



School of Education



Postgraduate Certificate in Education in Senior Phase and Further Education and Training Teaching (PGCE) The Independent Institute of Education (The IIE) (Contact: Part-time)

SAQA ID 101984
NQF level 7
(120 min credits)



INTRODUCTION

The IIE's Postgraduate Certificate in Education in Senior Phase (SP) and Further Education and Training (FET) (Contact Part-time) is a professional teaching programme that targets graduates with a suitable undergraduate degree or an approved diploma in appropriate and scarce fields in the teaching profession. The programme offers entry-level professional preparation for undergraduate degree or diploma holders¹ who wish to develop focused knowledge and skills as classroom teachers in the Senior Phase and Further Education and Training band in their chosen subjects.

The purpose of this programme is to qualify students to follow a career in teaching in the Senior Phase (Grades 7-9) and Further Education and Training band (Grades 10-12).

This PGCE programme is structured in accordance with the Department of Higher Education and Training's (DHET) Policy on Minimum Requirements for Teacher Education Qualifications (2015). It is also aligned with the new Higher Education Qualifications Sub-Framework's (HEQSF) guidelines. The programme will equip SP and FET student teachers with the knowledge, skills and applied competencies for employability and further specialisation study, in support of the principles of life-long learning.

The IIE's PGCE (Senior Phase and Further Education and Training) provides a fundamental and comprehensive education underpinned by subject and pedagogic knowledge in specialized teaching in specific Senior Phase and Further Education and Training band subjects.

The programme focuses on foundational education theory and methodology and is therefore closely aligned with the requirements of a professionally qualified beginner teacher.

¹ Consideration may be given to holders of 360 credit exit Level 6 diplomas in appropriate and scarce fields as identified by the Department of Higher Education and Training (2015).



Varsity College is an educational brand of The Independent Institute of Education (Pty) Ltd which is registered with the Department of Higher Education and Training as a private higher education institution under the Higher Education Act, 1997 (reg. no. 2007/HE07/002). Company registration number: 1987/004754/07.

What entry requirements will I need to study this PGCE programme?

Minimum Admission Requirements	
<p>An approved Bachelor's Degree or equivalent qualification, as stipulated in the Minimum Requirements for Teacher Education Qualifications (MRTEQ) (DHET, 2015), but consideration may be given to holders of a 360 credit Diploma in appropriate and scarce fields as identified by DHET. The access qualification must include sufficient disciplinary learning in appropriate academic fields, as outlined in the tables below, to enable the development of teaching specialisation in the Senior Phase and Further Education and Training band of schooling.</p>	<p>Student's competence in the Language of Learning and Teaching (LoLT) (English) plus ICT and a second language (excluding Afrikaans) are required components of fundamental learning for this programme. For this, applicants will have to provide evidence that they have these competencies which will be endorsed on their certificates (LoLT and LoCC) or they will be required to achieve these competencies. Students will not be able to graduate without them.</p> <p>LoLT:</p> <ol style="list-style-type: none"> 1. Language of Learning and Teaching (LoLT) endorsement: <ol style="list-style-type: none"> 1.1 After completing the PGCE in English you will have your certificate endorsed as "Proficient in the Language of Learning and Teaching (LoLT) – English. <p>LoCC: Second Language (excluding Afrikaans):</p> <ol style="list-style-type: none"> 2. Language of Conversational Competence (LoCC) endorsement: <ol style="list-style-type: none"> 2.1. If you have an African language (excluding Afrikaans) or SA Sign Language as part of your NSC OR 2.2. If you have completed a module in an African language at first year level at an accredited higher education institution OR 2.3. If you are claiming proficiency in an African language, excluding Afrikaans, and you do not have certified competence (such as through a degree or your NSC) you are required to pass a competency test for certification purposes. Competency tests are offered in 3 official languages only, namely, isiXhosa, isiZulu and Sepedi. <p>You will have your certificate endorsed e.g. LoCC: isiZulu.</p> <p>The African language or Sign language so selected does not have to be one of the languages offered at The Independent Institute of Education.</p> <p>If you do not have any of the above (2.1 or 2.2 or 2.3) you will need to:</p> <ol style="list-style-type: none"> 2.4. Register for such a Conversational Competence Short Learning Programme (SLP) at The IIE concurrent with your PGCE and pass this SLP in order to get the endorsement for LoCC. <p><i>Please note that only a limited number of languages are available as conversational competence modules on our campuses.</i></p> <p>ICT:</p> <ol style="list-style-type: none"> 3. ICT competence <ol style="list-style-type: none"> 3.1 If you have done Introduction to Personal Computing or equivalent (NQF L5), in a prior qualification, you need to provide evidence of this; OR 3.2 You need to write the Introduction to Personal Computing (INPC) competency test. If you pass, your Academic Transcript will reflect the ICT competence. If you fail, you need to register for the INPC Short Learning Programme.
<p>At least two didactic specialisations must be taken in the qualification i.e. one Senior Phase Didactic specialisation and one FET didactic specialisation. Didactic specialisations may only be taken in modules that meet the entrance requirements below. Not all specialisations may be available or offered by The IIE in any given year.</p>	



PGCE Modules: Didactics Specialisations	Required Undergraduate Modules
Senior Phase	
1. Professional Didactics: SP Life Orientation	1. At least 24 credits on NQF Level 6 in Psychology
2. Professional Didactics: SP Economics and Management Sciences.	2. At least 24 credits on NQF Level 6 in any one of the following: Business Management, Economics, Accounting or equivalent
3. Professional Didactics: SP Mathematics	3. At least 24 credits on NQF Level 6 in Mathematics
4. Professional Didactics: SP English	4. At least 24 credits on NQF Level 6 in English
FET Phase	
1. Professional Didactics: FET Life Orientation	1. 48 credits, with at least 24 credits in Psychology and 24 credits in any one of the following: Sociology, Philosophy, Political Science, Human Movement Sciences, Labour Studies or Industrial Studies. At least one of these fields should be taken to NQF Level 7.
2. Professional Didactics: FET Economics	2. 48 credits, with at least 24 credits on NQF Level 7 in Economics
3. Professional Didactics: FET Mathematics	3. 48 credits, with at least 24 credits on NQF Level 7 in Mathematics.
4. Professional Didactics: FET English	4. 48 credits, with at least 24 credits on NQF Level 7. The degree should include English Language and Literature at NQF Level 7. The following are also acceptable, provided English I is included in the degree: Applied English Language Studies, African Literature, Linguistics, Literary Theory and Communication and Media Studies.
5. Professional Didactics: FET Business Studies	5. 48 credits, with at least 24 credits on NQF Level 7 in Business Management (NQF 7) or equivalent
6. Professional Didactics: FET Accounting	6. 48 credits, with at least 24 credits on NQF Level 7 in Accounting

All students need to have 2 endorsements on their PGCE

1. Language of Learning and Teaching (LoLT) endorsement
2. Language of Conversational Competence (LoCC) - Second Language (excluding Afrikaans) endorsement (see table below)

LoLT Endorsement			
Proficiency: English (Required endorsement for non-degree purposes)	PROE5112	met by completing the PGCE in English	
LoCC Endorsement			
PGCE Language Proficiency Endorsements are available in the following languages		SLP Modules to be registered for if competency test is not successful or entrance criteria are not met	



Partial Proficiency: isiZulu (Required endorsement for non-degree purposes)	PROZ5112	Language of Conversational Competence: isiZulu	COLZ018
Partial Proficiency: isiXhosa (Required endorsement for non-degree purposes)	PROX5112	Language of Conversational Competence: isiXhosa	COLX018
Partial Proficiency: Northern Sotho (Required endorsement for non-degree purposes)	PRON5112	Language of Conversational Competence: Northern Sotho	COLN018
Partial Proficiency: Sesotho (Required endorsement for non-degree purposes)	PXSS5112	n/a	
Partial Proficiency: Setswana (Required endorsement for non-degree purposes)	PXSS5112	n/a	
Partial Proficiency: Tshivenda (Required endorsement for non-degree purposes)	PXVE5112	n/a	
Partial Proficiency: Xitsonga (Required endorsement for non-degree purposes)	PXTS5112	n/a	
Partial Proficiency: siSwati (Required endorsement for non-degree purposes)	PXSW5112	n/a	
Partial Proficiency: isiNdebele (Required endorsement for non-degree purposes)	PXND5112	n/a	
Partial Proficiency: South African Sign Language (Required endorsement for non-degree purposes)	PXSL5112	n/a	

All students need to have ICT competency (see below)

PGCE Information and Communication Technology Competency		SLP Modules to be registered for if competency test is not successful or entrance criteria are not met	
Proficiency: Introduction to Personal Computing	PRPC110	ICT Competency: Personal Computing	INPCf018



What will I study in this PGCE?

CURRICULUM

YEAR 1			
Semester 1			
	NQF LEVEL	CREDIT VALUE	MODULE PURPOSE
Foundations of Education FOED7112	7	12	The purpose of this module is for students to explore the development of education in relation to its main philosophical approaches. Additionally, students will examine and reflect on the possibilities and influences of these approaches on ethical practices on curricula, and on teaching and learning in diverse, evolving educational contexts.
Senior Phase and Further Education and Training Teaching and Learning SFTL7111	7	16	This module introduces students to the concepts, debates and current practices with regards to the national curriculum and effective teaching and learning in South Africa. In addition to engagement with relevant theories on teaching and learning and curriculum practices, students will also develop their skills in integrating ICT into the classroom and interrogate the National <i>Curriculum Statement</i> in order to fully understand the goals, nature and requirements of the Senior Phase and Further Education and Training band.
Introduction to Personal Computing* INPCf018 *(if competency test is not successful or entrance criteria are not met)	5	5	The purpose of this module is to provide students with a basic knowledge of personal computers and how they operate. It also provides students with a basic knowledge of how to use the various features of different kinds of application software in any given situation.
Semester 2			
Professional Ethics PRET7311	7	12	The purpose of this module is to explore the role of the educator and to encourage ongoing, reflective practice. Particular attention is paid to ethical practice and the relationships between the educator and various stakeholders such as learners, parents, colleagues, employers and communities.
Professional Didactics: Senior Phase Teaching (one to be approved from the list below): • SP Economic and Management Sciences - SPEC7111 • SP Life Orientation - SPDL7111 • SP Mathematics - SPMA7111 • SP English - SPDE7111	7	24	The purpose of this module is to provide students with a framework of core pedagogical knowledge and practices that will allow them to apply their specialised content knowledge to the development and delivery of lessons in the Senior Phase in a competent, proficient and critically reflective manner.



YEAR 2

Semester 1

Inclusive Education INCL7112	7	12	The purpose of this module is for students to explore the often-contested concept of inclusive education, and to examine contemporary theory and issues relating to inclusivity in order to prepare students for classroom practice. This theory-based-practice module therefore examines, applies and reflects on current inclusivity theory and policies in both simulated scenarios and extends into real-life practice.
Professional Didactics: Further Education and Training Teaching (one to be approved from the list below): <ul style="list-style-type: none"> • FET Economics - FDEC7111 • FET Accounting - FDAC7111 • FET Business Studies - FDBS7111 • FET Mathematics - FDMA7111 • FET English - FDEN7111 • FET Life Orientation - FDLO7111 	7	24	The purpose of this module is to provide students with a framework of core pedagogical knowledge and practices that will allow them to apply their specialised content knowledge to the development and delivery of lessons in the Further Education and Training band in a competent, proficient and critically reflective manner.

Semester 2

Teaching Experience TESF7112 (8 weeks school-based work integrated learning) Prerequisite: Professional Didactics: Senior Phase Teaching. Professional Didactics: Further Education and Training Teaching	7	24	The purpose of this module is to reinforce students' professional knowledge and teaching competence and to develop their skills as critically reflective practitioners. Students will therefore be expected to demonstrate independence and responsibility for their teaching and are required to apply their knowledge and skills to the practical environment of the classroom in a proficient, ethical and confident manner. (8 weeks school-based Work Integrated Learning)
Communicative Language* isiXhosa - COLX018 IsiZulu - COLZ018 Northern Sotho – COLN018 *(if competency test is not successful or entrance criteria are not met)	5	12	The purpose of this module is to develop effective communication skills required to initiate and sustain appropriate and informative conversations, with confidence. Students will study IsiXhosa, IsiZulu, or Northern Sotho grammar whilst being introduced to history and cultural aspects of Xhosa, Zulu or Northern Sotho.



Access on to School-based Work Integrated Learning (i.e. Teaching Experience):

The Teacher Education qualifications of The IIE Faculty of Education have Work Integrated Learning (WIL) that occurs in the schools with particular requirements. The following is important in this regard:

SACE Provisional Registration (Student educators only)

All students registered for an initial teacher education qualification with The IIE are required to provisionally register with SACE.

Police clearance certificates

All students undertaking an academic qualification with a school-based WIL component will be required to have a valid police clearance certificate on commencement of their Teaching Experience component in a school.

Attendance requirements for access on to the main School-based WIL as aligned to teacher education programmes

Students will be allowed access to the main school-based WIL [referred to as Teaching Experience (in semester 2)] per relevant year if:

The student has met the 80 % lecture attendance requirement for each of the identified modules as is aligned to Teaching Experience for that year.

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