

DIPLOMA IN GRADE R TEACHING (NQF LEVEL 6)

Purpose

The purpose of this qualification is to improve the quality of Grade R teaching and learning and is the minimum qualification for Grade R teachers. It will allow graduates to pursue further studies, namely the Bachelor of Education in Foundation Phase Teaching degree to become fully qualified Foundation Phase (FP) teachers.

Target group

This qualification requires in-depth specialisation of knowledge, as well as practical skills and experience in a Grade R classroom teaching context. It is therefore intended for unqualified Grade R practitioners. This diploma is not intended for first time entrants.

Entrance Requirements

For all TLC's qualifications, proficiency in English is essential as English is the language of instruction. You must be able to read, comprehend study material and write in English.

- Minimum of a Higher Certificate in ECD (Level 5); **or** equivalent.

Note: This diploma is not intended for first time entrants. An applicant with a FETC: ECD (Level 4) certificate who is currently working in a Grade R classroom may apply for special exemption to complete the Level 6 course depending on years of experience in Grade R.

Recognition of Prior Learning (RPL)

RPL will take place on an individual student-by-student basis following an oral examination to assess prior knowledge and understanding, and in accordance with national policies such as the SAQA's *National Policy for the Implementation of the Recognition of Prior Learning* (SAQA, 2013).

Credit Accumulation and Transfer (CAT)

Students who already hold qualifications or part-qualifications may be considered for CAT purposes, provided there is equivalence of learning between the prior qualification and the new qualification, both in terms of the learning content and the NQF level at which it is pitched. The CAT process will be conducted in accordance with policies and procedures mandated by quality assurance bodies such as the Council of Higher Education (CHE).

Mode of Delivery

The diploma is offered part-time with a mixed mode of delivery, i.e. on-campus face-to-face contact such as lectures accompanied by workshops on specialised topics, with some blended electronic learning support (e.g. recorded lectures online/webinar and similar online tools) depending on the technology available. The method of teaching may vary from module to module.

Curriculum Content and Structure

The curriculum consists of 24 modules plus 3 Work Integrated Learning (WIL) modules taught over a period of 3 years (375 credits).

YEAR 1 (121 credits)						
SEMESTER 1	Level	Credits		SEMESTER 2	Level	Credits
1. Life Skills 1: Creative Arts	L5	12		5. Life Skills 2: Personal and Social Well-being	L5	12
2. Learning and Development in the Early Years I	L5	12		6. A Playful Approach to Teaching and Learning in Grade R	L5	15
3. Academic Literacy	L5	15		7. The Grade R Curriculum	L6	16
4. Computer Literacy	L5	8		8. Conversational Language I (Zulu)	L5	15
Work Integrated Learning (WIL) Year 1: 4 weeks throughout the year					L6	16

YEAR 2 (123 credits)						
SEMESTER 1	Level	Credits		SEMESTER 2	Level	Credits
1. Conversational Language II (Zulu)	L5	15		5. Life Skills 3: Music and Movement (Physical Education)	L6	12
2. Learning and Development in the Early Years II	L6	16		6. Observation and Assessment in Grade R	L6	16
3. English Home Language: Lit. in the Grade R Context I OR Afrikaans Home Language: Lit. in the Grade R Context I	L5	12		7. English Home Language: Lit. in the Grade R Context II OR Afrikaans Home Language: Lit. in the Grade R Context II	L6	12
4. Mathematics in the Grade R Context I	L5	12		8. Mathematics in the Grade R Context II	L6	12
Work Integrated Learning (WIL) Year 2: 4 weeks throughout the year					L6	16

YEAR 3 (131 credits)						
SEMESTER 1	Level	Credits		SEMESTER 2	Level	Credits
1. Conversational Language III (Zulu)	L5	15		5. Early Childhood Education in South Africa	L6	16
2. Life Skills 4: Beginning Knowledge	L6	12		6. Inclusion in Grade R	L6	16
3. English First Additional Language (FAL)	L6	12		7. Managing the Grade R Year	L6	16
4. Mathematics in the Grade R Context III	L6	12		8. Teacher as a Professional	L6	16
Work Integrated Learning (WIL) Year 3: 4 weeks throughout the year					L6	16

Duration of the Course

The total duration of the programme is 36 months (3 years) on a part-time basis.

Assessment

Assessment focuses on the integration of knowledge and skills, theory and practice, and will require the learner to demonstrate competence in adapting to changed circumstances (i.e. applied competence). Assessment will initially be formative in nature and will provide guidance on areas in which evidence of competence has not yet been adequately established.

Summative assessment is conducted at the end of a module and will determine whether or not the requirements of the qualification have been met. Given the extensive practical nature and Work Integrated Learning (WIL) requirements for this diploma, monitoring and evaluation of teacher experience (e.g. classroom observation and assessment) will be conducted off-campus at selected functional pre-primary schools and accredited assessment-registered ECD centres.

Articulation and Progression

Upon completion of this qualification, graduates may advance their careers in ECD by studying towards the B.Ed degree in Early Childhood Care and Education (ECCE) or Foundation Phase Teaching.

Note: All new entrants intending to become Foundation Phase teachers (qualified to teach from Grades R to 3) should register for the B.Ed in Foundation Phase Teaching, rather than for the Diploma in Grade R Teaching, if they meet the requirements for entry into the Bachelor of Education programme.

Registration Form

[Click here](#) to download the Registration Form.

For Additional Information

Please Contact: TLC Head Office (011) 496 1262