

# PART TIME POSTGRADUATE CERTIFICATE IN EDUCATION (PGCE)

## Programme Handbook 2024

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## **WELCOME AND INTRODUCTION**

Welcome to the part time PGCE Teacher Education programme at Wits. You are to be congratulated on your choice of your academic path. We look forward to working with you in your next career move: ***becoming a teacher***.

We hope that during the next two years we will be able to build on what you have already achieved. By the end of the course you should emerge with confidence in your own subject knowledge, as well as the knowledge and skills needed to structure and motivate the learning of others and with the more general knowledge and skills that will enable you to contribute to the lives of your learners, your schools, and education in South Africa.

### **The Academic and Support Staff**

Your lecturers are passionate about education and teaching in South Africa and are committed to its improvement and development. Some of your lecturers serve on national and provincial bodies. Many lecturers are also involved in teacher and research associations and attend national and international conferences, and are in touch with the latest educational developments both nationally and internationally.

Take this opportunity to learn as much as you can from them. Your lecturers are invested in helping you to become the best possible teacher that you can be. If you experience any difficulties during the year that might affect your studies, please talk to one of your lecturers about it. It is often easier to deal with problems earlier rather than later. Most of the lecturers who teach on this programme are located in the School of Education, but some are located in their School in the Faculties of Humanities.

Ms Mpho Pooe is the PGCE Wits Plus Administrator. Please direct all general inquiries to her.

Office: Bohaleng block B119.

Availability: Mondays and Wednesdays from 9:30am-6:00pm.

Telephone number: 011 717 9505.

Email address: Mpho.Pooe@wits.ac.za

Dr Grant Coltman is the Part-time PGCE Programme Coordinator.

Office: Leseding block L71.

Telephone number: 011 717 3205

Email address: Grant.Coltman@wits.ac.za

# COMPONENTS OF THE PROGRAMME

## Courses in the PGCE Curriculum

The curriculum for the **PGCE programme** includes courses that take place in schools and on campus. Both of these aspects of the course are crucial to your developing competence as teachers.

As with all learning, you should expect the programme to be demanding, challenging and exciting. What you gain from your course will depend on how you approach it. You will discover that learning requires active participation and interaction with others. Assessment will take place at the university through regular assignments, tests and examinations. We hope that you will make full use of the opportunities to interact with all aspects of this programme.

Your curriculum is over two years, and consists of the following components:

### YEAR 1

- Theory of Education A
- Teaching Experience: 1. TCIA – a two week credit for on line pre-cursor to your school visits.  
2. 4 weeks (20 days) in a school
- 2024 Further Education and Training (FET) Phase Subject Methodology (to teach from Grade 10-12)

### YEAR 2

- Theory of Education B
- Teaching Experience: 17 July – 16 August in a designated school
- 2024 FET Subject Methodology (to teach from Grade 8-9)

### Endorsements required before qualification

- Conversational Competence in a Black SA Language (including SA Sign Language)
- Computer Literacy (ICT)

## **1. Theory of Education A/B**

All students attend **Theory of Education Courses** together. These courses explore a range of contexts which shape education and teaching in schools. These include:

- the current education policy and law;
- psychology and philosophy of education and Inclusive Education;
- the values underpinning the official curriculum and the knowledge promoted within it;
- the social, cultural, economic and political milieu, as well as the particular setting and school in which teachers work;
- teachers' understanding of learning, teaching and assessment;
- the subject that teachers are teaching;
- teachers' role and conceptions of themselves as professional educators;
- the notion of an ethical school and the integrity of the teachers as professionals;
- psychology and philosophy of education, human rights and inclusive education;
- teachers' conceptions of their subject, of learning and of their learners; and
- who the learners are.

## 2. Subject Methodology courses: Senior Phase + FET

Sound subject knowledge in your teaching subjects as well as the knowledge and understanding of Education theory systems and debates is a national requirement for a teacher qualification.

Each student takes one **FET Subject Methodology** course that will focus on your subject knowledge and approaches to teaching your subject. Your subject methodology together with its associated teaching experience will qualify you to teach up to Grades 10-12 in that subject. You need to meet the pre-requisite qualification and undergraduate subject requirements for your PGCE FET subject as indicated in the PGCE subject requirements document.

Each student takes one **Senior Phase Subject Methodology** course that is aligned with your FET subject methodology (e.g., If English is your FET subject methodology, then you will automatically take the Languages Senior Phase methodology course). You may in no way deviate from the aligned SP subject methodology, as you will not qualify without the aligned SP methodology. Most Senior Phase Subjects require knowledge of a cluster of related subjects within broader disciplinary strands. Your Senior Phase Subject/s together with their associated Teaching Experience will qualify you to teach the subjects areas in Grades 8 and 9.

The table below shows the combination of FET and Senior Phase subjects that are required over the two year course.

<b>SENIOR PHASE subject methodology</b>	<b>FET subject methodology</b>
Economics and Management Sciences	Accounting/ Business Studies/ Economics
Arts and Culture	Dramatic Arts/ Visual Arts/ Music
Languages (English)	English
Social Sciences or Natural Sciences	Geography
Social Sciences	History
Languages (isiZulu)	isiZulu
Natural Sciences or Mathematics	Life Sciences
Mathematics	Mathematics
Natural Sciences	Physical Sciences
Languages (SA Sign Language)	SA Sign Language
Languages (Sesotho)	Sesotho
LO	LO

## 3. Teaching Experience

Teaching Experience (TE) is the compulsory practical component of your degree/qualification. As part time PGCE students, you have to complete 10 weeks of Teaching Experience or Work Integrated learning (WIL) split over the two-year period. The completion of every component of

TE, is your examination for TE, therefore dates have to be adhered to in order for you to fulfil the WIL component of your degree. Refer to the table below.

In your first year, your TE comprises of an online module called Teacher Choices in Action (TCIA) (2 week credit) and one school-based TE (4 weeks) which makes up 6 weeks of your TE. In your 2<sup>nd</sup> year you will complete the remainder of your TE (4 weeks). In these components, you will learn about aspects of teaching that cannot be addressed efficiently in university sessions as they are situated in practice.

**The three components that makes up the 10 weeks of TE/WIL are as follows:**

Teaching Experience	Duration	
1. Teacher Choices in Action – Online	2 weeks credit completed in 1 <sup>st</sup> year	To be completed online in Block 1
2. Formative school-based Teaching experience	4 weeks Completed in 1 <sup>st</sup> year	Own arrangement- until 3 <sup>rd</sup> block is completed
3. Summative school-based teaching Experience.	4 weeks completed in second year	To be completed in block 3 of your 2 <sup>nd</sup> year
Total number of weeks of TE	10 weeks	Must be completed by the end of the program

### First Year TE

The first TE in 2024 is a **two** weeks credit, online module. This TE session is called “Teacher Choices in Action (TCiA)” which develops your ability to engage with and understand pedagogical reasoning and choices made by teachers in the classroom when working with knowledge and learners.

Your second TE in 2024 is **school- based and is four weeks** long. This TE can take place any time during the school calendar year until the end of the third block, at a High school anywhere in South Africa, except the school you matriculated at. Here you will make your own arrangements with the school. This is where you will gain experience in observing and teaching your teaching subject specialisations. You are guided and supported by your mentor teacher, who formatively assesses you.

### Second year TE

Students registered as Second year part time PGCE in 2024 will complete the Summative school-based TE.

**Please refer to the Handbook for 1<sup>st</sup> year part time PGCE students for TE dates and other important information on TE. This will be sent on Ulwazi at the beginning of Block 1**

**Please refer to the Handbook for 2<sup>nd</sup> year part time PGCE students for TE dates and other important information on TE. This will be sent on Ulwazi at the beginning of Block 1**

### Deferred TE

Part time 1<sup>st</sup> year students cannot defer their online and the school-based TE. You will only be allowed to complete your 2<sup>nd</sup> year TE once all 1<sup>st</sup> year TE requirements have been fulfilled within the stipulated dates in your TE handbook.

Part time 2<sup>nd</sup> year students can apply for a deferred TE only in **exceptional and extenuating** circumstances for the summative school based TE in 3<sup>rd</sup> block TE through the Faculty. An application for a deferment means, you are unable to continue with your compulsory Block 3 TE session. When you apply for a deferred TE, you will have to complete your TE in January/February the following year because you have not fulfilled the requirements of your qualifications.

A student will **not be considered** for a deferred TE if the student begins his/her TE and midway/after TE provides a medical certificate.

Students will **not be granted** a deferred TE on the basis of travel/family/work events as TE dates are published in advance of TE happening.

**It is important that you follow the guidelines and dates for your TE found in your Handbook for part time students.**

#### **4. Endorsement Courses**

**Please note that you will not be able to qualify or graduate if your endorsement courses are not in place.**

All qualifying teachers have to provide evidence of competence in and understanding of, computer literacy and have at least conversational competence in an official Black South African language (including South African Sign Language (SASL)). If you can provide evidence of prior learning and qualification in an equivalent course (**to be determined by the School of Education**), you will get endorsement and do not need to register for the courses that teach these competences. These are referred to as the **ENDORSEMENT** courses.

##### **4.1. Computer Literacy Endorsement**

The ICT LITERACY ENDORSEMENT is a statement by the University that a student has demonstrated ICT competence. This means that you have to show the ability to use a computer, and basic software such as a word-processing package, a spread sheet programme, or presentation software.

Unless exempted from this course through certification or assessment of prior learning, students are required to complete the **EDUC5239A** course for the Computer Literacy (ICT) component of the PGCE. Skills and understanding developed in this course include the integration of ICT in schools, eLearning pedagogy and digital technology for teaching and learning. All PGCE students will have access to a number of computer labs on our campus so please acquaint yourself with the various venues.

##### **4.2. Language Endorsement**

The LANGUAGE ENDORSEMENT is a statement by the University that a student has demonstrated conversational competence in an official Black South African language or South African Sign Language (SASL). Generally, students who have passed Grade 12 in the relevant language, or who have tertiary qualifications in such a language, automatically qualify for the language endorsement. Certification confirming this will be required. Interviews will be conducted with those who are unable to give evidence of their conversational competence.

Unless exempted from this course through certification or assessment of prior learning, students are required to register for and complete a conversational competency course with the **Wits Language School**.

## 5. Course Participation

As you will learn in this programme, we subscribe to the view that learning takes place within communities of practice, which are established and maintained over time. Both teachers and learners have crucial roles in maintaining and contributing to these communities.

In this programme, we expect each student to come prepared for each session, having done all the required tasks and to be ready to contribute by raising questions and by engaging with questions that others raise, with the goal of together coming to a better understanding of the issues under consideration.

In addition, as future teachers, we expect you to portray a sense of professionalism. This includes coming on time for course sessions, being prepared, and completing all assignments by the specified time, in short, acting as professionals. In addition, when you teach, you should expect the same from your learners, so by insisting on certain procedural aspects of punctuality etc. we are modelling to you how you should operate in your schools.

## 6. Assessment

All the on-campus courses require submission of several minor and at least one major assignment during the year. **Due dates and times will be indicated by staff.** There will be a final examination for each course, which might take the form of a traditional examination or an exam equivalent. External Examiners are involved in the moderation of examinations and exam equivalent assignments, and these usually count for at least **50% of your final mark.**

In the case of take-home summative assessments (which are examination equivalents) it is important to note that extensions and late submissions are **not permissible.** Take home summative assessments must be submitted on the due date and by the specified time. If you cannot do this for legitimate reasons (e.g., illness) you will be required to apply for a **deferred examination**, with supporting documentation, in the same way that you would for a traditional exam. If you do not do this, you will be considered to have failed (absent) as if you were absent from a traditional examination. **Supplementary examinations are not offered in the PGCE.**

**In the case of TE, first year students are required to submit their TE documents on Ulwazi as per the dates in your Handbook. These dates must be adhered to as there are no extensions granted for late submissions**

## PGCE WITS PLUS TIMETABLE 2024

	<b>5:30 – 9:00pm</b>
<b>Monday</b>	<b><i>Theory of Education A / Theory of Education B</i></b>
<b>Wednesday</b>	<b><i>FET Phase Subject Methodology</i></b>

## PGCE PROGRAMME – 2024

	<i>Week</i>	<i>Dates</i>	<i>Description</i>
	<b>0</b>	<b>12 February – 03 March</b>	<b>Teacher Choices in Action (on line Module) Runs concurrently with block 1</b>
<b>Sem 1 Block 1</b>	<b>1</b>	12-16 February	Lectures / Tutorials and TCIA
	<b>2</b>	19 – 23 March	Lectures / Tutorials
	<b>3</b>	26 - 01 March	Lectures / Tutorials
	<b>4</b>	04 - 08 March	Lectures / Tutorials
	<b>5</b>	11 – 15 March	Lectures / Tutorials
	<b>6</b>	18 – 26 March	Lectures / Tutorials (21 March: Human Rights Day)
<b>28 March – 07 April</b>			<b>Mid Term Break</b>
<b>Teaching Experience</b>			
<b>Block 2</b>	<b>TE W1</b>	08 – 12 April	
	<b>TE W2</b>	15 - 19 April	
	<b>7</b>	22 – 26 April	Lectures / Tutorials
	<b>8</b>	29 - 03 May	Lectures / Tutorials
	<b>9</b>	06 - 10 May	Lectures / Tutorials
	<b>10</b>	13 – 17 May	Lectures / Tutorials
	<b>11</b>	20 – 23 May	Lectures / Tutorials
<b>31 May – 28 June</b>			<b>Examinations / Exam Equivalents</b>
<b>29 June – 14 July</b>			<b>Winter Break</b>
<b>Sem 2 Block 3</b>	<b>12</b>	15 July – 16 July	TE Preparation (2 <sup>nd</sup> year) Visit schools to introduce yourself
	<b>13 TE W1</b>	17 July– 24 July	School-based TE begins
	<b>14 TE W2</b>	25 July – 31 July	Second Teaching Experience (4 weeks)
	<b>15 TE W3</b>	01 August – 7 August	(Summative Assessment)
	<b>16 TE W4</b>	8 – 14 August	
	<b>17</b>		
	<b>18</b>	29/30 August	Debriefing
<b>3 – 8 September</b>			<b>Mid-term Break</b>
<b>Block 4</b>	<b>19</b>	09 - 13 September	Lectures / Tutorials
	<b>20</b>	16 – 20 September	Lectures / Tutorials
	<b>21</b>	23 – 27 September	Lectures / Tutorials
	<b>22</b>	30 – 04 October	Lectures / Tutorials
	<b>23</b>	7– 11 October	Lectures / Tutorials
	<b>24</b>	14 – 18 October	Lectures / Tutorials
	<b>25</b>	22 October (2 days)	Lectures / Tutorials
		23 – 29 October	Study Break
		30 October- 26 November	Examinations / Exam equivalents
<b>28 November</b>			<b>Summer Vac Starts</b>



## OTHER ISSUES

### REGISTRATION

**It is your responsibility to check the accurateness of your registration.** The University does not send out letters of registration, so it is up to you to access your Wits email and check the accuracy of your registration. At registration, you will receive your Wits email address, please check it frequently to ensure that you are registered correctly. Your email is the only form of communication between Wits and you the student. You will not be allowed to attend lectures for courses for which you are not registered, and **you will not graduate if your registration is incorrect or incomplete.**

This is a very important aspect of your academic responsibility, so make sure you are correctly registered. This includes ensuring that you have met the pre-requisite requirements as set out on the PGCE subject requirements document.

### **ALL AMENDMENTS OF REGISTRATION MUST BE DONE BY END OF MARCH 2024.**

The programme co-ordinator cannot be held responsible for incorrect registrations. **If your registration is incorrect, it will result in you not graduating**, even if you attended all lectures and pass all courses. (You should not have attended these lectures for courses that you are not registered for). Should you have to register concurrently, to meet prerequisite requirements, you will not be credited for any PGCE methodology courses, without having presented the original certification of completion of these courses. You will also not be allowed to register for the PGCE without presenting proof of such concurrent registration. Concurrent registration is only available in exceptional circumstances and requires permission from the PGCE coordinator and academic staff. Such permission will be granted on a case-by-case basis depending on academic record and subject specific requirements. Very strict conditions (such as proof of registration, progress reports and successful completion) will be placed on students if permission is granted for a concurrent registration and students who do not meet the conditions will not be able to qualify and graduate.

Should you complete an online course through platforms approved by the university, you will be required to get approval from departmental staff as to which courses are appropriate equivalent courses, and you will also have to present the original email accrediting you with the course. NO copies of accreditation certificates will be accepted.

Please make sure that you ask the PGCE coordinator if you are not sure.

### **Grievance Procedure**

Should you have a grievance about a matter related to your studies, please follow these steps:

1. Consult your lecturer. Should the matter not be resolved, then proceed to 2.
2. Contact the course coordinator. Should the matter still not be resolved, then proceed to 3.
3. Draft a letter detailing the nature of your grievance. Submit the letter with supporting documentation to the PGCE Coordinator. In order to meet with the PGCE coordinator, you have to officially request an appointment. Should the matter still not be resolved, then proceed to 4.
4. Request an appointment to see the Head of Initial Teacher Education. Should the matter still not be resolved, then proceed to 5.

5. Request an appointment with the Head of School. This is seen as a last step. If the problem is still not resolved...
6. Request an appointment with The Dean of Faculty of Humanities.

**In every step of this procedure, you are advised to summarise the meeting in an email to the person that was met with, where agreements and remedies that were agreed upon, are set out in detail. A paper trail is always a good record. Please do not escalate matters without having followed the protocol above.**

## **DP Policy (Due Performance/Satisfactory participation)**

### **1. Purpose of the DP policy**

To acculturate students into helpful academic practices such as attending lectures and tutorials, participating in discussions and activities and completing assignments. Students are expected to attend a minimum of 80% of lectures and tutorials. The DP gives us a way of ensuring that you participate in the course throughout the year, thus participating in and contributing to an emerging community of practice in your subject.

### **DP requirements**

Course co-ordinators/methodologists may or may not nominate appropriate DP requirements for their course. Check your course outline in this regard.

### **Absence during term time**

Students are strongly discouraged from taking leave during teaching blocks. If, however, in exceptional circumstances the need to do so arises (e.g. if asked to represent the university or province at a sports event) permission should be asked for well in advance. The student should take an official letter of invitation to each course lecturer and get it signed before taking such leave. Arrangements should be made in advance for work missed to be done. Assignments due should be submitted before the period of absence.

### **2. Late Submission Policy**

#### **Purpose**

- 1.1 To provide clear and explicit guidelines for the practice of awarding marks for late submission.
- 1.2 To develop responsible teachers who can manage deadlines and who will have to deal with the issue of late submissions by learners.
- 1.3 We aim to be fair to the group as a whole by consistent practices, but we also want to be fair to the individual by recognizing your particular circumstances.
- 1.4 We do not want to reward dishonesty. We know that students sometimes use excuses to make up for insufficient planning.
- 1.5 The policy gives a yardstick for normal practices; however a lecturers' discretion will guide whether you are given a special dispensation.

**All coursework is expected to be handed in on the due date/time stipulated. If there is an exceptional reason why you are unable to hand in your work on time, you are required to apply for an extension with the lecturer concerned well before the due date. Assignments that are not submitted on time will be subject to the following policy:**

Assignments will NOT be accepted more than 3 days (including weekends and public holidays) after the due date. The maximum mark for submissions which are 1 – 3 days late will be 50% of the total marks (e.g. for an assignment marked out of 20, the maximum possible mark would be 10 but could be less than 10 depending on the quality of the work). Assignments received more than three days after the due date will receive a 0 mark. Please note that late submission policy starts the moment that the submission deadline was not adhered to. **Please also see the assessment policy as stipulated in this booklet.**

Assignments placed under office doors will be considered not to have been handed in, will not be marked, and will be given a mark of 0%.

N.B. Lecturers and tutors will not read drafts of assignments. The **Wits Writing Centre** is a University resource that is available to all students, to assist with assignment planning and writing, so make use of their services timeously.

### 3. Documentation

You are expected to submit a medical certificate to the lecturer and to the administrator of the PGCE in the event of absence due to illness. Please note that a letter from a doctor, which stipulates that you are booked off for a period of time, is the only acceptable documentation. A letter merely stating that you visited the doctor/clinic on the day in question, is not sufficient and will not be accepted.

In the event of a student being absent from lectures, assessments, assignment submissions, presentations or TE, due to unforeseen circumstances, the appropriate documentation must be provided to the administrator of the PGCE who will then forward it to the relevant lecturer/ tutor. The above also applies should a student request to be excused for late submission. Please familiarise yourself with the university policies regarding this.

In the unfortunate event of the death of a family member/close friend, you will be required to provide a copy of the death certificate or an official funeral programme. Should you be the victim of a crime or accident, you will need to include a police case number and/or supporting documentation with the police station stamp and date on it.

### 4. Extensions

It may be appropriate to ask for an extension (by an individual or group) for the submission of an assignment but do remember it could impact negatively on your other work, where deadlines also apply. Negotiate with the lecturer before the submission date, as extensions could also impact their planning and turnaround time. Please see the policy regarding extensions for take home assessments in of this booklet. Extensions do not apply to TE and any components there of.

### 5. Resubmission

Where dealing with formative assessment you could be requested to resubmit an assessment. Please check the date and time of such resubmissions with the relevant lecturer.

### 6. Printing/Computer problems

Students often give problems with printers/computer as a reason for late submission. This usually occurs due to poor time management thus we suggest that you look at your

workload carefully and plan accordingly. A lecturer could allow you to email the assignment as proof of its existence (before the submission time) and then hand in the print version later, or in extreme cases, the next day. They may require that you submit the assignment on ULWAZI before the submission time has elapsed. Please note that printer problems are not an excuse for late submission.

## 7. **Submission dates**

Submission deadlines are communicated in the course outlines issued at the beginning of a course and on Ulwazi. Where the dynamic nature of the course results in a new assignment emerging during the course, deadlines will be negotiated with the class concerned.

## 8. **Examination equivalents, test and 'lost' work**

Examination equivalents are examinations and are thus treated accordingly. You are to personally submit and sign for handing in an examination equivalent on the specified date and time or submit on ULWAZI as per your lecturer's instructions. In the case that a lecturer loses your work (they are just human beings!) you need to be able to provide a second copy.

## 9. **STUDENT ACADEMIC MISCONDUCT POLICY**

### **Academic Misconduct**

Academic misconduct includes any action which gains, attempts to gain, or assists others in gaining or attempting to gain an unfair academic advantage. It includes Plagiarism as defined below, collusion, cheating, copying, contract cheating, fabrication of data, the use and/or possession of unauthorised materials or devices during an assessment; and falsification or misrepresentation of information including, falsification of a medical certificate, and/or changing a script after it has been marked.

For example, students who have:

- colluded/cheated with each other through WhatsApp and/or other social media groups
- colluded/cheated with each other through in-person interactions
- copied from one another
- borrowed other students/individuals work
- used and/or are in possession of unauthorised materials, webservices and devices
- downloaded essays (other assessment equivalents) from the Internet, e.g. chegg.com.
- made someone else write out answers for them during an assessment
- committed plagiarism
- made payment to a third party to complete assessments, assignments or provide solutions on behalf of them
- falsified or misrepresented information (documents or fraudulent medical certificates)
- changed a script and/or answers and/or marks after an assessment is marked
- entered false logbook entries
- fabricated research data
- forged documents other than medical certificates
- published course materials on sites without permission
- stolen exam scripts or any assessments through hacking or physical stealing etc.

The University views academic misconduct in a very serious light. Students engaged in academic misconduct may find themselves sanctioned by the Student Academic Misconduct Committee or will be referred to the University's Legal Office in terms of the Rules for Student Discipline. Such misconduct may result in punishment which includes but is limited to an exclusion from the University.

For more information, please read the Academic Misconduct Policy. This can be accessed through the link:

<https://www.wits.ac.za/media/wits-university/about-wits/documents/Academic-misconduct-policy.pdf>

### **Plagiarism**

Plagiarism is a form of Academic Misconduct and is described as the failure to acknowledge the ideas and writings of others and/or the presentation of others' ideas or writings as one's own. This definition includes intentional and/or unintentional failure to acknowledge the ideas or writings of others.

For example, this includes using someone else's work and passing it off as your own. It refers to copying other people's work word for word, or only making minor changes to it with the intention of representing it as your own. This does not mean that you are forbidden to use every word or phrase that appears in a text from which you are working. In particular, you will almost certainly need to repeat technical vocabulary. However, when you reproduce whole sentences or paragraphs without indicating that these are original quotations or paraphrased from your original source, this will be considered as plagiarism.

To avoid plagiarism, you must:

- Use your own words. It is very important that the bulk of your essay demonstrates your own understanding of the topic without an over-reliance on the words of others, i.e., extended direct quotations.
- Ensure that all source material is consistently and appropriately referenced by using the style and conventions for APA referencing. Each student has access to the School of Education's Handbook to APA Referencing. Please make use of this handbook when citing and referencing your work.
- Remember that all ideas, concepts, thoughts, points of theory, data and writings of other persons must be referenced. If it is not a product of your own mind, you must acknowledge where it came from (the source).
- It is your responsibility to ensure that you are familiar and understand what constitutes plagiarism and how to avoid it.

The following referencing inadequacies should be noted:

- Insufficient referencing - information is referenced only now and then, and much of it is not referenced at all.
- Unacknowledged paraphrasing is also considered to be plagiarism. The words might be yours (mostly), but the ideas are not.
- No references given - not one reference appears in the text of the essay, regardless of whether a reference list is given or not. Such an essay will fail, no matter how good it is.

- Blatant plagiarism - sentences or even paragraphs are copied verbatim from a source, with no quotation marks used and/or no reference given.

The University views plagiarism in a very serious light. Students that submit work that contains plagiarised material may find themselves sanctioned by the Student Academic Misconduct Committee or will be referred to the University's Legal Office in terms of the Rules for Student Discipline. Such misconduct may result in punishment which includes but is limited to an exclusion from the University.

For more information, please read the Academic Misconduct Policy. This can be accessed through the link: <https://www.wits.ac.za/media/wits-university/about-wits/documents/Academic-misconduct-policy.pdf>

Please note that all assignments will need to be submitted to **Turn-it-in** which provides a similarity index score. As a guideline, a similarity score of above 15% is considered too high. . If you require assistance with learning how to integrate sources appropriately into your academic essays, book a consultation at the Writing Centre. There is also a leaflet compiled by the chief librarian on this matter available in the library.

## 10. Communication and ULWAZI

The platform used to communicate with students, make resource materials available, post assignments etc., is ULWAZI. The system will automatically send an email to your registered student email address. Make sure that you access your student email regularly, and that it is connected to your smart device. Notices are posted by lecturers/tutors on this platform on a regular basis, so make sure that you know your way around the ULWAZI platform to find important course information.

## 11. Assignment & Examination Equivalent submission

You are expected to submit one copy of your assignment (or exam equivalent) on the day/date specified. Make sure that you keep a copy for your own records until you receive it back. All assignments should have a cover page attached. In addition, you are expected to submit a loose plagiarism declaration. (see overleaf for copies of the cover page and plagiarism declaration).

## Final Note

We hope that you will enjoy this programme and find it enriching. If anything is not working out the way you think it should, please speak to us. We would like to be able to provide whatever help and support we can, as soon as possible.

**Wishing you well with your studies.**

*Dr Coltman  
PGCE Coordinator*



## Assignment Cover Page

**Student no (please ensure this is correct and legible):**

**Course Name and Course Code:**

**Lecturer / Tutor:**

**Assignment due date:**

**Full Topic:**

I have handed in a plagiarism declaration separately:

Yes

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

Your assignment will not be accepted without your plagiarism declaration.

### Declaration of Original Work

I, (Name and surname)

\_\_\_\_\_,  
Student number:

\_\_\_\_\_  
know and accept that plagiarism (i.e., to use another's work and to pretend that it is one's own) is dishonest.

Please confirm the following:

	I declare that the assignment entitled _____ _____ and handed in on the date below is my own work.
	I have acknowledged all direct quotations and paraphrased ideas.
	I have provided a complete, alphabetised reference list, as required by the APA method of referencing (described in the Referencing Handbook).
	I have not allowed, and will not allow, anyone to copy my work with the intention of passing it off as his or her own work.
	I understand that the University of the Witwatersrand will take disciplinary action against me if evidence suggests that this is not my own unaided work or that I failed to acknowledge the source of the ideas or words in my writing

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Course Code: \_\_\_\_\_

Lecturer: \_\_\_\_\_



# Wits School of Education



# Wits Braamfontein Campus

