

TWO OCEANS GRADUATE INSTITUTE PROSPECTUS

B ED IN INTERMEDIATE PHASE TEACHING

2020

QUALITY HIGHER EDUCATION FOR ALL



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www.togi.ac.za



TWO OCEANS GRADUATE INSTITUTE NPC**PROSPECTUS 2020****Quality Teacher Education for all****Background**

In 2012, the Two Oceans Education Foundation took the decisive step to establish a private higher education institution with the primary purpose of teacher training within the parameters of the work and purposes of the Foundation. This initiative accords directly with the work of the Foundation in the provision of quality education within the context of diverse educational and socioeconomic needs. The decision to start teacher training in 2017 at the Graduate Institute specifically with an Intermediate Phase programme reflects the desire to contribute towards the improvement of education in primary schools. Improving the quality of teaching in the primary school sector, and of literacy and numeracy competence in particular, is a prerequisite to effecting quality gains on a long-term basis in secondary schooling as well as post-school tertiary education.

The Two Oceans Graduate Institute was registered by the Department of Higher Education and Training as a private higher education provider in February 2017 after the successful accreditation and registration of a B Ed (Intermediate Phase) qualification with the Council on Higher Education (CHE) and the South African Qualifications Authority (SAQA).

Mission of the Two Oceans Graduate Institute

The underpinning principles and values for the training of teachers for the B Ed Intermediate Phase programme are:

- To train prospective teachers from a faith-based and values-based point of departure
- To inculcate appropriate norms, values and attitudes for the effective teaching of children
- To deliver graduates who can interpret education against the background of the broader South African context with specific reference to the diverse socio economic needs and cultural contexts of various communities
- To deliver graduates who will create equal opportunities for all learners, especially those from disadvantaged backgrounds, in order to develop their innate leadership abilities.

Vision Statement

It is the vision of the Two Oceans Graduate Institute to:

- Provide high quality tertiary education for all
- Define tertiary education on a faith and values based ethos
- Bring academia and students from different backgrounds together
- Implement the most relevant research based distance and online teaching and learning strategies, complemented by limited contact tuition
- Develop learning programmes and deliver graduates focussing on the restoration of communities
- Encourage lecturers to inform their teaching and learning through ongoing research and publications in accredited journals.

Legal status

The institution is registered as a non-profit company in terms of the Companies Act, 2008 (Act No.71 of 2008).

Partnership agreement

The Institute has a partnership agreement with Old Mutual Alternative Investments.

Directors of the Institute

Dr A Adam
Mrs A Norton
Mrs K Joshua
Mrs E Steyn

Management Committee

Dr LM Erasmus – CEO/Academic Head
Ms N Jattiem - Registrar/Administrative/Financial Manager
Dr G Westraadt – Senior Lecturer and Head of Department: Intermediate Phase Teaching
Ms A van As – Senior Lecturer and Coordinator of Teaching Practice
Ms A Anker - Co-opted member
Mr S Daniels - Student Registration Coordinator

Lecturing staff

Dr G Westraadt (D Ed) –Life Skills, Creative Arts
Ms A van As (M Ed) – Teaching and Learning in the Intermediate Phase, Social Sciences, History
Dr Pam Miller (Ph D) – Information and Communications Technology, Academic Literacy, Assessment Theory
Ms L Morris (B Ed Hons) English Home Language
Ms C van Rensburg (MA) – Afrikaans Huistaal

Ms A Anker (M Ed) – Afrikaans Eerste Addisionele Taal, Afrikaanse Kommunikasie, Inclusive Education

Mr A Versfeld – Mathematics

Ms Y Lebombo (BA Hons, PGCE) – IsiXhosa Home Language, pipeline students

Ms R Ryklief (B Psych Hons) – Educational Psychology, Student Support

Ms S Anthony (B Ed Hons) – Natural Sciences and Technology, Teaching Practice

Mr P Simba (MA) – Educational Philosophy

Mr R Loubser (HED) - Introduction to Intermediate Phase and the South African School Curriculum, Geography, Classroom Management, Economic and Management Science

Ms A Bryant (B Ed Hons) – English First Additional Language, isiXhosa Communication

Mr R Henning (BSc Hons) – Physical Education and Personal and social Well-Being

Mr L Pienaar (B Ed Hons) – History and Foundations of Education, Sociology of Education, Social Pedagogy

Bachelor of Education (Intermediate Phase Teaching)

NQF Level: 7

510 credits

Duration of study: four years (augmented programme: six years)

The qualification will enable graduates to enter the teaching profession as Intermediate Phase (Grade 4-7) teachers in South African public and private schools. Two Oceans graduates will be generalist trained in the early years of study and introduced to the CAPS document for all the primary school subjects. With progress, they will be in a position to teach a Home Language (English, Afrikaans or isiXhosa), English First Additional Language, Mathematics and two other subjects chosen from Mathematics, Natural Sciences and Technology, Life Skills and Social Sciences.

Admission requirements

- **National Senior Certificate (NSC) with matriculation exemption**

Minimum APS score of 26, excluding Life Orientation

English ≥ 4

Afrikaans ≥ 3

Mathematics ≥ 3

Mathematical Literacy ≥ 4

Students who completed the NSC in 2008 or thereafter, but have not obtained endorsements, will be considered conditionally for alternative admission after the age of 23 (candidates will be required to complete a RPL portfolio development course).

- **NQF Level 4 National Certificate (Vocational) with endorsement for entry into Bachelor studies**

- Teachers who are in possession of a recognised certificate or diploma in education or another relevant field may present their qualifications for admission towards recognition of prior learning (RPL) and the transfer of credits.

Students who obtained a Senior Certificate before 2008 will qualify for submission if they have passed English at the higher grade with a D symbol or at the standard grade with a C symbol

- Admission of foreign students: foreign students are requested to present all secondary and tertiary qualifications obtained in their country of origin

APS points are calculated according to the scale below:

APS Scale	7	6	5	4	3	2	1
Percentage %	80-100%	70-79%	60-69%	50-59%	40-49%	30-39%	0-29%

MODULES PER CLUSTER FOR FOUR YEARS OF STUDY:

Subjects in the electives strand will not be offered if there are less than five students registered for that particular code.

YEAR 1

CLUSTER 1

Cluster 1 Modules	Code	NQF level	Credits	Prerequisites
Introduction to Intermediate Phase and the South African School Curriculum	ISSC151	5	10	n/a
History and Foundations of Education	HFED151	5	10	n/a
Teaching and Learning in the Intermediate Phase	TELL151	5	10	n/a
Information Communication Technology I	ICTS151	5	5	n/a
Academic Literacy	ACLI151	5	5	n/a
TWO of the following, at least ONE at Home Language level, one option from each language				
English Home Language I	ENFL151	5	10	n/a
English First Additional Language I	EFAL151	5	10	n/a
Afrikaans Huistaal I	AFFL151	5	10	n/a
Afrikaans Eerste Addisionele Taal I	AFAL151	5	10	n/a

YEAR 1

CLUSTER 2

Cluster 2 Modules	Code	NQF level	Credits	Prerequisites
Educational Philosophy I	EDPH152	5	5	HFED151
Introduction to Intermediate Phase Mathematics I (Compulsory for students without Mathematics 1 as elective)	INMA152	5	10	n/a
Information Communication Technology II	ICTS152	5	5	ICTS151
Introduction to Teaching Practice	INTT152	5	5	TELL151
Continue with the TWO language options passed during Cluster 1:				
English Home Language II	ENFL152	5	10	ENFL151
English First Additional Language II	EFAL152	5	10	EFAL151
Afrikaans Huistaal II	AFFL152	5	10	AFFL151
Afrikaans Eerste Addisionele taal II	AFAL152	5	10	AFAL151
isiXhosa Home Language II (pipeline students only)	XHFL152	5	10	XHFL151
Electives: Select TWO of the following modules:				
Life Skills I	LISK152	5	10	ISSC151
Social Sciences I	SOSC152	5	10	ISSC151
Science and Technology I	SCTE152	5	10	ISSC151
Mathematics I	MATH152	5	10	ISSC151

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YEAR 2
CLUSTER 3

Cluster 3 modules	Code	NQF level	Credits	Prerequisites
Educational Philosophy II	EDPH163	6	5	EDPH152
Classroom management	CMIP163	6	5	n/a
Assessment theory	ASTH163	6	10	n/a
Teaching Practice: Guided teaching I	TPGT163	6	10	INTT152
Introduction to Teaching Intermediate Phase Mathematics I (Compulsory for students without Mathematics 1 as elective)	INTM153	5	10	INMA152
Teaching language options: Select ONE of the following:				
Teaching English Home Language I	TEFL163	6	10	ENFL152
Onderrig van Afrikaans Huistaal I	TAFR163	6	10	AFFL152
Teaching isiXhosa Home Language I (pipeline students only)	TXHO163	6	10	XHFL152
Compulsory language teaching module:				
Teaching English First Additional Language I (compulsory for all students)	TEFA 163	6	10	n/a

YEAR 2
CLUSTER 4

Cluster 4 Modules	Code	NQF level	Credits	Prerequisites
Teaching Practice: Guided teaching II	TPGT164	6	10	TPGT163
Continue with TWO of the language options passed during Cluster 2:				
English Home Language III	ENFL164	6	10	ENFL152
English First Additional Language III	EFAL164	6	10	EFAL152
isiXhosa Home Language III (pipeline students only)	XHFL164	6	10	XHFL152
Afrikaans Huistaal III	AFFL164	6	10	AFFL152
Afrikaans Eerste Addisionele Taal III	AFAL164	6	10	AFAL152
Compulsory language teaching module:				
Teaching English First Additional Language II (compulsory for all students)	TEFA 164	6	10	TEFA163
Select ONE from the following Language Communication modules:				
isiXhosa Communication (English HL, Afrikaans HT, foreign students)	XHCO154	5	5	n/a
Afrikaanse Kommunikasie (isiXhosa HL, foreign students)	AFCO154	5	5	n/a
Select TWO of the Teaching of the electives passed during Cluster 2:				
Teaching Life Skills I	TELS164	6	10	LISK152
Teaching Social Sciences I	TESS164	6	10	SOSC152
Teaching Science and Technology I	TNST164	6	10	SCTE152
Teaching Mathematics I	TEMA164	6	10	MATH152

YEAR 3**CLUSTER 5**

Cluster 5 Modules	Code	NQF level	Credits	Prerequisites
Educational Psychology I	PSED175	7	10	n/a
Inclusive Education I.1	INED175	7	5	n/a
Sociology of Education	SOED175	7	10	n/a
Teaching Practice: Supervised teaching I	TPST165	6	10	TPGT164
ONE Teaching language option: succeeding the option passed in Cluster 3:				
Teaching isiXhosa Home Language II (pipeline students only)	TXHO165	6	10	TXHO163
Teaching English Home Language II	TEFL165	6	10	TEFL163
Onderrig van Afrikaans Huistaal II	TAFR165	6	10	TAFR163
Electives: TWO options succeeding the Teaching of Electives passed in Cluster 4:				
Creative Arts	CART165	6	10	LISK152
Personal and Social Well-being and Physical Education	PSPE165	6	10	LISK152
History I	HIST165	6	10	SOSC152
Geography I	GEOG165	6	10	SOSC152
Science and Technology II	NASC165	6	10	SCTE152
Mathematics II	MATH165	6	10	MATH152

YEAR 3**CLUSTER 6**

Cluster 6 Modules	Code	NQF level	Credits	Prerequisites
Educational Psychology II	PSED176	7	10	PSED175
Inclusive Education I.2	INED176	7	5	INED175
Teaching Practice: Supervised teaching II	TPST166	6	10	TPGT165
Economic and Management Sciences for Grade 7	ECMS166	6	10	n/a
ONE Teaching language option: succeeding the option passed in Cluster 4:				
Teaching isiXhosa Home Language III (pipeline students only)	TXHO176	7	10	TXHO165
Teaching English Home Language III	TEFL176	7	10	TEFL165
Onderrig van Afrikaans Huistaal III	TAFR176	7	10	TAFR165
Teaching of Electives: Continue with the teaching of the TWO options passed during Cluster 5				
Teaching Creative Arts	TCAR166	6	10	CART165
Teaching Personal and Social Well-being and Physical Education	TSPE166	6	10	PSPE165
Teaching History I	TEHI166	6	10	HIST165
Teaching Geography I	TEGO166	6	10	GEOG165
Teaching Science and Technology II	TENA166	6	10	NASC165
Teaching Mathematics II	TEMA166	6	10	MATH165

YEAR 4**CLUSTER 7**

Cluster 7 Modules	Code	NQF level	Credits	Prerequisites
Social Pedagogy	SOPE177	7	10	n/a
Inclusive Education II.2	INED177	7	5	INED176
Research Methodology in Education	REMM177	7	10	ACLI151
Teaching Practice: Independent teaching I	TPIT177	7	10	TPST166
Electives: Continue with TWO of the options, following those passed during Cluster 5				
Visual Art	VIAR177	7	10	CART165
Performing Arts	PEAR177	7	10	CART165
Life Orientation	LIOR177	7	10	PSPE165
History II	HIST177	7	10	HIST165
Geography II	GEOG177	7	10	GEOG165
Science II	NASC 177	7	10	NASC165
Technology II	TECH 177	7	10	NASC165
Mathematics III	MATH 177	7	10	MATH165
Compulsory language teaching module:				
Teaching English First Additional Language III (compulsory for all students)	TEFA177	6	10	TEFA164

YEAR 4**CLUSTER 8**

Cluster 8 Modules	Code	NQF level	Credits	Prerequisites
Inclusive Education II.2	INED178	7	5	INED177
Research project: Theoretical Foundations of Education	RPFE178	7	10	REMM177
Research project: Applying theoretical frameworks	RPTF178	7	10	REMM177
Teaching Practice: Independent teaching II	TPIT178	7	20	TPIT177
Teaching of the Electives: Teaching of the TWO options passed during Cluster 7				
Teaching Visual Art	TEVI178	7	10	VIAR177
Teaching Performing Arts	TPEA178	7	10	PEAR177
Teaching Life Orientation	TLIO178	7	10	LIOR177
Teaching History II	TEHI178	7	10	HIST177
Teaching Geography II	TEGO178	7	10	GEOG177
Teaching Science II	TENA178	7	10	NASC177
Teaching Technology II	TETE178	7	10	TECH177
Teaching Mathematics III	TEMA178	7	10	MATH177

Recognition of Prior Learning

The Two Oceans Graduate Institute is committed to applying recognition of prior learning (RPL) to deserving candidates. Recognition will be granted in adherence with the RPL policy of The Two Oceans Graduate Institute.

RPL can be followed as an alternative access route into the course or to obtain credits. Students who have undergone previous training and experience in the field of Intermediate Phase teaching can apply for RPL. The policy of RPL deals with two kinds of learning. The first is formal learning successfully completed at other registered and accredited public or private institutions. In this case, the applicant submits the modules or qualifications previously obtained to the HOD, and credits are evaluated.

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Credit will be transferred where the previous learning is similar to that provided by the Two Oceans Graduate Institute.

The second type of prior learning is that acquired in other contexts, pertaining primarily to educational activities that candidates were involved in prior to applying for admission. In this context, each case will be dealt with on individual merit and complete feedback provided.

Prior learning will be assessed and credits awarded based on a portfolio of evidence accompanying the student's written application for RPL.

Assessment approach

Please refer to the Two Oceans Graduate Institute Assessment and Moderation Policy.

The Two Oceans Graduate Institute follows an approach of continuous assessment that measures a student's achievement in a course of study on a particular level, providing information that is used to support development and enable improvements to be made in the teaching and learning process. This approach includes both formative and summative assessment opportunities.

Academic credit accumulation

At the Two Oceans Graduate Institute, learning material is presented in Modules. For every Module the student completes with a pass of 50%, credits are accumulated, which will eventually add up 510 credits, with exit level Modules on NQF level 7. The attainment of all the credits will fulfil the requirements of the B Ed degree.

All credits accumulated for modules passed, shall be valid for a maximum period of eight years.

Progression

Progression rules in the B Ed Intermediate Phase programme are designed to help students achieve the intended learning outcomes in a cumulative way as they progress from lower order to higher order knowledge and thinking skills in the development of a comprehensive practical and applied competence in their academic growth.

Language Policy

The language policy of the Two Oceans Graduate Institute provides a framework for the institution to address the language needs of all the enrolled students. It is the express mission statement of the institution to serve society as a whole and it is therefore important to address the needs of a diverse student body. Students of all language backgrounds are welcome to enrol for the B Ed undergraduate programmes and future postgraduate programmes. The medium of instruction at the institution is English and it is expected of all students to have a basic proficiency in the English language. Students are allowed to submit assignments in a language other than English, on condition that the lecturer will be able to assess work in that language. Students have the option to choose one of the following languages for teaching at home language level: English or Afrikaans.

Mode of teaching and learning

The mode of delivery at the Two Oceans Graduate Institute is online teaching on the Learner Management System (Moodle). Virtual or physical contact can be arranged if required. This mode of delivery offers pre-service teachers the opportunity to complete their studies in their own time. The LMS supports several learning strategies and different ways of interaction between the student and the learning facilitator as well as among students. Lecturers will be in contact with students via various forms of communication, such as ZOOM, or some format that can supplement physical contact in the best possible way.

Electronic Library Resources

There is a collection of e-books as well as links to electronic resources available for student use on the LMS.

Augmented programme

An augmented curriculum programme can be arranged for students with special requests. Requests that will be considered are the following: work commitments, difficulty in coping with the full workload and other circumstances that are deemed as valid for consideration. Students should apply in writing for registration on the augmented programme. Management will consider such requests in consultation with the student and draft a plan for the individual student's progress. There will be an undertaking from the student to adhere to the plan within the period determined.

Augmented programme students will have to register for at least four Modules per cluster to enable completion within six years of study.

Teaching Practice

Teaching Practice forms an important part of the curriculum of the B Ed programme and the teaching and learning approach at Two Oceans Graduate Institute to enable students to learn from practice and to apply theoretical learning in the classroom in a variety of schools. For Teaching Practice, TOGI students will visit schools of the Two Oceans Education Foundation as well as other private and public schools. Students who are working as teachers or teacher assistants in schools will be granted the opportunity to do their teaching practice at the schools where they are already employed. For distance students, arrangements for Teaching Practice will be made to enable them to visit schools within close proximity of their home bases.

Costs for 2020

Application Fee: R290

Registration Fee: R2100 (set off against first Cluster tuition fees)

Annual Tuition Fees: R37000

Payment options:

Annually: Payment before commencement of studies: 2% discount

Two payments: payment is due at the start of each cluster.

Monthly payments: payment over 11 months for the year via debit order.

Code of Conduct

Students at the Two Oceans Institute will be expected to act in a manner that is appropriate to the ethos of an institution of higher learning. Their conduct and dedication should promote an academic level of excellence at the institution. It is expected of students to act in a manner that confirms that the teaching profession is a high calling for the advancement and restoration of society. Students should respect their lecturers and fellow students and, through their good conduct, promote a sound atmosphere of positive interpersonal relationships. Students will be expected to act with a good conscience and faith, thereby to confirm that the institution is built upon universal values in accordance with the context of the community of believers who put their faith in God.

Student financial aid

The Two Oceans Graduate Institute is aware of the necessity to make provision for students who need financial assistance. Executive management applies annually to donors and trustees to provide funds to the institution for students who require financial aid. A list of institutions providing bursaries or study loans is provided on the website.

The following students will qualify for financial assistance:

- Students who are really in need of financial aid;
- Those who will be able to put the financial aid to good use;
- Students who are academically in good standing and will be able to complete their studies in good time;
- Students who will be able to repay the loan in due course as will be specified when the financial aid is provided in the form of a loan.

Student academic and personal support

The lecturers at Two Oceans Graduate Institute are professional people with excellent qualifications and vast experience in the field of Education. Students are encouraged to tap into this rich source of knowledge and ask if support is needed. All requests from students will be attended to.

A student support portal is available on the LMS. Students can communicate with a qualified guidance officer, who will endeavour to support the student to optimize learning. A counselling specialist will respond and attend to queries in a professional and confidential manner.

If a tutor is needed in some areas of your study, arrangements can be made to obtain assistance.

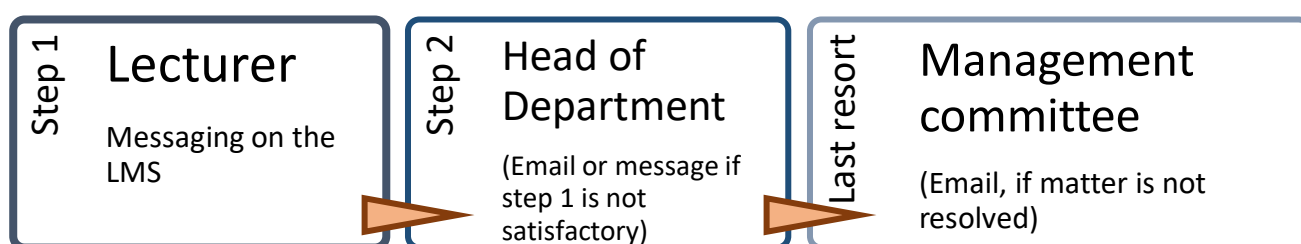
There is a learning hub with workstations and Wi-Fi available at the Two Oceans Graduate Institute's office at the Science Centre. Students are welcome to use this facility.

Communication

At Two Oceans Graduate Institute, open communication between students and lecturers is welcomed. Students can contact their lecturer via the Moodle messaging facility. Lecturers will respond as soon as possible. The lecturer responsible for a module should be contacted first if there are any problems. Fact-to-face discussions with lecturers can be arranged.

Students are encouraged to speak up as soon as they start feeling unsure about a concept or an aspect of the work. During the course, it is important to ask questions if the material or assignments are unclear. The mode of communication is via the messaging on the LMS.

The line of communication is as follows:



Student enrolment contract

Upon enrolment, a student will sign a letter of acceptance as a student for the B Ed Intermediate Phase degree at the Two Oceans Graduate Institute with the undertaking to pay the amount of R1900 (registration fee), which will be deducted upon receipt of the final payment towards studies at the Institute.

Procedures for the handling of student complaints

Students who have grievances should first discuss the matter with the lecturer concerned. If such concerns cannot be resolved with the lecturer, written concerns from an aggrieved student concerning disputes should be directed to the Head of Department. Proceedings will be initiated if the Head of Department deem it necessary to resolve the dispute. If the HOD cannot resolve the problem, it will be forwarded to the CEO who will respond as soon as possible and to the best of his ability.

Complaints and responses will be recorded meticulously. The person receiving the complaint should respond within 24 hours. Complaints from students will be dealt with immediately, and students who complain will in no way be discriminated against.

Health and wellness of students

The health and wellness of students of the Two Oceans Graduate Institute is important. The institution keeps the physical and emotional needs of students in mind at all times. In the online environment, much trouble is taken to provide comfort and support to students who are uncertain. The institution is committed to support those who experience any adverse health status, including stress and fatigue.

Demands made by work, family responsibilities and studies often take their toll, and the institution strives to equip students to deal with these effectively. Students are encouraged to approach staff members whenever they have problems.

Disabled students

The policy at The Two Oceans Graduate Institute is inclusive and disabled persons will be treated with dignity and respect. Every measure possible will be taken to promote access and to provide support and encouragement to all.

Head office contact details

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