understanding general pedagogic principles and theories
- Work-integrated learning – teaching practice: part 1
- Work-integrated learning – teaching practice: part 2
- Work-integrated learning – workplace-based learning

Students must register for Work-integrated learning - Teaching Practice: Part 1 before Work-integrated learning - Teaching Practice: Part 2

Computer literacy endorsement: Students graduating with a Adv Dip (TVT) must be computer literate. A student will register for the module End-User Computing EUC 152 if he or she does not have proven computer literacy based on:

- prior study Senior Certificate subject or Computer Applications Technology or Information Technology; or
- an appropriate ICT module studied as part of a post-schooling qualification or an appropriate official short course; or
- diagnostic testing (at one of SOE campuses or accredited assessment sites).

Students may also take the initiative to obtain the necessary computer literacy competence before applying for an Adv Dip (TVT) or while registered for the Adv Dip (TVT). Completed certified courses/modules related to computer literacy will be considered.

Language endorsement: Students graduating with an Adv Dip (TVT) must have conversational language competence in an African language. A student will have to register for an African language conversational module if he or she does not have proven language conversational competency based on:

- prior study (Senior Certificate subject or appropriate language studied as part of a post-schooling qualification); or
- diagnostic testing (at one of SOE campuses or accredited assessment sites).

Students must pass all modules in order to achieve the Advanced Diploma in Technical and Vocational Teaching. The pass mark for each module is 50%.

## STUDENT SUPPORT FOR DISTANCE LEARNING STUDENTS

Out of sight does not equal out of mind at STADIO!

### C4SS - CENTRE FOR STUDENT SUCCESS

The Centre for Student Success supports students with academic, psychological and financial wellness.

### SAS - STUDENT ADMINISTRATION & SUPPORT

Student Administration & Support is the first port of call for all student queries and requests, they can channel your requests to the right individuals.

### THE BUDDY PROGRAMME

The Buddy programme exists to help students to adjust to the demands of the programme and studying at STADIO.

## CURRICULUM OUTLINE FULL-TIME: 1-YEAR STUDY OPTION - JANUARY 2023

January 2023	July 2023
Semester 1 - 50 Credits	Semester 2 - 70 Credits
Delivering a vocational curriculum and navigating assessment protocols EVCA701 (14 credits)	Designing a signature pedagogy in a vocational context EVSP702 (12 credits)
History of vocational education in South Africa EVHI701 (8 credits)	Psychology of education in a vocational context EVPS702 (8 credits)
Philosophical conversations in a vocational context EVPH701 (8 credits)	Reflections on the vocational context EVRT702 (8 credits)
Understanding general pedagogic principles and theories EVGP701 (8 credits)	Sociology of the South African vocational context EVSO702 (8 credits)
WIL - Teaching practice - Part 1 EVTP701 (12 credits)	Teaching in a vocational field - defining a vocational pedagogy EVVP702 (14 credits)
*End-User Computing EUC152 (10 credits)	WIL - Teaching practice - Part 2 EVTP702 (12 credits)
	WIL - Workplace-based learning EVWB702 (8 credits)
**Language Conversational isiXhosa LCX400 OR Language Conversational isiZulu LCZ400 OR Language Conversational Sepedi LCSP400 OR Language Conversational Setswana LCSW400 (12 credits)	

\* End-User Computing is an elective module compulsory for students who do not have proven computer literacy based on prior study or diagnostic testing. Students who have the relevant computer literacy competence will be exempt from this module. Proof of the required competence (through prior learning) in the form of relevant supporting documents will have to be submitted with application transcripts by the student. Please note that students who do have the relevant competence and who would like to update their skills are also welcomed to register for this module.

\*\* A Language Conversational module is compulsory for students who do not have the relevant competence in an African Language at conversational level. Students who have the relevant competence in an African Language at conversational level will be exempt from taking any one of the above modules at conversational level. Proof of the required competence (through prior learning) in the form of relevant supporting documents will have to be submitted by the student with application transcripts.

NB: Please note the module credits for End-User Computing and the Language Conversational module do not contribute to the total module credits of the programme.



## CURRICULUM OUTLINE PART-TIME: 2-YEAR STUDY OPTION - JANUARY 2023

YEAR 1 - 60 CREDITS	
January 2023 – June 2023	July 2023 – December 2023
Semester 1	Semester 2
Philosophical conversations in a vocational context EVPH701 (8 credits)	Psychology of education in a vocational context EVPS702 (8 credits)
Understanding general pedagogic principles and theories EVGP701 (8 credits)	Teaching in a vocational field – defining a vocational pedagogy EVVP702 (14 credits)
Delivering a vocational curriculum and navigating assessment protocols EVCA701 (14 credits)	Reflections on the vocational context EVRT702 (8 credits)
*End-User Computing EUC152 (10 credits)	
**Language Conversational isiXhosa LCX400 OR Language Conversational isiZulu LCZ400 OR Language Conversational Sepedi LCSP400 OR Language Conversational Setswana LCSW400 (12 credits)	

YEAR 2 - 60 CREDITS	
January 2024 – June 2024	July 2024 – December 2024
Semester 1	Semester 2
History of vocational education in South Africa EVHI701 (8 credits)	WIL – Teaching practice – Part 2 EVTP702 (12 credits)
WIL – Teaching practice – Part 1 EVTP701 (12 credits)	Sociology of the South African vocational context EVSO702 (8 credits)
	WIL – Workplace-based learning EVWB702 (8 credits)
	Designing a signature pedagogy in a vocational context EVSP702 (12 credits)

\* End-User Computing is an elective module compulsory for students who do not have proven computer literacy based on prior study or diagnostic testing. Students who have the relevant computer literacy competence will be exempt from this module. Proof of the required competence (through prior learning) in the form of relevant supporting documents will have to be submitted with application transcripts by the student. Please note that students who do have the relevant competence and who would like to update their skills are also welcomed to register for this module.

\*\* A Language Conversational module is compulsory for students who do not have the relevant competence in an African Language at conversational level. Students who have the relevant competence in an African Language at conversational level will be exempt from taking any one of the above modules at conversational level. Proof of the required competence (through prior learning) in the form of relevant supporting documents will have to be submitted by the student with application transcripts.

NB: Please note the module credits for End-User Computing and the Language Conversational module do not contribute to the total module credits of the programme.



## CURRICULUM OUTLINE PART-TIME: 2-YEAR STUDY OPTION - JULY 2023

YEAR 1 - 58 CREDITS	
July 2023 – December 2023	January 2024 – June 2024
Semester 1	Semester 2
Psychology of education in a vocational context EVPS702 (8 credits)	Delivering a vocational curriculum and navigating assessment protocols EVCA701 (14 credits)
Sociology of the South African vocational context EVSO702 (8 credits)	Philosophical conversations in a vocational context EVPH701 (8 credits)
*End-User Computing EUC152 (10 credits)	Understanding general pedagogic principles and theories EVGP701 (8 credits)
	WIL – Teaching practice – Part 1 EVTP701 (12 credits)
**Language Conversational isiXhosa LCX400 OR Language Conversational isiZulu LCZ400 OR Language Conversational Sepedi LCSP400 OR Language Conversational Setswana LCSW400 (12 credits)	

YEAR 2 - 62 CREDITS	
July 2024 – December 2024	January 2025 – June 2025
Semester 1	Semester 2
Designing a signature pedagogy in a vocational context EVSP702 (12 credits)	History of vocational education in South Africa EVHI701 (8 credits)
Teaching in a vocational field – defining a vocational pedagogy EVVP702 (14 credits)	Reflections on the vocational context EVRT702 (8 credits)
WIL – Teaching practice – Part 2 EVTP702 (12 credits)	
WIL – Workplace-based learning EVWB702 (8 credits)	

\* End-User Computing is an elective module compulsory for students who do not have proven computer literacy based on prior study or diagnostic testing. Students who have the relevant computer literacy competence will be exempt from this module. Proof of the required competence (through prior learning) in the form of relevant supporting documents will have to be submitted with application transcripts by the student. Please note that students who do have the relevant competence and who would like to update their skills are also welcomed to register for this module.

\*\* A Language Conversational module is compulsory for students who do not have the relevant competence in an African Language at conversational level. Students who have the relevant competence in an African Language at conversational level will be exempt from taking any one of the above modules at conversational level. Proof of the required competence (through prior learning) in the form of relevant supporting documents will have to be submitted by the student with application transcripts.

NB: Please note the module credits for End-User Computing and the Language Conversational module do not contribute to the total module credits of the programme.

## MODULE DESCRIPTIONS

### DELIVERING A TVET CURRICULUM AND NAVIGATING ASSESSMENT PROTOCOLS

The purpose of this module is, firstly, to give the student the opportunity to do in-depth research into subject-disciplinary curriculum and to evaluate curriculum content and design features against best practice models. Secondly, the student will have the opportunity to do an in-depth evaluation of the assessment protocols envisaged in National Curriculum (Vocational) and Report 191 Internal Continuous Assessment (ICASS), and to measure these protocols against best practice models. Thirdly, the student to draw on general pedagogic concepts from Understanding general pedagogic principles and theories (EVGP701) to create effective and sustainable, values-driven interaction with the curriculum and assessment protocols. As such, this module, articulates closely with the practical modules, WIL - Teaching Practice – Part 1 and 2 (EVTP701 and EVTP702) and WIL – Workplace-based learning (EVWB702), as the student integrates her/his own disciplinary knowledge base, the curriculum to be taught and assessed, the context (classroom, laboratory, workshop) and the workplaces (future employers of her/his students) towards which she/he is teaching or will teach.

### DESIGNING A SIGNATURE PEDAGOGY IN TVET

The purpose of this module is to provide the students with the tools and mechanisms to be able to define their own subject discipline-specific teaching practice (pedagogy). The student is guided with various readings and discussions to explore those methods, dispositions and practices related to teaching, learning and assessment that best suit her/his subject discipline. Built on the vocational teaching foundations laid in Teaching in a vocational field - defining a vocational pedagogy (EVVP702), and the writings of Shulman (2005) the student will be empowered to frame her/his own set of signature pedagogies (discipline-specific best practice approaches to teaching, learning and assessment in her/his discipline). These signature pedagogies should be values-driven and immersed in an entrepreneurial spirit, underpinned with a strong innovation awareness, and reinforced with an emphasis on developing the complete set of capabilities required by their students when they exit the TVET sector and enter the challenging world of work.

### END-USER COMPUTING

Students entering Higher Education come from a variety of backgrounds, and some may have had limited opportunities to develop the computer literacy skills they will need to cope with tertiary studies. This module includes an online training component which allows student to practice simulated MS Office tasks at their own pace, supported by integrated feedback which helps them to identify and remedy their mistakes; and an assessment component which will count towards their overall module result. Students will also complete several assignments in which they will be expected to apply the MS Office tools that they have practiced in the online environment.

### HISTORY OF TVET IN SOUTH AFRICA

Students will have the opportunity to consider the different eras of vocational education in South Africa over the past 600 years. This will allow them to understand how our modern/current TVET system has been shaped by the past. There is a major focus on the five eras in South African vocational history. This is done in incremental steps as follows: vocational education during the pre-colonial era; the impact on the world of work of first the Dutch colonisation, the British colonisation, on the local inhabitants and the impact of 46 years of Apartheid. The focus then shifts to the post-1994 (democratic) era, which is the context in which we operate today. It is from these perspectives that we consider the past and the present to enable us to contemplate the future.

### LANGUAGE CONVERSATIONAL ISIXHOSA

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic isiXhosa in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary isiXhosa with confidence and speak with clarity and meaning.

### LANGUAGE CONVERSATIONAL ISIZULU

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic isiZulu in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary isiZulu with confidence and speak with clarity and meaning.

### LANGUAGE CONVERSATIONAL SEPEDI

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic Sepedi in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary Sepedi with confidence and speak with clarity and meaning.

## MODULE DESCRIPTIONS CONTINUED

### LANGUAGE CONVERSATIONAL SETSWANA

The purpose of this module is to equip students with the necessary skills enabling them to successfully converse in basic Setswana in informal and classroom situations, study and read elementary texts and practice reading children's stories aloud. It will empower students to use elementary Setswana with confidence and speak with clarity and meaning.

### PHILOSOPHICAL CONVERSATIONS IN A VOCATIONAL CONTEXT

The purpose of this module is to give students the opportunity (and the tools with which) to consider, clarify and articulate their own (personalised) philosophy of education; one that informs their practice as vocational lecturers. It is envisaged that students will develop a philosophy of education that will give direction, purpose, and focus to their educational planning for the curriculum within and around which they must teach. It is important that what they teach, and how they teach, both implicitly and explicitly, places the spotlight not only on the content of the curriculum, but also on the beliefs and values they hold regarding their discipline in particular, and education in general. It is through their critical engagement with their work as lecturers that they may determine ultimately what philosophical elements will contribute to the unique requirements (or signature) of their disciplinary practice.

### PSYCHOLOGY OF EDUCATION IN A VOCATIONAL CONTEXT

In this module, the students (all prospective or current lecturers) will be exposed to various principles, discourses, and practices of (educational) psychology that are relevant to education in the TVET sector. The conversations will include matters pertaining to academic, cultural, social, and linguistic diversity and we highlight racism and gender inequities. The module also places the spotlight on students with physical and/or mental disabilities or barriers to learning/learning difficulties. Further, concepts such as Universal Design for Learning (UDL) as a viable and sustainable classroom option will be considered. Ultimately, this module will guide students towards a deeper understanding of the concepts and theory of Inclusive Education (IE), so that inclusion as a broad approach, may inform, where possible, their practice in the classrooms, workshops, and laboratories where they function.

### REFLECTIONS ON THE TVET CONTEXT

The purpose of this module is to create a platform where critical factors that continue to impact the TVET sector can be identified. It will provide the opportunity to debate, consider, analyse, define and launch effective change-management initiatives that have their roots in the classrooms, workshops and laboratories of the colleges. The module will also explore change that is driven by TVET lecturers and their students as a community of practice. Despite the many policy interventions, significant funding initiatives and multiple national indaba's, the TVET sector remains a "fundamental institutional enigma (where) despite multiple changes intended to improve the quality and efficiency of the colleges, they are still viewed as under-performing, perhaps even impervious to change efforts." (Paterson, 2016: viii).

The module will also explore such questions as: What will it take to change the face of these institutions to make them first-choice options for a large proportion of the youth of South Africa? How will the colleges become cutting-edge leaders, allies, and partners of the public and private (employer) networks in our country?

### SOCIOLOGY OF THE SOUTH AFRICAN VOCATIONAL CONTEXT

The purpose of this module is to empower the student to develop - within the South African TVET context - a clear perspective on the greater role that a lecturer may play to foster and promote both solidarity and stability in the complex societal systems that exist throughout SA in TVET colleges. It will explore the importance to the country of creating a highly skilled and competent workforce, acknowledging that high levels of skill are a precondition for success. It will also examine specific knowledge of social, geographic, and economic inequalities, of poverty and unemployment, of the changing nature of the world of work and of the ravages of our colonial and Apartheid histories at both micro- and macro-economic levels of society. This module intends for students to reflect on how they may be agents of change in the lives of those who enter their classrooms in the vocational context.

## MODULE DESCRIPTIONS CONTINUED

### TEACHING IN A VOCATIONAL FIELD – DEFINING A VOCATIONAL PEDAGOGY

This module provides the student with the opportunity to apply pedagogical learnings from Understanding general pedagogic principles and theories (EVGP701) and Delivering a TVET curriculum and navigating assessment protocols (EVCA701) to define what a vocational pedagogy may be. Central to our study in this module is the seminal work by Lucas, Spencer, and Claxton, (2012). The module will examine teaching in a vocational context as teaching for work and that, in fact, work is the curriculum. It will examine how students that emerge from the TVET sector can be made be 'work-ready' and prepared for the ways in which they attempt "to access the formal labour market and/or make a livelihood in the informal economy." (Powell & McGrath, 2019:3). In order to ensure that TVET lecturers are at the cutting edge of preparing their students for the world of work, the pedagogical principles, imperatives, and strategies that drive our classroom practice, will be explored. As is the case with Delivering a TVET curriculum and navigating assessment protocols (EVCA701), this module resonates closely with both the practical modules, WIL - Teaching practice - Part 1 and 2 (EVTP701 and EVTP702), as well as WIL - Workplace-based learning EVWB702

### UNDERSTANDING GENERAL PEDAGOGIC PRINCIPLES AND THEORIES

The module will explore teaching models and theories, teaching methodologies, learning styles and the strategies involved in managing all the elements of a good lesson: planning and presentation, lecturer-presence, using media through various forms of digital technology, classroom management strategies, accessing student voice, assessment matters, etc. Central to this module is also creating an understanding of the self in the teaching-learning process. This module is offered early in the programme, as it serves as a cornerstone module to introduce the students to a wide range of general pedagogic concepts, and - in doing so - to position them for the further development and design processes involved in the three TVET-focussed pedagogy modules to follow: Delivering a TVET curriculum and navigating assessment protocols (EVCA701), Teaching in a vocational field - defining a vocational pedagogy (EVVP702) and Designing a signature pedagogy in TVET (EVSP702).

### WORK-INTEGRATED LEARNING – TEACHING PRACTICE: PART 1

This module, offered during semester 1 for full time candidates, provides new entrants to the TVET sector with their first series of teaching engagements in TVET. For part-time students (mostly in-service lecturers), it provides an opportunity to assess their lecturing skills and knowledge against the standards designed for the programme. Students will be given the opportunity to demonstrate their theoretical learnings from the foundational, pedagogical, and practical (workplace-based) and situational modules and how these may come to life in the art of teaching. Students will furthermore be exposed to the broad college/vocational school context, as well as the full range of venues (classrooms, laboratories, workshops, etc.), as their subject discipline demands. They will also be able to demonstrate an understanding of the relationship with (and challenges between) the syllabi they will teach and the disciplinary subject knowledge they hold. At the same time, they will grapple with the assessment regime required in TVET Colleges/vocational schools. Students are required to complete a four week period of teaching practice in a college/school.

### WORK-INTEGRATED LEARNING – TEACHING PRACTICE: PART 2

This module, offered during semester 2 for full-time candidates, is built upon the foundation created by Teaching Practice: Part 1 and provides new entrants to the TVET sector with further exposure to the world of teaching in TVET. For part-time students (mostly in-service lecturers), it provides a further opportunity to hone their lecturing skills and knowledge in real-life classroom situations. Students will be given the opportunity to demonstrate their ability to integrate their learnings from the foundational, pedagogical, and practical (workplace-based), as well as situational modules into their daily practice. It is through this module that students begin to demonstrate their ability to teach towards a vocation, as they prepare their students to enter the world of work. They will also be required to demonstrate a critical understanding of the relationship with (and challenges between) the syllabi they will teach and the disciplinary subject knowledge they hold, while at the same time they begin to critically engage with the assessment regime required in TVET Colleges/vocational schools. Students are required to complete a four week period of teaching practice in a college/school.

### WORK-INTEGRATED LEARNING – WORKPLACE-BASED LEARNING

The processes presented in this module, which is offered during semester 2 for full-time candidates, provide these new entrants to the TVET sector with an opportunity to explore the world of work in a structured way so that they may gain an understanding of the workplace towards which they will be teaching. For part-time students (mostly in-service lecturers), this module is also offered towards the end of their studies. It provides a further opportunity for them to engage with the world of the workplace, as these workplace explorations are currently part of DHET policy, and lecturers are obliged to engage with employer-partners. The purpose for this module then is that our students will improve their knowledge, skills and value-statements about work and the workplace so that their teaching may be aligned to the workplace, and not only depend on the stated curriculum. These experiences will ensure that they are better placed to prepare their students for the demands of workplaces within which they (their students) will be engaged. Students are required to complete two weeks in the workplace.

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