

FACULTY OF EDUCATION & HUMAN SCIENCES

School of Education

Prospectus 2023



UNAM
UNIVERSITY OF NAMIBIA



The
ENGAGED@
University 30
1992 - 2022

**FACULTY OF EDUCATION AND HUMAN
SCIENCES**

**SCHOOL
OF
EDUCATION**

NOTE

This Prospectus is valid for 2023 only. Regulations and curricula for 2023 may be amended. General regulations and information appear in the **General Prospectus: Information, Regulations and Fees**.

Although the information contained in this Prospectus has been compiled as accurately as possible, Council and Senate accept no responsibility for any errors and omissions, which may occur. The University retains the right to amend any regulation or condition without prior notice.

The information is correct up to 31 October 2023.

The fact that particulars of a specific Module or field of study have been included in this Prospectus does not necessarily mean that such Module or field of study will be offered in 2023 or any consecutive year.

This Prospectus must be read in conjunction with the **General Prospectus: Information, Regulations and Fees**.

NOTE	2
ROLE AND MISSION OF THE SCHOOL OF EDUCATION	8
ADVICE, INFORMATION AND GENERAL REGULATIONS	9
UNAM CORE DATES 2023	10
SCHOOL OF EDUCATION PERSONNEL	11
DIPLOMAS	19
A UNDERGRADUATE DIPLOMA	19
A.1. DIPLOMA IN JUNIOR PRIMARY EDUCATION (INSET) (10DJPI) (Phased out)	19
A.1.1 RATIONALE	19
A.1.2 PURPOSE	19
A.1.3 CRITERIA FOR ADMISSION	19
A.1.4 LANGUAGE OPTIONS	19
A.1.5 ARTICULATION OPTIONS	20
A.1.6 MODE OF DELIVERY	22
A.1.7 DURATION OF THE STUDY	22
A.1.8 PROFESSIONAL DEVELOPMENT ACTIVITIES	22
A.1.9 ASSESSMENT CRITERIA	23
A.1.10 REQUIREMENTS FOR QUALIFICATION AWARD	23
A.1.11 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL	23
A.1.12 ACADEMIC ADVANCEMENT RULES	23
A.1.13 TEACHING-LEARNING	24
A.1.14 IMPLEMENTATION	24
A.1.15 PROPOSED PROGRAMME DELIVERY CYCLE	24
A.1.16 CURRICULUM FRAMEWORK	24
A.1.17 COURSE DESCRIPTORS	27
A.2. DIPLOMA IN JUNIOR PRIMARY EDUCATION (10DJPE) (phased out)	37
A.2.1 Rationale	37
A.2.2 PURPOSE	37
A.2.3 CRITERIA FOR ADMISSION	37
A.2.4 LANGUAGE OPTIONS AND QUALIFICATION SUB CODES	38
A.2.5 ARTICULATION OPTIONS	39
A.2.6 MODE OF DELIVERY	41
A.2.7 DURATION OF THE STUDY	41
A.2.8 PROFESSIONAL DEVELOPMENT PLACEMENT	41
A.2.9 ASSESSMENT CRITERIA	41
A.2.10 REQUIREMENTS FOR QUALIFICATION AWARD	41
A.2.11 ACADEMIC ADVANCEMENT RULES	41
A.2.12 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY	41
A.2.13 IMPLEMENTATION	42
A.2.14 CURRICULUM FRAMEWORK	42
A.2.15 COURSE DESCRIPTORS	46
A.1.15.2 SCHOOL COURSES	47
B.1. DIPLOMA IN LIFELONG LEARNING AND COMMUNITY EDUCATION (LEVEL 6) (10DLCE) (Phasing Out No New-Intake In 2023)	57
B.1.1 RATIONALE AND PROGRAMME DESCRIPTION	58
B.1.2 ADMISSION REQUIREMENTS	58
B.1.3 DELIVERY MODE	58
B.1.4 DURATION OF STUDY	58
B.1.5 PROFESSIONAL DEVELOPMENT PLACEMENT	58
B.1.6 ASSESSMENT	59
B.1.7 ACCREDITATION OF OTHER QUALIFICATIONS	59
B.1.8 IMPLEMENTATION GUIDELINES	59
B.1.9 ACADEMIC ADVANCEMENT RULES	59
B.1.10 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY	59
B.1.11 CURRICULUM FRAMEWORK	60
B.1.12 COURSE DESCRIPTORS: DIPLOMA IN LIFELONG LEARNING AND COMMUNITY EDUCATION	62
C. OTHER DIPLOMAS	69
C.1 DIPLOMA IN SECONDARY EDUCATION (PROFESSIONAL TRAINING) (LEVEL 7) (10ADPT) (Phasing out, No New-Intake in 2023)	69
C.1.1 INTRODUCTION	69
C.1.2 AIM	69
C.1.3 PROGRAMME OVERVIEW	70
C.1.4 ADMISSION REQUIREMENTS	70
C.1.5 SPECIAL ADMISSION REQUIREMENTS:	70
C.1.6 CURRICULUM FRAMEWORK	70

C.1.7	LIST OF TEACHING METHODOLOGIES OFFERED ON DISTANCE	71
C.1.8	COURSE DESCRIPTORS	72
C.2	DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP	76
	[ONLY OFFERED ON PART-TIME MODE] (Phasing out No New-Intake in 2023)	76
C.2.1	INTRODUCTION	76
C.2.2	RATIONALE	76
C.2.3	AIMS OF THE PROGRAMME	76
C.2.4	ADMISSION REQUIREMENTS	76
C.2.5	ASSESSMENT AND EVALUATION	76
C.2.6	AWARD OF THE DIPLOMA	76
C.2.7	CURRICULUM FRAMEWORK	77
C.2.8	COURSE DESCRIPTORS: DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP (LEVEL 6) (10AEML)	78
C.3	POST GRADUATE DIPLOMA IN HIGHER EDUCATION (LEVEL 8) (10PDHE)	82
C.3.1	PURPOSE OF THE PROGRAMME	82
1.1	OBJECTIVES OF THE PROGRAMME	82
C.3.2	EXIT PROGRAMME OUTCOMES	82
C.3.3	NATIONAL QUALIFICATION FRAMEWORK (NQF) REGISTRATION	82
C.3.4	ARTICULATION OPTIONS	82
C.3.5	MODE OF DELIVERY	82
C.3.6	ADMISSION REQUIREMENTS	83
C.3.7	DURATION OF STUDY	83
C.3.8	TEACHING AND LEARNING STRATEGIES	83
C.3.9	ASSESSMENT STRATEGIES	83
C.3.10	QUALITY ASSURANCE ARRANGEMENTS	83
C.3.11	MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE PROGRAMME	84
C.3.12	ADVANCEMENT AND PROGRESSION RULES	84
C.3.13	MAXIMUM NUMBER OF COURSES PER YEAR	84
C.3.14	CAREER OPPORTUNITIES	84
C.3.15	APPLICATION PROCESSES	84
C.3.16	PROGRAMME STRUCTURE: CURRICULUM FRAMEWORK	84
C.3.17	COURSE DESCRIPTORS	85
D.	UNDERGRADUATE DEGREES	88
D.1	BACHELOR OF EDUCATION IN ORGANIZATIONAL LEARNING AND DEVELOPMENT (LEVEL 7) (91BOLD)	88
D.1.1	RATIONALE AND PROGRAMME DESCRIPTION	88
D.1.2	AIMS	88
D.1.3	GRADUATE EMPLOYABILITY ATTRIBUTES	88
D.1.4	EXIT PROGRAMME OUTCOMES	88
D.1.5	DEPARTMENTAL REGULATIONS	88
D.1.6	DURATION	88
D.1.7	MODE OF DELIVERY	89
D.1.8	PROFESSIONAL DEVELOPMENT PLACEMENT	89
D.1.7	ADMISSION REQUIREMENT	89
D.1.8	ADMISSION BASED ON NAMIBIAN SCHOOL LEAVING CERTIFICATES 2021 ONWARDS:	89
D.1.9	ARTICULATION OPTIONS	90
D.1.10	ASSESSMENT CRITERIA	90
D.1.11	QUALITY ASSURANCE ARRANGEMENTS	90
D.1.12	MONITORING OF STUDENT PROGRESS	90
D.1.13	TRACER STUDIES AND EMPLOYER FEEDBACK	90
D.1.14	MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL /PROGRAMME	91
D.1.15	ADVANCEMENT AND PROGRESSION RULES	92
D.1.16	REQUIREMENTS FOR QUALIFICATION AWARD	92
D.1.17	CAREER OPPORTUNITIES	92
D.1.18	IMPLEMENTATION STRATEGY	92
D.1.19	CURRICULUM FRAMEWORK: SUMMARY TABLE FOR ALL MODULES IN THE PROGRAMME	93
D.20.	BACHELOR OF EDUCATION (LIFELONG LEARNING AND COMMUNITY EDUCATION) (HONOURS) (LEVEL 8)	
	(10BLCE) (Phasing out -No New- Intake in 2023)	97
D.20.1	OLD CURRICULUM FRAMEWORK (10BLCE- YEAR 2, 3, 4)	97

D.2 BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND JUNIOR PRIMARY EDUCATION HONOURS	106
D.2.1	RATIONALE 106
D.2.2	GRADUATE EMPLOYABILITY ATTRIBUTES 106
D.2.3.	EXIT PROGRAMME OUTCOMES 106
D.2.4	ADMISSION CRITERIA 107
D.2.5	ARTICULATION OPTIONS 108
D.2.6	DURATION OF THE STUDY 108
D.2.7	ASSESSMENT CRITERIA 108
D.2.8	QUALITY ASSURANCE ARRANGEMENTS 108
D.2.10	MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL/PROGRAMME 109
D.2.11	ADVANCEMENT AND PROGRESSION RULES 109
D.2.12	REQUIREMENTS FOR QUALIFICATION AWARD 109
D.2.13	CAREER OPPORTUNITIES 109
D.2.14	IMPLEMENTATION STRATEGY 110
D.2.15	CURRICULUM FRAMEWORK: SUMMARY TABLE FOR ALL MODULES IN THE PROGRAMME 110
D.2.16	PROGRAMME STRUCTURE 111
D.2.17	LANGUAGE MODULES IN THE BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND JUNIOR PRIMARY EDUCATION HONOURS 111
D.2.19	MODULE DESCRIPTORS 112
D.2.20	BACHELOR OF EDUCATION (PRE-PRIMARY AND LOWER PRIMARY) (HONOURS) ((Phasing out-No New Intake in 2023) 116
D.2.21	BACHELOR OF EDUCATION PRE- AND LOWER PRIMARY) (HONOURS) CURRICULUM FRAMEWORK 116
D.3	BACHELOR OF EDUCATION IN SENIOR PRIMARY EDUCATION HONOURS (91BESP) 143
D.3.1	RATIONALE 143
D.3.2	GRADUATE EMPLOYABILITY ATTRIBUTES 143
D.3.3	EXIT PROGRAMME OUTCOMES 143
D.3.4.	ADMISSION CRITERIA 143
D.4.5	ARTICULATION OPTIONS 145
D.4.6	ASSESSMENT CRITERIA 145
D.4.7	QUALITY ASSURANCE ARRANGEMENTS 145
D.4.8	MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL/PROGRAMME 145
D.4.7	ADVANCEMENT AND PROGRESSION RULES 146
D.4.8	REQUIREMENTS FOR QUALIFICATION AWARD 146
D.4.9	CAREER OPPORTUNITIES 146
D.4.10	IMPLEMENTATION STRATEGY 146
D.4.11	CURRICULUM FRAMEWORK: SUMMARY TABLE FOR ALL MODULES IN THE PROGRAMME 147
D.4.12	PROGRAMME STRUCTURE 149
D.4, 13	YEAR 1 MODULE DESCRIPTORS 150
D.4.14	BACHELOR OF EDUCATION (UPPER PRIMARY) (HONOURS) (10BEUP) (Phasing out, No New-intake in 2023) 153
D.4.15	OLD CURRICULUM FRAMEWORK YEAR 2,3,4 153
D.4	BACHELOR OF EDUCATION IN SECONDARY EDUCATION HONOURS (LEVEL 8) DEGREE (91BESS) 178
D.4.1	RATIONALE AND PROGRAMME DESCRIPTION 178
D.4.2	EXIT PROGRAMME OUTCOMES 178
D.4.3	DURATION AND MODE OF STUDY 178
D.4.4	ADMISSION REQUIREMENTS 178
D.4.5	ARTICULATION OPTIONS 181
D.4.6	ASSESSMENT CRITERIA 181
D.4.7	QUALITY ASSURANCE ARRANGEMENTS-MORE DETAILS 182
D.4.8	MONITORING OF STUDENT PROGRESS 182
D.4.9	MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL/PROGRAMME 182
D.4.10	ADVANCEMENT AND PROGRESSION RULES 183
D.4.11	REQUIREMENTS FOR QUALIFICATION AWARD 186
D.4.12	CURRICULUM FRAMEWORK: SUMMARY TABLE FOR ALL MODULES IN THE PROGRAMME 186
D.4.13	SCHOOL SUBJECT COMBINATIONS AND CAMPUSES WHERE OFFERED 187
D.4.14	FRAMEWORK OF SCHOOL SUBJECTS OFFERED IN THE B. ED SECONDARY EDUCATION 188
D.4.15	COURSE DESCRIPTORS (SYLLABI): BACHELOR OF EDUCATION IN SECONDARY 195
D.4.16	BACHELOR OF EDUCATION (SECONDARY) (HONOURS) (LEVEL 8) DEGREE (10BEDC) (Phasing out, No New-intake in 2023) 195
D.4.17	BACHELOR OF EDUCATION (SECONDARY) (HONOURS)OLD CURRICULUM FRAMEWORK YEAR 2,3,4 195

E. POSTGRADUATE DEGREES	290
E.1 MASTER OF EDUCATION PROGRAMMES	290
E.1.1 RATIONALE AND PROGRAMME DESCRIPTION	290
E.1.2 PURPOSE OF THE QUALIFICATION	290
E.1.3 SPECIALISATION PER DEPARTMENT	290
E.1.4 SPECIAL REGULATIONS FOR THE M. ED DEGREE	290
E.1.5 CRITERIA FOR ADMISSION	290
E.1.6 MODE OF DELIVERY	291
E.1.7 DURATION OF STUDY	291
E.1.8 TEACHING-LEARNING MODEL	291
E.1.9 ASSESSMENT CRITERIA	291
E.1.10 CONTINUOUS ASSESSMENT	291
E.1.11 EXAMINATION	291
E.1.12 FINAL MARK	291
E.1.13 SUPPLEMENTARY EXAMINATIONS	291
E.1.14 APPROVED CURRICULUM REQUIREMENTS	291
E.1.15 ADVANCEMENT AND PROGRESSION	292
E.1.16 REQUIREMENTS FOR QUALIFICATION AWARD	292
E.2 CURRICULUM COMPILATION PER SPECIALISATION	292
E.2.1 DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES	292
E.2.1.1 MASTER OF EDUCATION (CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES) (10MECA)	292
E.2.1.2 MASTER OF EDUCATION (EDUCATIONAL TECHNOLOGY) (10MEET)	293
E.2.1.3 MASTER OF EDUCATION (LEADERSHIP, MANAGEMENT AND POLICY STUDIES) (10MELP)	293
E.2.1.4 MASTER OF EDUCATION (SPORT EDUCATION) (10MEPE)	293
E.2.1.5 MASTER OF EDUCATION (MATHEMATICS EDUCATION) (10MEME)	294
E.2.1.6 MASTER OF EDUCATION (SCIENCE EDUCATION) (10MESE)	294
E.2.1.7 MASTER OF EDUCATION (LITERACY AND LEARNING) (10MEDL)	294
E.2.1.8 MASTER OF EDUCATION (EARLY CHILDHOOD DEVELOPMENT) (10MECD)	295
E.2.1.9 MASTER OF EDUCATION (INCLUSIVE EDUCATION) (10MEIE)	296
E.2.1.9.1 MODE OF DELIVERY	296
E.2.1.10 MASTER OF EDUCATIONAL PSYCHOLOGY (GUIDANCE AND COUNSELING) (10MEGC)	296
E.2.1.10.1 PURPOSE OF THE PROGRAMME	296
E.2.1.10.2 CRITERIA FOR ADMISSION	296
E.2.1.10.3 MODE OF DELIVERY	297
E.2.1.10.4 DURATION OF STUDY	297
E.2.1.10.5 ASSESSMENT CRITERIA	297
E.2.1.10.6 ADVANCEMENT AND PROGRESSION	297
E.2.1.10.7 INTERNSHIP AND REGISTRATION AS EDUCATIONAL PSYCHOLOGIST	297
E.2.1.10.8 CURRICULUM COMPILATION	297
E.2.1.10.9 REQUIREMENTS FOR QUALIFICATION AWARD	298
E.2.1.11 MASTER OF EDUCATION (BY THESIS) (10MEDU)	298
E.2.1.11.1 ADMISSION REQUIREMENTS M. ED BY THESIS ONLY	298
E.2.1.11.2 DURATION OF STUDY	298
E.2.1.11.3 MODE OF DELIVERY	298
E.2.1.11.4 REQUIREMENTS FOR QUALIFICATION AWARD	298
E.2.2 DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING	299
E.2.2.1 MASTER OF EDUCATION (ADULT EDUCATION) (10MAED)	299
E.3 COURSE DESCRIPTORS: MASTERS PROGRAMMES	299
E.3. COMPULSORY COURSES FOR ALL STREAMS	299
E.2.1 DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES	301
E.2.1.1 MASTER OF EDUCATION (CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES) (10MECA)	301
E.2.1.2 MASTER OF EDUCATION (EDUCATIONAL TECHNOLOGY) (10MEET)	302
E.2.2.1 MASTER OF EDUCATION (LEADERSHIP, MANAGEMENT AND POLICY STUDIES) (10MELP)	303
E.2.3 DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING	304
E.2.3.1 MASTER OF EDUCATION (ADULT EDUCATION) (10MAED)	304
E.2.4.1 MASTER OF EDUCATION (SPORT EDUCATION) (10MEPE)	305
E.2.4.2 MASTER OF EDUCATION (MATHEMATICS EDUCATION) (10MEME)	307
E.2.4.3 MASTER OF EDUCATION (SCIENCE EDUCATION) (10MESE)	308
E.2.5.1 MASTER OF EDUCATION (INCLUSIVE EDUCATION) (10MEIE)	309
E.2.5.2 MASTER OF EDUCATION (LITERACY AND LEARNING) (10MEDL)	312
E.2.5.3 MASTER OF EDUCATION (EARLY CHILDHOOD DEVELOPMENT) (10MECD)	315

E.2.5.4	MASTER OF EDUCATIONAL PSYCHOLOGY (GUIDANCE AND COUNSELING) (10MEGC)	317
F.1	DOCTOR OF PHILOSOPHY IN EDUCATION	319
F.1.1	RATIONALE FOR THE PROGRAMME	319
F.1.2.1	Department of Applied Educational Sciences	319
	Doctor of Philosophy in Education: Curriculum, Instruction and Assessment Studies (10DECA)	319
	Doctor of Philosophy in Education: Educational Management and Administration (10DEMA)	319
	Doctor of Philosophy in Education: Educational Law and Policy Studies (10DELP)	319
	Doctor of Philosophy in Education: Comparative and History of Education (10DECH)	319
	Doctor of Philosophy in Education: Philosophy and Sociology of Education (10DEPS)	319
	Doctor of Philosophy in Education: Science Education (10DESE)	319
	Doctor of Philosophy in Education: Sport Education (10DEPE)	319
	Doctor of Philosophy in Education: School Guidance and Counselling (10DEGC)	319
	Doctor of Philosophy in Education: Early Childhood Education (10DECD)	319
	Doctor of Philosophy in Education: Mathematics Education (10DEME)	320
	Doctor of Philosophy in Education: Inclusive Education (10DEIE)	320
F.1.2.3	Department of Higher Education and Lifelong Learning	320
	Doctor of Philosophy in Education: Adult Education (10DEDA)	320
F.1.3	Application Procedures	320
F.1.4	Admission CRITERIA	320
F.1.4.1	SPECIAL REGULATIONS FOR PH. D DEGREE BY DEPARTMENTAL SPECIALISATION	320
F.1.5	SPECIFIC ADDITIONAL ADMISSION REQUIREMENTS PER DEPARTMENT:	320
F.1.6	REGISTRATION PROCEDURES	321
F.1.7	MODE OF DELIVERY	321
F.1.8	Duration OF STUDY	321
F.1.9	REQUIREMENTS FOR QUALIFICATION AWARD	321
F.1.10	RESEARCH SERVICES - POSTGRADUATE SUPPORT ANNEXES	322

ROLE AND MISSION OF THE SCHOOL OF EDUCATION

The School of Education, while operating within the provisions set out in the Mission Statement of the University of Namibia, sees itself as an important body assisting the realisation of this mission.

Mission:

The mission of the School of Education therefore is to serve the Educational needs and aspirations of the Namibian nation in all aspects.

Objectives:

1. To spearhead the development of the profession of Education in the service of the Nation.
2. To prepare in-service; pre and lower primary; upper primary and senior-secondary teachers.
3. To act as a forum of Education for any further educational involvement for those seeking this.
4. To be conscious of and respond to the curriculum development needs and requirements of the country and to respond to these in order to provide a centre for further development.
5. To provide a centre for advanced study of education, the education system, its opportunities and challenges, and the use of educational resources, and to contribute in any other way to the development of education in Namibia.
6. To undertake basic and applied research in Education and other areas.
7. To publish the results of research or other study and to encourage publications.
8. To assist affiliated teacher education institutions in the development and assessment of their programmes.
9. To work with other education establishments and agencies, and to forge links with national and international academic professional institutions in the interest of education.
10. In accordance with UNAM Mission clause no.7: "To serve both urban and rural communities and to provide extension services throughout the country with a view to contributing to the improved functioning of the education system as a whole"

ADVICE, INFORMATION AND GENERAL REGULATIONS

ATTENDANCE OF LECTURES

See Academic General Regulations

GENERAL INFORMATION

ADMISSION TO REGISTRATION

No student may be admitted to a Module of study offered by the School of Education if she/he does not meet all the admission requirements of the Faculty.

Students who wish to seek employment in another country after their studies should confirm whether they would meet the requirements of the relevant authorities before commencing their studies.

ADMISSION REQUIREMENTS FOR MODULES OFFERED IN OTHER FACULTIES

See the Special Regulations of other Faculties for requirements regarding Modules that are offered in the relevant Faculties.

RECOGNITION OF SUBJECT CREDITS FROM OTHER INSTITUTIONS

The recognition of subjects previously completed at tertiary institutions other than the University of Namibia is given in accordance with the Academic General Regulations. Students intending to apply for such recognition must apply to the School Board: Education, by the date as specified in the "Deadlines for the academic year". A maximum of 50 % of the Modules in a study programme may be considered for exemption.

INTERNATIONAL QUALIFICATIONS

Students having obtained qualifications or parts thereof at tertiary institutions outside Namibia may only be admitted to study in the School of Education of the University if they apply for admission to the Faculty Board: Education before or on September 30 of an academic year and if such application is accompanied by an official evaluation of the obtained qualification(s) or parts thereof issued by an approved body responsible for evaluation of qualifications.

REGISTRATION: NON-DEGREE AND NON-DIPLOMA PURPOSES

A student who does not wish to register for a degree, diploma or certificate, but only for (a) specific Module(s) may register for non-degree purposes (NDP) if he/she meets the relevant admission requirements. Modules, half-Modules, modules or papers followed for NDP are subject to the same prerequisites and stipulations as those applicable to students who offer these for degree, diploma or certificate purposes.

NUMBER OF MODULES FOR WHICH STUDENTS MAY REGISTER

A student may not register without the permission of the Associate Dean for more or fewer Modules than prescribed by the stipulations of the programme of study. Deviations from the prescribed requirements will be allowed only in highly exceptional cases.

TRANSFERENCE OF SUBJECT CREDITS

Students who amend their Module of study cannot necessarily transfer priority obtained subject credits in all cases from one Module of study to another.

Transference and recognition of such subject credits for the purposes of another Module of study other than for the Module for which the student initially registered, may only take place subject to general regulations and the approval of the Faculty Board: Education. Application for transfer and / or recognition must (if applicable) be handed in to the Faculty Officer by the date as specified in the "Deadlines for the academic year" and must be accompanied by a letter of authority from the bursary donor approving such amendments.

INTERRUPTED STUDIES

Students who interrupt their studies between the prescribed numbers of study years, shall be re-admitted subject to complying with existing curricula and syllabi. Credits already obtained shall be recognised towards the completion of the qualification in compliance with existing exemption / recognition regulations.

REGULATIONS

Refer to the Academic General Regulations.

Please Note

In this Yearbook, the terms 'Course(s)' and 'module(s)' are used interchangeably

UNAM CORE DATES 2023

DATE	FIRST SEMESTER
12 January	University Open
24 January	Academic staff resumes office duties
30 January	Lectures commence for CORE SEMESTER – New Curriculum (Until 3 March)
15 February	Lectures commence for FIRST SEMESTER – Old Curriculum Students (Until 17 May)
06 March	Lectures commence for FIRST SEMESTER – New Curriculum Students (Until 7 June)
04 May	Long Weekend BREAK for students commences (Until 7 May)
08 May	Lectures commence after long weekend break
17 May	Lectures end for FIRST SEMESTER – Old Curriculum Students
22 May	First Opportunity Examinations commence – Old Curriculum Students (Until 9 June)
07 June	Lectures end for FIRST SEMESTER – New Curriculum Students
09 June	First Opportunity Examinations end – Old Curriculum Students
12 June	First Opportunity Examinations commence – New Curriculum Students (Until 23 June)
12 June	Second Opportunity Examinations commence – Old Curriculum Students (Until 27 June)
23 June	First Opportunity Examinations end – New Curriculum Students
26 June	Second Opportunity Examinations commence – New Curriculum Students (Until 5 July)
27 June	Second Opportunity Examinations end – Old Curriculum Students
05 July	Second Opportunity Examinations end – New Curriculum Students
07 July	End of FIRST SEMESTER
10 – 14 July	Mid-year recess
DATE	SECOND SEMESTER
19 July	Lectures commence for SECOND SEMESTER – Old Curriculum Students (Until 13 October)
24 July	Lectures commence for SECOND SEMESTER – New Curriculum Students (Until 20 October)
04 September	Second semester BREAK commences for New Curriculum Students (Until 10 September)
06 September	Second semester BREAK commences for Old Curriculum Students (Until 10 September)
08 September	Institutional Holiday
11 September	Lectures resume after second semester break
13 October	Lectures end for SECOND SEMESTER – Old Curriculum Students
18 October	First Opportunity Examinations commence – Old Curriculum Students (Until 7 November)
20 October	Lectures end for SECOND SEMESTER – New Curriculum Students
26 October	First Opportunity Examinations commence – New Curriculum Students (Until 10 November)
07 November	First Opportunity Examinations end – Old Curriculum Students
08 November	Second Opportunity Examinations commence – Old Curriculum Students (Until 24 November)
10 November	First Opportunity Examinations end – New Curriculum Students
13 November	Second Opportunity Examinations commence – New Curriculum Students (Until 24 November)
24 November	Second Opportunity Examinations end – All Students
01 December	End of SECOND SEMESTER
15 December	End of ACADEMIC YEAR
12 January 2024	University opens (2024 academic year)
24 January 2024	Academic staff resumes office duties

SCHOOL OF EDUCATION PERSONNEL

OFFICIALS AND ADMINISTRATIVE PERSONNEL

Executive Dean (Khomasdal Campus):	Dr A. Mosimane
Associate Dean (Khomasdal Campus):	Dr. J. Nyambe
Director (Katima Mulilo Campus)	Dr. B. Kangumu
Director (Rundu Campus)	Dr. H.Miranda
Director (Hifikupunye Pohamba Campus)	Dr. J. Sheehama
Head of Academic Affairs (Katima Mulilo Campus)	Dr. C Chata
Head of Academic Affairs (Rundu Campus)	Dr. M. Shihako
Head of Academic Affairs (Hifikepunye Pohamba Campus)	Prof. S. lipinge
Head of Academic Affairs (Southern Campus).....	Ms. R. Namukwambi
Faculty Manager.....	Mr O. Nangula
Faculty Officer.....	Mr. P. Amunyela (Khomasdal Campus)
Faculty Officer.....	Ms. A. Felix (Hifikupunye Pohamba Campus)
Assistant Faculty Officer:	Ms. T.N. Fillemon (Main Campus)
Assistant Faculty Officer:	Mr. R. Gomachab (Khomasdal Campus)
Assistant Faculty Officer:	Ms N.R.K. Kamwi (Rundu Campus)
Assistant Faculty Officer:	Mr I. Mumdumbu (Rundu Campus)
Assistant Faculty Officer:	Ms F.N. Kalwenya (Hifikupunye Pohamba Campus)
Assistant Faculty Officer:	Ms N. Hauwanga (Hifikupunye Pohamba Campus)
Assistant Faculty Officer:	Ms. N.R. Chata (Katima Mulilo Campus)
Assistant Faculty Officer:	Ms. A. Nelumbu (Southern Campus)
Assistant Faculty Officer.....	Ms S. Shapumba (Sam Nujoma Campus)
Exam Officer and Student Records Officer.....	Mr. Mbeutala Kangootui (Sam Nujoma Campus)
Examination Officer:	Ms. E. Hasheela (Main Campus)
Examination Officer:	Ms. P. Ndjamba (Rundu Campus)
Examination Officer:	Mr. B. Sheehama (Hifikupunye Pohamba Campus)
Examination Officer:	Mr. J. Tischer (Katima Mulilo Campus)
Examination Officer:	Vacant (Khomasdal Campus)
Examination Officer:	Ms. M. Ishitile (Khomasdal Campus)
Examination Officer:	Mr. T. Roos (Southern Campus)
Heads of Departments:	see "Academic Personnel"
Teaching Practice/In-Service Co-ordinator:	Mr. N. Gaoseb
Secretary	Ms. S. Somses
Principal Technologist/Co-ordinator ETRC:	Dr. R. Kamerika
Media Lab Technologist:	Vacant
Science Laboratory technician:	Ms. K. Kapikara
Postgraduate Coordinator.....	Ms. N. Mutenda

Advice to students:

General enquiries regarding the School of Education and qualifications offered by the School must be directed to:

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University of Namibia
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WINDHOEK

Tel : (061) 206 7214
Fax : (061) 206-3980
E-mail: pamunyela@unam.na

OR

The Faculty Officer
Faculty of Education
Hifikepunye Pohamba Campus
University of Namibia
Private Bag 5507
Oshakati

Tel : (065) 2323042
E-mail: afelix@unam.na

Matters regarding specific subjects or departments must be cleared with the relevant Head of Department.

ACADEMIC PERSONNEL

DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING

HEAD OF DEPARTMENT:	Dr. S.P. Shihomeka
PROFESSOR:	Vacant
ASSOCIATE PROFESSOR:	Prof. R.K. Shalyefu Prof. A. Kanyimba Prof. H, Nekongo-Nielsen
SENIOR LECTURERS:	
Main Campus:	Dr. S.P. Shihomeka Dr. M. Hamunyela Dr. L. Shaketange Dr. N.Mbukusa
LECTURERS:	
Main Campus:	Dr. M. Jonas-lita Mrs. F. I. Kavetuna Ms. C. Kaereho Ms. H. N. Amadhila Dr. L Matati Josua Mr. J. Shilongo Mr F. Lukas
DEPARTMENTAL COORDINATOR:	
Main Campus:	Ms. T. Mukwendje

DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES

HEAD OF DEPARTMENT:	Dr. L.E SIMASIKU
PROFESSOR:	Vacant
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Hifikepunye Pohamba Campus:

*Dr. A.P Amushigamo
Dr. S. Naukushu
Dr R. Shanyanana Amaambo
Dr. Anna Hako
Dr. E.I. Tobias*

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Dr. S. Chombo
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Mr. B. Makaka
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Ms. S. Nakashole
Mr. R.N. Vaida
Dr. D. Kavishe
Mr. M. Hidengwa
Mr. Amram Amakali
Dr. M. Mushandja-Mufeti
Mr. T. Henoah
Ms. P.T. Shikongo
Mr. W. Nashidemo
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Ms M. Hamunyela
Ms. K. Mbango
Ms. S. Herman
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Mr. K. Mbangula*

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*Dr. D. D. Denunga
Ms. A. Enghono
Mr. B. M Simasiku
Dr. G. Kela
Ms. A. Musiba
Ms. J.L. Kashimba
Ms E. Kalipi*

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Ms. E. Mutwamezi
Mrs J. Situnda
Mr. Patrick Nghuulondo
Ms. N.J Mungenga
D.R. Muruti
Dr E. N. Mbongo*

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*Mr. G. Kela
Ms. A. Musiba*

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TUTORS:	
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LAB TECHNICIAN:	
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Katima Mulilo Campus:	<i>Mr. R. Silinda</i>
ASSISTANT LAB TECHNICIAN:	
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Khomasdal Campus:	
Rundu Campus:	<i>Mr. A.M.Ilukena</i>

DEPARTMENT OF INTERMEDIATE AND VOCATIONAL EDUCATION

HEAD OF DEPARTMENT:	<i>Dr. K. F. Neshila</i>
HEAD ACADEMIC AFFAIRS:	<i>Dr. M. Shihako</i>
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Katima Mulilo Campus:	<i>Dr. P. Mashebe</i> <i>Dr. L. Kambeyo</i>
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Mr. J. Uushona
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Mr. J. Kayumbu
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Mr. L. Nekondo
Ms. S. T. Nghieuelekwa

Mr. F. Kasale
Ms. C. M. Liswaniso
Mr. M. Kayangula
Mr. B. M. Simasiku
Ms. A. Musiba
Mr. E. S. Mowa
Dr. G. M. Kale
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Mr. B. S. Kabuku
Ms. J. Chaka
Ms. Mutimani
Mr. R. N. Sikabongo
Mr. B. Mashinja

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Ms. M. Ruhozu
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Ms. C. Alexander
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Ms. E. Kambonde
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Ms. T. P. Iiyambo
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Ms. J. Linonoka
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Dr. M. Mwala

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Mr. D.S. Nawaseb
Mr. E. Unaeb

Katima Mulilo Campus:

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Mr. L. Beukes
Ms. I. Heyman Van Wyk

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Mr. M.M. Mekendeya
Ms J.K. Diyeye

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Ms. M. M. Hamunyela

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ASSISTANT LAB TECHNICIANS:

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Ms. L. Makanga

DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE

HEAD OF DEPARTMENT:

Dr. T. N. Nghikembua

PROFESSOR:

Vacant

ASSOCIATE PROFESSOR:

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Ms. E Nambundunga
Ms. A.N. Haufiku
Ms. L. Mbodo
Ms. O. Ghiassi-Razavi
Ms. L Amakali
Ms. L Hamutumua
Ms. E. Potgieter
Ms. R. Junias
Mr. E. Kleopas

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Dr. K. Nzwala
Mr. B. Masule
Mr. E. Malumo

Khomasdal Campus:

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Ms. J. Jansen
Ms. R. Thomas
Ms. K !Gontes
Ms. R. Poulton-Busler
Dr. S. Tshiningayamwe
Ms. J. van Wyk
Mr. E. Louis
Ms. K. Kambaekua
Ms. L. Diergaardt
Mr. G. Gustav
Ms. B. Bruwer
Dr. T. Nghikembua

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Mr. D. Ngatjisiue
Mr. E. D. Katoyima
Ms. T. Siyave
Mr. A. M. Muhapili
Dr. M. E. Mwala
Ms. J. M. Linonoka
Mr. D. Hausiku
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Mr. J. S. Kamwi
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Ms. K. Haitembu
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Mr. F. Sinalumbu
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Mr. S. Albin
Mr. N. Gabriel
M. U. Tjazapi
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Mr.D. Jossob

STAFF DEVELOPMENT FELLOWS:

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Ms M.E.P Shikongo
Ms J. D. Lamek
Ms S. M. Nepolo
Mr. E. Kleopas

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Ms. B. M. Matengu
Ms. E. Lyakuwa
Mr. K. Muswalali
Ms. G. Mubiana

Khomasdall Campus:

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Ms. S. Hoeses
Mr. F. Shikwaya

Rundu Campus:

Ms. E Karupu
Ms. S. Mutangara
Ms. R. Haingura
Ms A. Mangundu
Mr. C. Mukuve

Southern Campus:

Mr. G. Nangombe

PROGRAMMES

A. DIPLOMAS

The following diplomas may be conferred by the Faculty:

UNDERGRADUATE DIPLOMA:

Diploma in Junior Primary Education (INSET) [Phased Out]	10DJPI
Diploma in Junior Primary Education [Phased Out]	10DJPE
Diploma in Lifelong Learning and Community Education.....	10DLCE

DIPLOMAS

Diploma in Secondary Education Professional Training)	10ADPT
Diploma in Educational Management and Leadership	10AEML
Postgraduate Diploma in Higher Education	10ADHE

B. UNDERGRADUATE DEGREES

The following degrees may be conferred by the Faculty:

Bachelor of Education (Lifelong Learning and Community Education) (Honours):	10BLCE
Bachelor of Education (Pre-and Lower Primary) (Honours):	10BELP
Bachelor of Education (Upper Primary) (Honours):	10BEUP
Bachelor of Education (Secondary) (Honours).....	10BEDC/10BEDS

C. POSTGRADUATE DEGREES

MASTERS PROGRAMMES

Master of Education	10MEDU
Master of Education (Literacy and Learning)	10MEDL
Master of Educational Psychology (Guidance and Counselling)	10MEGC
Master of Education (Curriculum, Instruction and Assessment Studies)	10MECA
Master of Education (Educational Technology)	10 MEET
Master of Education (Leadership, Management and Policy Studies)	10MELP
Master of Education (Sport Education)	10MEPE
Master of Education (Mathematics Education)	10MEME
Master of Education (Science Education)	10MESE
Master of Education (Early Childhood Development)	10MECD
Master of Education (Inclusive Education)	10MEIE
Master of Education (Adult Education)	10MAED

DOCTORATE PROGRAMMES

Doctor of Philosophy in Education: Adult Education.....	10DEDA
Doctor of Philosophy in Education: School Guidance and Counseling.....	10DEGC
Doctor of Philosophy in Education: Early Childhood Education	10DECD
Doctor of Philosophy in Education: Inclusive Education.....	10DEIE
Doctor of Philosophy in Education: Mathematics Education.....	10DEME
Doctor of Philosophy in Education: Science Education.....	10DESE
Doctor of Philosophy in Education: Sport Education.....	10DEPE
Doctor of Philosophy in Education: Educational Management and Administration.....	10DEMA
Doctor of Philosophy in Education: Educational Law and Policy Studies.....	10DELP
Doctor of Philosophy in Education: Comparative and History of Education.....	10DECH
Doctor of Philosophy in Education: Philosophy and Sociology of Education.....	10DEPS
Doctor of Philosophy in Education: Curriculum, Instruction and Assessment Studies.....	10DECA

DIPLOMAS

UNDERGRADUATE DIPLOMA

A.1. DIPLOMA IN JUNIOR PRIMARY EDUCATION (INSET) (10DJPI) (Phased out)

A.1.1 RATIONALE

The Diploma in Junior Primary Education (INSET) is a modular in-service programme intended to equip the un- and under-qualified serving/ practicing teachers in Namibia with the necessary range of professional teaching knowledge, skills and attitudes so as to ensure quality teaching in schools. The promotion of quality teaching is a necessity, hence the need to have all teachers qualified to a level that will facilitate the delivery of subject content knowledge, the use of effective pedagogical content knowledge, and employment of a variety of assessment strategies in classrooms on a daily basis. For junior primary phase, it is vital that teachers are professionally trained to possess the essential skills in the teaching of literacy and numeracy in the pre-and lower primary grades, thus laying a sound foundation for subsequent / further learning.

A.1.2 PURPOSE

The purpose of the programme is to qualify the current un- and under-qualified teachers teaching at junior primary phase professionally to Level 6 of the NQF. A reasonable number of candidates entered the teaching profession without professional qualifications of some sort. The programme will therefore graduate future teachers with the necessary knowledge and skills in administration, facilitation and assessment of and or for learning.

A.1.3 CRITERIA FOR ADMISSION

To be eligible for admission into the Diploma in Junior Primary Education (INSET), an applicant shall satisfy the following minimum requirements:

Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be a National Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects, normally in not more than three examination sittings with a minimum of 22 points on the UNAM Evaluation Scale. The following will be taken into consideration when computing the point scores:

The score will be calculated by adding together the points of the best five subjects only.

English is a compulsory subject and should normally be obtained at NSSC (English as a Second Language) grade D or better, or at NSSC (English as a First Language) grade D or better.

Alternatively

Prospective participants in the programme initiative must be practicing teachers employed by the MoEAC and currently teaching in the Junior Primary phase (Pre-Primary – Grade 3). The following will be taken into consideration:

Participants should not be older than 55 years of age.

A.1.4 LANGUAGE OPTIONS

This following Language options will be available for this qualification:

Afrikaans
Ju!'hoansi
KoeKhoegowab
Oshikwanyama
Oshindonga
Otjiherero
Rukwangali
Rumanyo
Setswana
Silozi
Thimbukushu

A.1.5 ARTICULATION OPTIONS

This qualification serves as an entry point to the following related qualifications:

Bachelor of Education (Pre- and Lower Primary)

This qualification provides credits for the following related qualifications:

Bachelor of Education (Pre- and Lower Primary) (Hounours). Students could register for courses in the third year in addition to the following courses: English for Academic Purpose, English for Teachers 2, Language in Society, Child Development, Childhood Learning, Inclusive Education 1, Educational Foundations 1, Science of Teaching, Integrated Media and Technology 2 and Curriculum Studies. Articulating students should register modules below:

YEAR 3 (230 credits)					
SEMESTER 1 (111 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 4 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Language in Society	LLP3501	2 + 1hp per week	5	8	None
Inclusive Education 1	PSP3741	2 + 1hp per week	7	8	None
Integrated Media and Technology Education 2	CFP 3729	2 + 1hp per week	7	8	Pre-requisite CFP3622 (Integrated Media and Technology Education 1)
Physical and Health Education 2	MMP3721	2 + 3hp per week	7	8	None
Educational Research	CFP 3781	3	7	12	None
Assessment and Evaluation of Learning	CFP 3721	2 + 1hp per week	7	8	None
Religious and Moral Education	LRP 3721	2 + 1hp per week	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None
Environmental Education 3	MSP3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Numeracy and Mathematics Education 3	MMP 3700	2 + 1hp per week	7	(8)	Pre-requisite MMP 3600 (Numeracy and Mathematics Education 2)
Arts Education 2	LAP3721	2 + 3hp per week	7	8	Pre-requisite LAP3620 (Arts Education 1)
Total				87	87
SEMESTER 2 (119 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 2 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Child Development	PSP3622	2 + 1hp per week	6	8	None
English for Academic Purposes	LEA3519	4	5	16	Pre-requisite LCE3419 (English for Communication and Study Skills)
English for Teachers 2	EET3609	2 + 2hp per week	6	8	Co-requisite: EET 3589 (English for Teachers 1)
Science of Teaching	CFP3769	2 + 1h per week	7	8	None
Project Based Learning	CFP3782	Individual consultations	7	4	Co-requisite: CFP 3781 (Educational Research)

Guidance and Counseling 1	PSP 3702	2 + 1hp per week	7	8	None
Educational Foundations 1	FMP3622	2	7	8	None
Curriculum Studies	CFP3749	2	7	8	None
Educational Management	FMP 3702	2	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None
Environmental Education 3	EMSP 3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Educational Foundations 2	FMP 3742	2	7	8	None
Numeracy and Mathematics Education 3	MMP 3700	2 + 1hp per week	7	(8)	MMP 3600 Numeracy and Mathematics Education 2)
Total				119	

The list of equivalents for which credits will be given is listed below:

DIPLOMA IN JUNIOR PRIMARY EDUCATION (INSET)		BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY) (HONOURS)	
Course Title	Course code	Course Title	Course code
Computer Literacy	CLE 3509	Computer Literacy	CLC 3509
English For General Communication	LEE 2410	English Communication and Study Skills	LCE 3419
Contemporary Social Issues	CSI 3580	Contemporary Social Issues	CSI 3580
Integrated Media And Technology Education 2	CFP 2680	Integrated Media And Technology Education 1	CFP 3622
English Language And Literacy Education 1 and 2	LEP 2509 and LEP 2529	English Language Education 1	LEP 3522
English Language And Literacy Education 1 and 2	LEP 2509 and ELP 2529	Children's Literature 1	LLP 3521
Namibian Language And Literacy Education 1 and 2	See list of codes provided in course description section		
Namibian Language And Literacy Education 1 and 2	See list of codes provided in course description section	Namibia Language Education 1	See list of codes provided in course description section
Junior Primary Numeracy Education 1 and 2	MMP 2519 MMP 2539	Mathematics and Numeracy Development 1	MMP 3500
Integrated Arts Education	LAP 2620	Arts Education 1	LAP 3620
Physical Education	MMP 2620	Physical and Health Education 1	MMP 3620
School Based Activities 3	SBA 2680	School based Studies Phase 2	ESP 3690
Integrated Environmental Education 1	MSP 2519	Environmental Education 1	MSP 3500
Integrated Environmental Education 2	MSP 2639	Environmental Education 2	MSP 3600
English Language Proficiency (Intermediate Level)	EET 2580	English for Teachers 1	EET 3589
First Aid Education	MFA 3699	First Aid Education	MFA 3699

Depending on the language option the following credits will be given:

DIPLOMA IN JUNIOR PRIMARY EDUCATION (INSET)		BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY) (HONOURS)	
Course	Code	Course	Code
Afrikaans Language And Literacy Education 1 & 2	LAP 2509 and - 2529	Afrikaans Language Education 1	LAP 3522
Ju!'hoansi Language And Literacy Education 1 & 2	LJP 2509 and - 2529	Ju!'hoansi Language Education 1	LJP 3522
Khoekhoegwab Language And Literacy Education 1 & 2	LKP 2509 and - 2529	Khoekhoegowab Language Education 1	LKP 3522

Oshikwanyama Language And Literacy Education 1 & 2	LWP 2509 and -2529	Oshikwanyama Language Education 1	LWP 3522
Oshidonga Language And Literacy Education 1 & 2	LOP 2509 and -2529	Oshidonga Language Education 1	LOP 3522
Otjiherero Language And Literacy Education 1 & 2	LHP 2509 and -2529	Otjiherero Language Education 1	LHP 3522
Rukwangali Language And Literacy Education 1 & 2	LRP 2509 and -2529	Rukwangali Language Education 1	LRP 3522
Rumanyo Language And Literacy Education 1 & 2	LMP 2509 and -2529	Rumanyo Language Education 1	LMP 3522
Setswana Language And Literacy Education 1 & 2	LTP 2509 and -2529	Setswana Language Education 1	LTP 3522
Silosi Language And Literacy Education	LSP 2509 and -2529	Silosi Language Education 1	LSP 3522
Timbukushu Language And Literacy Education	LBP 2509 and -2529	Timbukushu Language Education 1	LBP 3522

A.1.6 MODE OF DELIVERY

This programme will be delivered through a blended learning approach. This will include vacation school sessions combined with distance education learning, self-study, seminars and online learning. The study materials of the subjects are organised in courses and will be offered according to the cycle indicated on page 24.

a) Vacation School

To provide additional support to INSET Teachers, UNAM will offer tutoring sessions at pre-determined venues during school holidays. At this time end of course assessment of the courses offered/ studied during the preceding term could take place. At the same time INSET Teachers will be introduced to the courses they will have to offer in the next term.

b) Self-Study

This is the most important part of the study process and the INSET Teachers will also receive guidance in this respect during the face to face sessions. It is also envisaged that self-study groups will be formed at a school, or a group of schools, under leadership of a school mentor. This mentor should ideally be a HOD for Lower Primary Education. In self-study groups teachers should meet regularly and support and guide each other. These study meetings will provide a forum for looking at problems and difficult areas INSET Teachers encounter in their study materials. It is also an opportunity to get guidance from the lecturers and tutors who can even get in touch with a subject specialist at the face to face venue if necessary.

A.1.7 DURATION OF THE STUDY

The curriculum of this three year (360 credit) diploma programme will be offered over four years to allow participants to complete this qualification while continuing to teach. A minimum of four years and maximum of six years of enrolment are required. Advanced placing can be done in terms of appropriate experiential learning and qualifications already obtained.

A.1.8 PROFESSIONAL DEVELOPMENT ACTIVITIES

All students must complete the four School Based Activity courses successfully before the diploma will be awarded. During the School Based Activity courses students have to demonstrate teaching competence in key subject areas in the Junior Primary Phase during School-Based Activity observations. A standardised observation tool will be developed that has to be used by all lecturers during SBA evaluations. The marks obtained will also be subjected to moderation, once internally and externally during the final year.

A.1.9 ASSESSMENT CRITERIA

Assessment for all courses shall be in accordance with the general regulations of the University of Namibia. All assessment in the curriculum offered by the Faculty of education will be 100% continuous assessment (e.g. quizzes, tests, assignments, formal test, artifacts, teaching media, projects, lesson presentation). The number of credits and notional learning hours will determine the minimum number of continuous assessment assignments. All students will be required to attend vacation schools (held on all six campuses) during school holidays where standardised assessment tasks will be carried out, i.e. theoretical knowledge tests, practical assessments in relevant subject areas. All these assessment activities will form part of a course portfolio. If a student achieve between 45-49 marks for the accumulative assessment of the portfolio they will be allowed one resubmission. The mark that could be obtained for a resubmission will be a maximum of 50.

A.1.10 REQUIREMENTS FOR QUALIFICATION AWARD

The qualification will be awarded to candidates who have successfully completed the prescribed curriculum of the Diploma in Junior Primary Education (INSET) and who have met all other requirements of the curriculum for example the School Based Activities.

A.1.11 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL

Pass at least 24 credits by the end of the First year.
Pass at least 80 credits at the end of the Second year.
Pass at least 136 credits at the end of the Third year
Pass at least 200 credits at the end of the Fourth year
Pass at least 264 credits at the end of the Fifth year

In addition, the following regulation will apply:

A student who has gained re-admission, but failed to progress to the next year of study, will be allowed to register selected courses from the next level in addition to the failed courses, subject to the maximum number of credits per year and provided that all pre-requisites are met.

Maximum number of credits per year

A student will not be allowed to register 24 credits more than the prescribed number of credits per year:

YEAR 1: 96 prescribed credits therefore can only register for 120 credits
YEAR 2: 92 prescribed credits therefore can only register for 118 credits
YEAR 3: 92 prescribed credits therefore can only register for 118 credits
YEAR 4: 80 prescribed credits therefore can only register for 104 credits

A.1.12 ACADEMIC ADVANCEMENT RULES

Advancement will be in accordance with the approved general regulations of the University of Namibia as well as the specific approved Faculty regulations. A student wishing to pursue his/her studies leading to the Diploma in Junior Primary Education (INSET) will not be permitted to re-register with the Faculty of Education if he/she has not passed AT least a minimum of courses equivalents as indicated below:

a) END OF FIRST YEAR

Pass at least 64 credits in the first year of registration, in order to proceed to 2nd year.

b) END OF SECOND YEAR

Pass at least 128 credits in the second year of registration, in order to proceed to 3rd year.

c) END OF THIRD YEAR

Pass at least 192 credits in the third year of registration, in order to proceed to 4th year.

d) END OF FOURTH YEAR

A pass in all outstanding courses/course equivalents is required in order to be awarded the diploma. If at the end of the fourth year a student has not yet completed the required courses for the Diploma, he/she must do so within the next two years of study.

A.1.13 TEACHING-LEARNING

Teaching and learning will be based on the student-centred blended approach which is characterised by face-to-face vacation schools, seminars, self-study elements, online learning activities, projects, individual and/or group activities, discussions, tutorials, and school based activities.

A.1.14 IMPLEMENTATION

The first year of the new Diploma was implemented in 2016 (INSET mode only). The second, third year and fourth year INSET will be implemented in 2017, 2018 and 2019 respectively. The last intake of first years will be in 2018 and the project will end in 2023.

A.1.15 PROPOSED PROGRAMME DELIVERY CYCLE

Year 1	April - June	July - September
Year 2	April - June	July - September
Year 3	April - June	July - September
Year 4	April - June	July - September

First intake will start in the April school holiday (first week) with a first vacation school session. The second vacation school session will be in the August school holiday (first week). From there onwards they will follow the normal cycle with contact sessions in the first week of the April and September school holidays.

A.1.16 CURRICULUM FRAMEWORK

This programme is equal to a three-year full time face to face programme, but is offered to in-service teachers over four years.

YEAR ONE

SEMESTER 1				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
Computer Literacy	CLE 3509	5	8	None
English For General Communication	LEE 2410	4	(16)	None
Pre Primary Education 1	PPP 2419	4	16	None
Integrated Media Education	CFP 2480	4	(4)	None
Basic Mathematics For Junior Primary Teachers 1	MMP 2409	4	8	None
Total Credits			52	
SEMESTER 2				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
English for General Communication	LEE 2410	4	(16)	None
Pre-Primary Education 2	PPP2439	4	16	None
Integrated Media Education	CFP 2480	4	(4)	None
Basic Mathematics For Junior Primary Teachers 2	MMP 2429	4	8	None
School Based Activities 1	SBA 2489	4	2	None
Total Credits			44	

TOTAL YEAR ONE: 96

YEAR TWO

SEMESTER 1				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
School Based Activities 2	SBA 2480	4	(2)	None
Science Of Teaching For Junior Primary	CFP 2520	5	(8)	None
Educational Psychology for Junior Primary 1	PSP 2400	4	(4)	None
Foundations of Junior Primary Education	FMP 2429	4	8	None
English Language And Literacy Education 1	LEP 2509	5	8	None
Namibian Language And Literacy Education 2	See list of codes provided in course description section of this submission	5	8	None
Integrated Arts Education	LAP 2520	5	(8)	None
Integrated Media And Technology Education 1	CFP 2590	4	(4)	None
Total Credits			50	
SEMESTER 2				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
School Based Activities 2	SBA 2480	4	(2)	None
Science Of Teaching For Junior Primary	CFP 2520	5	(8)	None
Educational Psychology for Junior Primary 1	PSP 2400	4	(4)	None
English Language And Literacy Education 2	LEP 2529	6	8	None
Namibian Language And Literacy Education 2	See list of codes provided in course description section	5	8	None
Integrated Arts Education	LAP 2520	5	(8)	None
Integrated Media And Technology Education 1	CFP 2590	5	(4)	None
Total Credits			42	

Total Year Two 92

YEAR 3

SEMESTER 1				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
School Based Activities 3	SBA 2580	5	(2)	None
Contemporary Social Issues	CSE 3580	5	(4)	None
English Language Proficiency (Pre-Intermediate Level)	EET 2490	4	(2)	
Namibia Language Proficiency (Pre-Intermediate Level)	See list of codes provided in course description section	4	(2)	None
Integrated Media And Technology Education 2	CFP 2690	6	(4)	Pre-requisite CFP 2590 Integrated Media And Technology Education 1
Educational Psychology for Junior Primary 2	PSP 2600	5	(8)	Co- requisite PSP 2400 Educational Psychology for Junior Primary 1
Junior Primary Numeracy Education 1	MMP 2519	5	16	Pre-requisite MMP 2409 Basic Mathematics For Junior Primary Teachers 1 and MMP 2429 Basic Mathematics For Junior Primary Teachers 2
Physical Education	MMP 2690	5	(8)	None
Total Credits			46	
SEMESTER 2				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
School Based Activities 3	SBA 2580	5	(2)	None

Contemporary Social Issues	CSE 3580	5	(4)	None
English Language Proficiency (Pre-Intermediate Level)	EET 2490	4	(2)	
Namibia Language Proficiency (Pre-Intermediate Level)	See list of codes provided in course description section	4	(2)	None
Integrated Media And Technology Education 2	CFP 2690	6	(4)	Pre-requisite CFP 2590 Integrated Media And Technology Education 1
Educational Psychology for Junior Primary 2	PSP 2600	5	(8)	Co- requisite PSP 2400 Educational Psychology for Junior Primary 1
Junior Primary Numeracy Education 2	MMP 2539	5	16	Pre-requisite MMP 2409 Basic Mathematics For Junior Primary Teachers 1 and MMP 2429 Basic Mathematics For Junior Primary Teachers 2
Physical Education	MMP 2690	5	(8)	None
Total Credits			46	

Total Year Three: 92

YEAR 4

SEMESTER 1				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
School Based Activities 4	SBA 2680	6	(4)	None
Religious And Moral Education	LRP 2409	4	8	None
Integrated Environmental Education 1	MSP 2519	5	16	None
Project Based Learning	CFU 2680	6	(4)	Co-requisite CFP 2590 Integrated Media And Technology Education 1
English Language Proficiency (Intermediate Level)	EET 2590	5	(2)	EET 2480 English Language Proficiency (Pre-Intermediate Level)
Namibia Language Proficiency (Intermediate Level)	See list of codes provided in course description section	5	(2)	Namibia Language Proficiency (Pre-Intermediate Level) See list of codes provided in course description
Literacy and Numeracy Learning Support	LSP 2690	6	(4)	None
First Aid Education	MFA 3699	6	Non-credit bearing	
Total Credits			40	
SEMESTER 2				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
School Based Activities 4	SBA 2680	6	(4)	None
Life Skills for Junior Primary Education	PSL 2629	6	8	None
Integrated Environmental Education 2	MSP 2639	6	16	None
Project Based Learning	CFU 2680	6	(4)	Co-requisite CFP 2590 Integrated Media And Technology Education 1
English Language Proficiency (Intermediate Level)	EET 2590	5	(2)	EET 2480 English Language Proficiency (Pre-Intermediate Level)
Namibia Language Proficiency (Intermediate Level)	See list of codes provided in course description section	5	(2)	Namibia Language Proficiency (Pre-Intermediate Level)
Literacy and Numeracy Learning Support	LSP 2690	6	(4)	None
Total Credits			40	

Total Year Four: 80

Total Programme Credits 360

A.1.17 COURSE DESCRIPTORS

A.1.17.1 UNIVERSITY CORE

COURSE TITLE: ENGLISH FOR GENERAL COMMUNICATION

Code:	LEE 2401
NQF Level:	4
Year and Semester Offered:	Year One: Semester One and Two
Credits:	32
Notional Hours	320
Course Assessment:	40% Continuous assessment 60% Examination: 1 paper of 3 hours of 75 marks
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

This course develops a student's understanding and competencies regarding academic conventions such as academic reading, writing, listening and oral presentation skills for academic purposes. The main aim is to develop academic literacy in English.

COURSE TITLE: COMPUTER LITERACY

Code:	CLE 3509
NQF Level:	5
Year and Semester Offered:	Year One: Semester One
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

Apply practical computer skills to effectively use relevant software including Microsoft Windows, Microsoft Word, Microsoft Excel and Microsoft PowerPoint.

COURSE TITLE: CONTEMPORARY SOCIAL ISSUES

Code:	CSE 3580
NQF Level:	5
Year and Semester Offered:	Year Three: Semester One and Two
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

Formulate, construct and justify the arguments around academic, social, economic and political reasoning, with regards to HIV/AIDS and ethical issues.

Assessment strategies: This is a 100% continuous assessment module with a variety of assessments which evaluate and test the students' individual learning and mastering of the course content (subject knowledge) through quizzes, tests, Moodle assignments, journal entries, reflections as well as service and experiential learning projects.

Course Content: The module, Contemporary Social Issues (CSE3580), is designed to encourage behavioral change among UNAM students and inculcate the primacy of moral reasoning in their social relations and their academic lives. In providing students with critical and analytical thinking the module enables students to grow and develop into well rounded citizens, capable of solving contemporary social challenges experienced in their communities and societies. The teaching of the module takes three dimensions: the intellectual, the professional and the personal dimensions. The intellectual dimension is fostered through engaging students with subject knowledge, independent learning and module assessment. The professional dimension, on the other hand, is fostered through exposing students to real life situations of case studies and practical exercises that draws attention to social issues that attract ongoing political, public and media attention and/or debate. Finally, the professional dimension is fostered through group work and online discussions.

SCHOOL OF EDUCATION COURSES

YEAR ONE

COURSE TITLE: PRE- PRIMARY EDUCATION 1

Code:	PPP 2419
NQF Level:	4
Year and Semester Offered:	Year One: Semester One
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

This module develops a student's understanding and competencies regarding the theory and pedagogy of teaching and learning in the pre-primary phase.

Course Title: Pre- Primary Education 2

Code:	PPP2439
NQF Level:	4
Year and Semester Offered:	Year One: Semester Two
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

This module develops a student's understanding and competencies regarding the theory and pedagogy of teaching and learning in the pre-primary phase.

COURSE TITLE: BASIC MATHEMATICS FOR JUNIOR PRIMARY TEACHERS 1

Code:	MMP 2409
NQF Level:	4
Year and Semester Offered:	Year One: Semester One
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

This module develops a student's own knowledge and understanding of basic mathematical concepts for enhanced teaching of mathematics in the Junior Primary phase.

COURSE TITLE: BASIC MATHEMATICS FOR JUNIOR PRIMARY TEACHERS 2

Code:	MMP 2429
NQF Level:	4
Year and Semester Offered:	Year One: Semester Two
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

This module further develops a student's own knowledge and understanding of basic mathematical concepts for enhanced teaching of mathematics in the Junior Primary phase

COURSE TITLE: INTEGRATED MEDIA EDUCATION

Code:	CFP 2480
NQF Level:	5
Year and Semester Offered:	Year One: Semester One and Two
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment

Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to equip students with information literacy skills as well as skills needed to effectively use of non-digital media in their teaching.

COURSE TITLE: SCHOOL BASED ACTIVITIES 1

Code:	SBA 2489
NQF Level:	4
Year and Semester Offered:	Year One Semester Two
Credits:	2
Notional Hours	20
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide an opportunity to practice their newly acquired pre-primary knowledge and skills.

YEAR TWO

COURSE TITLE: SCIENCE OF TEACHING FOR JUNIOR PRIMARY (SENATE APPROVED 2014)

Code:	CFP 2520
NQF Level:	5
Year and Semester Offered:	Year Two: Semesters One and Two
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to equip and expose students to a repertoire of teaching methodologies, classroom management and organisation, assessment and selection of appropriate instructional resources.

COURSE TITLE: EDUCATIONAL PSYCHOLOGY FOR JUNIOR PRIMARY 1

Code:	PSP 2400
NQF Level:	4
Year and Semester Offered:	Year Two: Semester One and Two
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to familiarise and introduce students to concepts, principles and theories of child development and learning in educational contexts.

COURSE TITLE: FOUNDATIONS OF JUNIOR PRIMARY EDUCATION

Code:	FMP 2429
NQF Level:	4
Year and Semester Offered:	Year One: Semester one
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to develop knowledge and understanding of the philosophy underpinning the educational reform in Namibia in relation to the junior primary phase, policy framework and characteristics of the Namibian education system.

Compare the history of education in Namibia before and after independence with a focus on junior primary phase.
 Discuss the major reforms in education in Namibia with regard to Early Childhood Education and Development
 Explain concepts, theories and principles related to education systems
 Describe the policy frameworks and Acts in the Namibian education system.
 Describe the philosophical and sociological doctrines and their impact on education
 Discuss the role of philosophy and sociology of education in the professional development of teachers.

COURSE TITLE: ENGLISH LANGUAGE AND LITERACY EDUCATION 1

Code:	LEP 2509
NQF Level:	5
Year and Semester Offered:	Year 2: Semester One
Credits:	8
Notional Hours	80
Course Assessment:	100 % continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim

The aim of the course is to explore the foundations of literacy skills, namely proficiency in language, alphabet and phonological skills, handwriting competence, appreciation and use of grammar and phonetic symbols for pronunciation, and various sources to expand these skills, such a good story.

COURSE TITLE: NAMIBIAN LANGUAGE AND LITERACY EDUCATION 1

Code:	See list of codes below.
NQF Level:	5
Year and Semester Offered:	Year 2: Semester One
Credits:	8
Notional Hours	80
Course Assessment:	100 % continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim

The aim of the course is to explore the foundations of literacy skills, namely proficiency in language, alphabet and phonological skills, handwriting competence, appreciation and use of grammar and phonetic symbols for pronunciation, and various sources to expand these skills, such a good story.

LIST OF NAMIBIAN LANGUAGE CODES

Afrikaans Language And Literacy Education 1	LAP 2509
Ju!'hoansi Language And Literacy Education 1	LJP 2509
Khoekhoegwab Language And Literacy Education 1	LKP 2509
Oshikwanyama Language And Literacy Education 1	LWP 2509
Oshidonga Language And Literacy Education 1	LOP 2509
Otjiherero Language And Literacy Education 1	LHP 2509
Rukwangali Language And Literacy Education 1	LRP 2509
Rumanyo Language And Literacy Education 1	LMP 2509
Setswana Language And Literacy Education 1	LTP 2509
Silosi Language And Literacy Education 1	LSP 2509
Timbukushu Language And Literacy Education 1	LBP 2509

ENGLISH LANGUAGE AND LITERACY EDUCATION 2

Code:	LEP 2529
NQF Level:	5
Year and Semester Offered:	Year 2: Semester Two
Credits:	8
Notional Hours	80
Course Assessment:	100 % continuous assessment.
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim

The aim of the course is to explore the foundations of literacy skills, namely proficiency in language, alphabet and phonological skills, appreciation and use of grammar and phonetic symbols for pronunciation, and various sources to expand these skills, such a good story.

COURSE TITLE: NAMIBIAN LANGUAGE AND LITERACY EDUCATION 2

Code:	See list of codes below
NQF Level:	5
Year and Semester Offered:	Year 2: Semester Two
Credits:	8
Notional Hours	80
Course Assessment:	100 % continuous assessment.
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim

The aim of the course is to explore the foundations of literacy skills, namely proficiency in language, alphabet and phonological skills, appreciation and use of grammar and phonetic symbols for pronunciation, and various sources to expand these skills, such as a good story.

LIST OF NAMIBIAN LANGUAGE CODES	
Afrikaans Language And Literacy Education 2	LAP 2529
Ju!'hoansi Language And Literacy Education 2	LJP 2529
Khoekhoegwab Language And Literacy Education 2	LKP 2529
Oshikwanyama Language And Literacy Education 2	LWP 2529
Oshidonga Language And Literacy Education 2	LOP 2529
Otjiherero Language And Literacy Education 2	LHP 2529
Rukwangali Language And Literacy Education 2	LRP 2529
Rumanyo Language And Literacy Education 2	LMP 2529
Setswana Language And Literacy Education 2	LTP 2529
Silosi Language And Literacy Education 2	LSP 2529
Timbukushu Language And Literacy Education 2	LBP 2529

COURSE TITLE: INTEGRATED ARTS EDUCATION

Code:	LAP 2520
NQF Level:	4
Year and Semester Offered:	Year Two: Semesters One and Two
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous Assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to provide prospective Junior Primary teachers with knowledge of a variety of techniques and skills in Drama, Music and Visual Art as a basis for teaching Arts Education in the pre-primary as well as the Lower Primary teaching phase.

COURSE TITLE: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 1

Code:	CFP 2590
NQF Level:	5
Year and Semester Offered:	Year Two: Semester One and Two
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this module is to equip students with information literacy skills as well as skills needed to effectively use media and technology in their teaching.

COURSE TITLE: SCHOOL BASED ACTIVITIES 2

Code:	SBA 2480
NQF Level:	4
Year and Semester Offered:	Year Two: Semester One and Two
Credits:	4
Notional Hours	40
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this practical school-based course is to provide students with self-confidence and skills to compile and present various school subjects, plan and develop suitable instructional materials and supportive learner engagement relevant to the teaching profession.

YEAR THREE**COURSE TITLE: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 2**

Code:	CFP 2690
NQF Level:	6
Year and Semester Offered:	Year Three: Semester One and Two
Credits:	8
Notional Hours	80
Course Assessment:	100 % Continuous Assessment
Prerequisite:	CFP 2590 Integrated Media And Technology Education 1
Compulsory/Elective	Compulsory

Course Aim:

This course aims to further equip students with the knowledge, skills and attitudes needed to integrate media and information and communication technologies (ICTs) in instruction and assessment and foster 21st century digital literacy skills in their learners.

COURSE TITLE: ENGLISH LANGUAGE PROFICIENCY (PRE-INTERMEDIATE LEVEL) (SENATE APPROVED IN 2014)

Code:	EET 2480
NQF Level:	4
Year and Semester Offered:	Year 3: Semesters One and Two
Credits:	4
Notional Hours	40
Course Assessment:	Language Proficiency Exit test
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide Namibian teachers, entering the program and student teachers with opportunities to develop their language skills, with its accompanying sub-skills in general and thus increase their level of English proficiency to prepare them for the Intermediate level of study.

COURSE TITLE: NAMIBIAN LANGUAGE PROFICIENCY (PRE-INTERMEDIATE LEVEL)

Code:	List of codes provided
NQF Level:	4
Year and Semester Offered:	Year 3: Semesters One and Two
Credits:	4
Notional Hours	40
Course Assessment:	Language Proficiency Exit test
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide Namibian teachers, entering the program and student teachers with opportunities to develop their language skills, with its accompanying sub-skills in general and thus increase their level of Namibian Language proficiency to prepare them for the Intermediate level of study.

LIST OF NAMIBIAN LANGUAGE CODES

Afrikaans Language Proficiency (Pre-Intermediate Level)	LAP 2480
Ju!'hoansi Language Proficiency (Pre-Intermediate Level)	LJP 2480
Khoekhoegwab Language Proficiency (Pre-Intermediate Level)	LKP 2480
Oshikwanyama Language Proficiency (Pre-Intermediate Level)	LWP 2480
Oshidonga Language Proficiency (Pre-Intermediate Level)	LOP 2480
Ojjiherero Language Proficiency (Pre-Intermediate Level)	LHP 2480
Rukwangali Language Proficiency (Pre-Intermediate Level)	LRP 2480
Rumanyo Language Proficiency (Pre-Intermediate Level)	LMP 2480
Setswana Language Proficiency (Pre-Intermediate Level)	LTP 2480
Silosi Language Proficiency (Pre-Intermediate Level)	LSP 2480
Timbukushu Language Proficiency (Pre-Intermediate Level)	LBP 2480

COURSE TITLE: EDUCATIONAL PSYCHOLOGY FOR JUNIOR PRIMARY 2

Code:	PSP 2600
NQF Level:	5
Year and Semester Offered:	Year Three: Semesters One and Two
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous Assessment
Co-requisite:	Co-requisite PSP 2400 Educational Psychology for Junior Primary 1
Compulsory/Elective	Compulsory

Course Aim:

The aim of this module is to provide inset teachers with the necessary skills to provide guidance and counselling to learners on personal, educational (academic), social and career, and knowledge on referral system.

COURSE TITLE: JUNIOR PRIMARY NUMERACY EDUCATION 1

Code:	MMP 2519
NQF Level:	5
Year and Semester Offered:	Year Three: Semester One
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous assessment
Prerequisite:	Pre-requisite Pre-requisite MMP 2409 Basic Mathematics For Junior Primary Teachers 1 and EMMP 2429 Basic Mathematics For Junior Primary Teachers 2

Course Aim:

The aim of the course is to facilitate junior primary students to apply knowledge and skills to develop number concept and number sense, the use of problem solving to build concepts for the operations ,working with whole numbers – related content based on integration of learning experiences and learning trajectories for diverse junior primary learners. Lesson design related to the learning trajectories and theories mathematical instruction will also be included.

COURSE TITLE: JUNIOR PRIMARY NUMERACY EDUCATION 2

Code:	MMP 2539
NQF Level:	5
Year and Semester Offered:	Year Three: Semester One
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous assessment
Prerequisite:	Pre-requisite Pre-requisite MMP 2409 Basic Mathematics For Junior Primary Teachers 1 and EMMP 2429 Basic Mathematics For Junior Primary Teachers 2

Course Aim:

The aim of the course is to facilitate junior primary students to apply knowledge and skills to further develop number concept through the focus on concepts related to measuring length, capacity, area, time, money, space and shapes, and data handling. In addition instruction in fractions and geometry will receive particular attention.

COURSE TITLE: PHYSICAL EDUCATION

Code:	MMP 2690
NQF Level:	6
Year and Semester Offered:	Year Three: Semesters One and Two
Contact Hours:	3 hours integrated teaching per week
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous Assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to prepare students for the Junior Primary phase as teachers who will help learners develop the skills, attitudes and practices that support physically active and healthy lifestyle choices as well as to include the use of apparatus, implements and different group formations in lesson presentations while the early identification of development delays with suitable ways of addressing these will be explored.

COURSE TITLE: SCHOOL BASED ACTIVITIES 3

Code:	SBA 2480
NQF Level:	4
Year and Semester Offered:	Year Two: Semester One and Two
Credits:	4
Notional Hours	40
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this practical school-based course is to provide students with self-confidence and skills to compile and present various school subjects, plan and develop suitable instructional materials and supportive learner engagement relevant to the teaching profession.

YEAR FOUR**COURSE TITLE: RELIGIOUS AND MORAL EDUCATION**

Code:	LRP 2409
NQF Level:	4
Year and Semester Offered:	Year Four: Semester One
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to broaden students' view of the world, religion, and moral and social values in order to promote respect, appreciation and harmonious living for the learners they will teach.

COURSE TITLE: INTEGRATED ENVIRONMENTAL EDUCATION 1

Code:	MSP 2519
NQF Level:	5
Year and Semester Offered:	Year Four: Semesters One
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to guide Junior Primary students to understand the rationale, and aims of environmental education instruction in meaningful and insightful strategies that will create awareness, appreciation, and respect for the social and natural environment.

COURSE TITLE: INTEGRATED ENVIRONMENTAL EDUCATION 2

Code:	MSP 2639
NQF Level:	6
Year and Semester Offered:	Year Four: Semesters Two
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide prospective Junior Primary teachers with a deeper understanding and teaching of appropriate health, safety and nutrition themes.

COURSE TITLE: ENGLISH LANGUAGE PROFICIENCY (INTERMEDIATE LEVEL)

Code:	EET 2580
NQF Level:	5
Year and Semester Offered:	Year Four: Semester One and Two
Credits:	4
Notional Hours	40
Course Assessment:	Language Proficiency Exit test
Prerequisite:	EEET 2480 English Language Proficiency (Pre-Intermediate level)
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide Namibian participants with opportunities to further develop their language skills and internalise use of grammar through practice, through engagement with challenging spoken and written texts and thus increase their level of English proficiency to the level suitable for entering the Advance phase of the program.

COURSE TITLE: NAMIBIAN LANGUAGE PROFICIENCY (INTERMEDIATE LEVEL)

Code:	See list of codes
NQF Level:	5
Year and Semester Offered:	Year Four: Semester One and Two
Credits:	4
Notional Hours	40
Course Assessment:	Language Proficiency Exit test
Prerequisite:	Namibian Language Proficiency (Pre-Intermediate level) (See list of codes provided at Pre-Intermediate level)
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide Namibian participants with opportunities to further develop their language skills and internalise use of grammar through practice, through engagement with challenging spoken and written texts and thus increase their level of Namibian Language proficiency to the level suitable for entering the Advance phase of the program.

LIST OF NAMIBIAN LANGUAGE CODES	
Afrikaans Language Proficiency (Intermediate Level)	LAP 2580
Ju!'hoansi Language Proficiency (Intermediate Level)	LJP 2580
Khoekhoegwab Language Proficiency (Intermediate Level)	LKP 2580
Oshikwanyama Language Proficiency (Intermediate Level)	LWP 2580
Oshidonga Language Proficiency (Intermediate Level)	LOP 2580
Otjiherero Language Proficiency (Intermediate Level)	LHP 2580
Rukwangali Language Proficiency (Intermediate Level)	LRP 2580
Rumanyo Language Proficiency (Intermediate Level)	LMP 2580
Setswana Language Proficiency (Intermediate Level)	LTP 2580
Silosi Language Proficiency (Intermediate Level)	LSP 2580
Timbukushu Language Proficiency (Intermediate Level)	LBP 2580

COURSE TITLE: LITERACY AND NUMERACY LEARNING SUPPORT

Code:	LEP 2690
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NQF Level:	6
Year and Semester Offered:	Year Four: Semester One and Two
Credits:	8
Notional Hours	80
Course Assessment:	100%
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is for students to apply different strategies to identify learning difficulties in reading and mathematics and designing ways to address the challenges.

COURSE TITLE: PROJECT BASED LEARNING

Code:	CFU 2680
NQF Level:	6
Year and Semester Offered:	Year Four: Semesters One and Two
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessments: 1. Proposal 2. Product 3. Report
Prerequisite:	Co-requisite CFP 2590 Integrated Media and Technology Education 1
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to involve students to active and engaged learning in order to inspire them to obtain a deeper knowledge of their coursework and its application.

COURSE TITLE: FIRST AID EDUCATION

Code:	MFA 3699
NQF Level:	6
Year and Semester Offered:	Year 4
Credits:	None credit bearing
Notional Hours	30
Course Assessment:	100% Continuous Assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide First Aid accreditation for education students.

COURSE TITLE: LIFE SKILLS FOR JUNIOR PRIMARY EDUCATION

Code:	PSL 2629
NQF Level:	6
Year and Semester Offered:	Year Four: Semesters Two
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/ Elective	Compulsory

Course Aim:

The main aim of this course is equip teacher education students with the necessary skills to impart into junior primary phase learners competencies to develop effective decision making and communication skills, values and attitudes that will enable them to live appropriate and risk-free lives.

COURSE TITLE: SCHOOL BASED ACTIVITIES 4

Code:	SBA 2580
NQF Level:	5
Year and Semester Offered:	Year Three: Semester One and Two
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide an opportunity for INSET students to teach across the junior primary curriculum, to support personal growth, develop social confidence and leadership skills and to continue to develop students' professional behavior, observation, reflective and journaling skills.

A.2. DIPLOMA IN JUNIOR PRIMARY EDUCATION (10DJPE) (phased out)

A.2.1 Rationale

Over the years an insufficient number of teachers have been trained for pre-primary and junior primary education. This shortage of qualified teachers at the foundation level of the education system is seen as one of the factors preventing Namibian learners from achieving the expected levels of numeracy and literacy in the early years of their schooling. This hampers learners in later phases of education.

An investment in improving our learning foundations seems to be well justified in terms of long-term benefits to learners and the country, and the obvious shortage of qualified teachers serving at this level of the education system

A.2.2 PURPOSE

This programme is designed to respond to a gap in the demand and supply of qualified junior primary teachers in Namibian schools. It will also address the requirements of the revised language policy of the Ministry of Education particularly focusing on equal access to home language instruction.

The intention of the three-year level 6 Diploma in Junior Primary Education is to educate prospective full time and in-service teachers to implement the Namibian National Curriculum and the school syllabuses using theory-driven and research-based best practice pedagogy. Furthermore, the teachers will be qualified to teach in English and a selected home- or sign language to meet the recommendations of the language policy for Namibia. The programme addresses the competencies of the National Professional Teacher Standards for Namibia (NPTS), as well as teacher education competencies of the African Union. The programme will be called Diploma in Junior Primary Education this is in line with the new Namibian National Curriculum. This will include training for the following phases: Pre-primary to Grade 3.

A.2.3 CRITERIA FOR ADMISSION

To be eligible for admission into the Diploma in Junior Primary Education, an applicant shall satisfy the following minimum requirements:

1. Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be a National Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects, normally in not more than three examination sittings with a minimum of 22 points (to be reviewed annually) on the UNAM Evaluation Scale. The following will be taken into consideration when computing the point scores:
 - The score will be calculated by adding together the points of the best five subjects only.
 - English is a compulsory subject and should normally be obtained at NSSC (English as a Second Language) grade D or better, or at NSSC (English as a First Language) grade D or better.

OR

2. Students who pass the University Mature Age examination.

Please note that places will be awarded on the basis of merit. Therefore, the possession of an NSSC with a minimum score does not necessarily guarantee admission. Entrance is based upon places available within the faculty. The Faculty of Education reserves the right to interview candidates before admission.

A.2.4 LANGUAGE OPTIONS AND QUALIFICATION SUB CODES

YEAR 3 (222 credits)					
SEMESTER 1 (103 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 4 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Language in Society	LLP3501	2 + 1hp per week	5	8	None
Inclusive Education 1	PSP3741	2 + 1hp per week	7	8	None
Physical and Health Education 2	MMP3721	2 + 3hp per week	7	8	None
Educational Research	CFP 3781	3	7	12	None
Assessment and Evaluation of Learning	CFP 3721	2 + 1hp per week	7	8	None
Religious and Moral Education	LRP 3721	2 + 1hp per week	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None
Environmental Education 3	MSP3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Numeracy and Mathematics Education 3	MMP 3700	2 + 1hp per week	7	(8)	Pre-requisite MMP 3600 (Numeracy and Mathematics Education 2)
Arts Education 2	LAP3721	2 + 3hp per week	7	8	Pre-requisite LAP3620 (Arts Education 1)
Total				87	87
SEMESTER 2 (119 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 2 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Child Development	PSP3622	2 + 1hp per week	6	8	None
English for Academic Purpose	LEA3519	4	5	16	Pre-requisite LCE3419 (English for Communication and Study Skills)
English for Teachers 2	EET3609	2 + 2hp per week	6	8	Co-requisite: EET 3589 (English for Teachers 1)
Science of Teaching	CFP3769	2 + 1h per week	7	8	None
Project Based Learning	CFP3782	Individual consultations	7	4	Co-requisite: CFP 3781 (Educational Research)
Guidance and Counseling 1	PSP 3702	2 + 1hp per week	7	8	None
Educational Foundations 1	FMP3622	2	7	8	None
Curriculum Studies	CFP3749	2	7	8	None
Educational Management	FMP 3702	2	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None
Environmental Education 3	EMSP 3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Educational Foundations 2	FMP 3742	2	7	8	None
Numeracy and Mathematics Education 3	MMP 3700	2 + 1hp per week	7	(8)	MMP 3600 Numeracy and Mathematics Education 2)
Total				119	

This following Language options will be available for this qualification:

(The qualification sub codes are next to the options)

LANGUAGE OPTIONS	QUALIFICATION SUB CODES
Afrikaans Language Education	10DJPA
German Language Education	10DJPD
Ju!'hoans Language Education	10DJPJ
KhoeKhoegowab Language Education	10DJPK
Oshikwanyama Language Education	10DJPW
Oshindonga Language Education	10DJPO
Otjiherero Language Education	10DJPH
Rukwangali Language Education	10DJPR
Rumanyo Language Education	10DJPY
Setswana Language Education	10DJPN
Silozi Language Education	10DJPZ
Thimbukushu Language Education	10DJPT
Sign Language Education	10DJPS

A.2.5 ARTICULATION OPTIONS

This qualification serves as an entry point to the following related qualifications:

Bachelor of Education (Pre- and Lower Primary)

This qualification provides credits for the following related qualifications:

Bachelor of Education (Pre- and Lower Primary). Students could register for modules in the third year in addition to the following modules: English for Academic Purpose, English for Teachers 2, Language in Society, Child Development, Childhood Learning, Inclusive Education 1, Educational Foundations 1, Science of Teaching, and Curriculum Studies. Articulating students should register modules below:

The list of equivalents for which credits (Exemption) will be given is listed below:

DIPLOMA IN JUNIOR PRIMARY EDUCATION		BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY)	
Course Title	Course code	Course Title	Course code
Computer Literacy	CLC 3509	Computer Literacy	CLC 3509
English For General Communication	LEG 2410	English Communication and Study Skills	LCE 3419
Contemporary Social Issues	CSI 3580	Contemporary Social Issues	CSI 3580
Integrated Media and Technology Education 2	CFP 2681	Integrated Media and Technology Education 1 + 2	CFP 3622 CFP3729
English Language and Literacy Education	LEP 2500	English Language Education 1	LEP 3522
English Language and Literacy Education	LEP 2500	Children's Literature 1	LLP 3521
Namibian Language and Literacy Education	See list of codes provided in module description section		
Integrated Environmental Education 1	MSP 2500	Environmental Education 1	MSP3500
Numeracy Education	MMP 2500	Mathematics and Numeracy Development 1	MMP 3500
Integrated Arts Education 2	LAP 2680	Arts Education 1	LAP 3620
Physical Education 2	MPP 2680	Physical and Health Education 1	MPP 3620
School Based Studies Phase 2	ESP 2680	School based Studies Phase 1	ESP 3690
English Language, Literacy Education and Learning Support	LEP 2680	English language Education 2	LEP 3600
Integrated Environmental Education 2	MSP 2600	Environmental Education 2	MSP 3600
Numeracy Education and Learning Support	MMP 2680	Numeracy and Mathematics Education 2	MMP 3600
English Language Proficiency (Intermediate Level)	EET 2580	English for Teachers 1	EET 3589
First Aid Education	MFA 3699	First Aid Education	MFA 3699

Depending on the language option the following credits will be given:

DIPLOMA IN JUNIOR PRIMARY EDUCATION		BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY)	
Module	Code	Module	Code

Afrikaans Language And Literacy Education	LAP 2500	Afrikaans Language Education 1	LAP 3522
German Language And Literacy Education	LGP 2500	German Language Education 1	LGP 3522
Ju!'hoansi Language And Literacy Education	LJP 2500	Ju!'hoansi Language Education 1	LJP 3522
Khoekhoegowab Language and Literacy Education	LKP 2500	Khoekhoegowab Language Education 1	LKP 3522
Oshikwanyama Language and Literacy Education	LWP2500	Oshikwanyama Language Education 1	LWP 3522
Oshidonga Language And Literacy Education	LOP 2500	Oshidonga Language Education 1	LOP 3522
Otjiherero Language And Literacy Education	LHP 2500	Otjiherero Language Education 1	LHP 3522
Rukwangali Language And Literacy Education	LRP 2500	Rukwangali Language Education 1	LRP 3522
Rumanyo Language And Literacy Education	LMP 2500	Rumanyo Language Education 1	LMP 3522
Setswana Language And Literacy Education	LTP 2500	Setswana Language Education 1	LTP 3522
Silozi Language And Literacy Education	LSP 2500	Silozi Language Education 1	LSP 3522
Timbukushu Language And Literacy Education	LBP 2500	Timbukushu Language Education 1	LBP 3522
Sign Language Education	LZP 2500	Sign Language Education 1A	LZP 3501
		Sign Language Education 1AB	LZP 3502

DIPLOMA IN JUNIOR PRIMARY EDUCATION		BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY)	
Course	Code	Course	Code
Afrikaans Language, Literacy Education and Learning Support	LAP 2680	Afrikaans Language Education 2	LAP 3600
German Language, Literacy Education and Learning Support	LGP 2680	German Language Education 2	LGP 3600
Ju!'hoansi Language, Literacy Education and Learning Support	LJP 2680	Ju!'hoansi Language Education 2	LJP 3600
Khoekhoegowab Language, Literacy Education and Learning Support	LKP 2680	Khoekhoegowab Language Education 2	LKP 3600
Oshikwanyama Language, Literacy Education and Learning Support	LWP 2680	Oshikwanyama Language Education 2	LWP 3600
Oshidonga Language, Literacy Education and Learning Support	LOP 2680	Oshidonga Language Education 2	LOP 3600
Otjiherero Language, Literacy Education and Learning Support	LHP 2680	Otjiherero Language Education 2	LHP 3600
Rukwangali Language, Literacy Education and Learning Support	LRP 2680	Rukwangali Language Education 2	LRP 3600
Rumanyo Language, Literacy Education and Learning Support	LMP 2680	Rumanyo Language Education 2	LMP 3600
Setswana Language, Literacy Education and Learning Support	LTP 2680	Setswana Language Education 2	LTP 3600
Silozi Language, Literacy Education and Learning Support	LSP 2680	Silozi Language Education 2	LSP 3600
Timbukushu Language, Literacy Education and Learning Support	LBP 2680	Timbukushu Language Education 2	LBP 3600
Namibian Sign Language and Deaf Education	LPZ 2680	Sign Language Education 2A	LZP 3601
		Sign Language Education	LZP 3602

A.2.6 MODE OF DELIVERY

This programme will be delivered through a full-time face-to-face mode.

A.2.7 DURATION OF THE STUDY

A minimum of three years and maximum of five years of enrolment are required for full time students.

A.2.8 PROFESSIONAL DEVELOPMENT PLACEMENT

All students must complete two periods of four weeks School Based Studies. School Based studies will normally take place immediately after the first semester.

A.2.9 ASSESSMENT CRITERIA

Assessment for the majority of courses shall be in accordance with the general regulations of the University of Namibia:

- | | |
|--|------|
| a) Continuous assessment (e.g. tests, assignments, projects) | 50 % |
| b) Examination | 50 % |

The number of credits and notional learning hours will determine the minimum number of continuous assessment assignments as well as the length of the examination papers. Normally all 8 credit courses will have a two hour (75 marks) question paper and a 16 credit course will have a 3 hour (100 mark) examination paper. Some of the more practical courses will be assessed by 100% continuous assessment, for example School Based Studies.

A.2.10 REQUIREMENTS FOR QUALIFICATION AWARD

A candidate must meet all the UNAM programme requirements to be awarded the Diploma in Junior Primary Education.

A.2.11 ACADEMIC ADVANCEMENT RULES

This will be in accordance with the approved general regulations of the University of Namibia as well as the specific approved Faculty regulations.

A student wishing to pursue his/her studies leading to the Diploma in Junior Primary Education will not be permitted to re-register with the School of Education if he/she has not passed a minimum of courses equivalents as indicated below:

A Student advances to the following academic level of study when at least the required number of the courses of the curriculum for a specific year has been passed. If a student passed only 41 credits of the full curriculum of a specific year, he/she may not register for any courses on the following year. In all cases prerequisite for courses have to be passed before a student can proceed to register for courses that require prerequisites.

a) END OF FIRST YEAR

Pass at least 96 credits in the first year, in order to proceed to 2nd year.

b) END OF SECOND YEAR

Pass all remaining first year courses plus at least 104 credits of the year two courses. In order to proceed to third year no more than one second year school content module may be outstanding.

c) END OF THIRD YEAR

A pass in all outstanding courses/course equivalents is required in order to be awarded the diploma. If at the end of the third year a student has not yet completed the required courses for the Diploma, he/she must do so within the next two years of study.

A.2.12 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

Pass at least to 48 credits by the end of the First year; 32 credits must be of non-core credits.

Pass at least 112 credits at the end of the Second year.

Pass at least 240 credits at the end of the Third year.

A.2.13 IMPLEMENTATION

The first year of the Diploma was implemented in 2015 (full time mode only). The second and third year fulltime will be implemented in 2016 and 2017 respectively. The last intake of first years will be in 2017.

A.2.14 CURRICULUM FRAMEWORK

YEAR ONE

SEMESTER 1					
Course Title	Course code	Periods 1 hour	NQF level	Credits	Co-/Pre- requisite
Computer Literacy	CLC 3509	2	5	8	None
English for General Communication	LEG 2410	4	4	(16)	None
Contemporary Social Issues	CSI 3580	1	5	(4)	None
Practical Teaching	ETP 2481	2 hp every week	4	4	None
Basic Language and Literacy Education	LBP 2400	2	4	(8)	None
Basic Mathematics for Junior Primary Teachers	MMP 2400	2	4	(8)	None
Religious And Moral Education	LRP 2481	2	4	8	None
Foundations of Junior Primary Education	FMP 2481	2 s	4	8	None
English Language Proficiency (Pre Intermediate Level)	EET 2480	1 +1 hp every week	4	(2)	None
Basic Sign Language Education	LZP2400	2 + 1hp every week	4	(8)	None
Total Credits				74	
SEMESTER 2					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre- requisite
School Based Studies Seminar 1	SSP 2482	Seminar plus weekly school day	4	4	None
English for General Communication	LEG 2410	4	4	(16)	None
Contemporary Social Issues	CSI 3580	1	5	(4)	None
Micro Teaching 1	EMP 2482	2 hp every week	4	4	None
Basic Language And Literacy Education	LBP 2400	2	4	(8)	None
Basic Mathematics For Junior Primary Teachers	MMP 2400	2	4	(8)	None
Integrated Media And Technology Education 1	CFP 2502	4 hours integrated teaching every week	5	8	Co-requisite CLC 3509 (Computer Literacy)
Educational Psychology for Junior Primary 1	PSP 2402	2 +1 hp every week	4	8	None
English Language Proficiency (Pre Intermediate Level)	EET 2480	1 +1hp every week	4	(2)	None
Basic Sign Language Education	LZP2400	1 + 1hp every week	4	(8)	None
Total Credits				70	

TOTAL YEAR ONE: 144

YEAR TWO

SEMESTER 1						
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite	
School Based Studies Seminar 2	SSP 2580	Seminar plus weekly school day	5	(4)	Pre-requisite SSP 2482 (School Based Studies Seminar 1)	
Science Of Teaching For Junior Primary Education	CFP 2500	2 +1hp every week	5	(8)	None	
Micro Teaching 2	EMP 2580	2 hp every week	5	(4)	Pre-requisite EMP 2482 (Micro Teaching 1)	
English Language and Literacy Education 1	LEP 2500	2	5	(8)	Pre- requisite LBP 2400 (Basic Language and Literacy Education)	
Namibian Language and Literacy Education 1	See list of codes provided in module description section	2	5	(8)	Pre- requisite LBP 2400 (Basic Language and Literacy Education)	
Integrated Environmental Education 1	MSP 2500	2	5	(8)	None	
Numeracy Education 1	MMP 2500	2	5	(8)	Pre-requisite MMP 2400 Basic Mathematics For Junior Primary Teachers	
Integrated Arts Education 1	LAP 2580	3 hours integrated teaching every week	5	(4)	None	
Physical Education 1	MMP 2580	3 hours integrated teaching every week	5	(4)	None	
Integrated Media And Technology Education 2	CFP 2681	4 hours integrated teaching every week	6	8	Pre-requisite CFP 2502 (Integrated Media And Technology Education 1)	
English Language Proficiency (Intermediate Level)	EET 2580	1 +1hp every week	5	(2)	Pre-requisite EET 2480 (English Language Proficiency (Pre-Intermediate Level))	
Educational Psychology for Junior Primary 2	PSP 2500	2 +1hp every week	5	(8)	Pre- requisite PSP 2402 (Educational Psychology for Junior Primary 1)	
Sign Language Education 1	LZP2500	2 +1hp every week	5	(8)	Pre-requisite LZP 2400 (Basic Sign Language Education)	
Total Credits				74		

SEMESTER 2					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESP 2582	4 weeks in schools	5	4	None
School Based Studies Seminar 2	SSP 2580	Seminar plus weekly school day	5	(4)	Pre-requisite SSP 2582 (School Based Studies Seminar 1)
Science of Teaching For Junior Primary Education	CFP 2500	2 +1hp every week	5	(8)	None
Micro Teaching 2	EMP 2580	2 hp every week	5	(4)	Pre-requisite EMP 2482 (Micro Teaching 1)
English Language and Literacy Education 1	LEP 2500	2	5	(8)	Pre-requisite LBP 2400 (Basic Language and Literacy Education)
Namibian Language and Literacy Education 1	See list of codes provided in module description section	2	5	(8)	Pre-requisite LBP 2400 (Basic Language and Literacy Education)
Integrated Environmental Education 1	MSP 2500	2	5	(8)	None
Numeracy Education 1	MMP 2500	2	5	(8)	Pre-requisite EMMP 2400 (Basic Mathematics For Junior Primary Teachers)
Integrated Arts Education 1	LAP 2580	3 hours integrated teaching every week	5	(4)	None
Physical Education 1	MMP 2580	3 hours integrated teaching every week	5	(4)	None
English Language Proficiency (Intermediate Level)	EET 2580	1 + 1hp every week	5	(2)	Pre-requisite EET 2480 (English Language Proficiency (Pre-Intermediate Level))
Educational Psychology for Junior Primary 2	SPS 2500	2 +1hp every week	5	(8)	Pre-requisite PSP 2402 (Educational Psychology for Junior Primary 1)
Sign Language Education 1	LZP2500	2 + 1hp every week	5	(8)	Pre-requisite LZP 2400 (Basic Sign Language Education)
Total Credits				78	

Total Year Two 152

YEAR 3

SEMESTER 1					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 2680	4 weeks in schools plus 3 Seminars per semester	6	(4)	Pre-requisite SSP 2582 (School Based Studies Phase 1)
Project Based Learning	CFP 2690	1 period per week individual supervision	6	(4)	Pre-requisite CFP2681 (Integrated Media And Technology Education 2)
School Based Studies Seminar 3	SSP 2680	Seminar plus weekly school day	6	(4)	Pre-requisite SSP 2582 (School Based Studies Seminar 2)
Micro Teaching 3	EMP 2680	2hp every week	6	(4)	Pre-requisite EMP 2580 (Micro Teaching 2)
English Language, Literacy Education and Learning Support	LEP 2680	3	6	(12)	Pre-requisite LEP 2500 (English Language and Literacy Education)
Namibian Language, Literacy Education and Learning Support	See list of codes	3	6	(12)	Pre-requisite Namibian Language and Literacy Education. See list of codes.
Integrated Environmental Education 2	MSP 2600	2	6	(8)	Pre-requisite MSP 2500 (Integrated Environmental Education 1)
Numeracy Education and Learning Support	MMP 2680	3	6	(12)	Pre-requisite MMP 2500 (Numeracy Education 1)
Integrated Arts Education 2	LAP 2690	3 hours integrated teaching per week	6	(4)	None
Physical Education 2	MMP 2690	4 hours integrated teaching	6	(4)	None
Total Credits				62	
SEMESTER 2					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 2680	4 weeks in schools plus 3 Seminars per semester	6	(4)	Pre-requisite SSP 2582 (School Based Studies Phase 1)
Project Based Learning	CFP 2690	1 period per week supervision	6	(4)	Co-requisite CFP 2681 (Integra-ted Media and Technology Education 2)
School Based Studies Seminar 3	SSP 2680	Seminar plus weekly school day	6	(4)	Pre-requisite SSP 2580 (School Based Studies Seminar 2)

Micro Teaching 3	EMP 2680	2 hours practical every week	6	(4)	Pre-requisite EMP 2580 (Micro Teaching 2)
English Language, Literacy Education and Learning Support	LEP 2680	3 periods	6	(12)	Pre-requisite LEP 2500 (English Language and Literacy Education)
Namibian Language, Literacy Education and learning Support	See list of codes	3 periods	6	(12)	Pre-requisite Namibian Language and Literacy Education. See list of codes.
Integrated Environmental Education 2	MSP 2600	2 periods	6	(8)	Pre-requisite MSP 2500 Integrated Environmental Education 1
Numeracy Education and Learning Support	MMP 2680	3 periods	6	(12)	Pre-requisite MMP 2500 (Numeracy Education 1)
Integrated Arts Education 2	LAP 2690	4 hours integrated teaching every week	6	(4)	None
Physical Education 2	MMP 2690	4 hours integrated teaching every week	6	(4)	None
First Aid Education	MFA 3699	3 day workshop	6	Non-credit bearing	
Total Credits				70	

Total Year Three: 132
Total Programme Credits 402

A.2.15 COURSE DESCRIPTORS

YEAR ONE

A.2.15.1 UNIVERSITY CORE

Course Title: COMPUTER LITERACY

Code:	CLC 3509
NQF Level:	5
Year and Semester Offered:	Semester 1, Year 1
Contact Hours:	2 periods
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

Apply practical computer skills to effectively use relevant software including Microsoft Windows, Microsoft Word, Microsoft Excel and Microsoft PowerPoint.

Course Title: ENGLISH FOR GENERAL COMMUNICATION

Code:	LEG 2410
NQF Level:	4
Year and Semester Offered:	Semester 1 and 2, Year 1
Contact Hours:	4 periods
Credits:	32
Notional Hours	320
Course Assessment:	60% Continuous assessment 40% Examination: 1 paper of 3 hours of 75 marks

Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

This module develops a student's understanding and competencies regarding academic conventions such as academic reading, writing, listening and oral presentation skills for academic purposes. The main aim is to develop academic literacy in English.

Course Title: CONTEMPORARY SOCIAL ISSUES

Code:	CSI 3580
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2, Year 1
Contact Hours:	1 period
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

Formulate, construct and justify the arguments around academic, social, economic and political reasoning, with regards to HIV/AIDS and ethical issues.

Assessment strategies: This is a 100% continuous assessment module with a variety of assessments which evaluate and test the students' individual learning and mastering of the course content (subject knowledge) through quizzes, tests, Moodle assignments, journal entries, reflections as well as service and experiential learning projects.

Course Content: The module, **Contemporary Social Issues** (CSI3580), is designed to encourage behavioral change among UNAM students and inculcate the primacy of moral reasoning in their social relations and their academic lives. In providing students with critical and analytical thinking the module enables students to grow and develop into well rounded citizens, capable of solving contemporary social challenges experienced in their communities and societies. The teaching of the module takes three dimensions: the intellectual, the professional and the personal dimensions. The intellectual dimension is fostered through engaging students with subject knowledge, independent learning and module assessment. The professional dimension, on the other hand, is fostered through exposing students to real life situations of case studies and practical exercises that draws attention to social issues that attract ongoing political, public and media attention and/or debate. Finally, the professional dimension is fostered through group work and online discussions.

A.1.15.2 SCHOOL COURSES

SEMESTER ONE

Course Title: PRACTICAL TEACHING

Code:	ETP 2481
NQF Level:	4
Year and Semester Offered:	Semester 1; Year 1
Contact Hours:	2 hours practical every week
Credits:	4
Notional Hours	40
Course Assessment:	100% Continuous assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to afford students the opportunity to perform various skills related to the course work of this semester in front of an audience and to connect with the audience as they will have to when teaching.

Course Title: RELIGIOUS AND MORAL EDUCATION

Code:	LRP 2481
NQF Level:	4
Year and Semester Offered:	Semester 1; Year 1
Contact Hours:	2 periods per week
Credits:	8
Notional Hours	80
Course Assessment:	50% Continuous assessment 50% Examination (1 paper of 2 hours of 75 marks)
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to broaden students' view of the world, religion, and moral and social values in order to promote respect, appreciation and harmonious living for the learners they will teach.

Course Title: FOUNDATIONS OF JUNIOR PRIMARY EDUCATION

Code:	FMP 2481
NQF Level:	4
Year and Semester Offered:	Semester 1; Year 1
Contact Hours:	2 periods
Credits:	8
Notional Hours	80
Course Assessment:	50% Continuous assessment 50% Examination: (1 paper of 2 hours of 75 marks)
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to develop understanding and skills of the historical, comparative, sociological and philosophical concepts, ideas, theories, principles, framework of policies and major reforms in education related to the junior primary phase.

SEMESTER TWO

Course Title: SCHOOL BASED STUDIES SEMINAR 1

Code:	SSP 2482
NQF Level:	4
Year and Semester Offered:	Semester 2; Year 1
Contact Hours:	One day per week in schools and follow up seminars
Credits:	4
Notional Hours	40
Course Assessment:	100% Continuous assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to develop students' professional behavior, observation, reflective and journaling skills during weekly school visits and seminar sessions.

Course Title: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 1

Code:	CFP 2502
NQF Level:	5
Year and Semester Offered:	Semester 2; Year 1
Contact Hours:	4 hours integrated teaching every week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Co-requisite:	CLC 3509 (Computer Literacy)
Compulsory/Elective	Compulsory

Course Aim:

The aim of this module is to equip students with information literacy skills as well as skills needed to effectively use media and technology in their teaching.

Course Title: EDUCATIONAL PSYCHOLOGY FOR JUNIOR PRIMARY 1

Code:	PSP 2402
NQF Level:	4
Year and Semester Offered:	Semester 2; Year 1
Contact Hours:	2 periods +1 hour practical every week
Credits:	8
Notional Hours	80
Course Assessment:	50% Continuous assessment 50% Examination: 1 x 2 hours paper of 75 marks
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to familiarise students with the concepts and principles of child development and learning in educational contexts.

Course Title: MICRO TEACHING 1

Code:	EMP 2482
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NQF Level:	4
Year and Semester Offered:	Semester 2; Year 1
Contact Hours:	2 hours practical every week
Credits:	4
Notional Hours	40
Course Assessment:	100% Continuous assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

Students will be prepared to apply strategies and skills for proper instruction to learners by participating in active lesson preparation and presentations with English and Namibian language as basis.

SEMESTERS ONE AND TWO (YEAR MODULES)

Course Title: BASIC LANGUAGE AND LITERACY EDUCATION

Code:	LBP 2400
NQF Level:	4
Year and Semester Offered:	Semester 1 and 2; Year 1
Contact Hours:	2 periods per week
Credits:	16
Notional Hours	160
Course Assessment:	50% Continuous assessment 50% Examination: 1 paper of 3 hours and 100 marks
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide students the opportunity to enhance the terminology, and vocabulary range of the English and Namibian Language of their choice through listening and speaking, reading aloud, telling stories and creating a vocabulary list of terminology needed for discussing Environmental concepts based on the school syllabus.

Course Title: BASIC SIGN LANGUAGE EDUCATION

Code:	LZP 2400
NQF Level:	4
Year and Semester Offered:	Semester 1 and 2; Year 1
Contact Hours:	2 periods + 1 hour practical every week
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to introduce students to the essentials of Namibian Sign Language and delve into the culture and history of deaf people in Namibia and internationally.

Course Title: BASIC MATHEMATICS FOR JUNIOR PRIMARY TEACHERS

Code:	MMP 2400
NQF Level:	4
Year and Semester Offered:	Semester 1 and 2; Year 1
Contact Hours:	2 periods per week
Credits:	16
Notional Hours	160
Course Assessment:	50% Continuous assessment Keep a learning journal to reflect on progress during the year. Examination: 50% 1 paper of 3 hours of 100 marks
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

At the end of the course Junior Primary student teachers will demonstrate proficiency in basic mathematical skills.

Course Title: ENGLISH LANGUAGE PROFICIENCY (PRE INTERMEDIATE LEVEL)

Code:	EET 2480
NQF Level:	4
Year and Semester Offered:	Semester 1 and 2; Year 1
Contact Hours:	1 periods + 1 hour practical every week
Credits:	4

Notional Hours	40
Course Assessment:	100% Continuous assessment. 1 paper of 3 hours of 100 marks)
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide Namibian teachers, entering the program and student teachers with opportunities to develop their language skills, with its accompanying sub-skills in general and thus increase their level of English proficiency to prepare them for the Intermediate level of study.

YEAR TWO

SEMESTER ONE

Course Title: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 2

Code:	CFP 2681
NQF Level:	6
Year and Semester Offered:	Semester 1; Year 2
Contact Hours:	4 hours integrated teaching every week
Credits:	8
Notional Hours	80
Course Assessment:	100 % Continuous Assessment
Pre-requisite:	CFP 2502 Integrated Media And Technology Education 1
Compulsory/Elective	Compulsory

Course Aim:

This course aims to further equip students with the knowledge, skills and attitudes needed to integrate media and information and communication technologies (ICTs) in instruction and assessment and foster 21st century digital literacy skills in their learners.

SEMESTER TWO

Course Title: SCHOOL BASED STUDIES PHASE 1

Code:	ESP 2582
NQF Level:	5
Year and Semester Offered:	Semester 2; Year 2
Contact Hours:	4 Weeks in schools
Credits:	4
Notional Hours	40
Course Assessment:	100% Continuous assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to train provide practical experience in junior primary phase teachers and to provide a basis for further training and to provide the students with the necessary academic and educational insight and practical training-school subjects

Apply Identify various theories of teaching/learning in, school subject instruction, and matter, principles of curriculum construction, students' development and application of knowledge in the context of the classroom.

Modify the teaching-learning environment through personal factors like nature, interest, and code of conduct, characteristics of an effective teacher: friendly and cheerful, knowledgeable and poised, lively and interesting, firm control and, above all, non-directive.

Use of teaching aids as an integral part of classroom teaching.

Demonstrate ability to design and deliver lessons, in the junior primary phase with assistance of mentor teacher

SEMESTERS ONE AND TWO (YEAR MODULES)

Course Title: MICRO TEACHING 2

Code:	EMP 2580
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 hours practical per week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Pre-requisite:	EMP2482 (Micro Teaching 1)
Compulsory/Elective	Compulsory

Course Aim:

The aim of this practical course is to provide students with self-confidence and skills to compile and present various school subjects, plan and develop suitable instructional materials and supportive learner engagement relevant to the teaching profession.

Course Title: SCHOOL BASED STUDIES SEMINAR 2

Code:	SSP 2580
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	One day per week at schools and follow up seminars
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous assessment
Pre-requisite:	SSP 2482 (School Based Studies Seminar 1)
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to continue to develop students' professional behavior, observation, reflective and journaling skills during weekly school visits and seminar sessions.

Course Title: SCIENCE OF TEACHING FOR JUNIOR PRIMARY EDUCATION

Code:	CFP 2500
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 periods + 1 hour practical every week
Credits:	16
Notional Hours	160
Course Assessment:	50% Continuous assessment 50% Examination: 1 paper of 3 hours of 100 marks
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to demonstrate an understanding of the role and features of an effective teacher and how to perform and manage learners in the classroom.

Course Title: ENGLISH LANGUAGE AND LITERACY EDUCATION 1

Code:	LEP 2500
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 periods per week
Credits:	16
Notional Hours	160
Course Assessment:	50% Continuous assessment 50% Examination: 1 paper of 3 hours of 100 marks
Pre-requisite:	LBP 2400 (Basic Language and Literacy Education)
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to develop an understanding of phonemic awareness, and phonics and other instructional approaches to literacy as a basis for reading proficiency.

Course Title: NAMIBIAN LANGUAGE AND LITERACY EDUCATION

Code:	See list of codes below
NQF Level:	4
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 periods per week
Credits:	16
Notional Hours	160
Course Assessment:	50% Continuous assessment 50% Examination: 1 paper of 3 hours of 100 marks
Pre-requisite:	LBP 2400 (Basic Language and Literacy Education)
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course to investigate and use the phonological particulars, important discerning features of the Namibian Language under study, the grammar structures, and letter names and sounds found in the specific language to meet the language policy expectations for Namibian language instruction in the early years.

COURSE NAME	COURSE CODE	CREDITS
Afrikaans Language And Literacy Education 1	LAP 2500	16
German Language And Literacy Education 1	LGP 2500	16
Ju!'hoansi Language And Literacy Education 1	LJP 2500	16
Khoekhoegwab Language And Literacy Education 1	LKP 2500	16
Oshikwanyama Language And Literacy Education 1	LWP 2500	16
Oshidonga Language And Literacy Education 1	LOP 2500	16
Otjiherero Language And Literacy Education 1	LHP 2500	16
Rukwangali Language And Literacy Education 1	LRP 2500	16
Rumanyo Language And Literacy Education 1	LMP 2500	16
Setswana Language And Literacy Education 1	LTP 2500	16
Silozi Language And Literacy Education 1	LSP 2500	16
Timbukushu Language And Literacy Education 1	LBP 2500	16
Sign Language Education 1	LZP2500	16

Course Title: SIGN LANGUAGE EDUCATION 1

Code:	LZP 2500
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 periods + 1 hour practical per week
Credits:	16
Notional Hours	160
Course Assessment:	100% Continuous assessment
Pre-requisite:	LZP 2400 (Basic Sign Language Education)
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to demonstrate understanding of the four skills of Namibian Sign Language and the teaching thereof. Special emphasis will be put on the grammar of the language. The course will also aim for students to analyse relate ministerial documents and to demonstrate an understanding of the implementation thereof.

Course Title: INTEGRATED ENVIRONMENTAL EDUCATION 1

Code:	MSP 2500
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 periods per week
Credits:	16
Notional Hours	160
Course Assessment:	Continuous assessment: 50% Keep a learning journal to reflect on progress during the year. Examination: 50% (1 x 3hour paper)
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to guide Junior Primary students to understand the rationale, and aims of environmental education instruction in meaningful and insightful strategies that will create awareness, appreciation, and respect for the social and natural environment.

Course Title: NUMERACY EDUCATION 1

Code:	MMP 2500
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 periods per week
Credits:	16
Notional Hours	160
Course Assessment:	Continuous assessment: 50% Examination: 50%. 1 paper of 3 hours of 100 marks
Pre-requisite:	MMP 2400 (Basic Mathematics for Junior Primary Teachers)
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to facilitate junior primary students to apply knowledge and skills to develop number sense, number concept and measuring –related content based on theme integration and learning trajectories for diverse junior primary learners.

Course Title: INTEGRATED ARTS EDUCATION 1

Code:	LAP 2580
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	3 hours integrated teaching week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to provide prospective Junior Primary teachers with knowledge of a variety of techniques and skills in Drama, Music and Visual Art as a basis for teaching Arts Education in the pre-primary as well as the Lower Primary teaching phase.

Course Title: PHYSICAL EDUCATION 1

Code:	MMP 2580
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	3 hours integrated teaching every week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to prepare students for the Junior Primary phase as teachers who will help learners develop the skills, attitudes and practices that support physically active and healthy lifestyle choices.

Course Title: EDUCATIONAL PSYCHOLOGY FOR JUNIOR PRIMARY 2

Code:	PSP 2500
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	2 periods + 1 hour practical every week
Credits:	16
Notional Hours	160
Course Assessment:	Continuous assessment: 50% Examination: 50% (1 x 3hour paper) 1 paper of 3 hours of 100 marks
Pre-requisite:	PSP 2402 (Educational Psychology for Junior Primary 1)
Compulsory/Elective	Compulsory

Course Aim:

The aim of this module is to show how junior primary school learning should take place in concrete inclusive education contexts as well as to enable student teachers to identify learners' learning- psycho-social and guidance needs; use child-friendly methodologies to intervene or refer cases to professionals and para-professionals and identify and use cultural diversity to respond to the human developmental needs of young children. The module further aims to empower student teachers with skills to help learners to understand themselves in relation to others in their communities and society, and to express themselves in ways that are conversant with national and global expectations.

Course Title: ENGLISH LANGUAGE PROFICIENCY (INTERMEDIATE LEVEL)

Code:	EET 2580
NQF Level:	5
Year and Semester Offered:	Semester 1 and 2; Year 2
Contact Hours:	1 period +1 hour practical every week
Credits:	4
Notional Hours	40
Course Assessment:	100% Continuous Assessment
Pre-requisite:	EET 2480 (English Language Proficiency (Pre-Intermediate level))
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide Namibian participants with opportunities to further develop their language skills and internalise use of grammar through practice, through engagement with challenging spoken and written texts and thus increase their level of English proficiency to the level suitable for entering the Advance phase of the program.

YEAR THREE

SEMESTER TWO

Course Title: FIRST AID EDUCATION

Code:	MFA 3699
NQF Level:	6
Year and Semester Offered:	Year 3
Contact Hours:	3 day Workshop
Credits:	None credit bearing
Notional Hours	30
Course Assessment:	100% Continuous Assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide First Aid accreditation for education students.

SEMESTERS ONE AND TWO (YEAR MODULES)

Course Title: MICRO TEACHING 3

Code:	EMP 2680
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	2 hours practical per week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Pre-requisite:	EMP 2580 (Micro Teaching 2)
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to increase student proficiency in instruction using theme based and subject integration, various teaching strategies and learning support skills for the different school subjects.

Course Title: PROJECT BASED LEARNING

Code:	CFP 2680
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	1 period per week supervision
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment 3 assessment tasks
Pre-requisite:	CFP 2681 (Integrated Media And Technology Education 2)

Compulsory/Elective	Compulsory
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Course Aim:

PBL is aimed at engaging students in learning important knowledge and 21st century skills through an extended student influenced inquiry process structures around authentic questions and carefully designed products and learning tasks. In the module students will identify meaningful question to explore in their school subject area or engaging real-world problem to solve or a challenge to design or create something for educational purposes or from an interdisciplinary approach. Through in-depth investigation students will come up with high quality solutions to real-world educational problems, or design creative products and present their work for evaluation.

Course Title: SCHOOL BASED STUDIES PHASE 2

Code:	ESP 2680
NQF Level:	6
Year and Semester Offered:	Semester 2; Year 3
Contact Hours:	4 weeks in schools plus six seminars
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Pre-requisite:	ESP 2582 (School Based Studies Phase 1) Only one Level 5 School Subject Content course allowed to be outstanding
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to prepare students to teach across the junior primary curriculum, to support personal growth, develop social confidence and leadership skills and prepare students for taking on the responsibilities of being a teacher as well as to the aim of this course is to empower and motivate students on various educational issues as well as familiarize final year teacher education students with the principles and operations of the coordinated and decentralized CPD system for educators in Namibia.

Course Title: SCHOOL BASED STUDIES SEMINAR 3

Code:	SSP 2680
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	Seminar plus one weekly day in school
Credits:	8
Notional Hours	40
Course Assessment:	100% Continuous Assessment: 100% Continuous assessment: Journal 40%; Competence in observation, use of basic research tools 40%; Attendance and contribution to class activities 20%
Pre-requisite:	SSP 2580 (School Based Studies Seminar 2)
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to continue to develop students' professional behavior, observation, reflective and journaling skills during weekly school visits and seminar sessions.

Course Title: ENGLISH LANGUAGE, LITERACY EDUCATION AND LEARNING SUPPORT

Code:	LEP 2680
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	3 periods per week
Credits:	24
Notional Hours	240
Course Assessment:	50% Continuous assessment 50% Examination: 1 paper of 3 hours of 100 marks
Pre-requisite:	LEP 2500 (English Language and Literacy Education)
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is for students to apply different strategies to develop the reading and writing skills of learners in the early phase.

Course Title: NAMIBIAN LANGUAGE, LITERACY AND LEARNING SUPPORT

Code:	See list of codes below
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	3 periods per week

Credits:	24
Notional Hours	240
Course Assessment:	50% Continuous assessment 50% Examination: 1 paper of 3 hours and 100 marks
Pre-requisite:	Namibian Language and Literacy Education. See list of codes below.
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is for students to apply different strategies to develop the reading and writing skills of learners in the early phase.

COURSE NAME	CODE	CREDITS	CO- AND PREREQUISITE
Afrikaans Language, Literacy Education and Learning Support	LAP 2680	24	LAP 2500 Afrikaans Language and Literacy Education
German Language, Literacy Education and Learning Support	LGP 2680	24	LGP 2500 German Language and Literacy Education
Ju!'hoansi Language, Literacy Education and Learning Support	LJP 2680	24	LJP 2500 Ju!'hoansi Language and Literacy Education
Khoekhoegwab Language, Literacy Education and Learning Support	LKP 2680	24	LKP 2500 Khoekhoegwab Language and Literacy Education
Oshikwanyama Language, Literacy Education and Learning Support	LWP 2680	24	LWP 2500 Oshikwanyama Language and Literacy Education
Oshidonga Language, Literacy Education and Learning Support	LOP 2680	24	LOP 2500 Oshidonga Language and Literacy Education
Otjiherero Language, Literacy Education and Learning Support	LHP 2680	24	LHP 2500 Otjiherero Language and Literacy Education
Rukwangali Language, Literacy Education and Learning Support	LRP 2680	24	LRP 2500 Rukwangali Language and Literacy Education
Rumanyo Language, Literacy Education and Learning Support	LMP 2680	24	LMP 2500 Rumanyo Language and Literacy Education
Setswana Language, Literacy Education and Learning Support	LTP 2680	24	LTP 2500 Setswana Language and Literacy Education
Silozi Language, Literacy Education and Learning Support	LSP 2680	24	LSP 2500 Silozi Language and Literacy Education
Timbukushu Language, Literacy Education and Learning Support	LBP 2680	24	LBP 2500 Timbukushu Language and Literacy Education
Namibian Sign Language and Deaf Education	LPZ2680	24	LZP2500 (Sign Language Education 1)

Course Title: NAMIBIAN SIGN LANGUAGE AND DEAF EDUCATION

Code:	LZP 2680
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	3 periods +1 hour practical every week
Credits:	24
Notional Hours	240
Course Assessment:	100% Continuous assessment
Pre-requisite:	LZP 2500 Sign Language Education
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is for students to practically relate to what deafness entails. Focus will be put on the acquisition of languages and how this can be related to literacy in deaf learners as well as to methodologies that can be used to teach deaf learners. Emphases will thus not only be on the teaching of sign language but on the education of the deaf child as a whole.

Course Title: INTEGRATED ENVIRONMENTAL EDUCATION 2

Code:	MSP 2600
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	2 periods per week
Credits:	16
Notional Hours	160
Course Assessment:	Continuous assessment: 50% Examination: 50% 1 paper of 3 hours of 100 marks
Pre-requisite:	MSP 2500 (Integrated Environmental Education 1)
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to provide prospective Junior Primary teachers with a deeper understanding and teaching of appropriate health, safety and nutrition themes.

Course Title: NUMERACY EDUCATION AND LEARNING SUPPORT

Code:	MMP 2680
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	3 periods per week
Credits:	24
Notional Hours	240
Course Assessment:	50% Continuous assessment: 50% Examination: 50% 1 paper of 3 hours of 100 marks
Pre-requisite:	MMP 2500 (Numeracy Education 1)
Compulsory/Elective	Compulsory

Course Aim:

At the end of the course prospective Junior Primary teachers will apply knowledge and skills to develop in learners an enjoyment of mathematics while providing research-based numeracy and mathematics instruction in whole numbers, place value, fractions, time, mass, and mental mathematics skills.

Course Title: INTEGRATED ARTS EDUCATION 2

Code:	LAP 2690
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	3 hours integrated teaching per week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of the course is to enhance a balanced knowledge basis for the creativity and performance skills of students in drama and music and visual arts and to acquire the practical and pedagogical skills so transfer this knowledge to learners in integrated and focus specific ways.

Course Title: PHYSICAL EDUCATION 2

Code:	MMP 2690
NQF Level:	6
Year and Semester Offered:	Year 3 Semesters 1 and 2
Contact Hours:	4 hours integrated teaching per week
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

The aim of this course is to build on the previous course's skill and knowledge development to include the use of apparatus, implements and different group formations in lesson presentations while the early identification of development delays with suitable ways of addressing these will be explored.

**B.1. DIPLOMA IN LIFELONG LEARNING AND COMMUNITY EDUCATION (LEVEL 6) (10DLCE)
(Phasing Out No New-Intake In 2023)**

B.1.1 RATIONALE AND PROGRAMME DESCRIPTION

This qualification is aiming at providing students with training and produce middle level manpower for relevant government departments, ministries, the private sector and non-governmental organisations to work as Community development practitioners, training officers in the industry, literacy officers, health educators, community development trainers, departments in ministries, non-governmental organisations, and the private sector need training in their specific fields. These are middle management personnel from a variety of settings. They are prepared for several roles, including teaching, organizing, management of programmes, conducting research, mobilizing communities for development, and the evaluation of lifelong and community programmes.

The purpose of this qualification is to provide students with training and produce middle level manpower for relevant government departments, ministries, the private sector and non-governmental organisations. It is particularly intended to help professional development of para-professional development workers and trainers in the identified areas

B.1.2 ADMISSION REQUIREMENTS

To be eligible for admission into the Diploma in Lifelong Learning and Community Education, an applicant shall satisfy any of the following minimum requirements.

- a) *Subject to School Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be an National Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects, normally in not more than three examination sittings with a minimum of 22 points (to be reviewed annually) on the UNAM Evaluation Scale. The following will be taken into consideration when computing the point scores:*
 - *the score will be calculated by adding together the points of the best five subjects only one of the five subjects must be English*
 - *should a specific subject be a prerequisite for entry to a faculty, that subject must also be one of the five subjects counted.*
- b) *English is a compulsory subject and should normally be obtained at NSSC (English as a Second Language) grade D or better, or at NSSC (English as a First Language) grade D or better.*
- c) *Other school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation G.9 (1)*
- d) *Places will be awarded on the basis of merit. Therefore, the possession of an NSSC with a minimum score does not necessarily guarantee admission. Entrance is based upon places available within the faculties.*
- e) *Faculty admission requirements are prescribed by each Faculty. Prospective students must acquaint themselves with the faculty admission requirements as may include an admission test.*
- f) *The University of Namibia reserves the right to interview candidates before admission.*
- g) *At least a lower second pass (60%) in the Certificate in Adult Education or related field such as Education and Community Development*

Or
- h) *Pass the Mature Age entry examination as per general regulations of the University.*

B.1.3. DELIVERY MODE

This programme will be delivered through the face-to face as well as the distance education modes.

B.1.4. DURATION OF STUDY

For the full-time delivery mode, a minimum of three years and maximum of five years of enrolment are required. For the distance delivery mode, a minimum of three years and maximum of six years of enrolment are required.

B.1.5. PROFESSIONAL DEVELOPMENT PLACEMENT

The award of the diploma is subject to satisfactory completion of the practical attachment as well as passing the attachment report.

B.1.6 ASSESSMENT

This shall be according to the general regulations of the University of Namibia:

- | | |
|--|------|
| a) Continuous assessment (e.g. tests, assignments, projects) | 50 % |
| b) Final examination | 50 % |

B.1.7 ACCREDITATION OF OTHER QUALIFICATIONS

On completion of this diploma (Diploma in Lifelong Learning and Community Education) the students will receive credit for selected modules the first two years of the Bachelor Degree in Education (Adult Education & Community Development) or Bachelor of Lifelong Learning and Community Education.

B.1.8 IMPLEMENTATION GUIDELINES

1.8.1 Students with outstanding modules (All new programmes)

Students who have outstanding courses from previous years will have to consult with the relevant Faculty Officers, Heads of Departments and lecturers to determine which courses must be taken to ensure that they fulfil the requirements for the Programme. These procedures were also followed in the past.

1.8.2 Returning Students (All new programmes)

Students who left UNAM before completion of their Undergraduate Programmes will have to follow the New Curriculum once they return to complete their studies. The School will not declare equivalents for the new curriculum courses. It is recommended that the student's pick-up failed and outstanding courses through distance education.

B.1.9 ACADEMIC ADVANCEMENT RULES

This will be in accordance with the approved general regulations of the University of Namibia as well as specific approved School regulations.

A student wishing to pursue his/her studies leading to the Diploma in Lifelong Learning and Community Education will not be permitted to re-register with the School of Education if he/she has not passed a minimum of courses equivalents as indicated below.

A Student advances to the following academic level of study when at least the required number of the courses of the curriculum for a specific year has been passed. If a student passed only 1/3 of the full curriculum of a specific year, he/she may not register for any courses on the following year. In all cases prerequisite for courses have to be passed before a student can proceed to register for courses that require prerequisites.

a) END OF FIRST YEAR

Pass ¾ of courses offered (equivalent to 96 credits) in the first year, in order to proceed to 2nd year.

b) END OF SECOND YEAR

Pass in the remaining first year courses plus ¾ of the year two courses (equivalent to 96 credits) in order to proceed to third year.

c) END OF THIRD YEAR

Pass in all outstanding courses in order to be awarded a diploma. If at the end of the third year a student has not yet completed the required courses for the Diploma in Lifelong Learning and Community Education, he/she must do so within the next two years of study.

B.1.10 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE FACULTY

- 3 courses (equivalent to 48 credits) by the end of the First year; 2 of these courses (equivalent to 32 credits) must be non-core (38%).
- 7 courses (equivalent to 112 credits) at the end of the Second year. This is depending on the school subjects the student is offering (44%).
- 15 courses (equivalent to 240 credits) at the end of the Third year (57%).

B.1.11 CURRICULUM FRAMEWORK

Year 1: 128 credits

Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Computer Literacy	CLC3509	2 + 2hp	4	8	None
English Communication and Study Skills	LCE 3419	4	4	16	None
Total					8
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
English for General Communication	LEG 2410	4	4	32	None
Instructional Design	AID 2480	3	4	24	None
Introduction to Foundations of Adult Education	AFA 2480	3	4	24	None
Introduction to Education for Sustainable Development	ASD 2400	4	4	16	None
Introduction to Mathematics Literature	AML 2400	4	4	16	None
Contemporary Social Issues	CSI 3580	2	5	8	None
Total					120
Total Semester 1 and 2					128

Year 2: 120 credits

Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Curriculum, Primer Design and Teaching	APT 2580	3 + 2hp	5	24	None
Total					24
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Introduction to Entrepreneurship	AES 2501	2	5	8	None
Historical and Philosophical Foundations of Adult Education	AHP 2511	4	5	16	None
Community Development Studies 1	ACD 2521	2	5	8	None
Management Studies 1	AMS 2501	2	5	8	None
Sociology of Adult Education	ASP 2501	2	5	8	None
Total					48
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
English for Academic Purposes	LEA 3519	4	5	16	LCE 3419 (English Communication and Study Skills)
Youth and Family Life Education	AYF 2502	2	5	8	None
Education for Sustainable Development 1	ASD 2502	2	5	8	None
Project Planning and Evaluation	APE 2502	2	5	8	None
Psychology of Adult Education	ASP 2502	2	5	8	None
Total					48
Total Semester 1 AND 2					120

Year 3: 152 credits

Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Management Studies 2	AMS 2610	4	6	32	Pre-requisite AMS 2501 (Management Studies 1)
Community Development Studies 2	ACD 2610	4	6	32	Pre-requisite ACD 2521 (Community Development Studies 1)
Total					64
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
English for Lifelong Learners and Community Educators 1	AEP 2601	2	6	8	Pre-requisite LEA 3519 (English for Academic Purposes)
Principles of Adult Education Research	AER 2701	2	7	8	None
Education for Sustainable Development 2	ASD 2601	2	6	8	Pre-requisite ASD 2502 (Education for Sustainable Development 1)
IMTE for Adult Education	ACT 2721	2+2hp	7	8	None
Total					32
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite/Co-requisite
Health Education	AHA 2612	4	6	16	None
English for Lifelong Learners and Community Educators 2	AEP 2602	2	6	8	Co-requisite AEP 2601 (English for Lifelong Learners and Community Educators 1)
Teaching Methods in Adult Education	ATM 2612	4	6	16	None
Practical Attachment	APA 2682	8 weeks	6	8	None
Report Writing	AER 2702	2	7	8	None
Total					56
Total Semester 1 AND 2					152

B.1.12. COURSE DESCRIPTORS: DIPLOMA IN LIFELONG LEARNING AND COMMUNITY EDUCATION

YEAR 1

COURSE TITLE: Computer Literacy

Code:	CLC 3509
NQF Level:	5
Semester Offered:	1 st semesters (lecture theory and 1 lecture practical per week for 14 weeks; Year 1
Contact Hours:	1 hour
Credits:	8
Prerequisite:	University Entry
Course Assessment:	Continuous Assessment 100% Contribution to final Mark: 2 x Practical Tests 50% 2 x Theory Tests 50%

Course Aim:

The aim of this course is to equip the students through hands-on experience with the necessary skills to use application software: word processing, spreadsheets, databases, presentations and communications. The objective is to increase student's productivity in both the education and later, the work environment.

Course Title: ENGLISH FOR GENERAL COMMUNICATION

Code:	LEG 2410
NQF Level:	4
Semester Offered:	1 st and 2 nd semester; Year 1
Contact Hours:	4 periods per week for 28 weeks
Credits:	32
Prerequisite:	D symbol in English (NSSC) or a D symbol in English Ordinary Level or an equivalent symbol
Course Assessment:	Continuous Assessment 60%: 4 reading tests, 4 writing tests, 2 oral presentations, 1 literature worksheet Examination 40%: (1x3 hour paper)

Course Aim:

This course attempts to assist students to improve their general English proficiency. It is intended for students registered for diploma courses. The main goal of this course is, therefore, to develop the reading, writing, listening and speaking skills of students in order for them to perform tasks in an academic meaning system. The general course description and expected outcomes of the English for General Communication (ULEG 2410) course focuses on the skills needed by students to perform cognitive academic tasks in an academic environment.

Course Title: ENGLISH COMMUNICATION AND STUDY SKILLS

Code:	LCE 3419
NQF Level:	5
Semester Offered:	1 st semester; Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (60%) 2 tests (reading and writing) 2 reading assignments 1 oral presentation Examination 40%: (1 x 3 hour paper)

Course Aim:

This course is aimed at assisting students in the development of their reading, writing and speaking and listening skills, in order to cope with studying in a new academic environment and in a language which may not be their first language. The course also focuses on study skills that students need throughout their academic careers and beyond. The course serves as an introduction to university level academics, where styles of teaching and learning differ from those at secondary schools in that more responsibility is placed on the student. The course therefore, focuses on the skills that students need throughout their academic careers and beyond.

Course Title: INSTRUCTIONAL DESIGN

Code:	AID 2480
NQF Level:	4
Semester Offered:	1 st and 2 nd semesters; Year 1
Contact Hours:	3 hours per week for 14 weeks
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1 x 3 hour paper)

Course Aim:

The course deals with the concept and principals of instructional design and development; instructional events and products; lesson specifications; instructional strategies; sequencing motivational elements; learner actions and evaluate of instructional events.

Course Title: INTRODUCTION TO FOUNDATIONS OF ADULT EDUCATION

Code:	AFA 2480
NQF Level:	4
Semester Offered:	1 st and 2 nd semesters; Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 4 assessments Examination 50% (1x3 hour paper)

Course Aim:

This course is designed to introduce students to the theory and practice of adult education. In particular, the course will explore the principal forms and functions that adult education programs and activities take in different context from historical and international perspective and philosophies and methodologies used by a variety of adult education projects.

Course Title: INTRODUCTION TO EDUCATION FOR SUSTAINABLE DEVELOPMENT

Code:	ASD 2400
NQF Level:	4
Semester Offered:	1 st and 2 nd semesters; Year 1
Contact Hours:	4 hours per week for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Aim:

The purpose of the course is to introduce students to education for sustainable development. The course aims to develop understanding of sustainable development and sustainability in the context of education. Students will be exposed to basic ecological principles and the impact of human behavior on the ecosystem and thus empower them to take responsibility in creating and maintaining a sustainable way of life. It will also develop understanding of natural resources, speciation and importance of biodiversity conservation and restoration in Namibia. Students are expected to have a basic understanding of Namibia's is biomes and be able to use education to address environmental injustices in Namibia.

Course Title: INTRODUCTION TO MATHEMATICS LITERACY

Code:	AML 2400
NQF Level:	4
Semester Offered:	1 st and 2 nd semesters; Year 1
Contact Hours:	4 hours per week for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 3 assessments) Examination 50% (1x3 hour paper)

Course Aim:

This course is designed to introduce students to basic mathematics literacy to effectively and efficiently function in the global environment.

Course Title: CONTEMPORARY SOCIAL ISSUES

Code:	CSI 3580
NQF Level:	5
Semester Offered:	1 st and 2 nd semesters; Year 1
Contact Hours:	1 period per week for 28 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 100%: [Portfolio/Student's file (90% and quizzes/tests (10%)]

Course Aim:

Assessment strategies: This is a 100% continuous assessment module with a variety of assessments which evaluate and test the students' individual learning and mastering of the course content (subject knowledge) through quizzes, tests, Moodle assignments, journal entries, reflections as well as service and experiential learning projects.

Course Content: The module, Contemporary Social Issues (CSI3580), is designed to encourage behavioral change among UNAM students and inculcate the primacy of moral reasoning in their social relations and their academic lives. In providing students with critical and analytical thinking the module enables students to grow and develop into well rounded citizens, capable of solving contemporary social challenges experienced in their communities and societies. The teaching of the module takes three dimensions: the intellectual, the professional and the personal dimensions. The intellectual dimension is fostered through engaging students with subject knowledge, independent learning and module assessment. The professional dimension, on the other hand, is fostered through exposing students to real life situations of case studies and practical exercises that draws attention to social issues that attract ongoing political, public and media attention and/or debate. Finally, the professional dimension is fostered through group work and online discussions.

YEAR 2**Course Title: CURRICULUM, PRIMER DESIGN AND TEACHING**

Code:	APT 2580
NQF Level:	5
Semester Offered:	1 st and 2 nd semesters; Year 2
Contact Hours:	3 hours per week for 14 weeks + 2hr Practical
Credits:	24
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50%: (1 x 3 hour paper)

Course Aim:

This course will acquaint the student with an overview of curriculum development. The course is designed to introduce Adult Education students to methods of designing a primer. The course will focus on steps involved in designing a primer and strategies used to teach it.

Course Title: INTRODUCTION TO ENTREPRENEURSHIP

Code:	AES 2501
NQF Level:	5
Semester Offered:	1 st semester; Year 2
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50%: (1 x 2 hour paper)

Course Aim:

This course is designed to introduce students to the concept entrepreneurship; entrepreneurial ventures; components of a business; concepts and role of a business plan and public image of a business.

Course Title: HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION

Code:	AHP 251 1
NQF Level:	5
Semester Offered:	1 st semester; Year 2
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50%: (1 x 3 hour paper)

Course Aim:

The course aims to explore how adult education's significance and purpose have evolved, with particular reference to the African context. In particular, the course will study the development of individual teachings philosophies and the significant philosophers in the field of adult education.

Course Title: COMMUNITY DEVELOPMENT STUDIES 1

Code:	ACD 2521
NQF Level:	5
Semester Offered:	1 st semester; Year 2
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Aim:

This course addresses the process of planned change at the community level. The aim of the course is to inform practitioners in a variety of fields (Urban planning, public health and agronomy) to infuse community development in the content of their technical specialty. The course is designed to introduce students to knowledge, principles and issues in community development. The knowledge gained will enable students to identify community development issues as a basis for planning adult education programmes in their communities.

Course Title: MANAGEMENT STUDIES 1

Code:	AMS 2501
NQF Level:	5
Semester Offered:	1 st semester; Year 2
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Aim:

The aim of the course is to introduce students to concept of general management and leadership, and then familiarize students with the basic and advanced concepts relating to human resources management, including the task and scope of human resources management, human resources provision, human resources maintenance/retention and the governance affecting human resources management. This course also reviews the numerous ways in which assessment procedures can be used by human resources managers in the service of decision making about personnel, i.e. personnel assessment and selection and appraisal of work performance. It also examines approaches to the assessment of interests and work values within the workplace. Within the organization, activities in the value chain are performed or controlled by the human resources manager by means of effective internal and external communication. Hence, this course also focuses on communication management within the business world and also aims to sensitize students to the main issues related to diversity and diversity management within the context of human resources management. The course concludes with an overview of the tools human resources managers may find useful in the pursuit of ethical behaviour in an organizational context as it relates to the necessity, nature, scope and purpose of business ethics, and guidelines for responsible business ethics. The course considers consumerism, sexual harassment, ethical codes, whistle blowing and a few practical business ethics issues and then concludes with a review of social responsibility and the ethics of self-management. Each exit learning outcome concludes with opportunities for integrated experiential learning and exploring of the web to expand professional development.

Course Title: SOCIOLOGY OF ADULT EDUCATION

Code:	ASP 2501
NQF Level:	5
Semester Offered:	1 st semester; Year 2
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Aim:

The course introduces students to the Sociology of adult education and learning. In particular, the course seeks to closely relate the psychology of learning and sociological theories and methodology to the study and practice of adult education and learning.

Course Title: ENGLISH FOR ACADEMIC PURPOSES

Code:	LEA 3519
NQF Level:	5
Semester Offered:	1 st or 2 nd Semester; Year 2
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Co-requisite:	LCE3419 (English Communication and Study Skills)
Course Assessment:	Continuous assessment (60%): 2 tests (reading and writing), 1 academic written essay, 1 oral presentation Examination (40%):(1x3 hour paper)

Course Aim:

This course develops a student's understanding, and competencies regarding academic conventions such as academic reading, writing, listening and oral presentation skills for academic purposes. Students are required to produce a referenced and researched essay written in formal academic style within the context of their university studies. Students are also required to do oral presentations based on their essays. The reading component of the course deals with academic level texts. This involves students in a detailed critical analysis of such texts. The main aim is therefore, to develop academic literacy in English.

Course Title: YOUTH AND FAMILY LIFE EDUCATION

Code:	AYF 2502
NQF Level:	5

Semester Offered:	2 nd semester; Year 2
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Aim:

This course will introduce students to concepts and theories on youth and development. It aims to introduce students to needs and challenges faced by youth in contemporary Namibia, SADC and Africa as a whole. It will further explore policy frameworks and institutional intervention between government and civil society organizations on youth programmes. The course will provide students with sufficient information to deal with special needs of youth in particular the out of school and unemployed youth.

Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT

Code:	ASD 2502
NQF Level:	5
Semester Offered:	2 nd semester; Year 2
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Aim:

The overall aim of this course is to educate student to analyse environmental issues using the sustainable development framework. Students will be expected to understand the holistic nature of environmental issues in the curriculum and develop lesson plan to address environmental issues at the community level. The students will be able to understand environmental learning theories in sustainable development. The students should get out and learn beyond the classroom as much as possible. The course content includes topics, i.e. Foundations of education for sustainable development; analyse environmental issues; teaching and learning in education for sustainable development

Course Title: PROJECT PLANNING AND EVALUATION

Code:	APE 2502
NQF Level:	5
Semester Offered:	2 nd semester; Year 2
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Aim:

The course aims to expose prospective adult educators to the concepts, techniques, principles and processes of planning and evaluating projects at a community level. This course focuses on the context of Namibian communities, their needs and the process of planning projects to address such needs.

Course Title: PSYCHOLOGY OF ADULT EDUCATION

Code:	ASP 2502
NQF Level:	5
Semester Offered:	2 nd semester; Year 2
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Aim:

The course introduces students to the Psychology of adult education and learning. In particular, the course seeks to closely relate the psychology of learning and sociological theories and methodology to the study and practice of adult education and learning.

YEAR THREE**Course Title: MANAGEMENT STUDIES 2**

Code:	AMS 2610
NQF Level:	6
Semester Offered:	1 st and 2 nd Semesters, Year 3
Contact Hours:	4 periods per week for 28 weeks
Credits:	32
Pre-requisite:	AMS 2501 (Management Studies 1)
Course Assessment:	Continuous assessment 50%, (minimum 3 assessments) Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of the course is to introduce students to concept of general management and leadership, and then familiarize students with the basic and advanced concepts relating to human resources management, including the task and scope of human resources management, human resources provision, human resources maintenance/retention and the governance affecting human resources management. This course also reviews the numerous ways in which assessment procedures can be used by human resources managers in the service of decision making about personnel, i.e. personnel assessment and selection and appraisal of work performance. It also examines approaches to the assessment of interests and work values within the workplace. Within the organization, activities in the value chain are performed or controlled by the human resources manager by means of effective internal and external communication. Hence, this course also focuses on communication management within the business world and also aims to sensitize students to the main issues related to diversity and diversity management within the context of human resources management. The course concludes with an overview of the tools human resources managers may find useful in the pursuit of ethical behaviour in an organizational context as it relates to the necessity, nature, scope and purpose of business ethics, and guidelines for responsible business ethics.

The course considers consumerism, sexual harassment, ethical codes, whistle blowing and a few practical business ethics issues and then concludes with a review of social responsibility and the ethics of self-management. Each exit learning outcome concludes with opportunities for integrated experiential learning and exploring of the web to expand professional development.

Course Title: COMMUNITY DEVELOPMENT STUDIES 2

Code:	ACD 2610
NQF Level:	6
Semester Offered:	1st and 2nd Semesters, Year 3
Contact Hours:	4 periods per week for 28 weeks
Credits:	32
Prerequisite:	ACD 2501 (Community Development Studies 1)
Course Assessment:	Continuous assessment 50%,(minimum 3 assessments) Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops students advanced understanding, skills and disposition regarding community development in the macro environment. The course offers the components of community development, ethics in community work, the nature and application of different practice Courses, evaluation of community work, development and managing agency resources. The course offers students to apply advanced theoretical knowledge and skills gained in community development in the macro environment. The student has to do community assessment, establish community work project and empower stakeholders to sustain a project.

Course Title: ENGLISH FOR LIFELONG LEARNERS AND COMMUNITY EDUCATORS 1

Code:	AEP 2601
NQF Level:	6
Semester Offered:	1 st semester, Year 3
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%,(minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Aim:

This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.

Course Title: PRINCIPLES OF ADULT EDUCATION RESEARCH

Code:	AER 2701
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%,(minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Aim:

This course focuses on issues of theory and methodology in adult education research: theories underpinning adult education; types and purposes of research in adult education; formulation of research problems in adult education; literature studies in adult education; planning and designing research investigations; drafting an outline for a research proposal.

Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT 2

Code:	ASD 2601
NQF Level:	6
Semester Offered:	1 st Semester, Year 3
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	ASD 2502 (Education for Sustainable Development 1)
Course Assessment:	Continuous assessment 50%,(minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Aim:

The course develops understanding of the current debate in education for sustainable and environmental education. The overall aim of this course is to develop practical skills in education for sustainable development. Students should be able to monitor the environmental performance of institutions through the use environmental management systems. They will be equipped with skills and tools for evaluating sustainability in community and manage change towards sustainability. The objective is to get out and learn beyond the classroom as much as possible.

Course Title: INTEGRATED MEDIA AND TECHNOLOGY FOR ADULT EDUCATION

Code:	ACT 2721
NQF Level:	7
Semester Offered:	1 st Semester, Year 3
Contact Hours:	2 periods per week plus 2 hours practical for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%, (minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Aim:

The course will provide students with knowledge and skills in the use of technology in adult education. The course will enable students to apply technology competently. Moreover, the course will integrate technology with the traditional modes of instruction by complementing instruction beyond the knowledge and experience of the students.

Course Title: HEALTH EDUCATION

Code:	AHA 2612
NQF Level:	6
Semester Offered:	1 st Semester, Year 3
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%, (minimum 3 assessments) Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of this course is to equip student teachers to gain knowledge and understanding of the human anatomy and physiology; health education including nutrition and HIV and AIDS

Course Title: ENGLISH FOR LIFELONG LEARNERS AND COMMUNITY EDUCATORS 2

Code:	EAEP 2602
NQF Level:	6
Semester Offered:	2 nd Semester, Year 3
Contact Hours:	2 periods per week for 14 weeks
Credits:	8
Co-requisite:	AEP 2601 (English for Lifelong Learners and Community Educators 1)
Course Assessment:	Continuous assessment 50%, (minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Aim:

This course develops a student's extensive understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.

Course Title: TEACHING METHODS IN ADULT EDUCATION

Code:	ATM 2612
NQF Level:	6
Semester Offered:	2 nd Semester, Year 3
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%, (minimum 3 assessments) Examination 50% (1 x 3 hour paper)

Course Aim:

This course focuses on ways of communication between adult educator and adult learners for the learning purposes. It provides understanding of relevance, importance and influence of educational philosophies in identification and choice of teaching styles and methods. The purpose of the course is to provide adult education students with understanding, skills and dispositions regarding choosing and applying the appropriate methods and techniques for teaching adult learners.

Course Title: PRACTICAL ATTACHMENT

Code:	APA 2682
NQF Level:	6
Semester Offered:	2 nd Semester, Year 3
Contact Hours:	8 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 100%. Students are assessed based on a report, lecturers' visits and field supervision report.

Course Aim:

Practical attachment takes place during the first week of July until the second week of August, a total of six weeks. The remaining two weeks are spent on report writing while back on Campus. Since practical attachment takes place during lecture time, students are given tasks to complete in order to make up for the class time that they spend in the field.

Course Title: REPORT WRITING

Code:	AER 2702
NQF Level:	7
Semester Offered:	2 nd Semester, Year 3
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%, (minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Aim:

This course will prepare students in writing reports to display the results of research, needs assessment and projects.

C. OTHER DIPLOMAS

C.1 DIPLOMA IN SECONDARY EDUCATION (PROFESSIONAL TRAINING) (LEVEL 7) (10ADPT) (Phasing out, No New-Intake in 2023)

Note: This programme is only offered online

C.1.1 INTRODUCTION

The Diploma in Secondary Education (Professional Training) is a replacement for the Professional Diploma in Education.

C.1.2 AIM

The aim of the Professional Diploma in Education is to provide students with a first degree and appropriate school subjects the opportunity to become teachers.

C.1.3 PROGRAMME OVERVIEW

This programme concentrates on offering professional, educational modules similar to those provided in the Bachelor of Education degree. The teaching skills the students acquire in this programme together with the subject knowledge they had acquired in their undergraduate studies will equip them with sufficient knowledge and skills necessary for becoming competent teachers for the NSSC curriculum.

C.1.4 ADMISSION REQUIREMENTS

To qualify for admission to the Diploma a candidate must meet the following requirements:

- Hold a recognised basic bachelor's degree at least at NQF level 7 or equivalent, with two school subjects and completed a minimum of 7 semesters modules schools subject 1 and 8 semesters modules school subject 2 respectively, or
- Candidates who are qualified artisans as recognised by the NTA and with two years' experience can also offer technological subjects as 'school subjects', and
- Applicants may also be subjected to interviews and other relevant aptitude tests.
- Further subject / departmental regulations will apply, e.g., subject combinations.

C.1.5 SPECIAL ADMISSION REQUIREMENTS:

If candidates lack 1 or 2 semesters modules for their school subjects they might be allowed to enrol for both the PDED and the required outstanding school subject modules with permission of the Faculty. Such candidates will not be allowed to register for their Teaching Method courses and the second phase of Teaching Practise before they show proof that they have passed the respective courses.

C.1.6 CURRICULUM FRAMEWORK

SEMESTER 1 (76 credits)					
Course	Code	Periods	NQF level	Credits	Co-/Prerequisite
English for Teachers 1	EET 4589	1 + 2hp every week	5	4	Prerequisite CLE 3419 or equivalent
Educational Foundations 1	FMS 4621	2	7	8	None
Educational Management	FMA 4701	2	7	8	None
General Teaching Methodology	CFG 4781	3 + 1hp every week	7	12	None
Assessment and Evaluation of Learning	CFE 4701	3	7	12	None
Educational Research	CFS 4781	3	7	12	None
First Aid Education	FMA 4608	Individual consultation	6	No credits	None
Inclusive Education 1	PSI 4701	2 + 1hp every week	7	8	None
Integrated Media and Technology Education 1	CFS 4621	2 + 1hp every week	6	8	CLC3509
Teaching Methods School Subject (SS) 1	See list of codes	2 + 1hp every week	7	(8)	Prerequisite: Level 6 School Subject content Co-requisite: CFG 4781 (General Teaching Methodology)
Teaching Methods School Subject (SS) 2	See list of codes	2 + 1hp every week	7	(8)	Prerequisite: Level 6 School Subject content Co-requisite: CFG 4781 (General Teaching Methodology)
Teaching Practice Phase 1 (PDED)	ETP 4708	3 weeks	7	3	None
SEMESTER 2					
Core & elective course title	Code	Periods	NQF level	Credits	Co-/Prerequisite
Project Based Learning	CFS 4782	Individual consultations	7	4	Co-requisite CFS 4781 (General Teaching Methodology)
English for Teachers 2	EET 4602	2 + 2hp every week	6	8	Co-requisite EET 4589 (English for Teachers 1)
Human Development and Learning	PSH 4682	3 + 1hp every week	6	12	None

Educational Foundations 2	FMP 4742	2	7	8	None
Integrated Media and Technology Education 2	CFS 4722	2 + 1hp every week	7	8	Co-requisite CFS 4621 (Integrated Media and Technology Education)
Guidance and Counseling 1	PSG 4702	2 +1hp every week	7	8	None
Curriculum Development and Practice	CFC 4702	2	7	8	None
Teaching Methods School Subject (SS) 1	See list of codes	2 + 1hp every week	7	(8)	Prerequisite Level 6 School Subject content Co-requisite CFG 4781 (General Teaching Methodology)
Teaching Methods School Subject (SS) 2	See list of codes	2 + 1hp every week	7	(8)	Prerequisite Level 6 School Subject content Co-requisite CFG 4781 (General Teaching Methodology)
Teaching Practice Phase 2 (PDED)	ETP 4708	4 weeks	7	3	None
TOTAL CREDITS FOR THE PROGRAMME					151

Teaching Methods of Life Skills (PDED) module requirements will differ from all the other Teaching Methods see list below:

Co-requisites: General Teaching Methodology (CFG 4781)
Prerequisite Major in Psychology (Bachelors Degree)

C.1.7 LIST OF TEACHING METHODOLOGIES OFFERED ON DISTANCE

Course	Code	Credits
Teaching Methods of Accounting	CCA 4700	16
Teaching Methods of Afrikaans	CLA 4700	16
Teaching Methods of Agriculture	MSA 4700	16
Teaching Methods of Arts	CAC 4700	16
Teaching Methods of Biology	MSB 4700	16
Teaching Methods of Business Studies	CCB 4700	16
Teaching Methods of Design and Technology	MST 4700	16
Teaching Methods of Economics	CCE 4700	16
Teaching Methods of English	CLE 4700	16
Teaching Methods of Fashion and Fabrics	MHF 4700	16
Teaching Methods of French	CLF 4700	16
Teaching Methods of Geography and Development Studies	CSG 4700	16
Teaching Methods of German	CLG 4700	16
Teaching Methods of Home Economics	MHH 4700	16
Teaching Methods of History	CSH 4700	16
Teaching Methods of Life Skills	PST 4700	16
Teaching Methods of Mathematics	MMM 4700	16
Teaching Methods of Oshiwambo	CLO 4700	16
Teaching Methods of Otjiherero	CLH 4700	16
Teaching Methods of Physical Education	MPP 4700	16
Teaching Methods of Physical Science	MSP 4700	16
Teaching Methods of Portuguese	CLP 4700	16
Teaching Methods of Silozi	CLS 4700	16
Teaching Methods of Computer Studies	MSC 4700	16

NOTE: Not all Teaching Methods will be available on distance

C.1.8 COURSE DESCRIPTORS

Course Title: ASSESSMENT AND EVALUATION OF LEARNING

Code:	CFE 4701
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Aim:

This course develops student's understanding, skills and dispositions regarding assessment and evaluation of learning and instruction issues such as: basic terminology, forms of assessment, designing different assessment tools, assessing module work, understanding national and subject specific assessment directives, qualities of well-constructed tests / examination papers, marking practices, the analysis and interpretation of assessment results, feedback on assessment, evaluation of instructional elements.

Course Title: CURRICULUM DEVELOPMENT AND PRACTICE

Code:	CFC 4702
NQF Level:	7
Semester Offered:	2 nd semester
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Aim:

This course focuses on the study of theoretical and practical dimensions of curriculum and instructional development. Students become empowered practitioners in curriculum concepts, issues and processes at the *macro* (global and national), *meso* (regional, school and departmental) and the *micro* (classroom) levels of education.

Course Title: EDUCATIONAL MANAGEMENT

Code:	FMA 4701
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Aim:

There is growing research evidence showing that educational management is the major factor in school improvement and effectiveness and is about providing a culture within which teaching and learning prosper. It is on the basis that all student teachers should be equipped with theoretical underpinnings and practical management and leadership competencies.

Course Title: EDUCATIONAL RESEARCH

Code:	CFS 4781
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Aim:

This Course focuses on issues of theory and methodology in educational research: types and purposes of research; formulation of research problems; selecting a research topic, reviewing research literature; plan and design research investigations; understanding of data analysis techniques; apply referencing techniques; draft an outline for a research proposal, designing data collection instruments; recording information; analyzing and presenting findings. The content includes educational research theory; formulating research problems; the literature search; plan and design research activities and referencing techniques; research topic selection; literature search; problem statement; research design and tools; data collection techniques; analysis of data and presentation of data.

Course Title: ENGLISH FOR TEACHERS 1

Code:	EET 4589
NQF Level:	5
Semester Offered:	1 st semester
Contact Hours:	Face-to-face tutoring during vocation school
Credits:	4
Co-requisite:	LCE 3419 (English Communication and Study Skills, or equivalent)
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Aim:

This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.

Course Title: ENGLISH FOR TEACHERS 2

Code:	EET 4602
NQF Level:	6
Semester Offered:	2 nd semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	8
Co-requisite:	EET 4589 (English for Teachers 1)
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Aim:

This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.

Course Title: FIRST AID EDUCATION

Code:	MFA 4699
NQF Level:	6
Semester Offered:	1 st semester
Contact Hours:	Individual consultation
Credits:	0
Prerequisite:	None
Course Assessment:	Continuous Assessment 100%

Course Aim:

First Aid accreditation

Course Title: GENERAL TEACHING METHODOLOGY

Code:	CFG 4781
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	3 + 1hp every week)
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Aim:

This course develops a student's understanding, skills and dispositions regarding teaching issues such as: aims of secondary education; learner-centred paradigm; lesson planning; teaching strategies and techniques; creating conducive learning environments; general and creative methods; principles underpinning effective teaching and classroom management.

Course Title: GUIDANCE AND COUNSELLING 1

Code:	PSG 4702
NQF Level:	7
Semester Offered:	2 nd semester
Contact Hours:	2 + (1hp every week)
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Aim:

The aim of this course is to sensitise the student teachers to the educational and career needs of learners and to equip them with basic principles and skills regarding Guidance and Counselling in school or other learning environments.

Course Title: INCLUSIVE EDUCATION 1

Code:	PSI 4701
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	2 + (1hp every week)
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x2 hour paper)

Course Aim:

This course will introduce the student teachers to new responses to educational needs, and to learners with diverse educational needs. It aims to introduce students to international developments in education for learners with special needs, which are of importance to education in Namibia. It will further explore and investigate the development of education for learners with diverse needs in Namibia. Lastly, this course will provide students with sufficient information and guidelines to deal with the inclusion of learners with diverse needs in mainstream settings.

Course Title: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 1

Code:	CFS 4621
NQF Level:	6
Semester Offered:	1 st semester
Contact Hours:	2 + (1hp every week)
Credits:	8
Co-requisite:	CLC 3509 Computer Literacy
Course Assessment:	Continuous assessment 100%

Course Aim:

This module aims to introduce the student to effectively use ICTs and other teaching media in their teaching and to be able to effectively communicate using a variety of standard technologies and non-digital mediums. By the end of the module, students should be able to demonstrate some of the Namibian ICTs in Education (ICTED) standards, as well as be able to help their learners gain information-literacy skills (e.g. Basic Information Science skills, support for reading literacy skills).

Course Title: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 2

Code:	CFS 4722
NQF Level:	7
Semester Offered:	2 nd semester
Contact Hours:	2 + (1hp every week)
Credits:	8
Co-requisite:	CFP3622 (Integrated Media and Technology Education 1)
Course Assessment:	Continuous assessment 100%

Course Aim:

This module aims to further prepare the student to effectively use ICTs and other teaching media in their teaching as well as helping their learners gain technological-literacy skills. By the end of the module, students should be able to meet all six of the ICTs in Education (ICTED) standards mandated for Namibian teachers.

Course Title: HUMAN DEVELOPMENT AND LEARNING

Code:	PSH 4682
NQF Level:	6
Semester Offered:	2 nd semester
Contact Hours:	3 + (1hp every week)
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Aim:

This course will enable teacher-education students to understand relationships amongst the development of cognition, affect, emotion and social reasoning in the context of learning in the classroom, school and community. The aim of this course will be to provide students with the conceptual understanding of how the development of pre-primary, primary and secondary school learners influence their learning in a milieu of learner-centred education and lifelong self-directed learning, grounded in the Namibian context and based on the National Professional Standards for teachers. The module will cover selected theories of human development and learning that are responsive to the practice of education in a school environment characterised by the diversity of aptitude, need, adversity, resource and culture.

Course Title: TEACHING METHODS OF LIFE SKILLS

Code:	PST 4700
NQF Level:	7
Semester Offered:	1 st and 2 nd semesters
Contact Hours:	3 + (1hp every week)
Credits:	16
Co-requisite:	CFG 4781 – General Teaching Methodology
Prerequisite:	Major in Psychology (Bachelor's Degree)
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Aim:

This course develops student's understanding, skills and attitudes regarding the school subject Life Skills in aspects such as: aims of the subject; syllabus content of grades 8-12 NSSC; lesson planning; supporting of learning; general and creative methods; use of resources; instructional management; policy and practices; motivation and discipline.

Course Title: TEACHING METHODS SCHOOL SUBJECT 1 & 2

Code:	See list of codes
NQF Level:	7
Semester Offered:	1 st and 2 nd semesters
Contact Hours:	3 + (1hp every week)
Credits:	16
Co-requisite:	CFG 4781 (General Teaching Methodology)
Prerequisite:	Level 6 School subject content
Course Assessment:	Continuous assessment 50% Examination 50% (1x3 hour paper)

Course Aim:

This course develops a student's understanding, skills and dispositions regarding particular school subject issues such as: aims of the subject; syllabus content of grades 11-12 NSSC (Ordinary and Higher grade); learner-centred features lesson planning; supporting of learning; general and creative methods; use of resources; instructional management; assessment policy and practices; maintaining motivation and discipline.

Course Title: TEACHING PRACTICE PHASE 1

Code:	EOP 4799
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	3 weeks
Credits:	3
Prerequisite:	None
Course Assessment:	Continuous assessment 100%

Course Aim:

The course is designed to expose students to the realities of secondary schools in Namibia. They are expected to observe many different facets of learning, teaching, and management, e.g. the learner-centred approach, lesson preparations, application of teaching learning resources, social environment of the school, and motivation of learners.

Course Title: TEACHING PRACTICE PHASE 2 (PDED)

Code:	ETP 4799
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	4 weeks
Credits:	3
Prerequisite:	None
Course Assessment:	Continuous assessment 100%

Course Aim:

This course is designed to expose students to the realities of secondary schools in Namibia. They are expected to observe and participate in different facets of learning, teaching and management e.g., the learner-centred approach, lesson preparations, application of teaching learning resources, social environment of the school and motivation of learners.

C.2 DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP [ONLY OFFERED ON PART-TIME MODE] (Phasing out No New-Intake in 2023)

C.2.1 INTRODUCTION

Many schools countrywide experience high failure rates which in most cases could be attributed to ineffective management and leadership styles. It is against this background that the then Ministries of Education in 2000 and the University of Namibia conducted a survey in all regions to investigate the need for a study programme which could address this problem. Besides, the turnover of educational leaders who are promoted to management positions at regional and school levels; the establishment of new schools which require effective school management; and the increase in demand of the advanced knowledge in educational management and leadership, has necessitated the revision of the existing programme from a Specialised Diploma into an Advanced Diploma to make it more responsive to the needs of the clientele.

C.2.2 RATIONALE

Namibia needs trained educational managers and leaders at all levels of society. Apart from the few successful educational managers and leaders, many institutions including schools, suffer because of a lack of management knowledge and skills among educational leaders. The Ministry of Education has expressed interest in making this qualification a pre-requisite for promotion to management positions in education.

Educational research in general and the survey that was conducted in 2000 by the Department, revealed that many years of teaching experience alone does not necessarily make one an effective manager-cum-leader. Theoretical underpinning therefore, has a niche in enriching educational leadership and management practice. Notwithstanding the above, the programme is necessary in order to assist educational leaders to develop an understanding and insight into the nature and dimensions of effective management of educational institutions. Through this programme, educational leaders will be able to acquire advanced skills, knowledge and understanding of major forces which contribute to effective management in education. Since the implementation of this programme in 2004, there has been a significant increase in the number of students' enrollment both on full-time and distance mode.

C.2.3 AIMS OF THE PROGRAMME

The Advanced Diploma in Educational Management and Leadership intends to achieve the following aims, which are to:

provide relevant knowledge and skills that may lead to a change of attitude and practices among educational leaders for a more efficient management of educational institutions at different levels;
equip students with knowledge and understanding of the principles, theory and practice of educational management;
train students in the aspects of effective leadership in educational institutions; and
equip students with skills in human resource and financial management in educational institutions.

C.2.4 ADMISSION REQUIREMENTS

To qualify for admission to the Diploma a candidate must meet the following minimum requirements:
Basic Education Teachers Diploma (BETD) (Level 6) or equivalent
and
At least three years of teaching experience

C.2.5 ASSESSMENT AND EVALUATION

Assessment of both the module work and the project work shall be in accordance with the general regulations of the University of Namibia:

- a) Continuous assessment (e.g. tests, assignments, projects, seminars) 50 %
- b) Final examination 50 %

C.2.6 AWARD OF THE DIPLOMA

The Advanced Diploma in Educational Management and Leadership will only be awarded upon completion of all modules including the project.

C.2.7 CURRICULUM FRAMEWORK

SEMESTER 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Computer Literacy	CLC 3509	2	5	8	None
English Communication and Study Skills	CLE 3419	4	4	16	None
English for Teachers 1	EET 4589	2 + 2hp every 2 nd week	5	4	LCE 3419 (English Communication and Study Skills) or equivalent
Introduction to Educational Research	CFI 4701	2	7	8	None
Governance of Schools	FMG 4781	3	7	12	None
Human Resource Management	FMH 4781	3	7	12	None
Principles, Theory and Practice of Educational Management	FMP 4781	3	7	12	None
Effective Leadership in Schools	FME 4781	3	7	12	None
Project Phase 1	FMM 4701	2(14 weeks) Individual supervision	7	8	None
Total					84
SEMESTER 2					
Course	Code	Periods	Level	Credits	Co-requisite
English for Academic Purposes	LEA 3519	4	5	16	LCE 3419 (English Communication and Study Skills)
English for Teachers 2	EET 4602	2 + 2 hp	6	8	EET 4509 (English for Teachers 1)
Educational Research	CFR 4882	3	8	12	CFI 4701 (Introduction to Educational Research)
Financial Management for Educators	FMF 4782	3	7	12	None
Educational Policy Studies and the Education System	FME 4782	3	7	12	None
Monitoring School Effectiveness	FMM 4782	3	7	12	None
Managing Change	FCC 4782	3	7	12	None
Project Phase 2	FMM 4702	Individual consultations	7	8	FMM 4701 (Project Phase 1)
Total					92
Total Credit Semester 1 & 2					176

EQUIVALENT B. ED COURSES

COURSE NAME	AEML CODE	EQUIVALENT B.ED COURSE CODE
English for Teachers 1	EET 4589	EET 3509
Computer Literacy	CLC 3509	CLC 3509
Introduction to Educational Research	CFI 4701	CFI 3701
Project phase 1	FMM 4701	List of codes for each project link to a school subject
English for Teachers 2	EET 4602	EET 3602
Educational Research	CFR 4882	CFR 3882
Project Phase 2	FMM 4702	List of codes for each project link to a school subject

C.2.8 COURSE DESCRIPTORS: DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP (LEVEL 6) (10AEML)

SEMESTER 1

Course Title: **COMPUTER LITERACY**

Code:	CLC 3509
NQF Level:	5
Semester Offered:	1 st semester
Contact Hours:	2 hours
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous Assessment 100% Contribution to final Mark: 2 x Practical Tests 50% 2 x Theory Tests 50%

Course Aim:

The aim of this course is to equip the students through hands-on experience with the necessary skills to use application software: word processing, spreadsheets, databases, presentations and communications. The objective is to increase student's productivity in both the education and later, the work environment.

Content:

The course covers the following topics. Introduction to Computers: hardware and software, types and categories of computers, usage of Computer devices and peripherals. Working with the windows operating system: File Management, working with multiple programs, using the recycle bin. Using a word processor: formatting a text and documents, spelling check, grammar and thesaurus tools, inserting tables, auto-shapes, clip arts, charts, and mail merge. Spreadsheet: worksheets and workbooks, ranges, formulas and functions, creating graphs, charts, and printing the workbook. Databases: creating tables, relationships, queries, forms and reports. Presentation software: slide layout and master, animations, auto-content wizard and templates. Communication tools: introduction to the Internet, web browsers, search engines, downloading and uploading files, creating and sending messages, email etiquette, internet security, and digital signatures.

Course Title: **ENGLISH COMMUNICATION AND STUDY SKILLS**

Code:	LCE 3419
NQF Level:	4
Semester Offered:	1st semester
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (60%) 2 tests (reading and writing) 2 reading assignments 1 oral presentation Examination (40%): (1 x 3 hour paper)

Course Aim:

This course is aimed at assisting students in the development of their reading, writing and speaking and listening skills, in order to cope with studying in a new academic environment and in a language which may not be their first language. The course also focuses on study skills that students need throughout their academic careers and beyond. The course serves as an introduction to university level academics, where styles of teaching and learning differ from those at secondary schools in that more responsibility is placed on the student. The course therefore, focuses on the skills that students need throughout their academic careers and beyond.

Course Title: **ENGLISH FOR TEACHERS 1**

Code:	EET 4589
NQF Level:	5
Semester Offered:	1st semester
Contact Hours:	2 hours per week for 14 weeks + 2 hours practical for 14 weeks
Credits:	4
Prerequisite:	LCE 3419 (English Communication and Study Skills or equivalent)
Course Assessment:	Continuous assessment 50% At least two assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.

Course Title: INTRODUCTION TO EDUCATIONAL RESEARCH

Code:	CFI 4701
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%. (1 x 2 hour paper)

Course Aim:

This course focuses on issues of theory and methodology in educational research: types and purposes of research; formulation of research problems; literature studies; plan and design research investigations; understanding of data analysis techniques; apply referencing techniques; draft an outline for a research proposal.

Course Title: GOVERNANCE OF SCHOOLS

Code:	FMG 4781
NQF Level:	7
Semester Offered:	1 st Semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous Assessment 50% (At least 2 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course will enlighten principals and other stakeholders in administering, leading and governing schools in a legal and constitutional manner. The purpose of this course is to equip principals and other administrators of schools with managerial skills to enable them develop an understanding and insight into the nature and dimensions of school governance

Course Title: HUMAN RESOURCE MANAGEMENT

Code:	FMH 4781
NQF Level:	7
Semester Offered:	1 st Semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous Assessment 50% (At least 2 assessments) Examination 50%. (1 x 3 hour paper)

Course Aim:

This course seeks to build your basic knowledge and understanding relating to various fields of educational human resource planning. It further aims to create good interpersonal relationships among stakeholders who are direct or indirect involved in human resource management in education.

Course Title: PRINCIPLES, THEORY AND PRACTICE OF EDUCATIONAL MANAGEMENT

Code:	FMP 4781
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50%. Two graded assessment and at least two non-graded assessments. (1 x 3 hour paper)

Course Aim:

This course seeks to introduce and examine different school management principles and theories and how they could be applied to ensure effective management of schools. In addition, main functions of educational leaders and aspects of decision-making and problem solving will be critically analysed.

Course Title: EFFECTIVE LEADERSHIP IN SCHOOLS

Code:	FME 4781
NQF Level:	7
Semester Offered:	1 st Semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50%. Two graded assessment and at least two non-graded assessments. (1 x 3 hour paper)

Course Aim:

Whichever way, whatever institution, the key to winning is leadership. The purpose of this course is to equip students with necessary skills and knowledge to understand and analyze the complexities and nature of educational leadership.

Course Title: PROJECT PHASE 1

Code:	FMM 4701
NQF Level:	7
Semester Offered:	1st semester,
Contact Hours:	Individual consultations
Credits:	8
Co-requisite:	CFI 4701 (Introduction to Educational Research)
Course Assessment:	Continuous Assessment 100%

Course Aim:

This course represents the first phase of a research component. Students will select a research topic from one of their two teaching methodology modules and complete a proposal for their proposed research.

SEMESTER TWO

Course Title: ENGLISH FOR ACADEMIC PURPOSES

Code:	LEA 3519
NQF Level:	5
Semester Offered:	1 st or 2 nd Semester
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Co-requisite:	LCE 3419 (English Communication and Study Skills)
Course Assessment:	Continuous assessment (60%): 2 tests (reading and writing), 1 academic written essay, 1 oral presentation Examination (40%) : (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding, and competencies regarding academic conventions such as academic reading, writing, listening and oral presentation skills for academic purposes. Students are required to produce a referenced and researched essay written in formal academic style within the context of their university studies. Students are also required to do oral presentations based on their essays. The reading component of the course deals with academic level texts. This involves students in a detailed critical analysis of such texts. The main aim is therefore, to develop academic literacy in English.

Course Title: ENGLISH FOR TEACHERS 2

Code:	EET 4602
NQF Level:	6
Semester Offered:	2 nd semester
Contact Hours:	2 hours per week for 14 weeks + 2 hours practical for 14 weeks
Credits:	8
Co-requisite:	EET 4589 (English for Teachers 1)
Course Assessment:	Continuous assessment 50% consisting of one grading assessment of oral skills; one grading assessment of a writing skills/academic essay; one grading assessment of a summary; Examination 50 % (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding skills and dispositions regarding issues such as: spoken language, written language and reading.

Course Title: EDUCATIONAL RESEARCH

Code:	CFR 4882
NQF Level:	8
Semester Offered:	2 nd semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Co-requisite:	CFI 4701 (Introduction to Educational Research)
Course Assessment:	Continuous assessment 100% (At least 3 assessments)

Course Aim:

The course requires students to broaden their knowledge and dispositions and apply concepts to practical situations. It focuses on designing and implementation of data collection instruments; recording information; organizing and analyzing quantitative and qualitative data and the presentation of research findings.

Course Title: FINANCIAL MANAGEMENT FOR EDUCATORS

Code:	FMF 4782
NQF Level:	7
Semester Offered:	2 nd semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous Assessment 50% which include at least 2 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

This course provides students with an understanding of handling financial matters at schools. Principles of good financial management especially with regard to financial school management, planning and control in schools will be an important part of this course. This includes budgeting procedures and the acquirement of school stock. School managers also need to be creative business people and this module intends to teach the necessary business skills to generate funds.

Course Title: EDUCATIONAL POLICY STUDIES AND THE EDUCATION SYSTEM

Code:	FME 4782
NQF Level:	7
Semester Offered:	2 nd Semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50%. (1 x 3 hour paper)

Course Aim:

The course is designed to acquaint students with theoretical and practical knowledge of government policies and other guidelines regulating and directing the provision of education and the management of educational institutions.

Course Title: MONITORING SCHOOL EFFECTIVENESS

Code:	FMM 4782
NQF Level:	7
Semester Offered:	2 nd Semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50%, (At least 2 assessments) Examination 50%. (1 x 3 hour paper)

Course Aim:

This course provides students with skills and knowledge to understand how schools can be effectively run.

This course will assist aspiring principals or those who are in leadership positions in schools to use educational management and leadership approaches and strategies to monitor school effectiveness.

Course Title: MANAGING CHANGE

Code:	FCC 4782
NQF Level:	7
Semester Offered:	2 nd Semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous Assessment 50%, (At least four assignments) Examination 50%. (1 x 3 hour paper)

Course Aim:

Educators are seen as agents of change so that communities and societies can become better at different levels. Change is inevitable in a dynamic society and schools have to keep up with change at different levels. This course is about making education/school leaders and managers aware of the changes that need to be initiated and managed in order to stay relevant to the needs of the society. The pressures for change and the sorts of change, such as changes in admission, curriculum, language policies, structural reforms and methodology, will be discussed. The evaluation of the change process will be studied.

Course Title: PROJECT PHASE 2

Code:	FMM 4702
NQF Level:	7
Semester Offered:	2 nd semester
Contact Hours:	Individual consultations
Credits:	8
Co-requisite:	EFMM 4701 (Project Phase 1)
Course Assessment:	Proposal contributes 100% to final assessment

Course Aim:

This course represents the second phase of a research component. Students will select a research topic from one of their two teaching methodology modules. In this course students will complete the research project.

C.3 POST GRADUATE DIPLOMA IN HIGHER EDUCATION (LEVEL 8) (10PDHE)

C.3.1 PURPOSE OF THE PROGRAMME

The rationale of the Postgraduate Diploma in Higher Education (PDHE) qualification is to directly address the needs of quality teaching and learning in Higher Education. Thus, the quality of Higher Education is inseparably linked to the quality of the educators.

The purpose of the PDHE, therefore, is to support educators and equip them with relevant knowledge, skills, attitudes and competences to teach in Higher Education.

1.1 OBJECTIVES OF THE PROGRAMME

The PDHE for Academics is specially designed for the professional development of academics to enhance their knowledge, skills, attitudes and competences to teach in Higher Education Institutions.

The programme objectives are to:

Enhance the expertise of the students in their discipline and the vast experience of teaching and learning in Higher Education

Focus on the roles of the academics in higher education, with reference to the diverse ways in which students learn

Provide a practical and theoretical grounding in learning and teaching in higher education and emphasizes the links between theoretical/conceptual frameworks and professional practice

Encourage educators to develop a scholarly and reflective enquiry base, to inform their teaching and academic development

Provide a critical engagement with the field of higher education

Encourage reflection on the process that take place in the PDHE in the form of developing an Integrated Professional Portfolio similar to a Mini-Thesis.

C.3.2 EXIT PROGRAMME OUTCOMES

After engaging with the course process and materials, graduates from this qualification should be able to:

- 2.1 Apply a variety of teaching approaches, methods and strategies as informed by contemporary theories of teaching and learning in Higher Education.
- 2.2 Analyse and apply curriculum design and development models in Higher Education including techniques for evaluation and assessment of teaching and learning.
- 2.3 Apply conceptual frameworks of the learner's psychosocial characteristics and learning styles in Higher Education.
- 2.4 Evaluate and apply principles and strategies of inclusive education in Higher Education teaching and learning.
- 2.5 Discuss theories and practices of Open and Distance eLearning and integrate and evaluate the use of emerging technologies in Higher Education learning and teaching.
- 2.6 Evaluate courses and teaching to reflect its impact on the quality of Higher Education.
- 2.7 Critique the role of educators in terms of applying a range of teaching and learning methods in the context of Higher Education.
- 2.8 Appraise and apply theories, practices and principles of a reflective practitioner in the context of teaching and learning of a specific discipline.

C.3.3 NATIONAL QUALIFICATION FRAMEWORK (NQF) REGISTRATION

The PDHE is registered at Level 8 with 124 credits on the National Qualification Framework (NQF). The University of Namibia (UNAM) is a provider for this programme and the qualification is awarded by the University's Faculty of Education.

C.3.4 ARTICULATION OPTIONS

On completion, this qualification will provide articulation into a master's degree in similar or related cognate areas.

C.3.5 MODE OF DELIVERY

The Postgraduate Diploma in Higher Education (PDHE) is offered on part-time basis through a blended mode of delivery in the form of block sessions through face-to-face classes with online and mentor support.

C.3.6 ADMISSION REQUIREMENTS

To be eligible for admission to the Postgraduate Diploma in Higher Education (PDHE) for Academics, an applicant should satisfy the following minimum requirements:

- Have a Bachelor Degree (Honours) at NQF Level 8 or an equivalent qualification from a recognized institution in any discipline.
- Be employed in an academic institution or hold an academic position in which they have responsibilities for the strategic development of learning and teaching, with 2 years teaching experience.
- Holders of Master Degree, who are teaching at a Higher Education Institution, are encouraged.

C.3.7 DURATION OF STUDY

The minimum duration of the programme is two (2) years part-time.

The maximum duration of the programme is four (4) years.

C.3.8 TEACHING AND LEARNING STRATEGIES

Students are required to commit and attend all block sessions and face-to-face contact sessions with online support in two years of part-time studies. As the course is based on reflective learning, students are expected to engage in self-directed learning and to use their own initiative in sourcing materials relating to teaching and learning in their disciplines. For academic support, each student is allocated a mentor for constructive feedback on the learning tasks and all teaching activities. Upon completion of the portfolio, students are required to submit two spiral bound hard copies as well as an electronic PDF copy of their Integrated Professional Portfolio (IPP) by the end of the second academic year.

C.3.9 ASSESSMENT STRATEGIES

The programme is assessed by means of an Integrated Professional Portfolio (IPP), which provides the examiner with a clear view and understanding of who the student is professionally and their vision as academics in their institution. The IPP is composed of reflective chapters representing the content taught in the modules and written in a scholarly manner similar to a Mini-Thesis. The students are required to engage in critical reflective writing in the form of learning tasks and assignments based on the context of their workplace and institutions. All learning tasks and assignments scaffold towards the reflective chapters that are entered into an IPP. Since this is a practice-based programme, in the writing, students do a critical reflection on their development and growth, and how they are using or intend to use their newly acquired knowledge and skills to improve the practice of teaching and learning in their context. In addition to the reflective documentation of their professional growth and development, they also provide evidence in the portfolio to demonstrate that they met the stated exit learning outcomes for the Postgraduate Diploma in Higher Education (PDHE). Unlike the conventional assessment strategies of marking and grading, all learning, teaching and assessment activities are responded to in the form of developmental feedback. In order to meet the outcomes of reflective practice, the feedback is done in an interactive way to provide deeper learning for each module. The learning tasks contributes 100% towards the final chapters of the Portfolio. The programme also requires compulsory contact sessions, completion of assigned core readings, case studies, writing reflective journals, reports and doing oral presentations in order to complete each module, as well as two Peer Observation of Learning and Teaching (PoLT). The IPP is ultimately subjected to a summative assessment by Internal and External Examiners. An oral defense of a portfolio may be required. Students are provided with Guidelines for writing an Integrated Professional Portfolio and the internal and external examiners are also provided with the same and a Rubric for assessing the IPP.

C.3.10 QUALITY ASSURANCE ARRANGEMENTS

The module content and the programme for contact session are peer reviewed by a team of facilitators and updated continuously. The module outlines, teaching activities, learning tasks and assignments or projects are moderated internally by a team of facilitators before they are distributed to students. Regular student-lecturer evaluations of facilitators during the contact sessions and post-mortem reviews are done by students for each unit or section and for the overall module. In addition, some of the PDHE modules are also offered as short courses and their feedback from evaluations inform the updates of the content of the modules and programme structure. The portfolio is examined by two examiners, internal and external examiners with relevant knowledge or experience of those trained by partner institutions. Review and evaluation of academic programme every five years as per UNAM programme review regulations.

EXAMINATION OF PORTFOLIO

The examiners allocate marks for each chapter representing content of the modules in the portfolio by following the guidelines and the rubric for marking the portfolio provided by the programme coordinator.

All examination reports must be submitted to the Programme Coordinator within the stipulated time frame from the date of receipt of the documents.

The Programme Coordinator forwards the examination reports to the Chairperson of the PDHE Steering Committee. Once the Programme Coordinator has received ALL the examination reports for a particular student he/she removes the names and affiliation of the examiners as well as the allocated marks and distribute it to the mentor.

The mentor will share the reports with the student to make the indicated corrections. Where the examiners' reports contain conflicting recommendations, the mentor will guide the student in addressing them. The revised Portfolio together with a comprehensive table of corrections must be signed off by the mentor and the student to verify that all corrections have been made before the portfolio is bound.

C.3.11 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE PROGRAMME

Complete at least 32 credits by the end of the First Year
Complete at least 64 credits by the end of the Second Year

C.3.12 ADVANCEMENT AND PROGRESSION RULES

This will be in accordance with the approved general regulations of the University of Namibia as well as the specific approved programme regulations.

A student wishing to pursue his/her studies leading to the Postgraduate Diploma in Higher Education will not be permitted to re-register if he/she has not completed a minimum of course equivalents as indicated below:

1. End of first year: Complete at least 32 credits in the first year
2. End of second year: Complete all remaining first year credits as well as completing all second year credits and meet all requirements for obtaining the diploma.
3. If at the end of the second year a student did not complete all the required modules (including reflective chapters of the Integrated Professional Portfolio), he/she must do so within the next two years of study.

C.3.13 MAXIMUM NUMBER OF COURSES PER YEAR

A student will only be allowed to register for five modules per year.

The qualification will be awarded to candidates who have successfully completed 124 credits as per prescribed curriculum of the Postgraduate Diploma in Higher Education and who have met all the requirements of the curriculum.

C.3.14 CAREER OPPORTUNITIES

The graduates from this programme will be qualified as educators in Higher Education Institutions. This qualification will enable graduates to be employed in Higher Education Institutions in Namibia, the National Council for Higher Education, the Ministry of Higher Education, Training and Innovation, Vocational Education Centres, and other training institutions that cater for youth and adult learners.

C.3.15 APPLICATION PROCESSES

Application forms for the PDHE can be accessed from the University of Namibia website. The potential students are expected to express interest to participate in the programme or be nominated by their departments or institutions in response to the call for applications.

Applicants must complete normal UNAM application processes. Once the applicants are admitted, they are notified. The maximum intake per year is 50 students.

PDHE REGISTRATION AND TUITION FEES

Students are required to pay registration and tuition fees as outlined in the annual UNAM Student Fees Prospectus. Registration procedures are to be completed at the Centre for Postgraduate Studies during each academic year.

C.3.16 PROGRAMME STRUCTURE: CURRICULUM FRAMEWORK

YEAR 1: SEMESTER 1 & 2						
Course Code	Course Name	NQF level		NQF credits	Compulsory [C] / Elective [E]	Co-requisite/ Pre-requisite
TLL4800	Teaching and Learning in Higher Education	8	4/pw	32	C	None
TLC4800	Curriculum Development in Higher Education	8	2/pw	16	C	None
TLA4800	Assessment of and for Student Learning	8	2/pw	16	C	None
UAE5819	Academic Writing for Postgraduate Students	8		None	C	None
<i>Total Credits for Year 1: 64</i>				64		
<i>Not a credit bearing course</i>						
YEAR 2: SEMESTER 1 & 2						
TLT4800	Technologies in Higher Education	8	2/pw	16	C	None

TLS4800	Student Supervision in Research	8	2/pw plus supervising with a mentor	16	C	None
TLQ4800	Quality Assurance & Evaluation in Higher Education	8	2/pw	16	C	None
TLP4890	Integrated Professional Portfolio	8	Individual Consultation	12	C	Completion of all first year modules
Total Credits for Year 2: 60						
TOTAL CREDITS FOR THE PROGRAMME: 124						

C.3.17 COURSE DESCRIPTORS

PROGRAMME SPECIFICATIONS

18.1 Module TLL4800: Teaching and Learning in Higher Education

Course Aims

This course aims to provide an overview of the nature of the field of higher education studies as well as best practices for successful teaching and learning. It further provides knowledge, skills and attitudes in understanding the psychosocial characteristics of the Higher Education learner and a framework for continued reflective teaching in the context of specialized field. The course equips students with knowledge of traditional and innovative teaching and learning methods that are used in Higher Education Institutions and in Open and Distance eLearning discourses as well as skills and strategies for handling large classes.

Learning Outcomes

At the end of the course, course students should be able to:

1. Contextualize teaching and student learning in a changing Higher Education environment.
2. Create a profile for the Higher Education Learner to enable the holistic development of learner.
3. Demonstrate good interpersonal skills, values and ethics.
4. Apply knowledge and skills of teaching and learning theories and strategies in a variety of settings.
5. Apply teaching and learning theories and strategies that can promote access and success, presence, participation and achievements of special groups of learners in Higher Education.
6. Apply best practices from current Scholarship of Learning and Teaching (SoLT) in the field of specialization
7. Select and match teaching and learning methods in Higher Education that fits specific subject content.
8. Critique and contrast different teaching and learning methods in Higher Education

Module Content

Context in Higher Education, Profile of the Higher Education Learner, Intra- and Interpersonal Skills, Teaching and Learning Theories, Philosophies and Strategies; Inclusive Education; Scholarship of Learning and Teaching (SoLT). Becoming a reflective practitioner in higher education (*criticality, reflectivity and praxis*), Instructional Consistency and Congruency in Teaching and Learning, Teaching and Learning Methods, Innovative Teaching Strategies in Large Classes, Open and Distance eLearning and Material Development.

18.2 Module TLC4800: Curriculum Design and Development in Higher Education and Training

Course Aims

This module provides students with knowledge and skills to conceptualise the role of an academic in relation to the design and transformation of curricula (at all levels) appropriate for differentiated institutions and knowledge for any university on the globe.

Learning Outcomes

After engaging with the course processes and materials, course students should be able to:

Apply key theories, concepts, models, approaches and principles of curriculum development in the HE.

Analyse, compare and align the National Development agenda with field-related curricula

Design courses/modules which are aligned with learning outcomes taking into account relevant values, ethics and quality assurance measures.

Examine the relationship between different kinds of knowledge, disciplinary/field structures, differentiated institutions and curriculum development.

Discuss principles and implementation plans for curriculum transformation and decolonisation appropriate for the institutional type.

Apply Quality Assurance principles and processes in relation to curricula.

Conceptualise the role of educators in relation to curricula within an institutional context.

Module Content

Theories and concepts of curriculum development in Higher Education; Models of curriculum development and implementation in Higher Education; Stages in the process of curriculum development; Approaches to curriculum development practices in Higher Education; Development of a curriculum in specialized subject field; Principles, Values and ethics in curriculum development and implementation; Curriculum and Quality Assurance.

18.3 Module TLA4800: Assessment of and for Student Learning

Course Aims

This course develops student's understanding, skills and dispositions regarding assessment and evaluation of learning and instruction issues such as: basic terminology, forms of assessment, designing different assessment tools, assessing course work, understanding national and subject specific assessment directives, qualities of well-constructed tests/examination papers, marking practices, the analysis and interpretation of assessment results, feedback on assessment, evaluation of instructional elements.

Learning Outcomes

After completing the module, course students should be able to:

1. Compare and contrast conceptual frameworks, models, assessment policies and guidelines in Higher Education
2. Design various assessment tools for specific subject content
3. Apply a range of approaches to enhance assessment for example, self, peer, group, computer assisted assessment, etc.
4. Align the assessment practices with learning outcomes, teaching activities and course content
5. Demonstrate good principles of assessing student learning
6. Analyse and interpret students' assessment results and feedback to improve teaching and learning
7. Design monitoring tools for assessment feedback
8. Design quality assurance checks in assessing student learning

Module Content

Concepts and theories used in assessment and evaluation for Higher Education; Types/Models of assessment and evaluation, and tools for specific subject content; Assessment policies, approaches and guidelines in Higher Education; Constructive Alignment Model, Principles of Good Assessment Practices; Techniques for evaluating the performance of students; Analysis and interpretation of student's assessment results and feedback; Quality Assurance and Management of Assessment;

18.4 Module TL4800: Technologies for Teaching and Learning in Higher Education

Course Aims

The course provides students with ICTs skills and enables them to apply technologies in teaching and learning in the specialized field.

Learning Outcomes

1. Demonstrate an understanding of the role of advanced technology in teaching and learning
2. Apply technology literacy skills required for integrating technology in teaching and learning
3. Design technology enhanced learning interventions
4. Discuss the importance of the Learning Management Systems in teaching and learning
5. Recommend specialised blended learning approaches
6. Evaluate the benefits and challenges associated with emerging technologies in teaching, learning and assessment

Module Content

Theories of Multimedia and digital technologies for teaching and learning; Principles of integrating technology in teaching learning: digital pedagogies, Blended learning and video pedagogy; Using various Learning Management Systems (LMS) for content creation and online facilitation; Integrate online resources: Open Educational Resources (OERs), Massive Open Online Courses (MOOCs) in any Blended learning approaches; Advanced search engine skills; Evaluation criteria of online materials; Optimizing social media for teaching, learning and assessment; Benefits and challenges for integrating technology in teaching and learning; e-Assessment tools, learning analytics and using technology to track student performance/ learning as early warning systems.

18.5 Module TLQ4800: Quality Assurance and Evaluation in Higher Education

Course Aims

The aim of this module is to deepen skills in critically examining and theorising the notion of quality and evaluation of programmes, courses, teaching and learning in higher education. This module will help students to conceptualise and design mechanisms to enhance and develop the quality of curriculum, teaching, learning, and assessment in higher education.

Learning Outcomes

Upon completion of this module students will be able to:

1. Discuss the concepts used in evaluation of courses and quality assurance in Higher Education
2. Demonstrate a comprehensive understanding of quality assurance legal frameworks in Higher Education
3. Articulate and critically analyze the concepts of development, enhancement and assurance in relation to the quality of teaching, learning and assessment in higher education.
4. Devise and implement suitable strategies for evaluation of courses in higher education, and use outcomes of evaluation to enhance the quality of teaching, learning and assessment.
5. Develop programmes and courses using the quality assurance, policies and legislative frameworks.
6. Apply specified institutional monitoring mechanisms for quality assurance and enhancement to ensure curricula responsiveness to institutional and national imperatives.
7. Conduct self-evaluation as reflective practitioners.

Module Content

Concepts, models and supervisory styles of student supervision in research; Critical Incidents in Research Supervision; Literature Search and Electronic Information Resources; Assessment of research projects, theses and dissertations; Research Supervision and Etiquette; Supervision Guidelines

18.6 Module TLS4800: Student Supervision in Research

Course Aims

This course aims to develop the contextualised knowledge and skills of student supervision in research in a specialised field

Learning Outcomes

Upon completing this module, the students will be able to:

1. Discuss the concepts and models of student supervision in Higher Education Institutions.
2. Explain different supervisory styles in Higher Education Institutions.
3. Explain the roles and responsibilities of both supervisors and supervisees in the research supervision process.
4. Discuss supervision guidelines and types of feedback.
5. Guide students in developing research proposals.
6. Assist students in the search for relevant literature and in identifying the key sources.
7. Discuss the need for developing a supervisory plan for the supervisee(s).
8. Demonstrate skills in monitoring and evaluating the effectiveness of the supervisory plan.
9. Discuss the importance of professionalism, ethics and integrity in student supervision research.
10. Solve problems encountered in the supervision of students at Higher Education Institutions;
11. Discuss and demonstrate the characteristics of a good supervisor.
12. Develop and apply rubrics for assessing research projects, theses and dissertations.
13. Develop a record keeping system to record on supervisees' performance and progress.

Module Content

Concepts used in evaluation of programmes, courses and university teaching and learning; Quality assurance legal frameworks in Higher Education (National Qualification Framework (NQF), Accreditation regulations; Institutional QA policies; Programmes and qualification development processes; Annual Monitoring Systems; Stakeholder's Consultation

18.7 Module TLP4980: Integrated Professional Portfolio

Course Aims

The aim of this course is to provide an opportunity to educators to integrate theory with practice in their field of specialization through a reflective style of writing. The course requires students to compile an integrated professional portfolio with multiple opportunities for self-assessment that showcases the ability to bridge strong theoretical knowledge with effective teaching practices as a Higher Education educator. The development of the portfolio therefore requires personal learning moments in each module, where the students write about their journals, observations, experiences, transformations and reflections. This module set a foundation to provide evidence how learning experiences have informed teaching and learning practices and critical experiences.

Learning Outcomes

Upon completing this module, the students should be able to:

1. Develop a comprehensive portfolio that highlights specialised development and growth as Higher Education educators.
2. Select artefacts from practice/courses that provide evidence of their knowledge and skills.
3. Reflect in the form of a self-assessment summary of their development as professional educators.
4. Develop threaded chapters in the portfolio, unique to the student's context of the higher education system and their institution
5. Create a portfolio using an electronic format and the UNAM Integrated Professional Portfolio Guide for the Postgraduate Diploma in Higher Education

Module Content

A comprehensive professional portfolio will emphasise the enhancement of quality teaching in Higher Education through: skills development of selecting appropriate evidence of competency; analysis of the relationship between the evidence and the exit learning outcomes/standards; skills of self-reflection related to teaching, learning and personal growth; The content of the portfolio should articulate the institutional/disciplinary context and show how the student engaged with the important questions related to the practice of teaching and learning in higher education and how they have interrogated theories, ideas, concepts to help them explain why things are the way they are and conceptualise how things could change/improve/be even better. The portfolio requires students to display their knowledge and substantiate it with the relevant literature and artefacts created during the course.

D. UNDERGRADUATE DEGREES

D.1 BACHELOR OF EDUCATION IN ORGANIZATIONAL LEARNING AND DEVELOPMENT (LEVEL 7) (91BOLD)

NOTE: A new curriculum will be implemented for the degree in 2023 with the first year of the curriculum that will run for the first time

D.1.1 RATIONALE AND PROGRAMME DESCRIPTION

Bachelor of Education in Organizational Learning and Development is a three-year programme. The purpose of this programme is to develop qualified and competent Learning and Development educators with the appropriate knowledge, skills and competencies that will enable them to engage in the organisational learning and development interventions/programmes of adult clientele in the private and public sectors. The rationale for the programme is based on the drivers of the University of Namibia's Curriculum Transformation Programme and the Viability Audit Report conducted by the University, which recommended the Department to reconsider the nomenclature of the previous programme, the purpose and the curriculum, to be consistent with the current trends. The programme is further aligned to the UNAM vision and mission and strategic direction, with the aim to contribute to national and international development goals contained in the Vision 2030, NDPs, Harambee Prosperity Plan II as well as the Africa Agenda 2063 (Goal 2). In particular, the programme addresses SDG number 4 on quality education which is aiming at achieving inclusive and quality education for all which reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development.

D.1.2 AIMS

The aim of Bachelor of Education in Organizational Learning and Development, as a new programme will, therefore, address graduates' knowledge, skills and values to competently facilitate and manage learning and development interventions/programs designated to drive societal transformation. These will be delivered through social entrepreneurial and self-directed learning approaches.

D.1.3 GRADUATE EMPLOYABILITY ATTRIBUTES

Graduates will exhibit the following attributes:

- Knowledge creation and dissemination;
- Critical, creative thinking and innovation skills;
- Environmental awareness and social responsible;
- Global citizenry with an international perspective;
- Independent lifelong learning skills;
- Entrepreneurial skills and knowledge for societal change;
- Digital knowledge and application;
- Ensure community enhancement;
- Professionally engage, conduct and uphold value system;
- Analytical and strategy execution skills;
- Ethical, moral leadership and context.

D.1.4 EXIT PROGRAMME OUTCOMES

Holders of this qualification are able to:

- analyse learning needs to establish skills deficit among employees in both the private and public sector, and craft cooperate strategy;
- design and implement workplace learning and development interventions/programmes;
- develop e-portfolios for learning and development interventions/programmes with an international perspective;
- conduct project-based research for learning and development in both qualitative and quantitative approaches;
- apply digital media and technologies to design, deliver, implement, evaluate and monitor innovative learning and development interventions/programmes;
- apply adult learning and development skills, principles when working with people from different backgrounds such as educational level, politics, religion, ethnic/cultural, socio-economic, sexual orientation, and health conditions;
- analyse learning and development budgets and other financial tools;
- facilitate learning and development interventions/programmes in an ethical manner.

D.1.5 DEPARTMENTAL REGULATIONS

Subject to the Academic General Regulations of the University of Namibia, the following Departmental Regulations shall apply:

D.1.6 DURATION

The minimum duration of the Degree programme is three (3) years minimum and 5 years' maximum on full-time and six (6) years minimum and 8 years' maximum on part-time. Special permission must be granted for this period to be exceeded.

D.1.7 MODE OF DELIVERY

The programme will be operated on a full-time and on a part-time mode.

D.1.8 PROFESSIONAL DEVELOPMENT PLACEMENT

The award of the degree is subject to satisfactory completion of the practical attachment as well as the attachment report.

D.1.7 ADMISSION REQUIREMENT

To be eligible for admission into the Bachelor of Education in Organizational Learning and Development, an applicant shall satisfy any of the following minimum requirements:

D.1.8 ADMISSION BASED ON NAMIBIAN SCHOOL LEAVING CERTIFICATES 2021 ONWARDS:

Undergraduate Degree Programmes

Subject to School Specific Regulations, the normal basic requirement for entrance to undergraduate degree programmes shall be:

(1) A pass in five different subjects as follows:
2 subjects on NSSCAS level with an average d or higher
3 subjects on NSSCO level with a C or higher
English must be at minimum C at NSSCO level

Or

(2) A pass in five different subjects as follows:
(a) 3 subjects on NSSCAS level with an average d or higher
(b) 2 subjects on NSSCO level with a D or higher
(c) English must be at minimum C at NSSCO level

ADMISSION CRITERIA BASED ON SCHOOL LEAVING CERTIFICATES PRIOR TO 2021

Undergraduate Degree Programmes

Subject to School Special Regulations, the normal basic requirement for entrance to

undergraduate degree programmes shall be:

(1) A pass in five different subjects as follows:
a) 2 subjects on higher level (NSSCH) with a 4 or higher
b) 3 subjects on ordinary level (NSSCO) with a C or higher
c) English must be at minimum C at NSSCO level

Or

(2) A pass in five different subjects as follows:
a) 3 subjects on higher level (NSSCH) with a 4 or higher
b) 2 subjects on ordinary level (NSSCO) with a D or higher
c) English must be at minimum C at NSSCO level

ADMISSION BASED ON OTHER SCHOOL LEAVING CERTIFICATES

Subject to School Special Regulations, the normal basic requirement for entrance to undergraduate degree programmes:

Other recognized school-leaving qualifications may be accepted on their own merit as alternatives and will be evaluated according to the UNAM Evaluation Scale.

MATURE AGE ENTRY SCHEME

Applicants aspiring for admission to UNAM's undergraduate programmes through the Mature Age Entry Scheme must satisfy the following conditions:

1. They should be at least 25 years old on the first day of the academic year in which admission is sought;
2. Applicants should have successfully completed at least junior secondary education for admission into undergraduate certificate/diploma programmes, and senior secondary education for admission into this degree programmes.
3. They should normally have proof of at least five years' relevant work experience.

The Mature Age Entry Examination will consist of three / four papers:

- a) Paper 1: An English Proficiency Paper;
- b) Paper 2: A General Knowledge Paper;
- c) Paper 3: A Numerical Ability Paper;
- d) Paper 4: A Faculty Specific Paper (Programme Interests and motives).

Subject to Programme Specific Regulations Mature Age Entry applicants seeking admission into this programme shall score an average of at least 50% with no paper less than 40%.

Applicants who meet the qualifying requirements and passed the MAE, may be called for an additional interview before the final selection is made.

STUDENT ADMISSION BASED ON RECOGNITION OF PRIOR LEARNING:

Admission based on Recognition of Prior Learning will be according to the procedures as set out in the Recognition of Prior Learning Policy.

STUDENT ADMISSION UNDER THE INDIGENOUS GROUPS CATEGORY:

Indigenous group of students will be admitted to this programme as per the recruitment policy.

Additional Selection Criteria

In addition to the minimum admission requirements, considerations will be given to ensure gender and regional balances.

D.1.9 ARTICULATION OPTIONS

Students may articulate into relevant Bachelor of Education in Organisational Learning and Development Honours programmes.

D.1.10 ASSESSMENT CRITERIA

Assessment for most of the modules shall be in accordance with the general regulations of the University of Namibia. The assessment criteria used for this qualification are in the following format:

- A minimum CA Mark of 40% is required to gain entrance into the relevant module examination, unless otherwise stated in the individual module descriptor.
- To pass a module, a minimum final mark of 50% is required, unless otherwise stated in the individual module descriptor.
- The final mark for each module will be calculated using a ratio of CA mark (60%): Exam mark (40%), unless otherwise stated in the individual module descriptor.
- Notwithstanding the above, a subminimum of at least 40% will apply to the Exam Mark, unless otherwise stated in the individual module descriptor.

D.1.11 QUALITY ASSURANCE ARRANGEMENTS

This will be in accordance with the general regulations of the University of Namibia, which includes the following:

D.1.12 MONITORING OF STUDENT PROGRESS

Students' progress will be monitored as follows:

- E-learning reports from the existing platform such as Moodle, will be used to formulate remedial actions for students at risks.
- All students will do assessments in each module as described in the module's descriptors, and in accordance with University Assessment Policy.

In addition to that, the following tools will be used to monitor student progress, evaluate programme impact, and effect improvement:

- Student's progression and course pass/completion rate,
- Moderator's report,
- Students-lecturer evaluation reports.

D.1.13 TRACER STUDIES AND EMPLOYER FEEDBACK

Tracer studies will be conducted after every five years. The impact of the programme and feedback from host organisations will be attained through University staff members- employers' engagement during WIL visits and trips/excursions to industries/communities/organizations, as well as through CWIE placement/attachment reports with Industry supervisor's comments, that students will submit after completing their CWIE attachment.

Internal and external moderation of examination papers and scripts

The quality assurance arrangements for this programme comprises internal and external moderators who examine and moderate exams and marked scripts. Internal/External moderators are qualified professors or qualified and experienced academics who are appointed by the School of Education to perform their duties according to guidelines in the examination regulations. All these will be done in accordance with the University and School/Faculty assessment policies. All second- and third-year modules will be externally moderated while first year will be internally moderated in the Department or School.

Internal and external moderation of assessment for all 100% CA modules

All assessment will be done in accordance with the UNAM assessment policy and guidelines on 100% CA modules (non-examinable modules). Assessment for all 100% CA modules will also be aligned to exit learning outcomes. All second- and third-year modules will be externally moderated while first year will be Internally moderated by experienced internal staff members in the Department or School.

Frequency of programme review

Review of the programme will be guided by the University of Namibia regulations and the National Qualification Framework (NQF) review cycles. In this case, the curriculum of the Bachelor of Education in Organizational Learning and Development (Level 7) programme will be subjected to review after every five years, to integrate and incorporate the emerging needs of the industry, society and relevant technologies.

NQF registration and Programme accreditation

The programme will be submitted to NQA for registration on the NQF and NCHE for accreditation.

D.1.14 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL /PROGRAMME

Normal enrolment

To be re-admitted to the School of Education, a student must have successfully completed the following minimum number of credits as indicated below:

32-40 credits (of which 26 credits must be non-core) by the end of the first year of registration

128 credits by the end of second year of registration

220-240 credits by the end of the third year of registration

330-340 credits by the end of the fourth year of registration

The programme must be completed after a maximum of 5 years of registration.

Extended enrolment

The following re-admission regulations will apply to students enrolled for the extended programme:

To be re-admitted to the School of Education, a student must have successfully completed the following minimum number of credits as indicated below:

26 credits (of which 23 credits must be non-core) by the end of the first year of registration

41 credits (of which 36 credits must be non-core) by the end of the second year of registration

26 credits by the end of the third year of registration

102 credits (of which 61 credits must be of year 1) by the end of the fourth year of registration

230 credits (of which 102 credits must be of year 3) by the end of the fifth year of registration

The programme must be completed after a maximum of 6 years of registration.

D.1.15 ADVANCEMENT AND PROGRESSION RULES

A student advances to the subsequent academic year of study when the following conditions have been met:

Normal enrolment

Year 1 to Year 2: At least 96-128 credits of the modules

Year 2 to Year 3: All first-year credits in addition to at least 96-102 second year credits

Extended enrolment

Year 1 to Year 2: At least 96-128 credits of the modules

Year 2 to Year 3: All first-year credits in addition to at least 96-102 second year credits

A student who fulfilled the re-admission regulations but could not advance to the next academic year must first register for all failed modules. Subject to pre-requisites, such a student may then add modules of the subsequent academic year, provided that the total number of registered credits does not exceed the prescribed number of credits of the current academic year by more than 20%.

D.1.16 REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 384 credits and who have met compulsory requirements of the programme,

D.1.17 CAREER OPPORTUNITIES

The career roles and opportunities of the graduates are diverse and occur in various settings such as:

- Human Resources Development/Training officers,
- Staff/Employee Training officers,
- Organisational Learning and Development Officers,
- Learning and Development Officers,
- Liaison officers, Materials Developers,
- Course development coordinator, Talent management officers, Instructional designers, Facilitators,
- Staff Development Officers, Development Officers, Knowledge Management officers, Voter Education Officers,
- Education officers, social entrepreneurs, project managers, program planners, Agricultural Extension Officers,
- Community Development Workers, coaching and mentoring officers, Stakeholder engagement officers, Employee Wellness Officers, youth officers, and health workers amongst others.

The common denominator is that the roles deal with human education, training and development.

D.1.18 IMPLEMENTATION STRATEGY

The first year of the new programme will be implemented in January 2023. The second, and third years will be implemented in 2024 and 2025 respectively. A staggered approach will be used to implement the new programme as well as the phasing-out of the old programme as follows:

Programme	2023	2024	2025		2027
			2026		
Bachelor of Education in Organizational Learning and Development 91BOLD	Year 1	Year 1 Year 2	Year 1 Year 2 Year 3		
Diploma in Lifelong Learning and Community Education- (combined modules for the Diploma and Degree students will be affected by the Phasing out of 10BLCE)	Year 2 Year 3	Year 3	Outliers will have up to 2026 to complete.		Phased out
B. Ed in Lifelong Learning and Community Education Honours (Level 8), 10BLCE-Phasing out	Year 2 Year 3 Year 4	Year 3 Year 4	Year 4	Outliers will have up to 2027 to complete.	Phased out
Module repeaters of the old programme	1,2	2,3	3,4	4	Phased out

Hence, **Diploma in Lifelong Learning and Community Education** is completely Phasing out in 2026, while the **Bachelor of Education in Lifelong Learning and Community Education Honours** will be completely phased out in 2027.

All fulltime Diploma students with outstanding modules by the end of 2023 are advised to register on distance to complete their studies by 2026.

NOTE: Graduates, from the discontinued Diploma in Lifelong Learning and Community Education or Bachelor of Education in Lifelong Learning and Community Education that will be interested in joining the Bachelor of Education in Organisational Learning and Development will be required to register from year 1 as the focus for this programme

is different from the phased-out programme. The department will NOT declare equivalents for the old curriculum modules as this programme focus is different from the discontinued ones.

D.1.19 CURRICULUM FRAMEWORK: SUMMARY TABLE FOR ALL MODULES IN THE PROGRAMME

YEAR 1

NORMAL ENROLMENT

Core Semester					
Module name	Module code	Periods	NQF Level	Credits	(Co-requisites) / Pre-requisites
Skills Portfolio		2	4	0	
Academic Literacy I	U3583AL	4	5	8	
Digital Literacy	U3583DD	2	5	8	
Semester 0					
Environmental Issues in Learning and Development	E3540HE	2	5	4	
Corporate Strategy and Entrepreneurship	E3540HC	2	5	4	
Semester 1					
Learning and Development Needs Analysis	E3511HD	4	5	12	
Instructional Design and Material Development	E3571HM	4	5	14	
Adult Learning and Development 1A	E3531HA	4	5	12	
Organizational Learning and Development	E3551HO	4	5	12	
Total Credits Semester 1					50
Semester 2					
Workplace Learning Programs	E3512HP		5	12	
Policies and Practices	E3572HP		5	12	
Workplace Diversity	E3552HD		5	12	
Professional Ethics	E3522HE		5	6	
Adult Learning and Development 1B	E3512HA		5	12	Adult Learning and Development 1A (Co-requisites)
Total Credits Semester 2					54
Total Credits YEAR 1					128

EXTENDED ENROLMENT MODE

YEAR 1

Core Semester					
Module name	Module code	Periods	NQF Level	Credits	(Co-requisites) / Pre-requisites
Skills Portfolio	TBC	2	4	0	
Academic Literacy I	U3583AL	4	5	8	
Digital Literacy	U3583DD	2	5	8	
Environmental Issues in Learning and Development	E3540HE	2	5	4	
Total Credits Semester 0					20
Year 1 Semester 1					
Learning and Development Needs Analysis	E3511HD	4	5	12	
Instructional Design and Material Development	E3571HM	4	5	14	
Adult Learning and Development 1A	E3531HA	4	5	12	
Total Credits Semester 1					38
Semester 2					
Workplace Learning Programs	E3512HP	4	5	12	
Professional Ethics	E3522HE	4	5	6	

PART B: MODULE DESCRIPTOR	
Module Title: Environmental Issues in Learning and Development	
Module Code	E3540HE
NQF Level	5
Notional Hours	40
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	4
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1
Module Assessment	Environmental Scanning project 30%, Oral presentation of the project 20% and One assignment 50%. This module is 100% CA assessed.
Module Purpose	
The purpose of this module is to enable Learning and Development (L&D) professionals to gain an understanding about the fragility of the environment, Sustainable Development Goals (SDGs) and the importance of its protection. Participants will develop the skills required to integrate environmental issues in the planning, implementation, and evaluation of institutional processes. The module will help the Learning and Development Professionals to understand how management structures, policies and internal practices threaten the fragility of the environment.	

PART B: MODULE DESCRIPTOR:	
Module Title: Corporate Strategy and Entrepreneurship	
Module Code	E3540HC
NQF Level	5
Notional Hours	40
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	4
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1
Module assessment	Assignment 30%, Oral presentation 20% and formulating a mission and vision statement of an organisation 50%. This module is 100% CA assessed
Module Purpose	
The purpose for this module is to equip students with ideas and skills that enable them to understand the role of corporate strategy and its relation to entrepreneurship in LD contexts. Such skills, knowledge, and attitudes will enable students to understand the important role of entrepreneurship in cultural, economic, political, and social growth required for national development. The module will further provide students with necessary knowledge to understand the uniqueness and the relationship between good entrepreneurial practices and corporate objectives, vision, mission, and core values of an organization.	

PART B: MODULE DESCRIPTOR	
Module Title: Learning and Development Needs Analysis	
Module Code	E3511HD
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	Site Visit: Students will be required to visit organization with purpose of observing and talking to employees and employers about needs with the purpose of practicing needs analysis.
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module assessment	CA mark (60%) Exam mark (40%) (1x3 hour paper)
Module Purpose	
The purpose of this module to train Learning and Development (L&D) professionals to gain an understanding on how learning and development needs analysis is conducted in organizations. Participants will develop insight that to address skills shortages threaten the short-and long-term successes of businesses and industries throughout the world, a careful needs analysis is required for a systematic understanding of where learning is needed, what needs to be taught and who needs to learn.	

PART B: MODULE DESCRIPTOR

Module Title: Instructional Design and Materials Development	
Module Code	E3571HM
NQF Level	5
Notional Hours	140
Contact hours	(4h+2p)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module assessment	L&D project 30%, Oral presentation of the project 20% and One assignment 50%. This module is 100% CA assessed.
Module Purpose	
The purpose of this module is to equip students with skills for needs analysis, design, development, production of learning and teaching resources for learning organizations and development programmes.	

PART B: MODULE DESCRIPTOR	
Module Title: Adult Learning and Development 1A	
Module Code	E3531HA
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module assessment	CA mark (60%): Exam mark (40%) (1x3 hour paper)
Module Purpose	
The purpose of this module is to prepare qualified educators of learning and development activities in organisations, who aspire to facilitate interventions for the purposes of workplace learning. The module offers valuable insights into philosophical orientations and learning theories in adult education practice. It presents the adult educational thoughts of numerous theorists that influence learning and education for adults.	

PART B: MODULE DESCRIPTOR	
Module Title: Organizational Learning and Development	
Module Code	E3551HO
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module assessment	CA mark (60%) Exam mark (40%) (1x3 hour paper)
Module Purpose	
The purpose of this module is to equip students with the knowledge and critical thinking skills/experiences regarding the organisational learning, human resource development and change/transformational education. The module will also enable students to comprehend concepts and theories as well as types and styles of learning and development.	

PART B: MODULE DESCRIPTOR	
Module Title: Workplace Learning Programs	
Module Code	E3512HP
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module assessment	reading review 30%, Oral presentation of the project 20% and final report 50%. This module is 100% CA assessed
Module Purpose	
The purpose of this module is to equip students with the knowledge and critical thinking skills/experiences regarding the various LD programs at workplaces.	

PART B: MODULE DESCRIPTOR:	
Module Title: Adult Learning and Development 1B	
Module Code	E3512HA
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	Adult Learning and Development 1A
Compulsory/Elective	Compulsory
Semester Offered	2
Module assessment	CA mark (60%): Exam mark (40%) (1x3 hour paper)
Module Purpose	
The purpose of this module is to equip students with competencies, knowledge and skills to lead learning and development activities in organisations. The module offers students opportunities to learn and apply the psychology of adult learning which includes cognitive, multiple intelligences and learning in diverse context. The module exposes students to new ways of learning and emerging trends in adult learning for development.	

PART B: MODULE DESCRIPTOR	
Module Title: Policies and Practices	
Module Code	E3572HP
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module assessment	of CA mark (60%). Exam mark (40%) (1x3 hour paper)
Module Purpose	
The purpose of this module is to enhance students' competencies, skills and experiences required to promote human adaptations to knowledge-based societies and/or economies. The module will further highlight steps involved in policy development and enable students to distinguish decision making from policy making as well as address issues of globalisation, rapid social and technological changes and increased competitiveness for national developments.	

PART B: MODULE DESCRIPTOR	
Module Title:	Workplace Diversity
Module Code	E3552HD
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module assessment	CA mark (60%): Exam mark (40%) (1x3 hour paper)
Module Purpose	
The purpose of this module is to equip students with knowledge and understanding of diversity in the workplace within learning and development context.	

PART B: MODULE DESCRIPTOR	
Module Title:	Professional Ethics
Module Code	E3522HE
NQF Level	5
Notional Hours	60hrs
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	6
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module assessment	CA mark (60%): Exam mark (40%) (1x3 hour paper)
Module Purpose	
The purpose for this module is to empower students with competencies on professionalism and ethical behaviour in learning and development contexts. The module will enable students to learn about professional standards for adult educators in Namibia that assess adult educators' performance in order to provide quality instruction in learning and development. The module will further empower students to create awareness on harassments and develop policies to address harassment in the workplace and create a work plan and policy for a professional workplace.	

D.20. BACHELOR OF EDUCATION (LIFELONG LEARNING AND COMMUNITY EDUCATION) (HONOURS) (LEVEL 8) (10BLCE) (Phasing out -No New- Intake in 2023)

D.20.1 OLD CURRICULUM FRAMEWORK (10BLCE- YEAR 2, 3, 4)

YEAR 2: 136 credits

SEMESTER 1					
Course	Code	Periods	Level	Credits	Pre-requisite
English for Lifelong Learners and Community Educators 1	AEP 3601	2+2hp	6	8	LEA 3519 (English for Academic Purposes)
Principles of Adult Education Research	AER 3701	2	7	8	None
Education for Sustainable Development 2	ASD 3601	2	6	8	ASD 3502 (Education for Sustainable Development 1)
IMTE for Adult Education	ACT 3721	2	7	8	None
Total Semester 1					32
SEMESTER 2					
Course	Code	Periods	Level	Credits	Co-requisite

Health Education	AHA 3612	4	6	16	None
English for Lifelong Learners and Community Educators 2	AEP 3602	2 +2hp	6	8	Co-requisite AEP3601 (English for Lifelong Learners and Community Educators 1)
Teaching Methods in Adult Education	ATM 3612	4	6	16	None
Total Semester 2					40
SEMESTER 1 AND 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Management Studies 2	AMS 3610	4	6	32	AMS 3501 (Management Stud 1)
Community Development Studies 2	ACD 3610	4	6	32	ACD 3501 (Community Development Studies 1)
Total Semester 1 and 2					64

YEAR 3: 140 credits

SEMESTER 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Educational Research 1	AFR 3701	2	7	8	None
Lifelong Learning	ALL 3711	4	7	16	None
Economics in Adult Education	AEC 3731	4	7	16	None
Entrepreneurship	AET 3711	4	7	16	None
Total Semester 1					56
SEMESTER 2					
Educational Research 2	AFR 3892	3	8	12	Pre-requisite AFR 3701 (Educational Research 1)
Open and Distance Education	ADE 3712	3	7	16	None
Education for Marginalized Discourse	AMD 3712	4	7	16	None
Total Semester 2					44
SEMESTER 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite/Co-requisite
Management Studies 3	AMS 3710	4	7	32	None
Community Development Studies 3	ACD 3710	4	7	32	None
Total Semester 1 and 2					64
TOTAL YEAR 3					164

YEAR 4: 132 credits

SEMESTER 1					
Course	Code	Periods	Level	Credits	Pre-requisite/Co-requisite
Internship	AIN 3891	12 weeks + 2hp	8	12	None
Project Management	AMP 3811	4	8	16	None
Policy Studies in Adult Education	APS 3811	4	8	16	None
Educational Research Report	APP3880	4	8	(16)	Pre-requisite AFR 3701 (Educational Research 1) and AFR 3892

					(Educational Research 2)
Elective Community Education and Training for Sustainable Development	ACD 3810	4	8	(12)	Pre-requisite ACD 3710 (Community Development Studies 3)
Or Management of Lifelong Learning and Sustainable Development	AMD3810	4	8		Pre-requisite AMS 3710 (Management Studies 3)
Total Semester 1					72
SEMESTER 2					
Course	Code	Periods	Level	Credits	Pre-requisite /Co-requisite
Workplace Learning	AWP 3812	4	8	16	None
Adult Education and Social Change	ASS 3802	4	8	16	None
Educational Research Report	APP3880	Individual consultation	8	(16)	Pre-requisite AFR 3701 (Educational Research 1) and AFR 3892 (Educational Research 2)
Elective Community Education and Training for Sustainable Development	ACD 3810	4	8	(12)	Pre-requisite ACD 3710 (Community Development Studies 3)
Or Management of Lifelong Learning and Sustainable Development	AMD3810	4	8		Pre-requisite AMS 3710 (Management Studies 3)
Total Semester 2					60

COURSE DESCRIPTORS: BACHELOR OF EDUCATION (LIFELONG LEARNING AND COMMUNITY EDUCATION) (HONOURS) (LEVEL 8)

YEAR 2

Course Title: ENGLISH FOR LIFELONG LEARNERS AND COMMUNITY EDUCATORS 1

Code:	AEP 3601
NQF Level:	6
Semester Offered:	1 st Semester, Year 3
Contact Hours:	2 periods per week plus 2 hours practical for 14 weeks
Credits:	8
Pre-requisite:	ULEA 519 (English for Academic Purposes)
Course Assessment:	Continuous assessment 50%, (minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Aim:

This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.

Course Title: PRINCIPLES OF ADULT EDUCATION RESEARCH

Code:	AER 3701
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%, (minimum 2 assessments)

	Examination 50% (1 x 2 hour paper)
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Course Aim:

This course focuses on issues of theory and methodology in adult education research: theories underpinning adult education; types and purposes of research in adult education; formulation of research problems in adult education; literature studies in adult education; planning and designing research investigations; drafting an outline for a research proposal.

Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT 2

Code:	ASD 3601
NQF Level:	6
Semester Offered:	1 st Semester, Year 3
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Pre-requisite:	ASD 2502 (Education for Sustainable Development 1)
Course Assessment:	Continuous assessment 50%, (minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Aim:

The course develops understanding of the current debate in education for sustainable and environmental education. The overall aim of this course is to develop practical skills in education for sustainable development. Students should be able to monitor the environmental performance of institutions through the use environmental management systems. They will be equipped with skills and tools for evaluating sustainability in community and manage change towards sustainability. The objective is to get out and learn beyond the classroom as much as possible.

Course Title: INTEGRATED MEDIA AND TECHNOLOGY FOR ADULT EDUCATION

Code:	ACT 3721
NQF Level:	7
Semester Offered:	1 st Semester, Year 3
Contact Hours:	2 periods per week plus 2 hours practical for 14 weeks
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%, (minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Aim:

The course will provide students with knowledge and skills in the use of technology in adult education. The course will enable students to apply technology competently. Moreover, the course will integrate technology with the traditional modes of instruction by complementing instruction beyond the knowledge and experience of the students.

Course Title: HEALTH EDUCATION

Code:	AHA 3612
NQF Level:	6
Semester Offered:	1 st Semester, Year 3
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%, (minimum 3 assessments) Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of this course is to equip student teachers to gain knowledge and understanding of the human anatomy and physiology; health education including nutrition and HIV and AIDS

Course Title: ENGLISH FOR LIFELONG LEARNERS AND COMMUNITY EDUCATORS 2

Code:	AEP 3602
NQF Level:	6
Semester Offered:	2 nd Semester, Year 3
Contact Hours:	2 periods per week plus 2 hours practical for 14 weeks
Credits:	8
Co-requisite:	Co-requisite AEP 3601 (English for Lifelong Learners and Community Educators 1)
Course Assessment:	Continuous assessment 50%, (minimum 2 assessments) Examination 50% (1 x 2 hour paper)

Course Aim:

This course develops a student's extensive understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.

Course Title: TEACHING METHODS IN ADULT EDUCATION

Code:	ATM 3612
NQF Level:	6
Semester Offered:	2 nd Semester, Year 3
Contact Hours:	4 hours per week for 14 weeks
Credits:	16

Pre-requisite:	None
Course Assessment:	Continuous assessment 50%, (minimum 3 assessments) Examination 50% (1 x 3 hour paper)

Course Aim:

This course focuses on ways of communication between adult educator and adult learners for the learning purposes. It provides understanding of relevance, importance and influence of educational philosophies in identification and choice of teaching styles and methods. The purpose of the course is to provide adult education students with understanding, skills and dispositions regarding choosing and applying the appropriate methods and techniques for teaching adult learners.

Course Title: MANAGEMENT STUDIES 2

Code:	AMS 3610
NQF Level:	6
Semester Offered:	1 st & 2 nd Semester, Year 3
Contact Hours:	4 periods per week for 28 weeks
Credits:	32
Pre-requisite:	AMS 2501 (Management Studies 1)
Course Assessment:	Continuous assessment 50%, (minimum 3 assessments) Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of the course is to introduce students to concept of general management and leadership, and then familiarize students with the basic and advanced concepts relating to human resources management, including the task and scope of human resources management, human resources provision, human resources maintenance/retention and the governance affecting human resources management. This course also reviews the numerous ways in which assessment procedures can be used by human resources managers in the service of decision making about personnel, i.e. personnel assessment and selection and appraisal of work performance. It also examines approaches to the assessment of interests and work values within the workplace. Within the organization, activities in the value chain are performed or controlled by the human resources manager by means of effective internal and external communication. Hence, this course also focuses on communication management within the business world and also aims to sensitize students to the main issues related to diversity and diversity management within the context of human resources management. The course concludes with an overview of the tools human resources managers may find useful in the pursuit of ethical behaviour in an organizational context as it relates to the necessity, nature, scope and purpose of business ethics, and guidelines for responsible business ethics. The course considers consumerism, sexual harassment, ethical codes, whistle blowing and a few practical business ethics issues and then concludes with a review of social responsibility and the ethics of self-management. Each exit learning outcome concludes with opportunities for integrated experiential learning and exploring of the web to expand professional development.

Course Title: COMMUNITY DEVELOPMENT STUDIES 2

Code:	ACD 3610
NQF Level:	6
Semester Offered:	1 st & 2 nd Semester, Year 3
Contact Hours:	4 periods per week for 28 weeks
Credits:	32
Pre-requisite:	ACD 2501 (Community Development Studies 1)
Course Assessment:	Continuous assessment 50%, (minimum 3 assessments) Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops students advanced understanding, skills and disposition regarding community development in the macro environment. The course offers the components of community development, ethics in community work, the nature and application of different practice Courses, evaluation of community work, development and managing agency resources. The course offers students to apply advanced theoretical knowledge and skills gained in community development in the macro environment. The student has to do community assessment, establish community work project and empower stakeholders to sustain a project.

YEAR 3

SEMESTER ONE

Course Title: EDUCATIONAL RESEARCH 1

Code:	AFR 3701
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	2 for 14 weeks
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 2 hour paper)

Course Aim:

This course focuses on issues of theory and methodology in educational research: types and purposes of research; formulation of research problems; literature studies; plan and design research investigations; understanding of data analysis techniques; apply referencing techniques; draft an outline for a research proposal. The content includes Educational Research theory; formulating research problems; the literature search; plan and design research activities and referencing techniques.

Course Title: LIFELONG LEARNING

Code:	ALL 3711
NQF Level:	7
Semester Offered:	1 st semester, year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50% At least 3 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

Lifelong learning is now a global concern, stimulated by the impact of globalization, rapid social and technological change, and increased competitiveness between national economies. The course examines the concepts and conceptions of lifelong learning, lifelong education and learning society. It gives a reflection on issues of a globalization and lifelong learning/education and reflect on some challenges in Africa. It also examines the impact of reforms on educational progress and reflects on the policy mix likely to promote lifelong learning/education pathways in low development contexts. The course focuses on the adult stage of the lifelong learning cycle.

Course Title: ECONOMICS IN ADULT EDUCATION

Code:	AEC 3731
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	4 for 14 weeks
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50% At least 3 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

Economics of Adult Education and learning deals with economics and financing of adult education. The course examines social benefits of adult learning and how these benefits are considered in policy decisions related to financing adult education.

Course Title: ENTREPRENEURSHIP

Code:	AET 3711
NQF Level:	7
Semester Offered:	1 st semester
Contact Hours:	4 for 14 weeks
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

This course develops students understanding, skills and dispositions regarding Entrepreneurship and entrepreneurial skills for small and medium enterprises. The course will focus on small business management, feasibility studies, assessment of risk management, development and assessment of business plans, legal issues in the establishment of small and medium enterprises.

SEMESTER TWO**Course Title: EDUCATIONAL RESEARCH 2**

Code:	AFR 3892
NQF Level:	8
Semester Offered:	2 nd semester
Contact Hours:	3 for 14 weeks
Credits:	12
Pre-requisite:	AFR 3701 (Educational Research 1)
Course Assessment:	Continuous assessment 100% (At least 3 assessments)

Course Aim:

The course requires students to broaden their knowledge and dispositions and apply concepts to practical situations. It focuses on designing and implementation of data collection instruments; recording information; organizing and analyzing quantitative and qualitative data and the presentation of research findings.

Course Title: OPEN AND DISTANCE EDUCATION

Code:	ADE 3712
NQF Level:	7
Semester Offered:	2 nd semester
Contact Hours:	3 for 14 weeks
Credits:	16
Pre-requisite:	None
Course Assessment	Continuous assessment 50%;(At least 3 assessments) Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding regarding open and distance learning such as, aims of ODL, student support, management of ODL and ODL systems in Namibia. it will further increase their knowledge of issues relating to ODL, as well as equipping them with knowledge and skills that will enable them to be effective ODL managers.

Course Title: EDUCATION FOR MARGINALIZED DISCOURSE

Code:	AMD 3712
NQF Level:	7
Semester Offered:	2 nd semester
Contact Hours:	4 for 14 weeks
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination: 50%. (1 x 3 hour paper)

Course Aim::

This course develops students' understanding of the concepts and theories of Marginalised groups. The course aim to introduce students to the needs and challenges facing marginalised groups. The course will focus on policy framework and institutional interventions.

Course Title: MANAGEMENT STUDIES 3

Code:	AMS 3710
NQF Level:	7
Semester Offered:	1 st and 2 nd semester,
Contact Hours:	4 periods per week for 28 weeks
Credits:	32
Pre-requisite:	AMS3610 (Management Studies 2)
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination: 50%. (1 x 3 hour paper)

Course Aim:

Management and diversity; management approaches; organizational management and change; financial management; managing adult education organizations; Ubuntu and organizational learning

Course Title: COMMUNITY DEVELOPMENT STUDIES 3

Code:	ACD 3710
NQF Level:	7
Semester Offered:	1 st and 2 nd semester
Contact Hours:	4 for 14 weeks
Credits:	32
Pre-requisite:	ACD3610 (Community Development Studies 2)–
Course Assessment	50% continuous assessment; Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of the course is to equip students with all the knowledge, skills and attitudes they need to become leaders in local educational change so that they can help to guide community building towards achieving a safe, prosperous and democratic society. Furthermore, students will know how to how to design educational programmes, provide effective instruction and employ reliable assessment to assure the quality of the outcomes of all programmes for community education and development. As well, the Course provides students with insight and skills needed to involve communities in lifelong quality learning so as to ensure dynamic community collaboration and participation in community building. The course content includes community driven development; theory and practices of community building; programme design, delivery and assessment and partnerships in the community.

YEAR 4

SEMESTER ONE

Course Title: INTERNSHIP

Code:	AIN 3891
NQF Level:	8
Semester Offered:	1st semester
Contact Hours:	12 weeks + 2hp
Credits:	12
Pre-requisite:	None
Course Assessment:	Report contributes 100% to final assessment.

Course Aim:

The aim of the course is to allow a student to gain professional experience in areas of expertise. Internship requires students to apply classroom learning theories and experiences to professional settings. The students shall be required to demonstrate effective communication, retention of concepts, professionalism, leadership, critical thinking and problem solving skills in the area of internship. This is also an opportunity to execute a research project of choice.

Course Title: PROJECT MANAGEMENT

Code:	AMP3811
NQF Level:	8
Semester Offered:	1 st semester
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%; Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of the Course is to familiarize students with the meaning and significance of effective project management within the Namibian context. Students will be knowledgeable about the skills and roles of the project manager, particularly in respect with planning, organizing and control. This Course clarifies themes such as managerial decision-making, quality control, budget planning and control, as well as working capital management. Students will also be familiar with how to conclude and finish off a project.

Course Title: POLICY STUDIES IN ADULT EDUCATION

Code:	APS 3811
NQF Level:	8
Semester Offered:	1st semester
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous Assessment 50%; Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of this Course is to equip students with theoretical and practical aspects of policy, elements of policy, policy-making, policy analysis and policy communication with emphasis on basic, adult and community development. The students will also be equipped with practical skills that would enable them to evaluate and understand international dynamics that influence the formulation, implementation and assessment of local policy and decisions in the Namibian context.

Course Title: WORKPLACE LEARNING

Code:	AWP 3812
NQF Level:	8
Semester Offered:	2 nd semester
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous Assessment 50%; Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of the Course is to familiarize students with the meaning and significance of workplace learning, i.e. an activity that derives its purpose from the context of employment. It should address the needs and interests of a variety of stakeholders including employees, potential employees, employers and government. It is a process of learning which will enable individuals, employers and organizations to respond to the changing nature of economic activity; contribute to improved efficiency and productivity in employment and meet the personal and career development needs of individuals. For workplace learning to be efficient in any situation, certain opportunities, conditions and features need to be in evidence, although workplace learning can take a variety of forms, including formal, informal and incidental learning. This Course looks at various workplace learning paradigms and Courses, including the latest patterns of

development and learning in response to new demands placed upon employees and organizations, as well as the benefits of workplace learning. Workplace learning can be viewed within a framework of continuous development and lifelong learning for the benefit of individuals, teams, enterprises and client groups. Workplace learning is about moving away from segmented activities of development to continuous workplace learning that have more meaning and purpose and focuses on people's confidence in applying those knowledge, skills and attributes in a range of contexts.

Course Title: ADULT EDUCATION AND SOCIAL CHANGE

Code:	ASS 3802
NQF Level:	8
Semester Offered:	2 nd semester
Contact Hours:	4 hours per week for 14 weeks
Credits:	8
Pre-requisite:	ACS3811 (Community Development 1)
Course Assessment:	Continuous assessment 50%; Examination 50% (1 x 2 hour paper)

Course Aim:

This Course will review theories on organizational, community and societal change, and the roles of individual and group change within larger systems. Theories from many disciplines will be covered, including social conflict, interest groups, and social movements, and such processes as consciousness-raising. Dynamics of the diffusion of innovations in society will also be addressed. Examples will be drawn from a variety of areas of practice in which adult educators are involved. Students would be assisted to understand that there are three general sources of influence or pressure that are responsible for both change and resistance to it: forces at work within a society; contact between societies and changes in the natural environment

Course Title: EDUCATIONAL RESEARCH REPORT

Code:	APP 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semesters
Contact Hours:	Individual consultation
Credits:	32
Pre-requisite:	None
Course Assessment:	Continuous assessment; 100%.

Course Aim:

Students will select a research topic and complete a research report.

ELECTIVE:

Course Title: COMMUNITY EDUCATION & TRAINING FOR SUSTAINABLE DEVELOPMENT 1 & 2

Code:	ACD 3810
NQF Level:	8
Semester Offered:	1 st and 2 nd semester
Contact Hours:	4 hours per week for 28 weeks
Credits:	16 (1 st semester) and 16 (2 nd semester)
Prerequisite:	ACS3711 (Community Development Studies 1)
Course Assessment:	Continuous assessment 50%; At least 6 assessments; which may include a field project; Examination 50% (1 x 3 hour paper)

Course Aim:

The Course aims to develop students' advanced understanding of how the concept sustainability is important and infiltrating all aspects of political, social and economic life, and how each of these dimensions needs to be in balance for sustainability to be achieved. The Course makes students become thoughtful and creative about how they can integrate sustainability into community development operations. It motivates students to become sustainability advocates as they are expected to make communities adopt sustainable agendas. Students are equipped with knowledge and skills of how to apply sustainable community development principles. The Course empowers students with facilitative skills for creating communities with positive attitude towards sustainable initiatives, and act locally while their actions can be felt at a broader scale.

Course Title: MANAGEMENT OF LIFELONG LEARNING & SUSTAINABLE DEVELOPMENT 1 & 2

Code:	AMD 3810
NQF Level:	8
Semester Offered:	1 st & 2 nd semester
Contact Hours:	4 hours per week for 28 weeks
Credits:	16 (1 st semester) & 16 (2 nd semester)
Pre-requisite:	None
Course Assessment:	Continuous Assessment 50%; At least 6 assignments, which may include a field project; Examination 50% (1 x 3 hour paper)

Course Aim:

This Course aims to enable students to educate community members of diverse backgrounds, as well as develop leadership skills for creating a more sustainable future. Students will be taught that learning for sustainable development is a process that continues lifelong and therefore takes place in a whole range of learning environments that may be formal, non-formal and informal in nature.

D.2 BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND JUNIOR PRIMARY EDUCATION HONOURS

NOTE: A new curriculum will be implemented for the degree in 2023 with the first year of the curriculum that will run for the first time

D.2.1 RATIONALE

The purpose of the programme is to prepare and develop a holistic and flexible teacher competent to teach at both Early Childhood Education and Junior Primary phases, i.e., 0-9 years age-group. The programme is, therefore, geared towards producing a dynamic teacher who is responsive to societal needs at national and global levels such as the Sustainable Development Goals (SDG 4) and one who is adept to the demands of the 21st century as well the 4th and 5th Industrial Revolution (IR).

Furthermore, the programme purpose is to contribute towards the UNAM vision, mission and strategic direction, with the aim to address national and international development goals contained in the Vision 2030, NDPs, Harambee Prosperity Plan II as well as the Africa Agenda 2063 (Goal 2).

D.2.2 GRADUATE EMPLOYABILITY ATTRIBUTES

Graduates of this programme will exhibit the following attributes:

- Knowledgeable and skilled in conceptual and pedagogical knowledge in Early Childhood and Junior Primary Education;
- Professional competence, collaboration with social skills;
- Lifelong learning and globally-oriented;
- Technological and digital literacy;
- Ethical and moral leadership and conduct;
- Innovation, problem-solving skills, creativity and critical thinking skills;
- Care, compassion and tolerance to diversity;
- Responsibility and accountability, i.e. ethical; civic literacy;
- Resilience, adaptability and flexibility;
- Effective communication skills

D.2.3. EXIT PROGRAMME OUTCOMES

Holders of this qualification are able to:

1. apply subject and pedagogical knowledge, including how to select, sequence and pace the content according to both the subject and learner needs at Early Childhood Education and Junior Primary phase;
2. utilise knowledge, skills and understanding of children's development at 0-9 years, their diverse needs, socio-cultural backgrounds, inclusivity as well as respect for children's rights as human beings;
3. analyse learning or social problems and work in professional collaboration with parents, guardians, communities and other stakeholders;
4. integrate information technology appropriate at Early Childhood and Junior Primary phases, including open education resources in teaching;
5. employ and uphold the professional code of conduct for teachers;
6. manage Early Childhood and Junior Primary classrooms effectively across diverse contexts;
7. analyse and apply different assessment strategies relevant in teaching and learning at these phases, including application of advanced content and skills, in an area of specialisation;
8. develop a research proposal and synthesise the findings into a research report;
9. illustrate flexibility and ability to adapt to changing work contexts; and
10. model effective and appropriate communication techniques in teaching.

D.2.4 ADMISSION CRITERIA

To be eligible for admission into the Bachelor of Education in Early Childhood and Junior Primary Education Honours, an applicant shall satisfy any of the following minimum requirements:

Undergraduate Degree Programmes

Subject to School Specific Regulations, the normal basic requirement for entrance to undergraduate degree programmes shall be:

- (1) A pass in five different subjects as follows:
- (a) 2 subjects on NSSCAS level with an average d or higher
 - (b) 3 subjects on NSSCO level with a C or higher
 - (c) English must be at minimum C at NSSCO level
 - (d) Namibian Language must be at minimum C at NSSCO level and Mathematics must be a D at NSSCO level
- Or
- (2) A pass in five different subjects as follows:
- (a) 3 subjects on NSSCAS level with an average d or higher
 - (b) 2 subjects on NSSCO level with a D or higher
 - (c) English must be at minimum C at NSSCO level
 - (d) Namibian Language must be at minimum C at NSSCO level and Mathematics must be a D at NSSCO level**

Admission Criteria Based on School Leaving Certificates Prior to 2021

Subject to School Special Regulations, the normal basic requirement for entrance to undergraduate degree programmes shall be:

- (1) A pass in five different subjects as follows:
- (a) 2 subjects on higher level (NSSCH) with a 4 or higher
 - (b) 3 subjects on ordinary level (NSSCO) with a C or higher
 - (c) English must be at minimum C at NSSCO level
 - (d) Namibian Language must be at minimum C at NSSCO level and Mathematics must be a D at NSSCO level
- Or
- (2) A pass in five different subjects as follows:
- (a) 3 subjects on higher level (NSSCH) with a 4 or higher
 - (b) 2 subjects on ordinary level (NSSCO) with a D or higher
 - (c) English must be at minimum C at NSSCO level
 - (d) Namibian Language must be at minimum C at NSSCO level and Mathematics must be a D at NSSCO level

Mature age entry scheme

Applicants aspiring for admission to UNAM's undergraduate programmes through the Mature Age Entry Scheme must satisfy the following conditions:

- 1) Applicants should have completed a Junior Secondary education for admission into undergraduate certificate/diploma programmes, and Senior Secondary education for admission into undergraduate degree programmes.
- 2) They should normally have proof of at least five years' relevant work experience relating to Early Childhood and Junior Primary levels.

The Mature Age Entry Examination will consist of three/four papers:

- (a) Paper 1: An English Proficiency Paper;
- (b) Paper 2: A General Knowledge Paper;
- (c) Paper 3: A Numerical Ability Paper;
- (d) Paper 4: A Faculty of Education and Human Sciences Paper

Applicants seeking admission into an undergraduate programme shall score an average of at least 50% with no paper less than 40%.

Applicants who meet the qualifying requirements and passed the MAE examination, may be called for an additional interview before the final selection is made.

Student admission based on recognition of prior learning:

Admission based on Recognition of Prior Learning will be according to the procedures as set out in the Recognition of Prior Learning Policy.

Student admission under the Indigenous Groups category:

Indigenous group of students will be admitted to this programme as per the recruitment policy.

Additional Selection Criteria

In addition to the minimum admission requirements, consideration will be given to ensure gender and regional balances.

D.2.5 ARTICULATION OPTIONS

Students can articulate into relevant postgraduate diplomas and Master's programme, for example, Master of Education.

D.2.6 DURATION OF THE STUDY

For the full time (face-to-face) delivery mode a minimum of four years and maximum of six years of enrolment is required. For the part-time delivery mode, a minimum of four years and maximum of eight years of enrolment is required.

D.2.7 ASSESSMENT CRITERIA

Assessment for most of the modules will be in accordance with the general regulations of the University of Namibia. The assessment criteria used for this qualification are in the following format:

- A minimum CA Mark of 40% is required to gain entrance into the relevant module examination, unless otherwise stated in the individual module descriptor.
- To pass a module, a minimum final mark of 50% is required, unless otherwise stated in the individual module descriptor.
- The final mark for each module will be calculated using a ratio of CA mark (60%): Exam mark (40%), unless otherwise stated in the individual module descriptor.
- Notwithstanding the above, a subminimum of at least 40% will apply to the Exam Mark, unless otherwise stated in the individual module descriptor.

D.2.8 QUALITY ASSURANCE ARRANGEMENTS

This will be in accordance with the general regulations of the University of Namibia, which includes the following:

Monitoring of student progress

Students' progress will be monitored as follows:

- a. E-learning reports from the existing platform such as Moodle will be used to formulate remedial actions for students at risk.
- b. All students will do assessments in each module as described in the module descriptors, and in accordance with the University Assessment Policy.
- c. In addition to that, the following tools will be used to monitor student progress, evaluate programme impact and effect improvement:
 - i. Student's progression and course pass/completion rate
 - ii. Moderator's report
 - iii. Students-lecturer evaluation reports

Tracer studies and employer feedback

Tracer studies will be conducted after every five years. The programme impact will be informed by feedback from support teachers, HoDs/principals during on-site education visits as well as through a reflective portfolio that students will submit after completing on-site education.

Internal and external moderation of examination papers and scripts

The quality assurance arrangements for this programme comprises internal and external moderators who examine and moderate exams and marked scripts. Internal/External moderators are qualified professors or qualified and experienced academics who are appointed by the School of Education to perform their duties according to guidelines in the examination regulations. All this will be done in accordance with the University and School/Faculty assessment policies. All second- and fourth-year modules will be externally moderated while first and third years will be internally moderated in the Department or School.

Internal and external moderation of assessment for all 100% CA modules

All assessment will be in accordance with the UNAM assessment policy and guidelines on 100% CA modules (non-examinable modules). Assessment for all 100% CA modules will also be aligned to exit learning outcomes. All second- and fourth-year modules will be externally moderated while first and third years will be internally moderated by experienced internal staff members in the Department or School.

Frequency of programme review

Review of the programme will be guided by the University of Namibia regulations and the National Qualification Framework (NQF) review cycles. In this case, the curriculum of the Bachelor of Education in Early Childhood and Junior Primary Education Honours (Level 8) programme will be subjected to review after every five years, to integrate and incorporate the emerging needs of the industry, society and relevant technologies.

NQF registration and Programme accreditation

The programme will be submitted to NQA for registration and NCHE for accreditation.

D.2.10 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL/PROGRAMME

Re-Admission Rules

36 – 40 credits (of which 24 must be non-core) by the end of the first year of registration)
126 credits by the end of the second year of registration
220 - 240 credits by the end of the third year of registration
330 - 340 credits by the end of the fourth year of registration
420 – 430 credits by the end of the fifth year of registration

The programme must be completed after a maximum of 6 years of registration

D.2.11 ADVANCEMENT AND PROGRESSION RULES

A student advances to the subsequent academic year of study when the following conditions have been met:

Progression Rules

Year 1 to Year 2: At least 90 - 100 credits
Year 2 to Year 3: All first year credits in addition to at least 92 - 102 second year credits
Year 3 to Year 4: All second and third year credits / All second year credits and at least 102 - 112 third year credits

A student who fulfilled the re-admission regulations but could not advance to the next academic year must first register for all failed modules. Subject to pre-requisites, such a student may then add modules of the subsequent academic year, provided that the total number of registered credits does not exceed the prescribed number of credits of the current academic year by more than 20%.

D.2.12 REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 520 credits, and who have met the requirements of the programme.

D.2.13 CAREER OPPORTUNITIES

an ECE Teacher
a Pre-Primary Teacher
a Junior Primary Teacher

D.2.14 IMPLEMENTATION STRATEGY

The first year of the new programme will be implemented in January 2022. The second, third and fourth years will be implemented in 2023, 2024 and 2025 respectively. A staggered approach will be used to implement the new programme as well as the phasing-out of the old programme as follows:

Programme	2023	2024	2025	2026
B. Ed Pre- & Lower Primary (Honours)- Phasing out	Year 2 Year 3 Year 4	Year 3 Year 4	Year 4	Outliers will have up to 2028 to complete.
B. Ed Early Childhood and Junior Primary Education Honours - to be implemented	Year 1	Year 1 Year 2	Year 1 Year 2 Year 3	Year 1 Year 2 Year 3 Year 4
Module repeaters of the old programme	Year 1	Year 1,2	Year 2,3	Year 3,4

D.2.15 CURRICULUM FRAMEWORK: SUMMARY TABLE FOR ALL MODULES IN THE PROGRAMME

Normal Enrolment mode

YEAR 1

Module name	Module code	CONTACT Hours per week (L/P/T)	NQF Level	Credits	(Co-requisites) / Pre-requisites
Core Semester					
Skills Portfolio	TBC	L(2h)/week	4	0	None
Academic Literacy I	U3583AL	L(4h)/week	5	8	None
Digital Literacy	U3583DD	L(2h)/week	5	8	None
Ethics and Morality	U3420EM	L(2h)/week	5	2	None
Sustainability and Environmental Awareness	U3420SE	L(2h)/week	5	2	None
School Specific Core: Humanity and Compassion	E3540CH	L(2h)/week	5	4	None
Total Credits Core Semester					24
Becoming a Teacher	E3521IB	L (4h)/week	5	6	None
Fundamentals of Early Childhood Development	E3531CE	L + P (4h + 2h prac) /week	5	14	None
Language and Literacy Studies	E3551CL	L + P (4h + 2h prac) / week	5	14	None
Learner and the Learning Environment	E3511CL	L + P (4h + 2h prac)/week	5	12	None
Environmental Education for Sustainability	E3541CS	L (4h)/week	5	6	None
Total Credits Semester 1					52

Qualification Code	Language Combination		Campus Offered		
91BECA	English & Afrikaans		Hifikepunye Pohamba, Khomasdal, Southern		
91BECO	English & Oshindonga		Hifikepunye Pohamba, Khomasdal		
91BECW	English & Oshikwanyama		Hifikepunye Pohamba, Khomasdal		
91BECH	English & Otjiherero		Komasdal, Southern		
91BECK	English & Khoekhoegowab		Komasdal, Southern		
91BECR	English & Rukwangali		Rundu		
91BECM	English & Rumanyo		Rundu		
91BECT	English & Thimbukushu		Rundu		
91BECZ	English & Silozi		Katima Mulilo		
91BECS	English & Namibian Sign Language ¹		Komasdal		
91BECN	English & Setswana ²		Komasdal		
91BECJ	English & Ju! 'hoansi ³		Komasdal		
English Language and Literacy Studies	E3562CE	L (4h) /week	5	6	Language and Literacy Studies (Co-requisite)
Namibian Language and Literacy studies	E3562CN	L (4h) /week	5	6	Language and Literacy Studies (Co-requisite)
Numeracy Studies I	E3532CN	L (4h) /week	5	12	None
Physical Development	E3552CP	L + P (4h + 2h prac)/week	5	14	None
Communication Skills for Educators	E3552AC	L (4h)/week	5	12	None
Total Credits Semester 2					50
Total credits YEAR 1					126

D.2.16 PROGRAMME STRUCTURE

D.2.17 LANGUAGE MODULES IN THE BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND JUNIOR PRIMARY EDUCATION HONOURS

The Bachelor of Education in Early Childhood and Junior Primary Education Honours programme adopts a bilingual approach of English and a Namibian Language as compulsory subjects. This approach is followed to respond to the Language Policy that provides that children must be taught in their mother tongue from Pre-Primary up to Grade 3, and Mother Tongue and English also compulsory subjects at Junior Primary phase. Language modules are indicated as one broad module in the curriculum framework, but comprises both English and Namibian Language. The two languages will be allocated equal time on the timetable and at different timeslots as follows: When 4 hours is allocated to the language module, it implies that 2 hours will be allocated to English and 2 hours to Namibian language and practical hours will be shared on an alternating 2 weekly basis.

Module code	Module name	Year Offered and Semester	Campuses offered
E3551CL	Language and Literacy Studies	Year 1, Semester 1	Hifikepunye Pohamba, Katima Mulilo, Khomasdal, Rundu, Southern Campus
E3562CE	English Language and Literacy Studies	Year 1, Semester 2	Hifikepunye Pohamba, Katima Mulilo, Khomasdal, Rundu, Southern Campus

¹ Will only be offered after 4 years, due to oversupply of teachers to the School of the Hearing Impaired. There are currently only two schools in the country (in Windhoek and Ongwediva)

² Will be offered when there is student intake

³ Will be offered when there is student intake

E3721CL	Language, Literacy and Learning Support	Year 3, Semester 1	Hifikepunye Pohamba, Katima Mulilo, Khomasdal, Rundu, Southern Campus
E3562CO	Oshindonga Language and Literacy Studies	Year 1, Semester 2	Hifikepunye Pohamba, Khomasdal
E3562CW	Oshikwanyama Language and Literacy Studies	Year 1, Semester 2	Hifikepunye Pohamba, Khomasdal
E3562CH	Otjiherero Language and Literacy Studies	Year 1, Semester 2	Khomasdall Campus
E3562CK	Khoekhoegowab Language and Literacy Studies	Year 1, Semester 2	Khomasdall Campus, Southern Campus
E3562CA	Afrikaans Language and Literacy Studies	Year 1, Semester 2	Khomasdall Campus, Southern Campus
E3562CR	Rukwangali Language and Literacy Studies	Year 1, Semester 2	Rundu
E3562CM	Rumanyo Language and Literacy Studies	Year 1, Semester 2	Rundu
E3562CT	Thimbukushu Language and Literacy Studies	Year 1, Semester 2	Rundu
E3562CZ	Silozil Language and Literacy Studies	Year 1, Semester 2	Katima Mulilo
E3562CS	Namibian Sign Language and Literacy Studies 1B	Year 1, Semester 2	Khomasdall (not to be offered in the next 4 years due to oversupply)
E3562CN	Setswana Language and Literacy Studies	Year 1, Semester 2	Khomasdall (offered upon student intake and staff availability)
E3562CJ	Ju! 'hoansi Language and Literacy Studies	Year 1, Semester 2	Khomasdall (offered upon student intake and staff availability)
E3562CG	German Language and Literacy Studies	Year 1, Semester 2	Khomasdall (offered upon student intake and staff availability)

D.2.19 MODULE DESCRIPTORS

PART B: MODULE DESCRIPTOR:	
Module Title: Becoming a Teacher	
Module Code	E35211B
NQF Level	5
Notional Hours	60
Contact hours	(4h)/w
Additional learning requirements	Visits to schools/ Spend some time at ECD centres and Primary schools to find out about the day-to-day experiences of teachers Interview teachers about their work
NQF Credits	6
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module assessment	Continuous Assessment, 100%
Module Purpose	

The purpose of the module is to introduce students to the teaching profession and what it involves to be a teacher. It equips students with broad knowledge, understanding and skills needed to be a passionate, effective and professional teacher who upholds teaching as a noble profession. Students will be exposed to the daily routine of a teacher by visiting schools and observing and interviewing teachers on their daily experiences of being a teacher as well as administrative tasks involved. The module will also introduce students to reflective practice in teaching and students will get an opportunity to reflect in a journal.

PART B: MODULE DESCRIPTOR:

Module Title: Humanity and Compassion

Module Code	E3540CH
NQF Level	4
Notional Hours	40
Contact hours	(1h) /w
Additional learning requirements	Campus survey
NQF Credits	4
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1
Module assessment	Assignments, tests, projects, and oral examinations will be used as the tools for formative assessment. An oral assessment will be done.

Module Purpose

The purpose of this module is to enhance students' understanding of honouring and accepting humaneness and bring realisation that suffering, failure, and imperfection is part of the shared human experience. Students will develop warmth, caring, and the desired character to inculcate understanding and kindness to others. They will further explore several life scenarios on interpersonal relationships, emotional intelligence and commitments which breeds positive mental transformation for harmonious teaching and learning environment.

PART B: MODULE DESCRIPTOR:

Module Title: Fundamentals of Early Childhood Development

Module Code	E3531CE
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2h prac)/w
Additional learning requirements	On-site visits to ECD centres
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module assessment	CA 60%: individual and group presentations, discussions, observations at ECD Centres, tests and online quizzes Summative assessment, 40%: written examination 100 marks

Module Purpose

The purpose of this module is to introduce students to the concepts, principles, philosophies, diversities, theories and practice on which Early Childhood Development is rested. Play pedagogy will form an integral part of the module.

PART B: MODULE DESCRIPTOR:	
Module Title: Learner and the Learning Environment	
Module Code	E3511CL
NQF Level	5
Notional Hours	120
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module assessment	Continuous Assessment, 60% weighting: 4 assessments (learning portfolio, designing classroom activities according to phase, child assessments and interventions, and a test) Summative Assessment, 40% weighting: Written examination
Module Purpose	
The purpose of this module is to equip students with skills, knowledge and understanding of physical, cognitive, moral and personality/emotional language and speech development, as well as other characteristics of the diversity of learners.	

PART B: MODULE DESCRIPTOR:	
Module Title: Environmental Education for Sustainability	
Module Code	E3541CS
NQF Level	5
Notional Hours	60
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	60
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module assessment	Continuous assessment 60%: Peer assessment and individual reflections, tests and quizzes. Summative assessment 40% : Written examination, 100 marks
Module Purpose	
The purpose of this module is to equip students with understanding, skills, dispositions, theoretical understanding, practical dimensions, values and competencies regarding teaching of cross-curricular themes in the Junior Primary phase.	

PART B: MODULE DESCRIPTOR:	
Module Title: Namibian language and Literacy Studies	
Module Code	E3562CN
NQF Level	5
Notional Hours	60
Contact hours	(4h)/ w
Additional learning requirements	None
NQF Credits	6
(Co-requisite)	(E3551CL)
Compulsory/Elective	Compulsory
Semester Offered	2
Module assessment	Continuous Assessment, 60% weighting: Tests and quizzes; Individual and Collaborative work; Practical work and Materials designing; Micro teaching Summative Assessment, 40% weighting: Written examination, 100 marks
Module Purpose	
The purpose of this module is to enhance the application of language skills, approaches and principles of teaching the respective Namibian language literacy at the Early Childhood Education and Junior Primary school phase. Pedagogical skills, development of teaching and learning aids and micro-teaching forms an integral part of this module. Play pedagogy will be integrated in the module.	

PART B: MODULE DESCRIPTOR:	
Module Title: English language and Literacy Studies	
Module Code	E3562CE
NQF Level	5
Notional Hours	60
Contact hours	(4h)/ w
Additional learning requirements	None
NQF Credits	6
(Co-requisite)	(E3551CL)
Compulsory/Elective	Compulsory
Semester Offered	2
Module assessment	Continuous Assessment, 60% weighting: Tests and quizzes; Individual and Collaborative work; Practical work and Materials designing; Micro teaching Summative Assessment, 40% weighting: Written examination, 100 marks
Module Purpose	
The purpose of this module is to develop application of language skills, approaches and principles of teaching English language literacy at the Early Childhood Education and Junior Primary school phase. Play pedagogy will be integrated in the module.	

PART B: MODULE DESCRIPTOR:	
Module Title: Numeracy Studies I	
Module Code	E3532CN
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module assessment	Continuous assessment, 50%: online tests and quizzes, assignments, class presentations Summative assessment, 50%: written examination, 100 marks, 3h paper
Module Purpose	
The purpose of this module is to introduce students to the importance of teaching Mathematics and equips them with the application of knowledge and skills in preparatory/early mathematical concepts, number concept development as well as the Mathematics learning trajectory through micro-teaching. Pedagogical skills of how to stimulate numeracy skills at Early Childhood Education and Junior Primary levels including play pedagogy will form an integral part of this module.	

PART B: MODULE DESCRIPTOR:	
Module Title: Physical Development	
Module Code	E3552CP
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2hprac.)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Module assessment	Course assessment is entirely based on 100% Continuous Assessment
Semester Offered	2
Module Purpose	
The purpose of this module is to prepare students for the Pre-primary phase as teachers who will guide learners to develop the skills, attitudes and practices that support physically active and healthy lifestyle choices, through the incorporation of a variety of physical activities that promote movement and motor development.	

PART B: MODULE DESCRIPTOR:	
Module Title: Communication Skills for Educators	
Module Code	E3552AC
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module assessment	Continuous Assessment 100%: class presentations; video recording of communication tasks; e-tests and quizzes.
Module Purpose	
The purpose of this module is to enhance professional language and communication skills in student teachers. It provides preparation in the specialised knowledge and use of language that is relevant to effective communication for teachers.	

D.2.20 BACHELOR OF EDUCATION (PRE-PRIMARY AND LOWER PRIMARY) (HONOURS) ([Phasing out-No New Intake in 2023])

D.2.21 BACHELOR OF EDUCATION PRE- AND LOWER PRIMARY) (HONOURS) CURRICULUM FRAMEWORK

OLD CURRICULUM –YEAR 2-4

YEAR 2

YEAR 2 (152 credits)					
SEMESTER 1 (78 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESP 3690	Equal to 2 weeks	6	(2)	None
English for Teachers 1	EET 3589	2 + 2hp per week	5	4	Pre-requisite LCE 3419 (English Communication and Study Skills) and LEA 3519 (English for Academic Purpose)
Childhood Learning	PSP 3721	2 + 1hp per week	7	8	Pre-requisite PSP 3622 (Child Development)
Inclusive Education 1	PSP 3741	2 + 1hp per week	7	8	None
Integrated Media and Technology Education 2	CFP 3729	2 + 1hp per week	7	8	Pre-requisite CFP3622 (Integrated Media and Technology Education 1)
English Language Education 2	LEP 3600	2 + 1hp per week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 1hp per week	6	(8)	None
Environmental Education 2	MSP 3600	2 + 1hp per week	6	(8)	None
Numeracy and Mathematics Education 2	MMP 3600	2 + 1hp per week	6	(8)	Pre-requisite MMP 3500 (Numeracy and Mathematics Education 1)
Physical and Health Education 2	MPP 3721	2 + 3hp per week	7	8	None
Arts Education 1	LAP 3620	2 + 3hp per week	6	(8)	None

Total					78
SEMESTER 2 (74 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESP 3690	Equal to 2 weeks	6	(2)	None
English for Teachers 2	EET 3609	2 + 2hp per week	6	8	Co-requisite EET 3589 (English for Teachers 1)
Science of Teaching	CFP 3769	2 + 1hp per week	7	8	None
Curriculum Studies	CFP 3749	2	7	8	None
Educational Foundations 1	FMP 3622	2	6	8	None
English Language Education 2	LEP 3600	2 + 1hp per week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 1hp per week	6	(8)	None
Environmental Education 2	MSP 3600	2 + 1hp per week	6	(8)	None
Numeracy and Mathematics Education 2	MMP 3600	2 + 1hp per week	6	(8)	Pre-requisite MMP 3500 (Numeracy and Mathematics Education 1)
Arts Education 1	LAP 3620	2 + 3hp per week	6	(8)	None
Total					74

YEAR 3 (138 credits)					
SEMESTER 1 (68 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 4 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Educational Research	CFP 3781	3	7	12	None
Assessment and Evaluation of Learning	CFP 3721	2 + 1hp per week	7	8	None
Religious and Moral Education	LRP 3721	2 + 1hp per week	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None
Environmental Education 3	MSP3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Numeracy and Mathematics Education 3	MMP 3700	2 + 1hp per week	7	(8)	Pre-requisite MMP 3600 (Numeracy and Mathematics Education 2)
Arts Education 2	LAP3721	2 + 3hp per week	7	8	Pre-requisite LAP3620 (Arts Education 1)
Total				68	68
SEMESTER 2 (70 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 2 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Project Based Learning	CFP3782	Individual consultations	7	4	Co-requisite: CFP 3781 (Educational Research)
Guidance and Counseling 1	PSP 3702	2 + 1hp per week	7	8	None
Educational Management	FMP 3702	2	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None

Environmental Education 3	EMSP 3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Educational Foundations 2	FMP 3742	2	7	8	None
Numeracy and Mathematics Education 3	MMP 3700	2 + 1hp per week	7	(8)	MMP 3600 Numeracy and Mathematics Education 2)
Total				70	

YEAR 4 (128 credits)					
SEMESTER 1 (64 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 3	ESP 3891	Equal to 12 weeks in schools	8	12	Pre-requisite students should have passed all school subject in years 1, 2 and 3, ESP 3790 (School Based Studies Phase 2)
Guidance and Counseling 2	PSP 3800	2 for 7 weeks + 1hp every week	8	(4)	Pre-requisite PSP 3702 (Guidance and Counseling 1)
Educational Research Project	List of codes provided	Individual consultations	8	(16)	Pre-requisite CFP 3781 (Educational Research) and CFP 3782 (Project Based Learning)
English Language Education 4	LED 3800	2 for 7 weeks every week	8	(4)	None
Namibian Language Education 4	List of codes provided	2 for 7 weeks every week	8	(4)	None
Learning Support in the Mathematics Classroom	MMD 3880	4 periods for 7 weeks for the first semester + 1 hour practical every week	8	(8)	Pre-requisite MMP 3700 (Numeracy and Mathematics Education 3)
Career Specialisation (<i>The School reserves the right to use quotas to determine number of students allowed per career specialisation</i>) One Elective from list below:					
Assessment and Evaluation	CFD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3721 (Assessment and Evaluation of Learning)
School Leadership and Management	FMD 3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Educational Technology	CFD 3890	6+2 hrs/week practical for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3729 (Integrated Media and Technology Education 2)
Inclusive Education 2	PSD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSP 3741 (Inclusive Education 1)
Life Skills	PSD 3890	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSP 3702 (Guidance and Counselling 1)
Curriculum Planning and Development	CCD3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3749 (Curriculum Studies)
Sport Organisation and Administration	MPD 3880	6 for 7 weeks	8	(12)	

Arts and Culture and Development and Organisation.	LID 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Early Childhood and Pre-Primary Education	EED3880	6 + 2hours practical per week for 7 weeks	8	(12)	60 % in Pre-requisite FMP3702 (Educational management)
Advanced Sign language (Compulsory for all students who have selected Sign language Education as their language of choice)	PLD3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite LEP 3700 English Language Education 3 and 60% in MMP 3700 (Mathematics and Numeracy Development 3) Sign language 1 and 2
Total				64	
SEMESTER 2 (64 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Professional and Community Development	FMP 3822	2	8	8	None
Guidance and Counseling 2	PSP 3800	1 + 1 hp every week	8	(4)	Pre-requisite PSP 3702 (Guidance and Counseling 1)
First Aid Education	MFA 3699	2/ 3 days	6	None credit bearing	None
Learning Support in Reading and Writing	PSP 3822	2 + 1hp every week	8	8	None
Educational Research Project	List of codes provided	Individual consultations	8	(16)	Pre-requisite CFP 3781 (Educational Research) and CFP 3782 (Project Based Learning)
Children's Literature 2	LLP 3822	4 + 2hp every week	8	8	None
Literacy Development	LLP 3842	2 + 2hp every week	8	8	None
Learning Support in the Mathematics Classroom	MMD 3800	2 +1 hour practical every week	8	(8)	MMP 3700 (Numeracy and Mathematics Education 3)
English Language Education 4	LED 3800	1 periods +1hp every week	8	4	None
Namibian Language Education 4	List of codes provided	1 periods +1hp every week	8	(4)	None
Career Specialisation One Elective from list below:					
Assessment and Evaluation	CFD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3721 (Assessment and Evaluation of Learning)
School Leadership and Management	FMD 3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Educational Technology	CFD 3890	6+2 hrs/week practical for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3729 (Integrated Media and Technology Education 2)
Inclusive Education 2	PSD 3880	6 for 7 weeks	8	(12)	

Life Skills	PSD 3890	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSP 3741 (Inclusive Education 1)
Curriculum Planning and Development	CCD3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSP 3702 (Guidance and Counselling 1)
Sport Organisation and Administration	MPD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3749 (Curriculum Studies)
Arts and Culture Development and Organisation.	LID 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Early Childhood and Pre-Primary Education	EED3880	6 + 2hours practical per week for 7 weeks	8	(12)	60 % in Pre-requisite FMP3702 (Educational Management) 60 % in Pre-requisite LEP 3700 English Language Education 3 and 60% in MMP 3700 (Mathematics and Numeracy Development 3)
Advanced Sign language (Compulsory for all students who have selected Sign language Education as their language of choice)	PLD3880	6 for 7 weeks	8	(12)	Sign language 1 and 2
Total				64	
Total credits for curriculum				562	

The Faculty reserves the right to use quotas to determine number of students allowed per career specialisation

YEAR 2

SEMESTER 1 AND 2

Course Title: SCHOOL BASED STUDIES PHASE 1

Code:	ESP 3690
NQF Level:	6
Semester Offered:	4 weeks in in June - July Year 2
National Professional Standard Competencies:	(C 1, C 2, C 3, C 6, C 7, C 8, C 9, C 10, C 11, C 12, C 13, C 19, C 28)
Contact Hours:	4 Weeks per year
Credits:	4
Prerequisite:	None
Course Assessment:	Final assessment 100% Portfolio assignments contribution to final assessment 100%

Course Aim:

The course is designed to expose students to the realities of pre-primary and lower primary classrooms in Namibia (First placement in a pre-primary classroom and second placement in a lower primary classroom). They are expected to observe many different facets of learning, teaching, and management. In the second placement at the schools they will be expected to pair teach.

SEMESTER 1

Course Title: ENGLISH FOR TEACHERS 1

Code:	EET 3589
NQF Level:	5
Semester Offered:	1st semester
National Professional Standard Competencies:	(C 9)
Contact Hours:	2 for 14 weeks + 2 hours practical every week
Credits:	4
Prerequisite:	LCE 3419 (English Communication and Study Skills) or equivalent and LEA 3519 (English for Academic Purpose)
Course Assessment:	Continuous assessment 50%

	At least two assessments (made up of theory and micro-teaching components) Examination 50%. (1 x 2 hour paper)
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Course Aim:

This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.

Course Title: CHILDHOOD LEARNING

Code:	PSP 3721
NQF Level:	7
Semester Offered:	1 st semester, year 2
National Professional Standard Competencies:	C 2, C 3, C 8, C 10, C 12
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	PSP 3622 (Child Development)
Course Assessment:	Continuous assessment 50% (at least 2 assessments). Examination 50% (1 x 2 hour paper)

Course Aim:

The aim of this course is to provide students with the conceptual understanding of how the development of pre-primary and lower primary school learners influence their learning in a milieu of learner-centred education and life-long self directed learning. The course will cover selected theories of learning.

Course Title: INCLUSIVE EDUCATION 1

Code:	PSP 3741
NQF Level:	7
Semester Offered:	Year two; 1 st semester
National Professional Standard Competencies:	(C 3, C 8, C 13, C 21, C 25)
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This course will introduce the student to new responses to educational needs, and to learners with diverse educational needs. It aims to introduce students to international developments in education for learners with diverse needs, which are of importance to education in Namibia. It

will further explore and investigate the development of education for learners with diverse needs in Namibia. Lastly, this course will provide students with sufficient information to deal with inclusion of learners with special needs in regular schools.

COURSE TITLE: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 2

Code:	CFP 3729
NQF Level:	7
Semester Offered:	Year 2; 1 st semester
National Professional Standard Competencies:	C 1, C 3, C 6, C 7, C 11, C 13, C 15, C 16, C 17, C 27, C 23, C 28
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	CFP 3622 (Integrated Media Technology Education 1)
Course Assessment:	Continuous assessment 100%. At least 4 assessments

Course Aim:

This module aims to further prepare the student to effectively use ICTs and other teaching media in their teaching as well as helping their learners gain technological-literacy skills. By the end of the module, students should be able to meet all six of the ICTs in Education (ICTED) standards mandated for Namibian teachers.

SEMESTER 2

Course Title: ENGLISH FOR TEACHERS 2

Code:	EET 3609
NQF Level:	6
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 9
Contact Hours:	2 for 14 weeks + 2 hour practical every week
Credits:	8

Co-requisite:	EET 3589 (English for Teachers 1)
Course Assessment:	Continuous assessment 50% consisting of one grading assessment of oral skills; one grading assessment of a writing skills/academic essay; one grading assessment of a summary; Examination 50 % (1 x 2 hour paper)

Course Aim:

This course further develops a student's understanding skills and dispositions regarding issues such as: spoken language, written language, reading.

Course Title: SCIENCE OF TEACHING

Code:	CFP 3769
NQF Level:	7
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 3, C 4, C 5, C 6, C 8, C 9, C 10, C 11, C 12, C 13, C 15, C 16, C 27*
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This course introduces the student to the methods and strategies for designing, developing, delivering and managing effective instructional experiences. Students will explore a range of techniques used in the Pre-, Lower- and Upper Primary classroom and also gain an understanding of the philosophies and principles on which they are based, in particular with specific reference to the Namibian context.

Course Title: CURRICULUM STUDIES

Code:	CFP3749
NQF Level:	7
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 3, C 5
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This course will introduce the student to the curriculum development steps and processes. Special attention will be paid to the way in which the aims and goals of education in Namibia form the basis for the Broad Curriculum and phase-specific (Pre-, Lower- and Upper-) primary curricula. Students will be expected to analyse a phase-specific Namibian curriculum as well as explore issues impacting the implementation of a curriculum.

Course Title: EDUCATIONAL FOUNDATIONS I

Code:	FMP 3622
NQF Level:	6
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 3*, C 27, C 28, C 29
Contact Hours:	2 hours per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50 % (1 x 2 hour paper)

Course Aim:

This course develops a student's understanding skills and dispositions regarding issues that relate to the historical development of formal education with specific emphasis on major land marks of change and tools which have helped to shape the present education system of the world in general and of Namibia in particular. It further examines the aims of education, education systems, determinants of education system and other critical issues in education.

YEAR 3

SEMESTER 1 AND 2

Course Title: SCHOOL BASED STUDIES PHASE 2

Code:	ESP 3790
NQF Level:	7
Semester Offered:	1 st semester: 4 weeks in the beginning of year from start of school trimester until second week of February 2 nd semester: 2 weeks in beginning of July
National Professional Standard Competencies:	C 1, C 2, C 7, C 6, C 9, C 10, C 11, C 12, C 15
Contact Hours:	6 Weeks
Credits:	6
Prerequisite:	ESP 3690,(School Based Studies Phase 1)
Course Assessment:	Final assessment 100% Contribution to final assessment mark: Portfolio 35% Lesson preparation 25% Lesson presentation 40%

Course Aim:

This course is designed to expose students to the realities of pre- and lower primary classrooms in Namibia. They are expected to observe and participate in different facets of learning, teaching and management e.g., the learner-centred approach, lesson preparations, application of teaching learning resources, social environment of the school and motivation of learners.

SEMESTER 1

Course Title: EDUCATIONAL RESEARCH

Code:	CFP 3781
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	(C 3, C 15, C 16, C 26, C 27, C 28)
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (at least 2 assessments) Examination 50%.(1 x 3 hour paper)

Course Aim:

This course focuses on issues of theory and methodology in educational research: types and purposes of research; formulation of research problems; selecting a research topic, reviewing research literature; plan and design research investigations; understanding of data analysis techniques; apply referencing techniques; draft an outline for a research proposal, designing data collection instruments; recording information; analyzing and presenting findings.

Course Title: ASSESSMENT AND EVALUATION OF LEARNING

Code:	CFP 3721
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	C 14, C 15, C 16, C 17
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This course will introduce the student to assessment and evaluation concepts and underlying assessment rationales. The student will be expected to design an assessment task in line with a Namibian syllabus, explore the issues in administration and implementation of assessment activities, and analyse and interpret assessment results. The use of assessment for teaching and learning feedback and improvement will also be discussed.

SEMESTER 2

Course Title: PROJECT BASED LEARNING

Code:	CFP3782
NQF Level:	7
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	(C 3, C 27)*
Contact Hours:	Individual consultations
Credits:	4
Co-requisite:	CFP 3781 (Educational Research)

Course Assessment:	Continuous Assessment: 100%
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Course Aim:

PBL is aimed at engaging students in learning important knowledge and 21st century skills through an extended student influenced inquiry process structures around authentic questions and carefully designed products and learning tasks. In the module students will identify meaningful question to explore in their school subject area or engaging real-world problem to solve or a challenge to design or create something for educational purposes or from an interdisciplinary approach. Through in-depth investigation students will come up with high quality solutions to real-world educational problems, or design creative products and present their work for evaluation

Course Title: GUIDANCE AND COUNSELLING 1

Code:	PSP 3702
NQF Level:	7
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	(C 20, C 21, C 22, C 23, C 24, C 25)
Contact Hours:	2 hours per week + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

The aim of this course is to sensitise the teacher education students to the educational and career needs of learners and to equip them with basic skills regarding Guidance and Counselling.

Course Title: EDUCATIONAL MANAGEMENT

Code:	FMP 3702
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	2 hours per week for 14 weeks
National Professional Standards Competencies	C 1, C 3, C 8, C 12, C 17, C 18, C19, C 25, C 28
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This course aims at providing students with theoretical and practical knowledge on management and leadership skills.

Course Title: EDUCATIONAL FOUNDATIONS 2

Code:	FMP 3742
NQF Level:	7
Semester Offered:	Semester, 2; Year 3.
National Professional Standard Competencies:	(C 1, C 2, C 3, C 12, C 13, C 21, C 25, C 27, C 28, C29)*
Contact Hours:	2 periods for 7 weeks (1 st semester), 1 period 14 weeks (2 nd semester)
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

The course aims at developing student's critical thinking of the sociological and philosophical underpinnings of education and their impact on teaching and learning.

YEAR 4

SEMESTER 1 AND SEMESTER 2

Course Title: GUIDANCE AND COUNSELLING 2

Code:	PSP 3800
NQF Level:	8
Semester Offered:	1 st semester, year 4
National Professional Standard Competencies:	(C 3, C 20, C 21, C 24)*
Contact Hours:	2 for 7 weeks + 2 hours practical every week for 7 weeks (1 st semester), 1 + 1 hp every week for 14 weeks (2 nd semester)
Credits:	8
Co-requisite:	PSP 3702 (Guidance and Counseling 1)
Course Assessment:	Continuous assessment 50%

	At least 2 assessments Examination 50% (1 x 2 hour paper)
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Course Aim:

The aim of this course to sensitise the teacher education students to the social psychological needs and to develop their guidance and counselling principles, skills and knowledge.

Course Title: EDUCATIONAL RESEARCH PROJECT

Code:	List of codes provided
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	(C 3, C 26, C 27, C 28)*
Contact Hours:	Individual consultations
Credits:	32
Pre-requisite	Research Project Phase 1: List of codes provided and CFP 3781 (Educational Research) and CFP3782 Project Based Learning)
Course Assessment:	Report contributes 100% to final assessment
Compulsory/Elective	Compulsory

Course Aim:

Students will select a research topic and complete a research report..

LIST OF RESEARCH PROJECTS OFFERED IN THE B. ED (PRE-AND LOWER PRIMARY)

Course	Code	Credits
Educational Research Project in Afrikaans Language and Literacy Education	LAP 3810	32
Educational Research Project in English Language and Literacy Education	LEP 3810	32
Educational Research Project in German Language and Literacy Education	LGP 3810	32
Educational Research Project in Ju!'hoansi Language and Literacy Education	LJP3810	32
Educational Research Project in KhoeKhoegowab Language and Literacy Education	LKP 3810	32
Educational Research Project in Oshikwanyama Language and Literacy Education	LWP 3810	32
Educational Research Project in Oshindonga Language and Literacy Education	LOP 3810	32
Educational Research Project in Otjiherero Language and Literacy Education	LHP 3810	32
Educational Research Project in Rukwangali Language and Literacy Education	LRP 3810	32
Educational Research Project in Rumanyo Language and Literacy Education	LMP 3810	32
Educational Research Project in Setswana Language and Literacy Education	LTP 3810	32
Educational Research Project in Silozi Language and Literacy Education	LSP 3810	32
Educational Research Project in Thimbukushu Language and Literacy Education	LBP 3810	32
Educational Research Project in Environmental Education	MEP 3810	32
Educational Research Project in Numeracy and Mathematics Education	MMP 3810	32
Educational Research Project in Sign Language Education	PSP 3810	32

SEMESTER 1

Course Title: SCHOOL BASED STUDIES PHASE 3

Code:	ESP 3891
NQF Level:	8
Semester Offered:	1 st semester 12 weeks in the beginning of the year from start of school trimester until Easter break , Year 4
National Professional Standard Competencies:	C 1, C4, C 5, C 6, C7, C 8, C 9, C 10, C 11, C 12, C 13, C 14, C 15, C 18, C 20, C 26, C 28
Contact Hours:	Twelve weeks in schools,
Credits:	12
Pre-requisite:	Students should have passed all school subjects in years 1, 2 and 3, and ESP 3790 (School Based Studies Phases 2)
Course Assessment:	Final assessment 100% Contribution to final assessment mark: Portfolio 20% Lesson preparation 30% Lesson presentation 50%

Course Aim:

This course is designed to provide supervised practice-based exercises intended to demonstrate readiness for employment in different facets of learning, teaching and management. Students will demonstrate their ability to teach 80 lessons spread across all school subjects in different phases at school from pre-primary to grade 4.

SEMESTER 2**Course Title: PROFESSIONAL AND COMMUNITY DEVELOPMENT**

Code:	FMP 3822
NQF Level:	8
Semester Offered:	2 nd semester Year 4
National Professional Standard Competencies:	(C 2, C 3, C 19, C 22, C 23, C 25, C 26, C 27, C 28, C 29, C 30)
Contact Hours:	2 periods for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50 (1 x 2 hour paper)

Course Aim:

This course is intended to develop students' skills and dispositions regarding issues that relate to: the development of students' as members of the professional learning community, their contributions to the development of professional ethics and the community's socio-economic welfare at large.

Course Title: FIRST AID EDUCATION

Code:	MFA 3699
NQF Level:	5
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	C 24
Contact Hours:	2/ 3 day workshop
Credits:	None credit bearing
Prerequisite:	None
Course Assessment:	Continuous assessment 100%

Course Aim:

First Aid accreditation

Course Title: LEARNING SUPPORT IN READING AND WRITING

Code:	PSP 3822
NQF Level:	8
Semester Offered:	2 nd semester, year 4
National Professional Standard Competencies:	(C 1, C 2, C 3, C 6, C 7, C 8 C11, C 12, C 13, C 15, C16, C 17, C 20, C 21)
Contact Hours:	2 per weeks and a 1 hour practical every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This course aims to provide a firm foundation upon which students can consider and critically analyse the teaching and learning environment in a particular inclusive school setting and clearly understand the specific difficulties experienced by learners and how education can be made accessible to those learners. The course will further equip students with competencies to apply principles, approaches and methods of teaching reading and writing to learners with specific learning difficulties. The course, through the use of theory and case studies, will allow the students to apply knowledge and skills to solve the learners' reading and writing problems.

CAREER SPECIALISATIONS**SEMESTER 1 AND SEMESTER 2****Course Title: ASSESSMENT AND EVALUATION**

Code:	CFD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, Year 4
National Professional Standard Competencies:	(C 14, C 15, C 16, C 17, C 26)*
Contact Hours:	6 per for 7 weeks in first semester, 3 per week for 14 weeks in second semester
Credits:	24

Prerequisite:	60% in FCP 3721 (Assessment and Evaluation of Learning)
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This Course aims to further the student's understanding of the role and impact of assessment in the Namibian and broader context. Students will gain a deeper understanding of how assessment results are interpreted, disseminated, and used to effect educational improvement on an individual, school, and regional level. The realities of assessment implementations and implications will also be discussed.

Course Title: SCHOOL LEADERSHIP AND MANAGEMENT

Code:	FMD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, Year 4
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
National Professional Standard Competencies	(C 1, C 3, C 12, C 18, C 19, C 30)*
Credits:	24
Prerequisite:	60 % in FMP 3702 (Educational Management)
Course Assessment:	Continuous assessment 50% At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course is designed to provide students with specialized knowledge and skills regarding issues that relate to: school management with specific emphasis on management approaches, personnel management, staff and student supervision, discipline, motivation, planning, conflict management and professional development.

Course Title: EDUCATIONAL TECHNOLOGY

Code:	CFD 3890
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, year 4
National Professional Standard Competencies:	C 3, C 6, C 7, C 18, C 19, C 26, C 27, C 28, C 29
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester, 2 hours per week practical for 21 weeks
Credits:	24
Prerequisite:	60% in CFP 3729 (Integrated Media and Technology Education)
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This module will provide the student with a deeper understanding of the uses of ICTs in facilitating the teaching and learning process as well as the role that ICTs play in the larger educational and national context. Students will explore ways in which ICTs can be used for professional development, educational management, and school administration and publicity.

Course Title: INCLUSIVE EDUCATION 2

Code:	PSD 3880
NQF Level:	8
Semester Offered:	1st & 2nd semesters, year 4
National Professional Standard Competencies:	(C 8, C 13)*
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
Credits:	24
Prerequisite:	60 % in PSP 3721 (Inclusive Education 1)
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

The aim of this course is to enable students to understand and apply the latest thinking and philosophical understandings in inclusive education such as identification, assessment and intervention strategies for learners with diverse educational needs in diverse educational settings. The major focus of the course is the role of teachers in providing support and adapting curriculum to facilitate the learning processes of learners with diverse educational needs.

Course Title: LIFE SKILLS

Code:	PSD 3890
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, year 4
National Professional Standard Competencies:	(C 1, C 3, C 5, C 6, C 7, C 8, C 10, C 11, C 12, C 14, C 20, C 21, C 22, C 23, C 24, C 25, C 28, C 29)*

Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
Credits:	24
Prerequisite:	60% in PSP 3702 (Guidance and Counselling 1)
Course Assessment:	Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work. At least 6 assessments. Part of the practical work will be completed during a compulsory vacation school of one week. Other practical work will be completed by the student in a secondary school as approved by the Department of Educational Psychology and Inclusive Education. Examination 50% towards the final mark.
Enrolment specification:	A minimum of 6 and a maximum of 30 students will be enrolled per year

Course Aim:

This course develops a student's understanding, skills and attitudes regarding the school subject Life Skills in aspects such as: aims of the subject; ethics, policy and practices, syllabus content, and lesson planning. It also provides students with initial and basic knowledge on how to support learners academically, socially and emotionally in the school and classroom.

Course Title: CURRICULUM PLANNING AND DEVELOPMENT

Code:	CCD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, Year. 4
National Professional Standard Competencies:	(C 3, C 5)*
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
Credits:	24
Prerequisite:	60% in CFP 3742 (Curriculum Studies)
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops the student's ability to design, implement and evaluate a Primary phase curriculum. In addition, students will look at emerging issues and trends which impact curriculum designs and formulate a curriculum for the future.

Course Title: SPORT ORGANISATION AND ADMINISTRATION

Code:	MPD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, Year 4
Contact Hours:	6 per week for 7 weeks in first semester, 3 hrs/week in second semester
Credits:	24
Prerequisite:	60% in FMP 3702 (Educational Management)
Course Assessment:	Continuous assessment 50% At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course provides the foundation for school sport organisers, managers and leaders. It is divided into two sections: (1) Sport Coaching (2) Sport Organisation and Administration. It introduces to sport coaching, sport organisation and administration as well as leadership and management and its impact on good governance in schools. From careful evaluation of these perspectives, as well as from actual practice of it using the course's action learning methods, students will build a personal model of coaching, organisation and administration as well as leadership and management skills that they can use in their workplace.

Course Title: ARTS AND CULTURE DEVELOPMENT AND ORGANISATION

Code:	LID 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, year 4
National Professional Standard Competencies:	None
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week second semester
Credits:	24
Prerequisite:	60% in LAP 3721 (Arts Education 2)
Course Assessment:	Continuous assessment 50% At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course is designed to provide students with specialized knowledge and organizational skills to stimulate cultural aesthetic awareness in the school and in society. This module will further enhance the student's awareness and understanding of the importance of the Arts in Education.

Course Title: ADVANCED SIGN LANGUAGE

Code:	PLD 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	4 per week sem. 1, 2 periods per week semester two
Credits:	24
Prerequisite:	Sign Language 1 and 2
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course will teach students to study Namibian Sign Language in context with the international sign language community. This course will first focus on general methods and theories of sociolinguistics. Furthermore, the course will explore the relationship between Sign Language and the Sign Language community with the Namibian speech community in light of the existing methods and theories. The course will also explore various items of sociolinguistics within Sign Language research, such as bilingualism, register, attitude, tactile signing, artistic sign language, etc. This module also intends to focus on theories in ethics and ethical concepts such as free will, welfare, justice and human rights. The course will also deal with professionalism and respect for an individual's privacy. Special emphasis will be placed on connecting these topics to interpretation situations and to analyse the ideological foundation that the role of the interpreter rests on.

Course Title: EARLY CHILDHOOD AND PRE-PRIMARY EDUCATION

Code:	EED3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C2, C3, C4; C5; C6; C7; C8; C9; C10; C11; C12; C13; C14; C15; C16; C27
Contact Hours:	Theory: 6 hours per week for 7 weeks in first semester, 3 hours per week for 14 weeks in second semester. Practical: 2 hours per week practical for 7 weeks first semester and 2 hours per week practical for 14 weeks for second semester.
Notional Hours	240
Credits:	24
Prerequisite:	60% in LEP3700 (English Language Education 3) and MMP3700 (Mathematics and Numeracy Development 3)
Course Assessment:	Continuous assessment 50%. As part of continuous assessment compile a portfolio that reflects conceptual understanding of Early Childhood Education as well as practical skill in applying principles and developing learning areas. At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of this course to focus on philosophies of early childhood education and its application in class situations.

SCHOOL SUBJECTS

LANGUAGE AND LITERACY EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Language in Society	LLP 3501	4	5	8	None
Children's Literature 1	LLP 3521	2 + 1hp every week	5	8	None
SEMESTER 2					
English Language Education 1	LEP 3522	2 + 1hp every week	5	8	None
Namibian Language Education 1	List of codes provided	2 + 1hp every week	5	8	None

YEAR 2					
SEMESTER 1					
English Language Education 2	LEP 3600	2 + 1hp every week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 1hp every week	6	8	None

SEMESTER 2					
English Language Education 2	LEP 3600	2 + 1hp every week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 1hp every week	6	(8)	None

YEAR 3					
SEMESTER 1					
English Language Education 3	LEP 3700	2 + 1hp every week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp every week	7	(8)	None

SEMESTER 2					
English Language Education 3	LEP 3700	2 + 1hp every week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp every week	7	(8)	None

YEAR 4					
SEMESTER 1					
English Language Education 4	LED 3800	2 periods for 7 weeks + 2hp every week	8	(4)	None
Namibian Language Education 4	List of codes provided	2 periods for 7 weeks+ 2hp every week	8	(4)	None

SEMESTER 2					
English Language Education 4	LED 3800	1 periods for 7 week + 1hp every week	8	(4)	None
Namibian Language Education 4	List of codes provided	1 periods for 7 week + 1hp every week	8	(4)	None
Children's Literature 2	LLP 3822	2 + 2hp every week	8	8	None
Literacy Development	LLP 3842	2 + 1hp every week	8	8	None

Course Title: LANGUAGE IN SOCIETY

Code:	LLP 3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3
Contact Hours:	4 per week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments; Examination 50% (1 x 2 hour paper)

Course Aim:

This module enables students to reflect on issues of language family identity and the inseparability of language and culture; to analyse the constitution and policy roles that is assigned to the languages of Namibia in education and national matters and discuss and contrast particular domains of language and culture. Students must understand various varieties and registers of language and are also encouraged to accept dialects as enrichment of the language. The students will explore the role of the family and society in the socialization (non-formal education) of the child and how family and society can be involved as partners in the formal education process. The essence of the module is to deepen one's perception of one's own culture and to gain respect through understanding for the other languages and cultures. This module further elaborates on developmental stages in language acquisition, first and second language learning and multilingualism.

Course Title: CHILDREN'S LITERATURE 1

Code:	LLP 3521
NQF Level:	5
Semester Offered:	1 st semester Year 1
National Professional Standard Competencies:	C 1, C 2, C 3*
Contact Hours:	2 per week (2hp every week; 1hp for English Language and 1hp for Namibian Language)
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This module enables students to develop a theoretical understanding of selecting, analysing and appreciating children's literature in English as well as other Namibian Languages.

Course Title: LANGUAGE EDUCATION 1 (GRAMMAR 1)

Code:	List of codes provided
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*
Contact Hours:	2 + 1hp every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 2 hour paper)

Course Aim:

This course develops students' language proficiency as it investigates phonetics (sound system) and morphology (word categories and their structures); spelling rules of a particular language and the correct use of tenses, forms of grammar,. In addition it develops the necessary vocabulary regarding all the pre-and lower primary subjects. Teaching methods will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language Education 1	LAP 3522	8
English Language Education 1	LEP 3522	8
German Language Education 1	LGP 3522	8
Ju!'hoansi Language Education 1	LJP3522	8
KhoeKhoegowab Language Education 1	LKP 3522	8
Oshikwanyama Language Education 1	LWP 3522	8
Oshindonga Language Education 1	LOP 3522	8
Otjiherero Language Education 1	LHP 3522	8
Rukwangali Language Education 1	LRP 3522	8
Rumanyo Language Education 1	LMP 3522	8
Setswana Language Education 1	LTP 3522	8
Silozi Language Education 1	LSP 3522	8
Thimbukushu Language Education 1	LBP 3522	8

Course Title: LANGUAGE EDUCATION 2 (LISTENING AND SPEAKING SKILLS)

Code:	List of codes provided
NQF Level:	6
Semester Offered:	1 st and 2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 3, C 6, C 7, C 8, C 10, C 11, C 12, C 15, C 25
Contact Hours:	2 + 1hp every week
Credits:	16
Prerequisite:	None

Course Assessment:	Continuous assessment 50% A portfolio forms part of the continuous assessment. At least 4 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)
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Course Aim:

This course enables students to develop a theoretical understanding of listening and speaking skills, strategies to teach English to English language learners, and the ability to apply methods and materials necessary to teach these skills. Teaching methods is an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language Education 2	LAP 3600	16
English Language Education 2	LEP 3600	16
German Language Education 2	LGP 3600	16
Ju!'hoansi Language Education 2	LJP3600	16
KhoeKhoegowab Language Education 2	LKP 3600	16
Oshikwanyama Language Education 2	LWP 3600	16
Oshindonga Language Education 2	LOP 3600	16
Otjiherero Language Education 2	LHP 3600	16
Rukwangali Language Education 2	LRP 3600	16
Rumanyo Language Education 2	LMP 3600	16
Setswana Language Education 2	LTP 3600	16
Silozi Language Education 2	LSP 3600	16
Thimbukushu Language Education 2	LBP 3600	16

Course Title: LANGUAGE EDUCATION 3 (READING AND WRITING SKILLS)

Code:	List of codes provided
NQF Level:	7
Semester Offered:	1 st semester and 2 nd semester, year 3
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*, C 14, C 15, C 16, C 27
Contact Hours:	2 + 1hp every week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% A portfolio forms part of the continuous assessment. At least 4 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

This course enables students to develop a theoretical understanding of reading and writing skills and the ability to apply methods and materials necessary to teach and assess reading and writing skills. Teaching Methods will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language Education 3	LAP 3700	16
English Language Education 3	LEP 3700	16
German Language Education 3	LGP 3700	16
Ju!'hoansi Language Education 3	LJP3700	16
KhoeKhoegowab Language Education 3	LKP 3700	16
Oshikwanyama Language Education 3	LWP 3700	16
Oshindonga Language Education 3	LOP 3700	16
Otjiherero Language Education 3	LHP 3700	16
Rukwangali Language Education 3	LRP 3700	16
Rumanyo Language Education 3	LMP 3700	16
Setswana Language Education 3	LTP 3700	16
Silozi Language Education 3	LSP 3700	16
Thimbukushu Language Education 3	LBP 3700	16

Course Title: LANGUAGE EDUCATION 4 (GRAMMAR 2)

Code:	List of codes provided
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C 3*, C 4, C 5, C 6*, C 7, C 10, C 11, C 12, C 13, C 14, C 15, C 16, C 27
Contact Hours:	2 per week for seven weeks and 1 hour practical every week (semester one), 1 per week for fourteen weeks and 1 hour practical every week (semester two),
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% A portfolio forms part of the continuous assessment. At least 2 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 2 hour paper)

Course Aim:

This course builds on Language Education 1 and develops students' language proficiency in terms of syntax and semantic issues of a particular language as well as code switching models. Teaching methods will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language Education 4	LAD 3800	8
English Language Education 4	LED 3800	8
German Language Education 4	LGD 3800	8
Ju!'hoansi Language Education 4	LJD 3880	8
KhoeKhoegowab Language Education 4	LKD 3800	8
Oshikwanyama Language Education 4	LWD 3800	8
Oshindonga Language Education 4	LOD 3800	8
Otjiherero Language Education 4	LHD 3800	8
Rukwangali Language Education 4	LRD 3800	8
Rumanyo Language Education 4	LMD 3800	8
Setswana Language Education 4	LTD 3800	8
Silozi Language Education 4	LZD 3800	8
Thimbukushu Language Education 4	LBD 3800	8

Course Title: CHILDREN'S LITERATURE 2

Code:	LLP 3822
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6*, C 7, C 8, C 9, C 10, C 11, C 12*, C 13, C 14, C 15, C 16, C 27
Contact Hours:	2 per week (2 + 2hp every week; 1hp for English Language and 1hp for Namibian Language)
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments (made up of theory and micro-teaching components); Examination 50% (1 x 2 hour paper)

Course Aim:

This course build on Children's Literature 1 and enables students to apply their knowledge to read various texts and design, present and assess literary lessons in the pre-and lower primary school phases.

Course Title: LITERACY DEVELOPMENT

Code:	LLP 3842
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C 2, C 3*, C 5, C 6*, C 7, C 10, C 11, C 12*, C 25
Contact Hours:	2 + 1hp every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. A portfolio forms part of the continuous assessment At least 2 assessments (made up of theory and micro-teaching components); Examination 50% (1 x 2 hour paper)

Course Aim:

This course enables students to develop a theoretical understanding of literacy and effective approaches to meet the needs of diverse learners, and analyse reading practices. Discuss and apply methods and materials necessary to teach this course content. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

SIGN LANGUAGE EDUCATION

Sign Language Education: Pre- and Lower primary

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Namibian Sign Language Proficiency Education 1A	LSP 3501	2 + 1hp every week	5	8	None
SEMESTER 2					
Namibian Sign Language Proficiency Education 1B	LSP 3502	2 + 1hp every week	5	8	Co-requisite LSP 3501 (Namibian Sign Language Proficiency Education 1A)
Deaf Culture and History	LSP 3542	2	5	8	None
YEAR 2					
SEMESTER 1					
Namibian Sign Language Proficiency Education 2A	LSP 3611	2 + 1hp every week	6	8	Pre-requisite LSP 3501/2 (Namibian Sign Language Proficiency Education 1A and 1B)
SEMESTER 2					
Namibian Sign Language Proficiency Education 2B	LSP 3612	2 + 1hp every week	6	8	Co-requisite LSP 3611 (Namibian Sign Language Proficiency Education 2A)
YEAR 3					
SEMESTER 1					
Sign Language Linguistic Education	LSP 3720	2 + 1hp every week	7	(8)	None
SEMESTER 2					
Sign Language Linguistic Education	LSP 3720	2 + 1hp every week	7	(8)	None
YEAR 4					
SEMESTER 1					
Understanding Sign Language Learning and Education	LSD 3800	4 periods for 7 weeks	8	(8)	Pre-requisite LSP3720 (Sign Language Linguistic Education)
SEMESTER 2					
Understanding Sign Language Learning and Education	LSD 3800	2 periods 14 weeks	8	(8)	Pre-requisite LSP3780 (Sign Language Linguistic Education)

YEAR ONE

COURSE TITLE: NAMIBIAN SIGN LANGUAGE PROFICIENCY EDUCATION 1A

Code: LSP 3501

NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%.At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This course aims to introduce students to the essentials of Namibian Sign Language. It will emphasise both the expression and understanding of Sign Language. This course will mainly emphasise on language that is used in daily life and the main rules that apply to the Sign Language.

COURSE TITLE: NAMIBIAN SIGN LANGUAGE PROFICIENCY EDUCATION 1B

Code:	LSP 3502
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Co-requisite:	LSP 3501 (Namibian Sign Language Proficiency Education 1A)
Course Assessment:	Continuous assessment 50%.At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

Students should be able to express themselves in simple terms and partake in conversations in sign language. Emphasis will be placed on both expression and perception of sign language. This module comprises of a much more intensive sign language and training in a more varied use of the language. The module will continue to place an emphasis on gestures with signing.

Course Title: DEAF CULTURE AND HISTORY

Code:	ELSP 3542
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This module will introduce students to the history and culture of deaf people, both in Namibia and in an international context. The module will delve into the culture and history of deaf people and their education in Namibia and elsewhere. The module will examine minority groups, various kinds of oppression and opposing cultures and societies. It will be researched as to whether or not a correlation can be found between deaf communities at different points in time. The module will be taught in the form of both lectures and discussions and different guest speakers from the Namibian deaf community will be invited to join the class occasionally. In addition, organisations connected with the deaf community will be visited.

YEAR TWO

Course Title: NAMIBIAN SIGN LANGUAGE PROFICIENT EDUCATION 2A

Code:	LSP 3611
NQF Level:	6
Semester Offered:	1 st semester, year 2
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week + 2hp every second week
Credits:	8
Prerequisite:	LSP 3501/2 (Namibian Sign Language Proficiency Education 1A and 1B)
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

Students should be able to understand conversations in Namibian Sign Language and be able to express themselves in Sign Language. Students will rehearse correct use of gesturing with signs. This course is a continuation of Proficiency Module II, which is a prerequisite. The course will continue to place emphasis on expression and comprehension, which will gain more value. Students will practise new vocabulary as well as specific vocabulary. The students will practice

in reading Sign Language and interpret Sign Language texts. This course will continue introducing students to teaching approaches of Namibian Sign Language. Teaching methods is an integral part of this course.

COURSE TITLE: NAMIBIAN SIGN LANGUAGE PROFICIENCY EDUCATION 2B

Code:	LSP 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Co-requisite:	LSP 3611 (Namibian Sign Language Proficiency Education 2A)
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course will help students to learn the basic components and structure of Sign Language in general. Students should be able to understand both the form and the sense of signs and productivity of Sign Language. This course will summarise the principle component of Sign language grammar and the components that different sign languages share. Emphasis will be placed on phonology, syntax, morphology and semantics. This course will also introduce students to the teaching of Namibian Sign Language, paying particular attention to the linguistics aspects of NSL. Teaching methods is an integral part of this course.

YEAR THREE

COURSE TITLE: SIGN LANGUAGE LINGUISTIC EDUCATION

Code:	LSP 3720
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	3 periods per week + 2hp every second week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 4 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course is a continuation of Sign Language Linguistics I, which is a prerequisite. This course aims to enable students to understand more complex and varied types of Namibian Sign Language texts and use grammatically correct signs. This module is a continuation of Namibian Sign Language Proficiency 2B, which is a prerequisite. Continuing emphasis will be placed on comprehension skills and discussions about Sign Language texts. Students will do assignments where they meet

deaf people and practice different uses of the language and register. Students will use video recordings to strengthen their fluency in sign language, as well as display their teaching ability in order to improve these aspects. Students will be enabled to understand the grammatical elements of gesturing and understand the grammar of classifier predicates in Namibian Sign language. Emphasis will be placed on the analysis, transcription and processing of Sign language. The grammatical role of gesturing will be discussed and students will be trained in using grammatical concepts in their own data. The teaching approach to NSL will also be emphasised during this course.

YEAR FOUR

Course Title: UNDERSTANDING SIGN LANGUAGE LEARNING AND EDUCATION

Code:	LSD 3800
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	4 periods for 7 weeks semester 1, 2 periods per week 2 nd semester
Credits:	16
Prerequisite:	LSP3720 (Sign Language Linguistic Education)
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course will teach students to critically evaluate Namibian sign language in context with the international sign language community. This course will first focus on general methods and theories of sociolinguistics, the relationship between Sign Language and the Sign Language community with the Namibian speech community will be looked at in light of the methods and theories. The course will also explore various items of sociolinguistics within Sign Language research, such as bilingualism, register, attitude, tactile signing, artistic sign language, etc. This course will also focus on theories in ethics and ethical concepts, such as free will, welfare, justice and human rights. The module will also deal with professionalism and respect for an individual's privacy. A special emphasis will be placed on connecting

these topics to interpreting situations and to analyse the ideological foundation that the role of the interpreter rests on.

ENVIRONMENTAL EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Environmental Education1	MSP 3500	2 + 1hp every week	5	(8)	None
SEMESTER 2					
Environmental Education1	MSP 3500	2 + 1hp every week	5	(8)	None
YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Environmental Education2	MSP 3600	2 + 1hp every week	6	(8)	None
SEMESTER 2					
Environmental Education2	MSP 3600	2 + 1hp every week	6	(8)	None
YEAR 3					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Environmental Education3	MSP 3720	2 + 1hp every week	7	(8)	MSP 3600 (Environmental Education2)
SEMESTER 2					
Environmental Education3	MSP 3720	2 + 1hp every week	7	(8)	MSP 3600 (Environmental Education2)

YEAR ONE

Course Title: ENVIRONMENTAL EDUCATION 1

Code:	MSP 3500
NQF Level:	5
Semester Offered:	1 st and 2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*
Contact Hours:	2 hours per week for 28 weeks, 1 hour practical every week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

This module develops a student's understanding, skills, dispositions, theoretical understanding, practical dimensions values and competencies regarding teaching issues in the Pre- and Lower Primary phase of the social environment such as: social groups and institutions, culture, infra structure and communication, economic and civic activities in our regions; methods and materials to teach learning outcomes in a learner-centred way according to the thematic approach; lesson planning, micro teaching, integration of cross-curricular issues. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

YEAR TWO

Course Title: ENVIRONMENTAL EDUCATION 2

Code:	MSP 3600
NQF Level:	6
Semester Offered:	1 st and 2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C,10, C11, C12*, C 27)
Contact Hours:	2 hours per week for 28 weeks and 1 hour practical every week
Credits:	16
Prerequisite:	None

Course Assessment:	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)
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Course Aim:

This course develops a student's understanding, skills, dispositions, theoretical understanding, practical dimensions values and competencies regarding teaching issues in the Pre- and Lower Primary phase of the social environment such as: plants; animals; weather and climate, water and sustainable development; methods and materials to teach and assess learning outcomes in a learner-centred way according to the thematic approach; lesson planning, micro teaching, integration of cross-curricular issues. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

YEAR THREE

Course Title: ENVIRONMENTAL EDUCATION3

Code:	MSP3720
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1, C2, C 3, C 4, C 5, C 6, C 10, C 11, C 12, C 14, C 15, C 16, C 22, C 23, C 24, C 27
Contact Hours:	2 hours per week for 28 weeks and 1 hour practical every week
Credits:	16
Prerequisite:	MSP 3600 (Environmental Education2)
Course Assessment:	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops a students' understandings, skills, dispositions, theoretical underpinnings, practical dimensions values and competencies regarding issues in the Pre- and Lower Primary phase regarding health, nutrition and safety , with specific reference to HIV and AIDS related issues; methods and materials to teach and assess learning outcomes in a learner-centred way according to the thematic approach; lesson planning, micro teaching, integration of cross-curricular issues. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

NUMERACY AND MATHEMATICS EDUCATION

YEAR 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Numeracy and Mathematics Development 1	MMP 3500	2 + 1 hp every week	5	16	None
YEAR 2					
Numeracy and Mathematics Education 2	MMP 3600	2 + 1 hp every week	6	16	MMP 3500 (Mathematics and Numeracy Development 1)
YEAR 3					
Numeracy and Mathematics Education 3	MMP 3700	2 + 1 hp every week	7	16	MMP 3600 (Numeracy and Mathematics Education 2)
YEAR 4					
Learning Support in the Mathematics Classroom	MMD 3800	4 periods for 7 weeks for the 1 st semester and 2 hp every week 2 periods for 14 weeks for the 2 nd semester and 1 hp every week	8	16	MMP 3700 (Numeracy and Mathematics Education 3)

YEAR ONE

Course Title: NUMERACY AND MATHEMATICS DEVELOPMENT 1

Code:	MMP 3500
NQF Level:	5
Semester Offered:	1 st and 2 nd semester, year 1
National Professional Standard Competencies:	C 1, C 2, C 3, C 5, C 6, C7, C 10, C11, C 12
Contact Hours:	2 + 1 hour practical every week
Credits:	16
Notional Hours	160
Prerequisite:	None
Course Assessment:	Continuous assessment 50% A Portfolio will form part of the continuous assessment At least 4 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)
Compulsory/Elective	Compulsory

Course Aim:

This course will introduce students to the nature of mathematics: rationale of mathematics teaching; history of mathematics education; the knowledge quartet and how it relates to teaching math; learning and teaching trajectories. Thereafter it will focus on enabling students to develop the following theoretical understanding, values and competencies: to explain the development and progression of number concept and number sense, learners understanding of numbers; of patterns, sequences/ seriation and ordinal numbers; of spatial relations; enhance own mental skills, and reflect upon the methods and content for the provision of essential learning experiences in Pre- and Lower Primary classes; and the media to teach such mathematical ideas. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course

YEAR TWO

Course Title: NUMERACY AND MATHEMATICS EDUCATION 2

Code:	MMP 3600
NQF Level:	6
Semester Offered:	1 st and 2 nd semester, year 2
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12
Contact Hours:	2 per week 1 hour practical every week
Credits:	16
Notional Hours	160
Prerequisite:	MMP 3500 (Mathematics and Numeracy Development 1)
Course Assessment:	Continuous assessment 50%. At least 4 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)
Compulsory/Elective	Compulsory

Course Aim:

Develop meaning for the operations, develop awareness of learners' levels of number sense and how to enhance it, develop learners' understanding of measurements of time, length, mass and capacity; activities for measuring attributes e.g. length; measurement sequence within daily life context; standard units of measurement including time and money; two- and three-dimensional shapes and operations with two-dimensional and three-dimensional shapes; use conceptual development teaching strategies appropriate to geometry, help children master the basic facts; whole number place-value development; strategies for whole number computation; basic geometry, proportional reasoning, problem structures and problem-solving strategies, computational estimation with whole numbers within the context of daily life and different cultural

YEAR THREE

Course Title: NUMERACY AND MATHEMATICS EDUCATION 3

Code:	MMP 3700
NQF Level:	7
Semester Offered:	1 st and 2 nd semesters, year 3
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C. 6, C 7, C 8, C 9, C 10, C 11, C 12*, C 14, C 15, C 16, C 2
Contact Hours:	2 week, 1 hour practical every week
Credits:	16
Notional Hours	160
Prerequisite:	MMP 3600 (Numeracy and Mathematics Education 2)
Course Assessment:	Continuous assessment 50%.

	A Portfolio will form part of the continuous assessment At least 4 assessments made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)
Compulsory/Elective	Compulsory

Course Aim:

Develop knowledge and skills regarding fractions, decimals and percents and do calculations, develop fraction, decimal and percent concepts with learners, Apply inductive reasoning and deductive reasoning; steps of developing new concepts, discovering theorems and introducing reasoning methods; develop skills in using basic algebra; draw up effective worksheets; develop meaningful games; solve one step problems by writing statement and reasons; facilitate elementary logical reasoning processes; data handling: collect, classify and describe data; graphical representation of data; descriptive statistics assessment standards in mathematics; purposes of assessment; assessment methods; assessment components (school syllabus); multiplicative arithmetic, the relationship between early grade concepts and later grade concepts, Portfolio; implementing assessment; recording learner achievement (e.g. scoring rubric); evaluation; reporting learner achievement; teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course

YEAR FOUR

Course Title: LEARNING SUPPORT IN THE MATHEMATICS CLASSROOM

Code:	MMD 3800
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	(C 1, C 2, C 3, C 6, C 7, C 8 C11, C 12, C 13, C 15, C16, C 17, C 20, C 27
Contact Hours:	4 hours per week for 7 weeks, 2 hours practical every week (1 st semester), 2 hours per week, 1 hour practical every week (2 nd semester)
Credits:	16
Prerequisite:	MMP 3700 (Numeracy and Mathematics Education 3)
Course Assessment:	Continuous assessment 50%. A Portfolio will form part of the continuous assessment At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)
Notional Hours	160
Compulsory/Elective	Compulsory

Course Aim:

This course develops a student's understanding and skills about mathematical difficulties that learners may have and equips them with knowledge on how to identify and diagnose mathematical difficulties and how to intervene in order to strengthen the mathematical concepts of learners and to ensure that the foundation formed in mathematics, especially in the primary school is solid. The course will further investigate contemporary issues in mathematics education

4 periods for 7 weeks for the first semester + 2 hours practical every week

2 periods for 14 weeks for the second semester + 1 hours practical every week

PHYSICAL AND HEALTH EDUCATION

YEAR 1					
SEMESTER 1 and 2					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Physical and Health Education 1	MPP 3620	2 +3 hp every week	6	16	None
YEAR 2					
SEMESTER 1					
Physical and Health Education 2	MPP 3721	2 +3 hp every week	7	8	None

YEAR ONE

Course Title: PHYSICAL AND HEALTH EDUCATION 1

Code:	MPP 3620
NQF Level:	6
Semester Offered:	1 st and 2 nd Semesters, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3, C 4, C 5, C 6, C 7, C10, C11, C12, C14, C15, C16, C 23, C 25
Contact Hour:	2 periods per week, 3 hour practical every week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 100% (50% theory and 50% practical work) At least 4 assessments

Course Aim:

This course develops the student's understanding, and dispositions regarding the appreciation of the value and importance of teaching Physical and Health Education in the Pre- and Lower Primary School as well as the interpretation and implementation of the syllabus for Physical Education in the Pre-Primary phase, as part of the Basic Education Curriculum of Namibia. Firstly, the course will focus on: basic foundations of physical and health awareness; teaching of games; -sport and safe water activities. This course further develops the student's understanding of the value and dispositions of different lead up games activities with relation to the development of basic sport skills. Students will acquire the skills to work individually, with partners and in groups to ensure safe practices while teaching different games and sport activities. They will acquire the basic skills of moving body mass, moving, stopping and holding of supported objects, moving, stopping and holding of unsupported objects through different competitive or non-competitive situations. They will develop an understanding of the value and importance of games in the school and community and will develop the skills of teaching games with emphasis on enjoyment in various game situations.

Secondly the course further develops the student's understanding, and dispositions of handling various traditional, alternative and improvised hand apparatus, while stationary, and through loco motor movements. This module develops the student's understanding, and dispositions regarding the acquisition of skills to perform and evaluate gymnastic movements, exercises and sequences through loco-motor movements, movements with adaptation to small apparatus, and movements to adaptation to big apparatus. This course develops the student's understanding, and dispositions regarding this module. Students will work individually, with partners and in groups to ensure safety. They will understand and develop the necessary skills in the use of gymnastic apparatus in a safe way. They will develop the ability to teach gymnastics by constructing creative, problem-solving and challenging situations. Teaching methods will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

YEAR TWO**COURSE TITLE: PHYSICAL AND HEALTH EDUCATION 2**

Code:	MPP 3721
NQF Level:	7
Semester Offered:	1 st Semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 3, C 4, C 5, C 6, C 8, C 10, C11, C 12, C 23,C 14, C 15, C 16,
Contact Hour:	2 periods per week, 2 hour practical per week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 100% (50% theory and 50% practical work) (made up of theory and micro-teaching components) At least 2 assessments

Course Aim:

This course develops the student's understanding, skills and dispositions of an awareness of themselves and their bodies by understanding the importance of physical fitness. This course further develops the student's understanding, skills and dispositions of lead up running, jumping and throwing activities in a competitive way, related to traditional athletic activities. This course also develops the student's understanding, and dispositions of performing as an individual, with a partner or in groups with different singing games, traditional, and simple folk dances of various cultures. Teaching methods will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

ART EDUCATION

YEAR 2					
SEMESTER 1 and 2					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requi-site
Arts Education 1	LAP 3620	2 + 3 hp every week	6	16	None
YEAR 3					
SEMESTER 1					
Arts Education 2	LAP 3721	2 + 3 hp every week	7	8	LAP 3620 (Arts Education 1)

YEAR TWO**Course Title: ARTS EDUCATION I**

Code	LAP3620
NQF Level:	6
Semester Offered:	1 st and 2 nd Semestery Year 2
National Professional Standard Competencies:	C 1, C 2, C 3, C 4, C 5, C 6*, C 7, C 8, C 9, C 10, C 11, C 12, C 23
Contact Hour:	2 periods per week, plus 3 hours practical per week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 100%

Course Aim:

This course develops the student's understanding of Arts concepts and introduces him/her to some techniques in all the art forms. This course further develops techniques and skills relating to Arts Education and develops aesthetic awareness and appreciation. Teaching methods form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

YEAR THREE**Course Title: ARTS EDUCATION 2**

Code:	LAP 3721
NQF Level:	7
Semester Offered:	1 st Semester, Year 3
National Professional Standard Competencies:	C 1, C 2, C 3, C 6*, C 7, C 8, C 10, C 11, C 12, C 15, C 16, C 23, C 27
Contact Hour:	2 periods per week, 3 hours practical per week
Credits:	8
Prerequisite:	LAP 3620 (Arts Education 1)
Course Assessment:	Continuous assessment 100 (made up of theory and micro-teaching components)

Course Aim:

This course further develops more advanced techniques and skills relating to Arts Education and develops aesthetic awareness and appreciation. Teaching methods form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

RELIGIOUS AND MORAL EDUCATION

Code:	LRP 3721
NQF Level:	7
Semester Offered:	1 st semester, Year 3
National Professional Standard Competencies:	C 1, C 6, C 7, C 8, C 9, C 10, C 11, C 12*, C 14, C 15
Contact Hours:	2 periods per week, 2 hour practical every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments (made up of theory and micro-teaching components) Examination 50%

Course Aim:

The aims of this course are to enable students to develop the following theoretical understanding, values and competencies: to guide learners to discover their own religious identity and to accept values to live by; to clarify positive values and social behaviour; to discuss features of positive emotional intelligent behaviour. Describe aspects of belonging; ceremonies, festivals and sacred issues from different religions; reflect on creation and the relationship between happiness and values; and which methods and materials are necessary to teach this module content. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.3 BACHELOR OF EDUCATION IN SENIOR PRIMARY EDUCATION HONOURS (91BESP)

NOTE: A new curriculum will be implemented for the degree in 2023 with the first year of the curriculum that will run for the first time

D.3.1 RATIONALE

The purpose of this programme is to prepare teachers who are lifelong learners and creators of knowledge through research and are passionate about teaching. In the same vein, the programme seeks to develop teachers who are cooperative, able to take initiative, flexible and adaptable to diverse realities, emotionally intelligent and possess both soft and classroom management skills.

In addition to that, the programme aims to contribute towards the UNAM vision, mission and strategic direction, with the aim to address national and international development goals contained in the Vision 2030, NDPs, Harambee Prosperity Plan II as well as the Africa Agenda 2063 (Goal 2). The programme also focuses on SDG number 4 on quality education which is aiming at achieving inclusive and quality education for all which reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development

D.3.2 GRADUATE EMPLOYABILITY ATTRIBUTES

The following teacher education graduate attributes are based on the UNAM graduate attributes and the National Professional Standards for Teachers in Namibia:

- creative and critical thinking skills;
- technological and digitally literacy;
- professional competence;
- effective communication skills;
- ethical and moral leadership and conduct;
- resilience, adaptability and flexibility;
- compassion and diversity tolerance;
- collaboration and social skills; and
- civic literacy.

D.3.3 EXIT PROGRAMME OUTCOMES

Holders of this qualification are able to:

1. apply skills of on how to identify, select, and organize learning experience pertaining to their subject specializations in a senior primary classroom;
2. model and apply the national ICT standards for teachers in design, implementation and assessment of learning experiences;
3. create learning environments which are culturally responsive to help all learners to learn regardless of their language, ethnicity, socio-economic backgrounds, geographic locations, special needs;
4. uphold and apply the professional code of conduct for teachers at senior primary phase,
5. select effective and appropriate communication techniques in teaching;
6. evaluate a variety of communication, instructional and assessment strategies in their teaching;
7. design a research proposal and synthesise the findings into research report; apply advanced content and skills in an area of specialization.

D.3.4. ADMISSION CRITERIA

To be eligible for admission into the Bachelor of Education in Senior Primary Education Honours, an applicant shall satisfy any of the following minimum requirements:

Admission Based on Namibian School Leaving Certificates 2021 Onwards:

Undergraduate Degree Programmes

Subject to School Specific Regulations, the normal basic requirement for entrance to undergraduate degree programmes shall be:

(1) A pass in five different subjects as follows:

- a) 2 subjects on NSSCAS level with an average d or higher
- b) 3 subjects on NSSCO level with a C or higher
- c) English must be at minimum C at NSSCO level
- d) Mathematics ("C" in Mathematics) and Natural Science and Health Education ("C" in either Biology or Physical Science and a D in the remaining subject)
- e) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and English ("C" in English)
- f) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and Namibian Language ("C" in Namibian)
- g) English ("C" in English) and Namibian Language ("C" in Namibian Language)
- h) English and Sign Language ("C" in English)

Or

(2) A pass in five different subjects as follows:

- a) 3 subjects on NSSCAS level with an average D or higher
- b) 2 subjects on NSSCO level with a D or higher
- c) English must be at minimum C at NSSCO level
- d) Mathematics ("C" in Mathematics) and Natural Science and Health Education ("C" in either Biology or Physical Science and a D in the remaining subject)
- e) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and English ("C" in English)
- f) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and Namibian Language ("C" in Namibian)
- g) English ("C" in English) and Namibian Language ("C" in Namibian Language)
- h) English and Sign Language ("C" in English)

Admission Criteria Based on School Leaving Certificates Prior to 2021

Subject to School Special Regulations, the normal basic requirement for entrance to undergraduate degree programmes shall be:

- a) A pass in five different subjects as follows:
- b) 2 subjects on higher level (NSSCH) with a 4 or higher
- c) 3 subjects on ordinary level (NSSCO) with a C or higher
- d) English must be at minimum C at NSSCO level
- e) Mathematics ("C" in Mathematics) and Natural Science and Health Education ("C" in either Biology or Physical Science and a D in the remaining subject)
- f) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and English ("C" in English)
- g) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and Namibian Language ("C" in Namibian Language)
- h) English ("C" in English) and Namibian Language ("C" in Namibian Language)
- i) English and Sign Language ("C" in English)

Or

1) A pass in five different subjects as follows:

- a) 3 subjects on higher level (NSSCH) with a 4 or higher
- b) 2 subjects on ordinary level (NSSCO) with a D or higher
- c) English must be at minimum C at NSSCO level
- d) Mathematics ("C" in Mathematics) and Natural Science and Health Education ("C" in either Biology or Physical Science and a D in the remaining subject)
- e) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and English ("C" in English)
- f) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and Namibian Language ("C" in Namibian)
- g) English ("C" in English) and Namibian Language ("C" in Namibian Language)
- h) English and Sign Language ("C" in English)

Mature Age Entry Scheme

Applicants aspiring for admission to UNAM's undergraduate programmes through the Mature Age Entry Scheme must satisfy the following conditions:

1. Applicants should have completed senior secondary education for admission into undergraduate degree programmes.
2. They should normally have proof of at least five years' relevant work experience teaching at senior primary education level.

The Mature Age Entry Examination will consist of three / four papers:

- (a) Paper 1: An English Proficiency Paper;
- (b) Paper 2: A General Knowledge Paper;
- (c) Paper 3: A Numerical Ability Paper;
- (d) Paper 4: A Faculty of Education and Human Sciences Paper (where applicable)

Applicants seeking admission into this programme shall score an average of at least 50% with no paper less than 40%.

Applicants who meet the qualifying requirements and passed the MAE examination, may be called for an additional interview before the final selection is made.

Student Admission Based on Recognition of Prior Learning:

Admission based on Recognition of Prior Learning will be according to the procedures as set out in the Recognition of Prior Learning Policy.

Student Admission Under the Indigenous Groups Category:

Indigenous group of students will be admitted to this programme as per recruitment policy.

Additional Selection Criteria

In addition to the minimum admission requirements, considerations will be given to ensure gender and regional balances.

D.4.5 ARTICULATION OPTIONS

Students can articulate into the Master of Education (Level 9).

D.4.6 ASSESSMENT CRITERIA

Assessment for most of the modules will be in accordance with the general regulations of the university of Namibia. The assessment criteria used for this qualification are in the following format:

- A minimum CA Mark of 40% is required to gain entrance into the relevant module examination, unless otherwise stated in the individual module descriptor.
- To pass a module, a minimum final mark of 50% is required, unless otherwise stated in the individual module descriptor.
- The final mark for each module will be calculated using a ratio of 60 % CA mark: 40 % Exam mark of 3:2 unless otherwise stated in the individual module descriptor.
- Notwithstanding the above, a subminimum of at least 40% will apply to the Exam Mark, unless otherwise stated in the individual module descriptor.

D.4.7 QUALITY ASSURANCE ARRANGEMENTS

This will be in accordance with the general regulations of the University of Namibia, which includes the following:

Monitoring of student progress

Students' progress will be monitored as follows:

- a) E-learning reports from the existing platform such as Moodle will be used to formulate remedial actions for students at risk.
- b) All students will do assessments in each module as described in the module descriptors, and in accordance with the University Assessment Policy.
- c) In addition to that, the following tools will be used to monitor student progress, evaluate programme impact and effect improvement:
 - i. Student's progression and course pass/completion rate
 - ii. Moderator's report
 - iii. Students-lecturer evaluation reports

D.4.8 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL/PROGRAMME

Re-admission rules

36 – 40 credits (of which 24 must be non-core) by the end of the first year of registration)

132 credits by the end of the second year of registration

220 - 240 credits by the end of the third year of registration

330 - 340 credits by the end of the fourth year of registration

420 – 430 credits by the end of the fifth year of registration

The programme must be completed after a maximum of 6 years of registration

D.4.7 ADVANCEMENT AND PROGRESSION RULES

A student advances to the subsequent academic year of study when the following conditions have been met:

Progression rules

Year 1 to Year 2: At least 90 - 100 credits

Year 2 to Year 3: All first-year credits in addition to at least 92 - 102 second year credits

Year 3 to Year 4: All second- and third-year credits / All second-year credits and at least 102 - 112 third year credits

A student who fulfilled the re-admission regulations but could not advance to the next academic year must first register for all failed modules. Subject to pre-requisites, such a student may then add modules of the subsequent academic year, provided that the total number of registered credits does not exceed the prescribed number of credits of the current academic year by more than 20%.

D.4.8 REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 527 credits and who have met the requirements of the programme.

D.4.9 CAREER OPPORTUNITIES

- Primary school teacher

D.4.10 IMPLEMENTATION STRATEGY

The first year of the new programme will be implemented in January 2023. The second year, third and fourth year will be implemented in 2024, 2025 and 2026 respectively. A staggered approach will be used to implement the new programme as well as the phasing out of the old programme as follows:

Programme	2023	2024	2025	2026
B. Ed Upper Primary (Honours)- Phasing out	Year 2 Year 3 Year 4	Year 3 Year 4	Year 4	Outliers will have up to 2029 to complete.
B. Ed Senior Primary Honours- Revised to implemented	Year 1	Year 1 Year 2	Year 1 Year 2 Year 3	Year 1 Year 2 Year 3 Year 4
Module Repeaters of the old programme	1	1,2	2,3	3,4

D.4.11 CURRICULUM FRAMEWORK: SUMMARY TABLE FOR ALL MODULES IN THE PROGRAMME

Normal Enrolment Mode

Module name	Module code	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites
Skills Portfolio	TBC	4	0	L(2h)/week	None
Academic Literacy I	U3583AL	5	8	L(4h)/week	None
Sustainability and Environmental Awareness	U3420SE	5	2	L(2h)/week	None
Ethics and Morality	U3420EM	5	2	L(2h)/week	None
Digital Literacy	U3583DD	5	8	L(2h)/week	None
School Specific Core: Humanity and Compassion	E3540CH	5	4	L (2h)/week	None
School subject 1 1A (See list of codes for subject combinations)		5	14	L + P (4h + 2h prac)/week	None
School subject 2 1A (See list of codes for subject combinations)		5	14	L + P (4h + 2h prac)/week	None
Learner and Learning Environment	E3511CL	5	12	L (4h)/week	None
⁴ Elective Support Subjects: (Student choose one elective support module) Physical Education 1A	E3503IP	5	8	L + P (4h + 2h prac)/ week	None
Arts and Culture Education 1A	E3501IA				
Religious and Moral Education 1A	E3501IR				
Becoming a Teacher	E3521IB	5	6	L(4h)/week	None
School subject 1 1B (See list of codes for subject combinations)		5	14	L + P (4h + 2h prac)/week	School Subject 1 1A (Co-requisite)
School subject 2 1B (See list of codes for subject combinations)		5	14	L + P (4h + 2h prac)/week	School Subject 2 1A (Co-requisite)
Education for Sustainable Development	E3542CE	5	7	L (4h)/week	None
Communication Skills for Educators	E3552AC	5	12	L (4h)/week	None
Elective Support Subjects: (Student choose one elective support module) Physical Education 1B	E3503IP	5	8	L (4h + 2h prac)/week	Physical Education 1A (Co-requisite)
Arts and Culture Education 1B	E3502IA				Arts Education 1A (Co-requisite)

⁴ Elective Support Subjects are programme specific. Student select one module.

Moral and Religious Education 1B	E3502IR				Moral and Religious Education 1A (Co-requisite)
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Extended Enrolment Mode

Year 1

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites
Year 1 Core Semester					
Skills Portfolio	TBC	4	0	L(2h)/week	None
Academic Literacy I	U3583AL	5	8	L(4h)/week	None
Sustainability and Environmental Awareness	U3420SE	5	2	L(2h)/week	None
Digital Literacy	U3583DD	5	8	L(2h)/week	None
School Specific Core: Humanity and Compassion	E3540CH	5	4	L (2h)/week	None
Total Credits Core Semester					24
Semester 1					
School subject 1 1A (See list of codes for subject combinations)		5	14	L + P (4h + 2h prac)/week	None
School subject 2 1A (See list of codes for subject combinations)		5	14	L + P (4h + 2h prac)/week	None
Learner and Learning Environment	E3511CL	5	12	L (4h)/week	None
Total Credits Semester 1					54
Semester 2					
School subject 1 1B (See list of codes for subject combinations)		5	14	L + P (4h + 2h prac)/week	
School subject 2 1B (See list of codes for subject combinations)		5	14	L + P (4h + 2h prac)/week L (4h)/week	School Subject 1 1A (Co-requisite) School Subject 2 1A (Co-requisite)
Education for Sustainable Development	E3542CE	5	7	L (4h)/week	
Communication Skills for Educators	E3552AC	5	12	L (4h)/week	None
Elective Support Subjects: (Student choose one elective support module) Physical Education 1B	E3503IP	5	8	L (4h + 2h prac)/week	IME 3542 Physical Education 1A (Co-requisite)
Arts and Culture Education 1B	E3502IA	5	8	L (4h + 2h prac)/week	IAE 3542 Arts Education 1A (Co-requisite)
Moral and Religious Education 1B	E3502IR	5	8	L (4h + 2h prac)/week	IMR 3542 Moral and

					Religious Education 1A (Co-requisite)
Total Credits semester 2					35
Total Credits Year 1					67

D.4.12 PROGRAMME STRUCTURE

QUALIFICATION CODE	SUBJECT COMBINATION	CAMPUS OFFERED
91BSMN	Mathematics Education & Natural Science and Health Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSDM	Mathematics Education & Design and Technology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSHM	Mathematics & Home Ecology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSDN	Natural Science and Health Education & Design and Technology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSHN	Natural Science and Health Education & Home Ecology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSAN	Natural Science and Health Education & Agriculture Education	Hifikepunye Pohamba, Katima Mulilo, Rundu Campuses
91BSMA	Mathematics & Agriculture Education	Hifikepunye Pohamba, Rundu and Katima Mulilo Campus
91BSSE	Social Science Education & English	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSSW	Social Science Education & Oshikwanyama	Hifikepunye Pohamba Campus
91BSSO	Social Science Education & Oshindonga	Hifikepunye Pohamba
91BSSH	Social Science Education & Otjiherero	Khomasdal Campus
91BSSK	Social Science Education & Khoekhoegowab	Khomasdal Campus
91BSSA	Social Science Education & Afrikaans	Khomasdal Campus
91BSSZ	Social Science Education & Silozi	Katima Mulilo Campus
91BSSM	Social Science Education & Romanyo	Rundu Campus
91BSST	Social Science Education & Timbukushu	Rundu Campus
91BSSR	Social Science Education & Rukwangali	Rundu Campus
91BSEO	English & Oshikwanyama	Hifikepunye Pohamba, Khomasdal Campuses
91BSEW	English & Oshindonga	Hifikepunye Pohamba, Khomasdal Campuses
91BSSS	Social Science Education & Sign Language ⁵	Khomasdal Campus (will not be offered in 2022)
91BSSN	Social Science Education & Setswana	Khomasdal Campus
91BSEA	English & Afrikaans	Khomasdal Campus
91BSEZ	English & Silozi	Katima Mulilo Campus
91BSEK	English & Rumanyo	Rundu Campus
91BSET	English & Thimbukushu	Rundu Campus
91BSEK	English & Rukwangali	Rundu Campus
91BSEJ	English & Ju!'hoansi	Khomasdal Campus
91BSEN	English and Setswana	Khomasdal Campus
91BSES	English & Sign Language	Khomasdal Campus

⁵ Sign language will be offered in alternate years starting in 2024, because we have flooded the market.

Elective Support Subjects (students elect one)

Physical Education (Offered only at Hifikepunye Pohamba, Katima Mulilo, Rundu, Khomasdal)

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Physical Education I	E3503IP	L + P (4h + 2h prac)/week	5	7	None
SEMESTER 2					
Physical Education I	E3503IP	L + P (4h + 2h prac)/week	5	7	Physical Education 1A

Arts Education (Offered only at Hifikepunye Pohamba, Katima Mulilo, Rundu, Khomasdal)

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Arts and Culture Education 1A	E3501IA	L + P (4h + 2h prac)/week	5	7	None
SEMESTER 2					
Arts and Culture Education 1B	E3502IA	L + P (4h + 2h prac)/week	5	7	Arts Education 1A

Religious and Moral Education (Offered only at Hifikepunye Pohamba, Katima Mulilo, Rundu, Khomasdal)

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Religious and Moral Education 1A	E3501IR	L + P (4h + 2h prac)/week	5	7	None
SEMESTER 2					
Religious and Moral Education 1B	E3502IR	L + P (4h + 2h prac)/week	5	7	Religious and Moral Education 1A

D.4, 13 YEAR 1 MODULE DESCRIPTORS

Module Title: Humanity and Compassion	
Module Code	E3540CH
NQF Level	5
Notional Hours	40
Contact hours	(1h)/w
Additional learning requirements	None
NQF Credits	4
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1
Semester 2	Semester 2
Module Purpose	
The purpose of this module is to enhance students' understanding of honouring and accepting humanness and bring realisation that suffering, failure, and imperfection is part of the shared human experience.	

PART B: MODULE DESCRIPTOR:	
Module Title: LEARNER AND LEARNING ENVIRONMENT	
Module Code	E3571CL
NQF Level	5
Notional Hours	120
Contact hours	(4 h + 4h prac)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module assessment	Continuous Assessment: 60% Examination: 40% (1x3 paper)
Module Purpose	
The purpose of this module is to equip students with skills, knowledge and understanding of physical, cognitive, moral and personality/emotional language and speech development, as well as other characteristics of the diversity of learners	

PART B: MODULE DESCRIPTOR:	
Module Title: PHYSICAL EDUCATION I	
Module Code	E3503IP
NQF Level	5
Notional Hours	160
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	16
Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	1 and 2
Module assessment	Continuous Assessment: 100%
Module Purpose	
The purpose of this module is to prepare students for the Senior Primary phase as teachers who will guide learners to the understanding that Physical Education, as an integral part of the general education process, aims to make a meaningful contribution towards improving the quality of life of young people, enabling them to maintain a healthy lifestyle and to function effectively in society.	

PART B: MODULE DESCRIPTOR:	
Module Title: ARTS AND CULTURE EDUCATION 1 A	
Module Code	E35011A
NQF Level	5
Notional Hours	80
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	1
Module assessment	Continuous Assessment: 100%
Module Purpose	
The purpose of this module is to develop the students' understanding of Arts concepts and enables the student to apply techniques in the art forms Music & Dance and Visual Art.	

PART B: MODULE DESCRIPTOR:**Module Title: RELIGIOUS AND MORAL EDUCATION 1A**

Module Code	E3501IR
NQF Level	5
Notional Hours	80
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	1
Module assessment	Continuous Assessment: 100%
Module Purpose	
The purpose of this module is to introduce students to major world religions and the moral philosophies they advocate.	

PART B: MODULE DESCRIPTOR:**Module Title: Becoming a Teacher**

Module Code	E3531IB
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module assessment	Continuous Assessment: 100%
Module Purpose	
The purpose of the module is to equip students with knowledge/understanding and skills needed to be an efficient secondary school teacher who is able to handle the secondary school curriculum.	

D.4.14 BACHELOR OF EDUCATION (UPPER PRIMARY) (HONOURS) (10BEUP) (Phasing out, No New-intake in 2023)

D.4.15 OLD CURRICULUM FRAMEWORK YEAR 2,3,4

Year 2

YEAR 2 (144 credits)					
SEMESTER 1 (74 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESU 3690	2 weeks	6	(2)	None
English for Teachers 1	EET 3589	1 + 2 hp every week	5	4	Pre-requisite LCE 3419 (English Communication and Study Skills) and LEA 3519 (English for Academic Purpose)
Childhood Learning	PSU 3721	2 + 1 hp every week	7	8	Pre-requisite PSU 3622 (Child Development)
Integrated Media and Technology Education 2	CFU 3729	2 + 1 hp every week	7	8	Pre-requisite CFU 3622 (Integrated Media and Technology Education 1)
Major 1	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Major 2	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Minor	List of codes provided	3 + 2 hp every week	6	12	See school subject list
Additional Elective	List of codes provided	2	6	8	See school subject list
Total				74	
SEMESTER 2 (credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESU 3690	2 weeks	6	(2)	None
English for Teachers 2	EET 3609	2 + 2 hp every week	6	8	Co-requisite EET 3589 (English for Teachers 1)
Science of Teaching	CFU 3769	2 + 1 hp every week	7	8	None
Educational Foundations 1	FMU 3622	2	7	8	None
Major 1	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Major 2	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Total				70	
YEAR 3 (158 credits)					
SEMESTER 1 (84 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESU 3790	Equal to 4 weeks	7	(4)	Pre-requisite ESU 3690 (School Based Studies Phase 1)
Educational Research	CFU 3781	3	7	12	None

Assessment and Evaluation of Learning	CFU 3721	2 + 1 hp every week	7	8	None
Inclusive Education1	PSU 3741	2 + 1 hp every week	7	8	None
Curriculum Studies	CFU 3749	2	7	8	None
Major 1	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Major 2	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Total				74	
SEMESTER 2 (credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESU 3790	Equal to 2 weeks	7	(2)	Pre-requisite ESU 3690 (School Based Studies Phase 1)
Project Based Learning	CFU3782	Individual consultations	7	4	Co-requisite: CFU 3781 (Educational Research)
Guidance and Counseling 1	PSU 3702	2 + 1 hp every week	7	8	None
Educational Management	FMU 3702	2	7	8	None
Educational Foundations 2	FMU3742	2	7	8	None
Major 1	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Major 2	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Total				74	
YEAR 4 (120 credits)					
SEMESTER 1 (62 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 3	ESU 3891	Equal to 12 weeks in schools	8	12	Pre-requisite students should have passed all school subject in years 1, 2 and 3,ESU 3790 (School Based Studies Phase 2)
Guidance and Counseling 2	PSU 3800	2 for 7 weeks + 1 hp every week	8	(4)	Pre-requisite PSU 3702 (Guidance and Counseling 1)
Educational Research Project	List of codes provided	Individual consultations	8	(16)	Pre-requisite Research Project Phase 1, CFU 3781 (Educational Research) and CFU 3782 (Project Based Learning)
Major 1	List of codes provided	6 for 7 weeks + 1hp every week	8	12	See school subject list
Major 2	List of codes provided	6 for 7 weeks + 1hp every week	8	12	See school subject list

Career Specialisation: One Elective from the list below						
Assessment and Evaluation	CFD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFU 3721 (Assessment and Evaluation of Learning)	
School Leadership and Management	FMD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMU 3702 (Educational Management)	
Educational Technology	CFD 3890	6 for 7 weeks + 1hp	8	(12)	60 % in Pre-requisite CFU 3729 (Integrated Media and Technology Education 2)	
Inclusive Education 2	PSD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSU 3741 (Inclusive Education 1)	
Life Skills	PSD 3890	6 for 7 weeks	8	(12)	60 % in Pre-requisite PSU 3702 (Guidance and Counseling 1)	
Curriculum Planning and Development	CCD3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFU 3749 (Curriculum Studies)	
Sport Organisation and Administration	MPD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite FMU3702 (Educational Management)	
Arts and Culture Development and Organisation	LID 3880	6 for 7 weeks + 1hp	8	(12)	60 % in Pre-requisite FMU3702 (Educational Management)	
Advanced Sign language (Compulsory for all students who have selected Sign Language Education as their language of choice)	PLD 3880		8	(12)	None	
Total				62		

SEMESTER 2 (64 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Professional & Community Development	FMU 3802	2	8	8	None
Guidance and Counseling 2	PSU 3800	1 + 1 hp every week	8	(4)	Pre-requisite PSU 3702 (Guidance and Counseling 1)
First Aid Education	MFA 3699	2/ 3 days	5	None credit bearing	None
Educational Research Project	List of codes provided	Individual consultations	8	(16)	Pre-requisite Research Project Phase 1, CFU

						3781 (Educational Research) and CFU 3782 (Project Based Learning)
Major 1	List of codes provided	3+1hp every week	8	12		See school subject list
Major 2	List of codes provided	3 +1hp every week	8	12		See school subject list
Career Specialisation: One Elective from the list below:						
Assessment and Evaluation	CFD 3880	6 for 7 weeks	8	(12)		60 % in Pre- requisite CFU 3721 (Assessment and Evaluation of Learning)
School Leadership and Management	FMD 3880	6 for 7 weeks	8	(12)		60 % in Pre- requisite FMU 3702 (Educational Management)
Educational Technology	CFD 3890	6 for 7 weeks + 1hp	8	(12)		60 % in Pre- requisite CFU 3729 (Integrated Media and Technology Education 2)
Inclusive Education 2	PSD 3880	6 for 7 weeks	8	(12)		60 % in Pre- requisite PSU 3741 (Inclusive Education 1)
Life Skills	PSD 3890	6 for 7 weeks	8	(12)		60 % in Pre- requisite PSU 3702 (Guidance and Counseling 1)
Curriculum Planning and Development	CCD3880	6 for 7 weeks	8	(12)		60 % in Pre- requisite CFU 3749 (Curriculum Studies)
Sport Organisation and Administration	MPD 3880	6 for 7 weeks	8	(12)		60 % in Pre- requisite FMU3702 (Educational Management)
Arts and Culture Development and Organisation	LID 3880	6 for 7 weeks + 1hp	8	(12)		60 % in Pre- requisite FMU3702 (Educational Management)
Advanced Sign language (Compulsory for all students who have selected Sign Language Education as their language of choice)	PLD3880		8	(12)		Sign Language 1 and 2
Total				58		
Total credits for curriculum						566

The Faculty reserves the right to use quotas to determine number of students allowed per career specialisation
Advanced Sign Language is compulsory for all students who have selected Sign Language Education as their
Language of choice.

A minimum of 6 and a maximum of 30 students will be enrolled for Sign Language Education every year.

COURSE DESCRIPTORS: BACHELOR OF EDUCATION (UPPER PRIMARY) (HONOURS)

PROFESSIONAL SUBJECTS

The Course descriptors for the following Professional subjects will be found on the pages as indicated:

Course Title	Code	Page
Contemporary Social Issues	CSI 3580	112
Computer Literacy	CLC3509	112
English for General Communication	LEG2410	60
English Communication and Study Skills	LCE3419	112
English for Academic Purposes	LEA3519	112
Integrated Media and Technology Education 1	CFU 3622	113
Child Development	PSU 3622	113
School Based Studies Phase 1	ESU 3690	113
English for Teachers 1	EET 3589	114
Childhood Learning	PSU 3721	114
Science of Teaching	CFU 3769	115
English for Teachers 2	EET 3609	115
Integrated Media and Technology Education 2	CFU 3729	115
Educational Foundations 1	FMU 3722	116
School Based Studies Phase 2	ESU 3790	116
Educational Research	CFU 3781	116
Assessment and Evaluation of Learning	CFU 3721	117
Project Based Learning	CFU3782	117
Inclusive Education 1	PSU 3741	114
Curriculum Studies	CFU 3749	115
Educational Research Project	List of codes provided	118
Guidance and Counselling 1	PSU 3702	117
Educational Management	FMU 3702	117
School based Studies Phase 3	ESU 3891	119
Guidance and Counselling 2	PSU 3800	118
Educational Foundations 2	FMU 3742	118
Professional & Community Development	FMU 3802	119
First aid	MFA 3699	120
Assessment and Evaluation	CFD 3880	120
School Leadership and Management	FMD 3880	120
Educational Technology	CFD 3880	121
Inclusive Education 2	PSD 3880	121
Life Skills	PSD 3890	121
Curriculum Planning and Development	CCD3880	122
Sport Organisation and Administration	MPD 3880	122
Arts and Culture and Development and Organisation	LID 3880	122
Advanced Sign language	PLD3880	122

SCHOOL SUBJECTS

MAJOR

LANGUAGE EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Language in Society	LLU 3501	2	5	8	None
Children's Literature	LLU 3521	2+2hp every week	5	8	None

SEMESTER 2						
Language Education 1	List of codes provided	4		5	16	None
YEAR 2						
SEMESTER 1						
Language Education 2 A	List of codes provided	4+ 1 hp every week		6	16	None
SEMESTER 2						
Language Education 2B	List of codes provided	4+ 1 hp every week		6	16	None
YEAR 3						
SEMESTER 1						

Language Education 3	List of codes provided	3 + 1 hp every week	7	(12)	None
SEMESTER 2					
Language Education 3	List of codes provided	3 + 1 hp every week	7	(12)	None
YEAR 4					
SEMESTER 1					
Language Education 4	List of codes provided	6 periods for 7 weeks plus 2 hp every week	8	(12)	None
Learning Support in Reading and Writing	PSU3880	1 + 1hp every week	8	(4)	None
SEMESTER 2					
Language Education 4	List of codes provided	3 + 2 hp every week	8	(12)	None
Learning Support in Reading and Writing	PSU 3880	1 + 1hp every week	8	(4)	None

Course Title: LANGUAGE IN SOCIETY

Code:	LLU 3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	2 per week
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This course enables students to reflect on issues of language family identity and the inseparability of language and culture; to analyse the constitution and policy roles that is assigned to the languages of Namibia in education and national matters and discuss and contrast particular domains of language and culture. Students must understand various varieties and registers of language and are also encouraged to accept dialects as enrichment of the language. The students will explore the role of the family and society in the socialization (non-formal education) of the child and how family and community can be involved as partners in the formal education process. The essence of the module is to deepen one's perception of one's own culture and to gain respect through understanding for the other languages and cultures. This module further elaborates on developmental stages in language acquisition, first and second language learning and multilingualism.

Course Title: CHILDREN'S LITERATURE

Code:	LLU 3521
NQF Level:	5
Semester Offered:	1st semester, year 1
National Professional Standard Competencies:	C 1, C 2, C 3*
Contact Hours:	2 per week + 2hp every week (1hp for English Language and 1hp for Namibian Language)
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This course enables students to develop a theoretical understanding of selecting, analysing and appreciating children's literature.

Course Title: LANGUAGE EDUCATION 1 (GRAMMAR 1)

Code:	List of codes provided
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C3
Contact Hours:	4 per week
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops students' language proficiency as it investigates phonetics (sound system), morphology (word categories and their structures) and spelling rules of a particular language. In addition, it develops the necessary

vocabulary regarding all the upper primary subjects. Teaching methods will form an integral part of this module. Micro-teaching and portfolio development in line with the Faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language: Language Education 1	LAU 3512	16
English Language: Language Education 1	LEU 3512	16
German Language: Language Education 1	LGU 3512	16
KhoeKhoegowab Language: Language Education 1	LKU 3512	16
Oshikwanyama Language: Language Education 1	LWU 3512	16
Oshindonga Language: Language Education 1	LOU 3512	16
Otjiherero Language: Language Education 1	LHU 3512	16
Rukwangali Language: Language Education 1	LRU 3512	16
Rumanyo Language: Language Education 1	LMU 3512	16
Setswana Language: Language Education 1	LTU 3512	16
Silozi Language: Language Education 1	LSU 3512	16
Thimbukushu Language: Language Education 1	LBU 3512	16

Course Title: LANGUAGE EDUCATION 2 A (LISTENING AND SPEAKING SKILLS)

Code:	List of codes provided
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	(C 1, C 3*, C 4, C 5, C 6, C, 10, C11, C12*)
Contact Hours:	4 +2hp every week
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

This course enables students to develop a theoretical understanding of listening- and speaking skills and the ability to apply methods and materials necessary to teach listening - and speaking skills. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language: Language Education 2A	LAU 3611	16
English Language: Language Education 2A	LEU 3611	16
German Language: Language Education 2A	LGU 3611	16
KhoeKhoegowab Language: Language Education 2A	LKU 3611	16
Oshikwanyama Language: Language Education 2A	LWU 3611	16
Oshindonga Language: Language Education 2A	LOU 3611	16
Otjiherero Language: Language Education 2A	LHU 3611	16
Rukwangali Language: Language Education 2A	LRU 3611	16
Rumanyo Language: Language Education 2A	LMU 3611	16
Setswana Language: Language Education 2A	LTU 3611	16
Silozi Language: Language Education 2A	LSU 3631	16
Thimbukushu Language: Language Education 2A	LBU 3611	16

Course Title: LANGUAGE EDUCATION 2B (LITERATURE 1 – YOUTH LITERATURE)

Code:	List of codes provided
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C 3*, C 4, C 5, C 6, C 7, C 8, C10, C11, C12*, C 15, C 16, C 27
Contact Hours:	4 + 2hp every week
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

This course enables students to develop an in-depth theoretical understanding of youth literature, the ability to evaluate examples/ texts and to apply critical reading skills. Teaching methodology will form an integral part of this

module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language: Language Education 2B	LAU 3612	16
English Language: Language Education 2B	LEU 3612	16
German Language: Language Education 2B	LGU 3612	16
KhoeKhoegowab Language: Language Education 2B	LKU 3612	16
Oshikwanyama Language: Language Education 2B	LWU 3612	16
Oshindonga Language: Language Education 2B	LOU 3612	16
Otjiherero Language: Language Education 2B	LHU 3612	16
Rukwangali Language: Language Education 2B	LRU 3612	16
Rumanyo Language: Language Education 2B	LMU 3612	16
Setswana Language: Language Education 2B	LTU 3612	16
Silozi Language: Language Education 2B	LSU 3632	16
Thimbukushu Language: Language Education 2B	LBU 3612	16

Course Title: LANGUAGE EDUCATION 3 (READING AND WRITING SKILLS)

Code:	List of codes provided
NQF Level:	7
Semester Offered:	1st and 2 nd semester, year 3
National Professional Standard Competencies:	C 1, C 2, C 3*, C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12*, C 14, C 15, C 16, C 27
Contact Hours:	3 + 2hp every week
Credits:	24
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

This course enables students to develop a theoretical understanding of reading and writing skills. Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language: Language Education 3	LAU 3780	24
English Language: Language Education 3	LEU 3780	24
German Language: Language Education 3	LGU 3780	24
KhoeKhoegowab Language: Language Education 3	LKU 3780	24
Oshikwanyama Language: Language Education 3	LWU 3780	24
Oshindonga Language: Language Education 3	LOU 3780	24
Otjiherero Language: Language Education 3	LHU 3780	24
Rukwangali Language: Language Education 3	LRU 3780	24
Rumanyo Language: Language Education 3	LMU 3780	24
Setswana Language: Language Education 3	LTU 3780	24
Silozi Language: Language Education 3	LZU 3780	24
Thimbukushu Language: Language Education 3	LBU 3780	24

Course Title: LANGUAGE EDUCATION 4 (GRAMMAR 2)

Code:	List of codes provided
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	C 1, C 3*, C 4, C 5, C 6*, C 7, C 10, C 11, C 12, C 13, C 14, C 15, C 16, C 27
Contact Hours:	6 per week for seven weeks and 2 hour practical every week (semester one), 3 per week for fourteen weeks and 2 hour practical every (semester two),
Credits:	24
Pre-requisite:	None
Course Assessment:	Continuous assessment 50% A portfolio forms part of the continuous assessment. At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

This course builds on Language Education 1 and develops students' language proficiency in terms of syntax and semantic issues of a particular language as well as code switching models. Teaching methods will form an integral

part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language Education 4	LAD 3880	24
English Language Education 4	LED 3880	24
German Language Education 4	LGD 3880	24
Ju!'hoansi Language Education 4	LJD3880	24
KhoeKhoegowab Language Education 4	LKD 3880	24
Oshikwanyama Language Education 4	LWD 3880	24
Oshindonga Language Education 4	LOD 3880	24
Otjiherero Language Education 4	LHD 3880	24
Rukwangali Language Education 4	LRD 3880	24
Rumanyo Language Education 4	LMD 3880	24
Setswana Language Education 4	LTD 3880	24
Silozi Language Education 4	LZD 3880	24
Thimbukushu Language Education 4	LBD 3880	24

Course Title: LEARNING SUPPORT IN READING AND WRITING

Code:	PSU 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	((C 1, C 2, C 3, C 6, C 7, C 8 C11, C 12, C 13, C 15, C16, C 17, C 20, C 21)
Contact Hours:	1 period per week and a 1 hour practical every week in first semester, 1 periods per week and a 1 hour practical every week in second semester
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

This course aims to provide a firm foundation upon which students can consider and critically analyse the teaching and learning environment in a particular inclusive school setting and clearly understand the specific difficulties experienced by learners and how education can be made accessible to those learners. The course will further equip students with competencies to apply principles, approaches and methods of teaching reading and writing to learners with specific learning difficulties. The course, through the use of theory and case studies, will allow the students to apply knowledge and skills to solve the learners' reading and writing problems.

Course Title: EDUCATIONAL RESEARCH PROJECT

Code:	List of codes provided
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	C 3*, C 26, , C 27; C28
Contact Hours:	Individual consultations
Credits:	32
Notional Hours	320
Pre-requisite:	CFU 3781 (Educational Research and CFU 3782 (Project Based Learning)
Course Assessment:	Report contributes 100% to final assessment
Compulsory/Elective	Compulsory

Course Descriptor:

Students will select a research topic and complete a research report.

LIST OF EDUCATIONAL RESEARCH PROJECTS OFFERED IN THE B. ED (UPPER PRIMARY PHASE)

Course	Code	Credits
Educational Research Project in Afrikaans Language Education	LAU 3810	32
Educational Research Project in English Language Education	LEU 3810	32
Educational Research Project in German Language Education	LGU 3810	32
Educational Research Project in KhoeKhoegowab Language Education	LKU 3810	32
Educational Research Project in Oshikwanyama Language Education	LWU 3810	32
Educational Research Project in Oshindonga Language Education	LDU 3810	32
Educational Research Project in Otjiherero Language Education	LHU 3810	32
Educational Research Project in Rukwangali Language Education	LRU 3810	32
Educational Research Project in Rumanyo Language Education	LMU 3810	32

Educational Research Project in Setswana Language Education	LTU 3810	32
Educational Research Project in Silozi Language Education	LSU 3810	32
Educational Research Project in Thimbukushu Language Education	LCU 3810	32
Educational Research Project in Mathematics Education	MMU 3810	32
Educational Research Project in Integrated Natural Science and Health Education	MSU 3810	32
Educational Research Project in Social Science Education	HSU 3810	32
Educational Research Project in Agriculture Education	MAU 3810	32
Educational Research Project in Home Ecology Education	MHU 3810	32
Educational Research Project in Design and Technology Education	NDU 3810	32
Educational Research Project in Sign Language Education	PSU 3810	32

SIGN LANGUAGE EDUCATION

Sign Language Education: Upper Primary

YEAR 1						
SEMESTER 1						
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite	
Namibia Sign Language Proficiency Education 1A	LSU3501	2 + 1hp	5	8	None	
SEMESTER 2						
Namibia Sign Language Proficiency Education 1B	LSU 3502	2 + 1hp	5	8	Co-requisite LSU 3501 (Namibia Sign Language Proficiency Education 1A)	
Deaf Culture and History	LSU 3542	2	5	8	None	
YEAR 2						
SEMESTER 1						
Namibia Sign Language Proficiency Education 2A	LSU 3651	4 + 1hp	6	16	Pre-requisite LSU 3501/2 (Namibia Sign Language Proficiency Education 1A and 1B)	
SEMESTER 2						
Namibia Sign Language Proficiency Education 2B	LSU 3652	4 + 1hp	6	16	Co-requisite LSU 3651 (Namibia Sign Language Proficiency Education 2A)	
YEAR 3						
SEMESTER 1						
Sign Language Linguistic Education	LSU 3780	3 + 1hp	7	(12)	None	
SEMESTER 2						
Sign Language Linguistic Education	LSU 3780	3 + 2hp	7	(12)	None	
YEAR 4						
SEMESTER 1						
Understanding Sign Language Learning and Education	LSD 3880	6 for 7 weeks + 2hp	8	(12)	Pre-requisite LSU 3780 (Sign Language Linguistic Education)	
SEMESTER 2						
Understanding Sign Language Learning and Education	LSD 3880	3 + 2hp	8	(12)	Pre-requisite LSU 3780 (Sign Language Linguistic Education)	

COURSE TITLE: NAMIBIA SIGN LANGUAGE PROFICIENCY EDUCATION 1A

Code:	LSU 3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week + 1hp

Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments; Examination 50% (1 x 2 hour paper)

Course Aim:

This course aims to introduce students to the essentials of Namibian sign language. It will emphasise both the expression and understanding of sign language. This course will mainly emphasise on language that is used in daily life and the main rules that apply to the sign language course.

Course Title: NAMIBIA SIGN LANGUAGE PROFICIENCY EDUCATION 1B

Code:	ELSU 3502
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week +2hp
Credits:	8
Co-requisite:	LSU 3501 (Namibia Sign Language Proficiency Education 1A)
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Aim:

Students should be able to express themselves in simple terms and partake in conversations in sign language. Emphasis will be placed on both expression and perception of sign language. This course comprises of a much more intensive sign language and training in a more varied use of the language. The course will continue to place an emphasis on gestures with signing.

Course Title: DEAF CULTURE AND HISTORY

Code:	LSU 3542
NQF Level:	5
Semester Offered:	2 nd semester, year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course will introduce students to the history and culture of deaf people, both in Namibia and in an international context. The course will delve into the culture and history of deaf people and their education in Namibia and elsewhere. The course will examine minority groups, various kinds of oppression and opposing cultures and societies. It will be researched as to whether or not a correlation can be found between deaf communities at different points in time. The course will be taught in the form of both lectures and discussions and different guest speakers from the Namibian deaf community will be invited to join the class occasionally. In addition, organisations connected with the deaf community will be visited.

COURSE TITLE: NAMIBIA SIGN LANGUAGE PROFICIENCY EDUCATION 2A

Code:	LSU 3651
NQF Level:	6
Semester Offered:	1st semester, year 2
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	4 periods per week +2hp
Credits:	16
Pre-requisite:	LSU 3501/2 (Namibia Sign Language Proficiency Education 1A and1B)
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

Students should be able to understand conversations in Namibian sign language and be able to express themselves in sign language. Students will rehearse correct use of gesturing with signs. This course is a continuation of Proficiency Module II, which is a prerequisite. The course will continue to place emphasis on expression and comprehension, which will gain more value. Students will practise a new vocabulary, as well as specific vocabulary. The students will practice in reading sign language and work with sign language texts. This course will continue introducing students to teaching approaches of Namibian Sign Language. Teaching methods is an integral part of this course.

Course Title: NAMIBIA SIGN LANGUAGE PROFICIENCY EDUCATION 2B

Code:	LSU 3652
NQF Level:	6
Semester Offered:	2 nd semester, Year 2

National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	4 periods per week + 1hp
Credits:	16
Co-requisite:	LSU 3651 (Namibia Sign Language Proficiency Education 2A)
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course will help students to learn the basic components and structure of Sign language in general. Students should be able to understand both the form and the sense of signs and productivity of Sign language. This course will summarise the principle component of Sign language grammar and the components that different sign languages share. Emphasis will be placed on phonology, syntax, morphology and semantics. This course will also introduce the student to the teaching of Namibian Sign Language, paying particular attention to the linguistics aspects of NSL. Teaching methods is an integral part of this course.

Course Title: SIGN LANGUAGE LINGUISTIC EDUCATION 3

Code:	LSU 3780
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 3
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	3 periods per week + 1hp
Credits:	24
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course aims for students to understand more complex and varied types of Namibian sign language texts and use grammatically correct signs. This module is a continuation of Namibian Sign Language Proficiency 2B, which is a prerequisite. A continuing emphasis will be placed on comprehension skills and discussions about sign language texts. Students will work on assignments where they meet deaf people and practice different uses of the language and register. Students will use video recordings to strengthen their fluency in sign language, as well as display their teaching ability in order to improve these aspects. Students should be able to understand the grammatical elements of gesturing and understand the grammar of classifier predicates in Namibian Sign language. This course is a continuation of Sign Language Linguistics I, which is a prerequisite. Emphasis will be placed on the analysis, transcription and processing of Sign language. The grammatical role of gesturing will be discussed and students will be trained in using grammatical concepts in their own data. The teaching approach to NSL will also be emphasised during this course.

Course Title: UNDERSTANDING SIGN LANGUAGE, LEARNING AND EDUCATION

Code:	LSD 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	6 +1hp for 7 weeks semester 1, 3+ 2 periods per week 2 nd semester
Credits:	24
Pre-requisite:	Pre-requisite LSU 3780 (Sign Language Linguistic Education)
Course Assessment:	Continuous assessment 50%. At least 4 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course will teach students to look at Namibian sign language in context with the international sign language community. This course will first focus on general methods and theories of sociolinguistics, and then the closeness of sign language and the sign language community with the Namibian speech community will be looked at in light of the methods and theories. The course will also look at various items of sociolinguistics within sign language research, such as bilingualism, register, attitude, tactile signing, artistic sign language, etc. This course will also focus on theories in ethics and ethical concepts, such as free will, welfare, justice and human rights. The course will also deal with professionalism and respect for an individual's privacy. A special emphasis will be placed on connecting these topics to interpreting situations and to analyse the ideological foundation that the role of the interpreter rests on.

MATHEMATICS EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Basic Mathematics*	MAT 3511	4 + 2 hp every week	5	16	None
SEMESTER 2					

Introduction to Mathematics Education	MMU 3512	4 every week	5	16	None
YEAR 2					
SEMESTER 1					
Mathematics Education 1A	MMU 3611	4 + 1 hp every week	6	16	None
SEMESTER 2					
Mathematics Education 1B	MMU 3612	4 + 1 hp every week	6	16	Co-requisite MMU 3611 (Mathematics Education 1A)
YEAR 3					
SEMESTER 1					
Mathematics Education 2	MMU 3780	3 + 1 hp every week	7	(12)	Pre-requisite MMU 3611 (Mathematics Education 1A)
SEMESTER 2					
Mathematics Education 2	MMU 3780	3 + 1 hp every week	7	(12)	Pre-requisite MMU 3611 (Mathematics Education 1A)
YEAR 4					
SEMESTER 1					
Mathematics Education 3	MMD 3890	6 periods for 7 weeks + 2 hp every week	8	(12)	Pre-requisite MMU 3611 (Mathematics Education 1A) and MMU 3780 ((Mathematics Education 2)
SEMESTER 2					
Mathematics Education 3	MMD 3890	3 periods for 14 weeks+ 1 hp every week	8	(12)	Pre-requisite MMU 3611 (Mathematics Education 1A) and MMU 3780 ((Mathematics Education 2)

*NOTE: In order to assist students with a weaker background in Mathematics, the Department of Mathematics has introduced two modes of teaching for its first year courses. The decision as to which mode a student shall take is reached upon sitting for the first class test in Basic Mathematics after the first four weeks of classes. Any student who scores a mark of 40% or higher, in the said test, shall proceed with the current mode of study, which enables such a student to complete the first semester Mathematics courses in the first academic semester of registration. The student who scores a mark below 40% shall proceed to a special mode (MAT3580) in which the current content of Basic Mathematics will be taught over two semesters in the first year.

Course Title: BASIC MATHEMATICS

Code:	MAT 3511
NQF Level:	5
Semester Offered:	1 st Semester, Year 1
National Professional Standard Competencies:	
Contact Hours:	4 lectures per week for 14 weeks 2 hours practicals per week for 14 weeks
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50% (at least 2 tests), Examination 50% (1 x 3 hour paper)

Course Aim:

Sets: notations and diagrams to represent sets, subset, empty set, equality of sets, intersection, union, complement. Algebraic expressions: simplification, expansion, polynomials, remainder and factor theorem, partial fractions. Trigonometry: trigonometric functions, basic trigonometric identities. The absolute value, linear equations, linear inequalities, quadratic equations, the quadratic formula, quadratic inequalities. Functions: domain, co-domain, image, preimage, even function, odd function. Sequences: the general term, the geometric sequence, the arithmetic sequence. The Binomial Theorem.

Course Title: INTRODUCTION TO MATHEMATICS EDUCATION

Code:	MMU 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	4 periods per week
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments; Examination 50% (1 x 3 hour paper)

Course Aim:

This course will introduce students to the nature of mathematics: rationale of mathematics teaching; history of mathematics education; importance of mathematics education; theories of mathematics education; problem solving as the keystone for mathematics education; challenges of mathematics teaching; views of school mathematics; different types of knowledge; network theory; inductive reasoning and deductive reasoning; understanding; conceptual development teaching models: physical models, the example/non-example, mathematics as medium communication; the inter-relationship of mathematics and other subjects and issues as well as the challenges facing a mathematics teacher.

Course Title: MATHEMATICS EDUCATION 1A

Code:	MMU 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	4 periods per week, 1 x 1 hour hp per week
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

Develop an understanding of the historical perspective on development of number sense within a cultural context. This course further will develop number concepts and number sense, develop meaning for operations. Assist students in helping children to master basic facts; whole number place-value development; strategies for whole number computation; computational estimation with whole numbers. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: MATHEMATICS EDUCATION 1B

Code:	MMU 3612
NQF Level:	6
Semester Offered:	2 nd Semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	4 periods per week, 1 x 1 hour hp per week
Credits:	16
Co-requisite:	MMU 3611 (Mathematics Education 1A)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

Developing early number concepts and number sense; develop meaning for the operations; Helping children mastering the basic facts; whole number place-value development; strategies for whole number computation; computational estimation with whole numbers; developing fraction concepts; computation with fractions; decimal and percent concepts; decimal computation; proportional reasoning, teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: MATHEMATICS EDUCATION 2

Code:	EMMU 3780
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 1 hour hp per week
Credits:	24
Pre-requisite:	MMU 3611 (Mathematics Education 1A)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

Development of measurement concepts and skills; activities for measuring attributes e.g. length; measurement sequence; standard units of measurement including time and money; develop teaching-learning activities; five skills necessary for geometric reasoning - Hoffer; van Hiele levels of geometric thinking; plan and construct teaching and learning according to the van Hiele levels; characteristics of van Hiele levels; Euclidian geometry: determine the level of a student; inductive reasoning and deductive reasoning; steps of developing new concepts, discovering theorems

and introducing reasoning methods; solve one step problems by writing statement and reasons; facilitate elementary logical reasoning processes. Data Handling: collect, classify and describe data; Graphical representation of data; descriptive statistics. Assessment: Assessment standards in mathematics; purposes of assessment; assessment methods; assessment components (school syllabus); Portfolio; implementing assessment; Recording learner achievement (e.g. scoring rubric); Evaluation; Reporting learner achievement. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: MATHEMATICS EDUCATION 3

Code:	MMD 3890
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1
Contact Hours:	6 periods per week, 2 hour practical per week semester 1, for 7 weeks and 3 periods per week, 1 hour practical per week semester 2
Credits:	24
Pre-requisite:	MMU 3611 (Mathematics Education 1A) and MMU 3780 (Mathematics Education 2)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

Methodology: generalization in number and operation; making structure in the number system explicit; repeating patterns; growing patterns; function concepts and representations; functional relationships; generalizations about functions; Developing concepts of exponents, integers, and real numbers. Content: one-to-one and onto functions, horizontal line test, composition of functions, inverse of a function, introduction to logarithmic and exponential functions. This course further develops a student's understanding and skills about mathematical difficulties that learners may have and equips them with knowledge on how to identify and diagnose mathematical difficulties and how to intervene in order to strengthen the mathematical concepts of learners and to ensure that the foundation formed in mathematics, especially in the primary school is solid. The course will assist students to investigate contemporary issues in mathematics education. Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION

YEAR 1							
SEMESTER 1							
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite		
Integrated Natural Science and Health Education 1	MSU3510	4+2hp every week	5	(16)	None		
SEMESTER 2							
Integrated Natural Science and Health Education 1	MSU 3510	4+2hp every week	5	(16)	None		
YEAR 2							
SEMESTER 1							
Integrated Natural Science and Health Education 2	MSU 3610	4+2hp every week	6	(16)	Pre-requisite MSU 3510 (Integrated Natural Science and Health Education 1)		
SEMESTER 2							
Integrated Natural Science and Health Education 2	MSU 3610	4+2hp every week	6	(16)	Pre-requisite MSU 3510 (Integrated Natural Science and Health Education 1)		
YEAR 3							
SEMESTER 1							
Integrated Natural Science and Health Education 3	MSU 3780	3+2hp every week	7	(12)	Pre-requisite MSU 3610 (Integrated Natural Science and Health Education 2)		

SEMESTER 2						
Integrated Natural Science and Health Education 3	MSU 3780	3+2hp every week	7	(12)	Pre-requisite MSU 3610 (Integrated Natural Science and Health Education 2)	
YEAR 4						
SEMESTER 1						
Integrated Natural Science and Health Education 4	MSD3880	6 for 7 weeks + 2hp every week	8	(12)	Pre-requisite MSU 3780 (Integrated Natural Science and Health Education 3)	
SEMESTER 2						
Integrated Natural Science and Health Education 4	MSD 3880	3 per week for 14 weeks+2hp every week	8	(12)	Prerequisite MSU 3780 (Integrated Natural Science and Health Education 3)	

Course Title: INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION 1

Code:	MSU 3510
NQF Level:	5
Semester Offered:	1 st and 2 nd semester, Year 1
National Professional Standard Competencies:	C 1, C 3
Contact Hours:	4 periods per week, 1 x 2 hour practical per week
Credits:	32
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments; Examination 50% (1 x 3 hour paper)

Course Aim:

This course will introduce students to Science as a subject; the importance of teaching natural science and health as a subject and its relation with other subjects and life. This course will be presented in an integrated way, including aspects of biological, chemical and physical science. Basics concepts and skills related to these three sciences will be covered in this course. Students will also be introduced to the basic scientific processes and skills.

Course Title: INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION 2

Code:	MSU 3610
NQF Level:	6
Semester Offered:	1 st and 2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C 3*, C 4, C 6, C 7, C 8, C,10, C11, C12*, C 16, C 27
Contact Hours:	4 periods per week, 1 x 2 hour practical per week
Credits:	32
Pre-requisite:	MSU 3500 (Integrated Natural Science and Health Education 1)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments; Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of this course is to equip student teachers to gain knowledge and understanding in plant form and function; animal form and function; energetic in chemical reactions; acids and bases; the calculation of moments and the turning effects of moments; types of motion; conservation of momentum and different types of waves and their characteristics. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION 3

Code:	MSU 3780
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, year 3
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 2 hour practical per week
Credits:	24

Pre-requisite:	MSU 3610 (Integrated Natural Science and Health Education 2)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments; Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of this course is to equip student teachers to gain knowledge and understanding of the human anatomy and physiology; health education including nutrition and HIV and AIDS; Stoichiometry; electrolysis; different types of pressure (Surface, Hydrostatic and Atmospheric pressure); static electricity and electrostatics and current electricity. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION 4

Code:	MSD 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	C 1
Contact Hours:	6 periods per week for 7 weeks , 2 hour practical per week semester 1,3 periods per week for 14 weeks + 2 hour practical per week semester 2
Credits:	24
Pre-requisite:	MSU 3780 (Integrated Natural Science and Health Education 3)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of this course is to equip student teachers to gain knowledge and understanding evolution; Mendelian genetics; ecology and sustainable development; radio activity; organic chemistry; magnetism and the ability to organize Science Fairs. Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

SOCIAL SCIENCE EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Social Science Education 1 A	LSU 3511	4	5	16	None
SEMESTER 2					
Social Science Education 1 B	LSU 3532	4	5	16	None
YEAR 2					
SEMESTER 1					
Social Science Education 2 A	LSU 3611	4 + 2hp every week	6	16	Pre-requisite LSU 3511 (Social Science Education 1A) and ELSU 3532 (Social Science Education 1B)
SEMESTER 2					
Social Science Education 2 B	LSU 3612	4+ 2hp every week	6	16	Pre-requisite LSU 3511 (Social Science Education 1A) and ELSU 3532 (Social Science Education 1B)
YEAR 3					
SEMESTER 1					
Social Science Education 3	LSU 3790	3 + 2hp every week	7	(12)	Pre-requisite LSU 3611 (Social Science Education 2A) and LSU 3612 (Social Science Education 2B)
SEMESTER 2					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Social Science Education 3	LSU 3790	3 + 2hp every week	7	(12)	Pre-requisite LSU 3611 (Social Science Education 2A) and LSU 3612

					(Social Science Education 2B)
YEAR 4					
SEMESTER 1					
Social Science Education 4	LSD 3890	6 for 7 weeks + 2hp every week	8	(12)	Pre-requisite LSU 3790 (Social Science Education 3)
SEMESTER 2					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Social Science Education 4	LSD 3890	3 + 2hp every week	8	(12)	Pre-requisite LSU 3790 (Social Science Education 3)

Course Title: SOCIAL SCIENCE EDUCATION 1A

Code:	LSU 3511
NQF Level:	5
Semester Offered:	1 st Semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	4 periods per week
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding of geographical aspects of our region and country, such as physical features, weather and climate, rainfall and vegetation, as well as map-work skills, such as defining maps, calculating distances and determining direction on a map.

Course Title: SOCIAL SCIENCE EDUCATION 1B

Code:	LSU 3532
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	4 periods per week
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding of historical aspects in our country, such as the indication of time, primary and secondary sources, life in early communities, life under foreign rule and independence and the Namibian government.

Course Title: SOCIAL SCIENCE EDUCATION 2 A

Code:	LSU 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1 C 3*, C 4, C 6, C 7, C 10, C11, C12*
Contact Hours:	4 periods per week + 2hp every week
Credits:	16
Pre-requisite:	LSU 3511 (Social Science Education 1 A) and LSU 3532 (Social Science Education 1 B)
Course Assessment:	Continuous assessment 50%(made up of theory and micro-teaching components) At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding of aspects of African and World History such as early communities in Africa, the colonization and decolonization of Africa, early world civilizations, middle and modern times in History, searching for peace in the world and different forms of government. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course

Course Title: SOCIAL SCIENCE EDUCATION 2 B

Code:	LSU 3612
NQF Level:	6

Semester Offered:	2nd semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	4 + 2hp periods per week
Credits:	16
Pre-requisite:	ELSU 3511 (Social Science Education 1 A) and ELSU 3532 (Social Science Education 1 B)
Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding of geographical aspects of the world, such as physical features, weather and climate, rainfall and vegetation, natural disasters, as well as map-work skills, such as determining location, representation of height, the construction of charts and graphs. Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: SOCIAL SCIENCE EDUCATION 3

Code:	LSU 3790
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C1
Contact Hours:	3 periods per week + 2hp every week
Credits:	24
Pre-requisite:	LSU 3611 (Social Science Education 2 A) and LSU 3612 (Social Science Education 2 B)
Course Assessment:	Continuous assessment 50% At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding of population composition, distribution, growth and change, health care, fighting HIV and AIDS, our values, this course further develops a student's understanding of aspects of the Namibian constitution, such as our National symbols, citizenship, human rights and fundamental freedoms, our rights and responsibilities, gender equality. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: SOCIAL SCIENCE EDUCATION 4

Code:	LSD 3890
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	C 1
Contact Hours:	6 periods per week + 2hp every week for semester 1, 3 periods per week + 2hp every week for semester 2
Credits:	24
Pre-requisite:	LSU 3790 (Social Science Education 3)
Course Assessment:	Continuous assessment 50%. At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding of natural resources and economic activities, sustainable development, economic development in Southern Africa, the management of economic development, development of communication and technology, technology for development, the world of information, technology for mass communication. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

MINOR

AGRICULTURE EDUCATION

YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Agriculture Education 1	MAU 3681	3 + 2hp every week	6	12	None
SEMESTER 2					
Agriculture Education 2	MAU 3682	3 + 2hp every week	6	12	None
YEAR 3					
SEMESTER 1					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Agriculture Education 3	MAU 3780	3 + 2hp every week	7	(12)	None

SEMESTER 2					
Agriculture Education 3	MAU 3780	3 + 2hp every week	7	(12)	None

Course Title: AGRICULTURE EDUCATION 1

Code:	MAU 3681
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 2 hours practical per week
Credits:	12
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments (made up of theory and micro-teaching components) Examination 50%

Course Aim:

The aim of this course is to prepare student teachers to teach elementary Agriculture Education at upper primary school effectively. The module is aimed at grooming student teachers to have sound theoretical knowledge and positive attitude to care and work with animals and plants. It gives the student teachers to teach the theoretical content and practical skills necessary to teach upper primary school pupils. It also provides them with the different teaching methods (C 6*, C 8, C 10, C 12) and learning theories necessary to enhance learning of elementary Agriculture Education at upper primary level. The module will focus on the importance of Agriculture Education, component of Agriculture Education, organisational structure of Agriculture Education, environmental influences on agricultural practices, principles of land tenure systems, soil formation, soil fertility, soil zones in Namibia, soil erosion and conservation, soil drainage and irrigation. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: AGRICULTURE EDUCATION 2

Code:	MAU 3682
NQF Level:	6
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 2 hours practical per week
Credits:	12
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

The aim of this course is to equip student teachers to gain knowledge in caring for crops. Students will carry out experiments by planting local crops such as millet, maize, sorghum, carrots, cabbage, cowpeas, beans etc in the campus garden. It also intend to provide sound technical skills in crop husbandry components such as seedbed preparation, crop varieties, land reclamation, soil and climatic requirements, seed rates, fertilizer applications, harvesting and storage of various crops, principles of plant growth, anatomy and plant physiology, crop production, plant genetics, land reclamation, crop protection (weeds, pests and disease control), agrochemicals, entomology, horticulture and agronomy, Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: AGRICULTURE EDUCATION 3

Code:	MAU 3780
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 2 hours practical per week
Credits:	24
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:

The course is aimed at grooming student teachers to acquire sound theoretical knowledge and positive attitude in caring for farm animals. It also intends to empower student teachers to acquire practical knowledge by enabling student teachers to care for small stock farm units (chicken and pigs) at schools, livestock anatomy and physiology, livestock health, livestock diseases, livestock nutrition, livestock breeding, pasture and range management. Principles of agricultural economics, farm records and accounts, farm budgeting, marketing variables (price, promotion, products), demand and supply variables, challenges facing agricultural marketing in Namibia, levels of production, handling, processing, packaging and storage, case studies on agricultural

economics, planning and record keeping, market structures, law of diminishing return, production and cost analysis, perfect competition, monopoly, oligopoly, farm management. . Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

HOME ECOLOGY EDUCATION

YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Home Ecology Education 1	MHU 3681	3 + 2hp every week	6	12	None
SEMESTER 2					
Home Ecology Education 2	MHU 3682	3 + 2hp every week	6	12	None
YEAR 3					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Home Ecology Education 3	MHU 3780	3 + 2hp every week	7	(12)	None
SEMESTER 2					
Home Ecology Education 3	MHU 3780	3 + 2hp every week	7	(12)	None

Course Title: HOME ECOLOGY EDUCATION 1

Code:	MHU 3681
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 2 hours practical per week
Credits:	12
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course will introduce students to Home Ecology as a subject; the role of Home Ecology in sustainable development; basic human nutrition, the role of nutrition in the life cycle of humans; the relationship between nutrition and infectious as well as chronic diseases. Students will also be introduced to the Namibian Food guideline for a Healthy Life; issues related to food safety and – security as well as issues of food customs and eating habits. Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: HOME ECOLOGY EDUCATION 2

Code:	MHU 3682
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 2 hours practical per week
Credits:	12
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course will introduce students to family studies concepts; resource management concepts within households and the importance of family relationships and communication within and outside families. In addition, this module will assist students to master basic design principles; basic needlework skills for craft work as well as the importance of creativity; the use of waste material in craft work. The course will also include the practice of specific teaching skills. Teaching methodology will form an integral part of this course

Course Title: HOME ECOLOGY EDUCATION 3

Code:	MHU 3780
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 2 hours practical per week
Credits:	24
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments; Examination 50% (1 x 3 hour paper)

Course Aim:

This course will introduce students to consumer education; family finance and budgeting and it will develop a student's knowledge of the Namibian business climate, employment and opportunities for entrepreneurship, marketing and financial concepts. Students will also master a variety of craft work skills; design and make a craft work item as well as draw up a plan business plan to sell this item. The course will also include the practice of specific teaching skills. Teaching methodology will form an integral part of this course

DESIGN AND TECHNOLOGY EDUCATION

YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Design and Technology Education 1	MDU 3681	3 + 2hp every week	6	12	None
SEMESTER 2					
Design and Technology Education 2	MDU 3682	3 + 2hp every week	6	12	None
YEAR 3					
SEMESTER 1					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Design and Technology Education 3	MDU 3780	3 + 2hp every week	7	(12)	None
SEMESTER 2					
Design and Technology Education 3	MDU 3780	3 + 2hp every week	7	(12)	None

Course Title: DESIGN AND TECHNOLOGY EDUCATION 1

Code:	MDU 3681
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 2 hours practical per week
Credits:	12
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding of Design and Technology as a subject, *technology* and *design* as concepts, NOSA safety guidelines for school workshops, communication skills in Design and Technology, and interpretation of the school syllabus. Teaching methods is an integral part of the course.

Course Title: DESIGN AND TECHNOLOGY EDUCATION 2

Code:	MDU 3682
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 2 hours practical per week
Pre-requisite:	None
Credits:	12
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's knowledge of the Namibian business climate, employment and opportunities for entrepreneurship, marketing and financial concepts. Teaching methods is an integral part of the course.

Course Title: DESIGN AND TECHNOLOGY EDUCATION 3

Code:	MDU 3780
NQF Level:	6
Semester Offered:	1 st and 2 nd semester, Year 3
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 1 x 2 hours practical per week
Credits:	24
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50%

Course Aim:

This course develops a student's understanding of natural and man-made structures and their properties, mechanisms and their daily uses, e.g. levers, linkages, pulley and chain drives, resistant materials and their properties, wasting and joining resistant materials, workshop hand and machine tools, forms and sources of energy, electricity and electronics. Teaching methods is an integral part of the course.

DELECTIVE**ARTS EDUCATION**

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Arts Education 1	LAU 3620	2 + 3 hp every week	6	(8)	None
SEMESTER 2					
Arts Education 1	LAU 3620	2 + 3 hp every week	6	(8)	None
YEAR 2					
SEMESTER 1 and 2					
Arts Education 2	LAU 3790	1 + 3 h p every 2 nd week	7	8	None

Course Title: ART EDUCATION 1

Code:	LAU3620
NQF Level:	6
Semester Offered:	1 st and 2 nd Semester, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3, C 4, C 5, C 6*, C 8, C 9, C 10, C 11, C 12, C 23
Contact Hour:	2 periods per week, plus 3 hours practical per week
Notional Hours	160
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 100% (made up of theory and micro-teaching components)

Course Aim:

This course develops the student's understanding of Arts concepts and introduces him/her to some techniques in all the art forms. This course further develops techniques and skills relating to Arts Education and develops aesthetic awareness and appreciation. Teaching methods form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course Title: ARTS EDUCATION 2

Code:	LAU 3790
NQF Level:	7
Semester Offered:	1 st and 2 nd Semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 3, C 6*, C 7, C 8, C 10, C 11, C 12, C 15, C 16, C 23, C 27
Contact Hour:	1 periods per week, 3 hour practical every 2 nd week
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 100% (made up of theory and micro-teaching components)

Course Aim:

This course further develops more advanced techniques and skills relating to Arts Education and develops aesthetic awareness and appreciation. Teaching methods form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

PHYSICAL AND HEALTH EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Physical and Health Education 1	MPU 3620	2 + 3 hp every week	6	(8)	None
SEMESTER 2					
Physical and Health Education 1	MPU 3620	2 + 3 hp every week	6	(8)	None
YEAR 2					
SEMESTER 1					
Physical and Health Education 2	MPU 3780	1 + 3 hp every 2 nd week	7	8	None

Course Title: PHYSICAL AND HEALTH EDUCATION 1

Code:	MPU 3620
NQF Level:	6
Semester Offered:	1 st and 2 nd Semesters, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3, C 4, C 5, C 6, C 7, C10, C11, C12, C14, C15, C16, C 23, C 25
Contact Hour:	2 periods per week, 3 hour practical per week
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 100% (50% theory and 50% practical work) (made up of theory, practical and micro-teaching components) At least 4 assessments

Course Aim:

This course develops the student's understanding, and dispositions regarding the appreciation of the value and importance of teaching Physical Education in the Upper Primary School as well as. structure and functions of the human body with relation to an appreciation of; the value of exercises that are essential for proper growth and development; promoting the concept that exercises are beneficial to the healthy functioning of all various body systems; understanding the different components of fitness and its valuable contribution to a healthy individual when participating in lifelong fitness activities. This course further develops the student's understanding, skills, dispositions and technique acquisition of the various track and field athletic events, peculiar to an upper primary learner. It will also develop the student's understanding of the various components of general and specific physical fitness. This module develops the student's understanding, and dispositions regarding the acquisition of skills to perform and evaluate gymnastic movements, exercises and sequences. This course will further aim to develop students understanding the behavioural rules associated with water activities. This course further develops the student's understanding of the value and dispositions of different ball games without implements. Students will acquire the skills to work individually, with partners and in groups to ensure safe practices while teaching different ball games. They will acquire the basic skills of throwing, catching, and kicking through the participation in various ball games in different competitive or non competitive situations. They will develop an understanding of the value and importance of ball games in the school and community and will develop the skills of teaching ball games with emphasis on enjoyment in various game situations. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course

Course Title: PHYSICAL AND HEALTH EDUCATION 2

Code:	MPU 3780
NQF Level:	7
Semester Offered:	1 st and 2 nd Semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 3
Contact Hours:	1 period per week, 1 x 3 hours practical every 2 nd week
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 100% (50% theory and 50% practical work). At least 2 assessments

Course Aim:

This course develops the student's understanding, and dispositions of handling various traditional, alternative and improvised hand apparatus, while stationary, and through loco motor movements. This course develops further the student's understanding of the value and dispositions of a variety of games related activities. The course develops the student's understanding, and dispositions of performing as an individual, with a partner or in groups with different traditional, cultural and own choreographed dance movements. Students will acquire the skills to refine their own movement performances related to control, precision and style through traditional, cultural and own choreographed dances. Students will understand the value of adopting a self-reflective approach in the construction of schemes of work, year plans, and lesson plans

RELIGIOUS AND MORAL EDUCATION

YEAR 1						
SEMESTER 1						
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite	
Religious and Moral Education 1	LRU 3521	2	5	8	None	
SEMESTER 2						
Religious and Moral Education 2	LRU 3622	2+1hp every week	6	8	None	
YEAR 2						
SEMESTER 1						
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite	
Religious and Moral Education 3	LRU 3721	2 +1hp every week	7	8	None	

Course Title: RELIGIOUS AND MORAL EDUCATION 1

Code:	LRU 3521
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	2 periods per week
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50%

Course Aim:

This course develops a student's understanding of aspects of Christianity, such as the Bible, what we know about Jesus, Christian worship and Christians and persecution, as well as moral issues such as viewpoints on life and death.

Course Title: RELIGIOUS AND MORAL EDUCATION 2

Code:	LRU 3622
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50%

Course Aim:

This course develops a student's understanding of aspects of African traditions and religion, such as their viewpoints on the human community, phases of life, forces of life, and moral issues, such as viewpoints on sickness and health, as well as teaching skills such as planning a lesson and applying effective teaching methods.

Course Title: RELIGIOUS AND MORAL EDUCATION 3

Code:	LRU 3721
NQF Level:	7
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50%

Course Aim:

This course develops a student's understanding of aspects of Judaism, such as the Jewish home and family, rules and law, festivals, people and history, and moral issues, such as viewpoints on beyond everyday life, as well as teaching skills such as managing learners and the learning environment, managing learning and reflecting on effective teaching methods practise (C 3, C 10, C 15, C 27) s.

D.4 BACHELOR OF EDUCATION IN SECONDARY EDUCATION HONOURS (LEVEL 8) DEGREE (91BESS)

NOTE: A new curriculum will be implemented for the degree in 2023 with the first year of the curriculum that will run for the first time

D.4.1 RATIONALE AND PROGRAMME DESCRIPTION

The purpose of this programme is to prepare an adequate supply of well-qualified and competent educators who are capable of teaching at all levels of secondary phase education in the private and public schools. The new programme will, therefore, address graduates' knowledge, skills and values to competently facilitate and manage learning and development interventions/programs designated to fill the teacher qualification gap and to drive societal transformation.

Furthermore, the programme purpose is to contribute towards the UNAM vision, mission and strategic direction, with the aim to address national and international development goals contained in the Vision 2030, NDPs, Harambee Prosperity Plan II as well as the Africa Agenda 2063 (Goal 2). The programme also focuses on SDG number 4 on quality education which is aiming at achieving inclusive and quality education for all which reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development.

OBJECTIVE OF THE FOUR –YEAR B. ED DEGREE INCLUDE THE FOLLOWING:

Graduate employability attributes

The following teacher education graduate attributes are based on the UNAM graduate attributes and the National Professional Standards for Teachers in Namibia:

- a) Critical and creative thinking skills;
- b) Technological and digital literacy;
- c) Professional competence;
- d) Effective communication skills;
- e) Ethical and moral leadership and conduct;
- f) Resilience, adaptability and flexibility;
- g) Compassion and tolerance to diverseness;
- h) Collaboration and social skills;
- i) Civic literacy;

Holders of this qualification are able to:

1. apply subject and pedagogical knowledge, including how to select, sequence, design teaching and learning materials that fit diverse learner backgrounds and pace the content in a secondary classroom in line with both the subject and learner needs;
2. apply the national ICT standards for secondary school teachers, contemporary digital and media tools in the design, implementation and assessment of learning experiences,
3. Demonstrate skills on how to teach diverse learners at secondary school phase, including skills for working in partnership with parents, guardians and communities to identify learners with learning or social problems.
4. create learning opportunities that are culturally responsive to help all learners learn regardless of their language, ethnicity, socio-economic backgrounds, geographic locations, special needs;
5. apply and uphold the professional code of conduct for teachers at secondary phase,
6. Design a research proposal and synthesise the findings into a research report
7. Analyse and evaluate learning experiences in the subject specializations;
8. demonstrate effective and appropriate communication techniques in teaching;
9. analyse and apply a variety of assessment strategies in teaching and
10. demonstrate flexibility and ability to adapt to changing work contexts as well as Applying advanced content and skills in an area of specialization.

D.4.2 EXIT PROGRAMME OUTCOMES

demonstrate flexibility and ability to adapt to changing work contexts as well as Applying advanced content and skills in an area of specialization.

D.4.3 DURATION AND MODE OF STUDY

The School of Education offers a 4-year (full-time) Bachelor of Education in Secondary Degree in a variety of areas of specialization, with a minimum of 4 years of study and a maximum of 6 years of study on full time and minimum of 6 years of study and a maximum of 86 years of study on part time.

D.4.4 ADMISSION REQUIREMENTS

The School will continue to follow the approved university general admission requirements for undergraduate degree programmes with the following additions:

GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES

A student meeting the entry requirements to this programme should have a minimum of 30 points in 5 subjects, including a C or better grade in English obtained from different examination bodies (NSSC and Cambridge). Below are a few possible scenarios:

Namibian School leaving certificate as from 2021

- (1) A pass in five different subjects as follows:
- a) subjects at NSSCAS level with an average of c or higher
 - b) 1 subject at NSSCO / IGCSE level with an average of C or higher
 - c) 1 subject at NSSCO / IGCSE level with an average of D or higher
 - d) English must be at minimum C at NSSCO / IGCSE level

AND

Candidates should also meet subject specific requirements as specified by the respective departments of subject specialisation.

School Subject	Admission requirements: A student should meet one of the following requirements to register for the first year in the School Subject:
HUMANITIES	
English	Minimum "d" symbol in English First Language NSSCAS, or a grade 4 in Afrikaans First Language NSSCH; Minimum C symbol in English First Language NSSCO or the equivalent; Minimum "c" symbol in English Second Language NSSCAS, or a grade 3 in Afrikaans Second Language NSSCH; Minimum B symbol in English Second Language NSSCO or the equivalent
Afrikaans	Minimum "d" symbol in Afrikaans First Language NSSCAS, or a grade 4 in Afrikaans First Language NSSCH; Minimum C symbol in Afrikaans First Language NSSCO or the equivalent; Minimum "c" symbol in Afrikaans Second Language NSSCAS, or a grade 3 in Afrikaans Second Language NSSCH; Minimum B symbol in Afrikaans Second Language NSSCO or the equivalent.
French	Minimum "d" symbol in French Foreign Language NSSCAS, or a grade 4 in French Foreign Language NSSCH; Minimum C symbol in French Foreign Language NSSCO or the equivalent.
German	Minimum "d" symbol in German First Language NSSCAS, or a grade 4 in German First Language NSSCH; Minimum C symbol in German First Language NSSCO or the equivalent; Minimum "d" symbol in German Foreign Language NSSCAS, or a grade 4 in German Foreign Language NSSCH; Minimum C symbol in German Foreign Language NSSCO or the equivalent.
Portuguese	Minimum "d" symbol in Portuguese Foreign Language NSSCAS, or a grade 4 in Portuguese Foreign Language NSSCH; Minimum C symbol in Portuguese Foreign Language NSSCO or the equivalent.
Namibian Languages (Khoekhoegowab, Oshiwambo, Otjiherero, Rukwangali, Rumanyo, Thimbukushu, Silozi, Setswana, Ju!'hoansi, Namibian Sign Language)	Minimum "d" symbol in Namibian Language First Language NSSCAS, or a grade 4 in Namibian Language NSSCH; Minimum C symbol in Namibian Language First Language NSSCO or the equivalent.

SCIENCES	
Biology	Biology on NSSCAS level with an average of a "d" or higher.
Chemistry	Chemistry on NSSCAS level with an average of a "d" or higher.
Mathematics	Mathematics on NSSCAS level with an average of a "d" or higher.
Computer Studies	Computer Studies on NSSCAS level with an average of a "d" or higher.
Agriculture	Agriculture on NSSCAS level with an average of "d" or higher.
Physical Education	Biology on NSSCAS level with an average of "d" or higher. Evidence of sport participation in Secondary School Fitness test
Home Economics	Biology and Chemistry on NSSCAS level with an average of "d" or higher.
Physics	Physics on NSSCAS level with an average of a "d" or higher.
COMMERCE	
Accounting	Accounting on NSSCAS level with an average of "d" or higher. Mathematics must be at minimum C at NSSCO level
Business Studies	Business Studies on NSSCAS level with an average of "d" or higher. Mathematics must be at minimum C at NSSCO level
Economics	Economics on NSSCAS level with an average of "d" or higher. Mathematics must be at minimum C at NSSCO level
Entrepreneurship	Entrepreneurship on NSSCAS level with an average of "d" or higher. Mathematics must be at minimum C at NSSCO level

Namibian School Leaving Certificates Prior to 2021

(1) A pass in five different subjects as follows:

- a) 3 subjects on NSSCH / HIGCSE with a 3 or higher
- b) 1 subject on NSSCO / IGCSE with a C or higher
- c) 1 subject on NSSCO / IGCSE with a D or higher
- d) English must be at minimum C at NSSCO / IGCSE level

Or

(2) A pass in five different subjects as follows:

- a) 2 subjects on NSSCH / HIGCSE with a 2 or higher
- b) 3 subjects on NSSCO / IGCSE with a C or higher
- c) English must be at minimum C at NSSCO / IGCSE level

Or

A pass in five different subjects as follows:

- a) 5 subjects on NSSCH / HIGCSE with a 4 or higher
- b) English must be at minimum 4 at NSSCO / IGCSE level

Mature Age Entry Scheme

Applicants aspiring for admission to UNAM's undergraduate programmes through the Mature Age Entry Scheme must satisfy the following conditions:

- (1) Applicants should have completed a senior secondary education for admission into undergraduate degree programmes.
- (2) They should normally have proof of at least five years' relevant work experience teaching at secondary education level.

The Mature Age Entry Examination will consist of three / four papers:

- a) Paper 1: An English Proficiency Paper;
- b) Paper 2: A General Knowledge Paper;
- c) Paper 3: A Numerical Ability Paper;
- d) Paper 4: A School of Education Paper.

Applicants seeking admission into this programme shall score an average of at least 60% with no paper less than 50%. Applicants who meet the qualifying requirements and passed the MAE examination, may be called for an additional interview before the final selection is made.

Student Admission Based on Recognition of Prior Learning:

Admission based on Recognition of Prior Learning will be according to the procedures as set out in the Recognition of Prior Learning Policy.

Student Admission Under the Indigenous Groups Category:

Indigenous group of students will be admitted to this programme as per the recruitment policy.

Additional Selection Criteria

In addition to the minimum admission requirements, considerations will be given to ensure gender and regional balances.

D.4.5 ARTICULATION OPTIONS

Students may articulate into relevant postgraduate diplomas and masters' programmes for examples, master's degree in education.

D.4.6 ASSESSMENT CRITERIA

Assessment for most of the modules will be in accordance with the general regulations of the university of Namibia. The assessment criteria used for this qualification are in the following format:

- A minimum CA Mark of 40% is required to gain entrance into the relevant module examination, unless otherwise stated in the individual module descriptor.
- To pass a module, a minimum final mark of 50% is required, unless otherwise stated in the individual module descriptor.
- The final mark for each module will be calculated using a ratio of CA mark (60%): Exam mark (40%), unless otherwise stated in the individual module descriptor.
- Notwithstanding the above, a subminimum of at least 40% will apply to the Exam Mark, unless otherwise stated in the individual module descriptor.

D.4.7 QUALITY ASSURANCE ARRANGEMENTS-MORE DETAILS

This will be in accordance with the general regulations of the University of Namibia, which includes the following:

D.4.8 MONITORING OF STUDENT PROGRESS

Students' progress will be monitored as follows:

- a) E-learning reports from the existing platform such as Moodle will be used to formulate remedial actions for students at risks.
- b) All students will do assessments in each module as described in the module's descriptors, and in accordance with University Assessment Policy.
- c) In addition to that, the following tools will be used to monitor student progress, evaluate programme impact, and effect improvement:
 - i. Student's progression and course pass/completion rate
 - ii. Moderator's report
 - iii. Students-lecturer evaluation reports

Tracer studies and employer feedback

Tracer studies will be conducted after every five years. The programme impact will be informed by feedback from support teachers, HODs / the Principals comments. Support teachers and principals' engagement during onsite education as well as through a reflective portfolio, students will submit after completing the onsite attachment.

Internal and external moderation of examination papers and scripts

The quality assurance arrangements for this programme comprises internal and external moderators who examine and moderate exams and marked scripts. Internal/External moderators are qualified professors or qualified and experienced academics who are appointed by the school to perform their duties according to guidelines in the examination regulations. All these will be done in accordance with the University and School/Faculty assessment policies. All second- and fourth-year modules will be externally moderated while year first and third will be internally moderated in the Department or School.

Internal and external moderation of assessment for all 100% CA modules

All assessment will be in accordance with the UNAM assessment policy and guidelines on 100% CA modules (non-examinable modules). Assessment for all 100% CA modules will also be aligned to exit learning outcomes. All second- and fourth-year modules will be externally moderated while first and third will be internally moderated by experienced internal staff members in the Department or School.

Frequency of programme review

Review of the programme will be guided by the University of Namibia regulations and the National Qualification Framework (NQF) review cycles. In this case, the curriculum of the Bachelor of Education in Secondary Education Honours will be subjected to review after every five years, in order to integrate and incorporate the emerging needs of the industry, society and relevant technologies.

NQF registration and Programme accreditation

The programme will be submitted to NQA for registration on the NQF and NCHE for accreditation.

D.4.9 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL/PROGRAMME

Normal enrolment.

To be re-admitted to the School of Education, a student must have successfully completed the following minimum number of credits as indicated below:

- 36 credits (of which 24 credits must be non-core) by the end of the first year of registration
- 128 credits by the end of the second year of registration
- 220 credits by the end of the third year of registration
- 330 credits by the end of the fourth year of registration
- 420 credits by the end of the fifth year of registration

The programme must be completed after a maximum of 6 years of registration.

Extended enrolment

The following re-admission regulations will apply to students enrolled for the extended programme:

To be re-admitted to the School of Education, a student must have successfully completed the following minimum number of credits as indicated below:

- 24 credits by the end of the first year of registration (a minimum of 6 modules to be registered of which 2 of the modules must be non-core).
- 38 credits by the end of the second year of registration
- 29 credits by the end of the third year of registration
- 104 credits by the end of the fourth year of registration

- 28 credits by the end of the fifth year of registration
- 114 credits by the end of the sixth year of registration
- 26 credits by the end of the seventh year of registration
- 169 credits by the end of the eighth year of registration

The programme must be completed after a maximum of eight years of registration

In determining these, consider that students must be given a fair chance to complete the programme within the maximum period allowed despite potential problems during their study period.

D.4.10 ADVANCEMENT AND PROGRESSION RULES

A student advances to the subsequent academic year of study when the following conditions have been met:

COMMERCE GROUPING		
SUBJECT COMBINATIONS	NORMAL ENROLMENT	EXTENDED ENROLMENT
1. Entrepreneurship and Business Studies	Year 1 to Year 2: At least 89 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 66 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 36 credits of combined 1 st and 2 nd year credits.
2. Entrepreneurship and Accounting	Year 1 to Year 2: At least 75 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 66 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 36 credits of combined 1 st and 2 nd year credits.
3. Economics and Accounting	Year 1 to Year 2: At least 57 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 66 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 36 credits of combined 1 st and 2 nd year credits.
4. Business Studies and Accounting	Year 1 to Year 2: At least 86 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 66 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 36 credits of combined 1 st and 2 nd year credits.
5. Economics and Business Studies	Year 1 to Year 2: At least 66 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 66 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 36 credits of combined 1 st and 2 nd year credits.
6. Economics and Entrepreneurship	Year 1 to Year 2: At least 66 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 66 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 36 credits of combined 1 st and 2 nd year credits.
HUMANITIES GROUPING		
SUBJECT COMBINATIONS	NORMAL ENROLMENT	EXTENDED ENROLMENT
1. Geography and History	Year 1 to Year 2: At least 59 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 56 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 31 credits of combined 1 st and 2 nd year credits.
2. English and Oshiwambo	Year 1 to Year 2: At least 57 credits of the 1 st	Year 1 to Year 2: At least 48 credits of the 1 st

	than 48 credits of combined 1 st and 2 nd year credits.	they do not carry more than 26 credits of combined 1 st and 2 nd year credits.
13. English and Rumanyo	Year 1 to Year 2: At least 57 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 48 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 26 credits of combined 1 st and 2 nd year credits.
14. English and Jul'hoansi	Year 1 to Year 2: At least 57 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 48 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 26 credits of combined 1 st and 2 nd year credits.
SUBJECT COMBINATIONS		
	NORMAL ENROLMENT	EXTENDED ENROLMENT
1. Mathematics and Physics	Year 1 to Year 2: At least 99 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 69 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 38 credits of combined 1 st and 2 nd year credits.
2. Mathematics and Chemistry	Year 1 to Year 2: At least 101 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 73 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 40 credits of combined 1 st and 2 nd year credits.
3. Mathematics and Biology	Year 1 to Year 2: At least 95 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 69 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 38 credits of combined 1 st and 2 nd year credits.
4. Mathematics and Computer Science	Year 1 to Year 2: At least 90 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 67 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 38 credits of combined 1 st and 2 nd year credits.
5. Biology and Agriculture	Year 1 to Year 2: At least 88 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 65 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 36 credits of combined 1 st and 2 nd year credits.
6. Biology and Physical Education	Year 1 to Year 2: At least 89 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 65 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 36 credits of combined 1 st and 2 nd year credits.
7. Biology and Home Economics	Year 1 to Year 2: At least 86 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of combined 1 st and 2 nd year credits.	Year 1 to Year 2: At least 65 credits of the 1 st Year 2 to Year 3: Students are allowed to advance to the 3 rd year provided they do not carry more than 36 credits of combined 1 st and 2 nd year credits.

A student who fulfilled the re-admission regulations but could not advance to the next academic year must first register for all failed modules. Subject to pre-requisites, such a student may then add modules of the subsequent academic year, provided that the total number of registered credits does not exceed the prescribed number of credits of the current academic year by more than 20%.

D.4.11 REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 481 – 547, and who have met the requirements of the programme.

D.4.12 CURRICULUM FRAMEWORK: SUMMARY TABLE FOR ALL MODULES IN THE PROGRAMME

NORMAL ENROLLMENT MODE

YEAR 1

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites
Core Semester (5-6 weeks)					
Skills Portfolio	U3400OE	4	0	2L/w	None
Academic Literacy I	U3583AL	5	8	4L/w	None
Digital Literacy	U3583DD	5	8	2L/w	None
Ethics and Morality	U3420EM	5	2	2L/w	None
Sustainability and Environmental Awareness	U3420SE	5	2	2L/w	None
	School Electives				
Humanity and Compassion	E3540CH	5	4	2L/w	one
Total Credits Core Semester					20
Semester 1					
School Subject. 1 1 A	<i>(see list of codes for subject combinations)</i>	5	12(14)	4L + 1T/w (4L + 3P/w)	None
School Subject. 2 1 A	<i>(see list of codes for subject combinations)</i>	5	12(14)	4L /w (4L + 3P/w)	None
School Subject. 2 1 B	<i>(see list of codes for subject combinations)</i>	5	12(14)	4L + 1T/w (4L + 3P/w)	None
The Secondary School Teacher	E3511IT	5	12	4L/w	None
Total Credits Semester 1					48 – 54
Semester 2					
School Subject. 1 1 A	<i>(see list of codes for subject combinations)</i>	5	12(14)	4L + 1T/w (4L + 3P/w)	School Subject. 1 1 A Pre-requisite
School Subject. 1 1 B	<i>(see list of codes for subject combinations)</i>	5	12(14)	4L/w (4L + 3P/w)	School Subject. 2 1 A Pre-requisite

School Subject. 2 1 A	(see list of codes for subject combinations)	5	12(14)	4L/w (4L + 3P/w)	School Subject. 2 1 Pre-requisite
School Subject. 2 1 B	(see list of codes for subject combinations)	5	12(14)	4L/w (4L + 3P/w)	School Subject. 2 1 B Pre-requisite
Total Credits Semester 2					48 - 56
Total Credits YEAR 1					120 - 134

D.4.13 SCHOOL SUBJECT COMBINATIONS AND CAMPUSES WHERE OFFERED

QUALIFICATION CODE	SUBJECT COMBINATION	CAMPUS OFFERED
COMMERCE GROUPING		
91BEAE	Accounting & Economics	Main Campus & Rundu Campus
91BEAN	Accounting & Entrepreneurship	Main Campus & Rundu Campus
91BEBN	Business Studies & Entrepreneurship	Main Campus & Rundu Campus
91BEAB	Accounting & Business Studies	Main Campus & Rundu Campus
91BEEB	Economics and Business Studies	Main Campus & Rundu Campus
91BEEE	Economics and Entrepreneurship	Main Campus & Rundu
SCIENCES GROUPING		
91BEBA	Biology & Agriculture	Katima Mulilo & Main Campus
91BEMP	Mathematics & Physics	Katima Mulilo, Main Campus and Hifikepunye Pohamba Campus
91BEMC	Mathematics & Chemistry	Main Campus
91BEBM	Biology & Mathematics	Katima Mulilo Campus, Main Campus and Hifikepunye Pohamba Campus
91BEMU	Mathematics & Computer Science	Main Campus
91BEBC	Biology & Chemistry	Main Campus
91BEHH	Biology and Home Economics	Main Campus
91BEBP	Biology and Physical Education	Main Campus
HUMANITIES GROUPING		
SOCIAL SCIENCE		
91BEHG	History & Geography	Main Campus & Rundu Campus
LANGUAGES		
91BEEW	English & Oshikwanyama	Hifikepunye Pohamba Campus
91BEEA	English & Afrikaans	Main Campus
91BEEH	English & Otjiherero	Main Campus
91BEEO	English & Oshindonga	Hifikepunye Pohamba
91BEEK	English & Khoekhoegowab	Main Campus
91BEEF	English & French	Main Campus
91BEEN	English & Setswana	Main Campus
91BEEG	English & German	Main Campus
91BEEP	English & Portuguese	Main Campus
91BEEZ	English & Silozi	Katima Mulilo Campus
91BEET	English & Timbukushu	Rundu Campus
91BEER	English and Rukwangali	Rundu Campus
91BEE M	English and Rumanyo	Rundu Campus
91BEEJ	English & Ju!'hoansi	Main Campus

Electives (Student elect only one)

YEAR 1
Core Semester (5-6 weeks)

Core electives					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Ethics and Morality	U3420EM		5	4	None
Sustainability and Environmental Awareness	U3420SE		5	4	None
School electives					
Ethics and Diversity	E3540EC		5	4	None
Humanity and Compassion	E3540CH		5	4	None

D.4.14 FRAMEWORK OF SCHOOL SUBJECTS OFFERED IN THE B. ED SECONDARY EDUCATION

AGRICULTURE, ENGINEERING AND NATURAL SCIENCES

Mathematics

Year 1							
Semester 1							
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C)/Elective (E)	
Calculus 1	S3511MC	4L 2T	5	12		C	
Linear Algebra I	S3511ML	4L 2T	5	12		C	
Semester 2							
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C)/Elective (E)	
Calculus II	S3512MC	4L2T	5	14		C	
Elementary Number theory and Combinatorics	S3512MT	4L2T	5	12		C	

Physics

Year 1							
Semester 1							
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory/Elective	
General Physics I	S3511PG	4L + 2T	5	12	None	C	
Introductory Physical and Inorganic Chemistry	S3531CG	4L + 3P	5	14	None	C	
Semester 2							
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory/Elective	
General Physics II	S3512PS	4L + 3P + 1/2T	5	14	None	C	
Introductory Analytical and Organic Chemistry	S3532CG	4L + 3P	5	14	None	C	

Chemistry

Year 1							
Semester 1							
Course	Code	Periods	NQA Level	Credits	Pre-requisite	Compulsory/Elective	
Introductory Physical & Inorganic Chemistry	S3511PG	4L + 1P	5	14	None	C	
General Physics I	S3531DP	4L + 1P	5	14	None	C	
Semester 2							
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory/Elective	
Introductory Analytical & Organic Chemistry	S3532CG	4L + 1P	5	14	None	C	

Laboratory Techniques & Skills	S3532CP	4L + 1P	5	14	None	C
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Computer Science

Year 1						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Programming I	E3531AP	4L+3P	5	7	NONE	C
Social Computing	E3521AC	4L+3P	5	14	NONE	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
System Analysis and Networking	E3552AS	4L+3P	5	14	NONE	C
Programming II	E3522AP	4L+3P	5	7	NONE	C

Agriculture

Year 1						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Animal Anatomy & Physiology	F3551AA	4L+3P	5	14	None	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Livestock Production Systems	F3512AL	4L+3P	5	14	None	
Principles of Soil Science	F3511CP	4L+3P	5	14	None	

Geography

Year 1						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Physical Geography	E3551AP	4L	5	12	None	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Human Geography	E3552AH	4L,2P	5	14	None	

Home Economics

Year 1						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Foundations of Family and Consumer Sciences	AC3511E	4L	5	12	None	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Foundations of Human Nutrition	AC3512E	4L	5	12	None	
Household Resource Management I	AC3532E	4L	5	14	None	

Biology

Year 1						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Foundations of Biochemistry & Biology	S3511BB	4L+3P	5	14	NONE	
Introductory Physical & Inorganic Chemistry Introduction to Ecology [For the Bio and Chem]	S3531CG	4L+3P	5	14	NONE	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Diversity of Life	S3512ED	4L+3P	5	14	NONE	
Introduction to Genetics	S3502TM	2L+1/2P	5	7	NONE	

Physical Education

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Foundations of Physical Education and Sports	AB3511E	4L+1P	5	14	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Physical and Health-related fitness	AB3512E	4L+1P	5	14	None
Applied Movement Skills I	AB3532E	4L+1P	5	14	None

HUMANITY, SOCIETY, AND DEVELOPMENT

History

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
History, Images, Concepts & tools	H3511HH	4L	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Introduction to Historical Studies	H3532HH	4L	5	12	None

Afrikaans

Year 1						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Afrikaans Reading Practice	H3511YA	4L	5	12	None	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Afrikaans Language Usage	H3532YA	4L	5	12	None	C

French

Year 1						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Language Studies in French	H3511YF	4L	5	12	None	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
French Language Usage	H3532YF	4L	5	12	None	C

English

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Introduction to Linguistics	H3511YE	4L	5	12	Subject Specific Requirements
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Fundamentals of Literature in English	H3532YE	4L	5	12	Subject Specific Requirements

Khoekhoegowab

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture	H3511YL	4L	5	12	Subject Specific Requirements
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Oral Literature in Khoekhoegowab	H3512YK	4L	5	12	

German

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Foundations of German Studies	H3511YG	4L	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
German Language patterns	H3532YG	4L	5	12	Subject specific admission requirements

Portuguese

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Language Studies in Portuguese	H3511YP	4L	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Portuguese Language Usage	H3532YP	4L	5	12	None

Oshiwambo

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture	H3511YL	4L	5	12	(Subject specific requirements)
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Oral Literature of Oshiwambo	H3512YW	4L	5	12	(Subject specific requirements)

Otjiherero

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture	H3511YL	4L	5	12	Subject specific admission requirements
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Oral Literature of Otjiherero	H3512YH	4L	5	12	Subject specific admission requirements

Silozi

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture in Silozi	E3511AZ	4L	5	12	None
Semester 2					

Course	Code	Periods	Level	Credits	Pre-requisite
Oral Literature of Silozi	E3532AZ	4L	5	12	None

Setswana

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture in Setswana	E3511AS	4L	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Oral Literature of Setswana	E3532AS	4L	5	12	None

Thimbukushu

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture in Thimbukushu	E3511AT	4L	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Oral Literature of Thimbukushu	E3532at	4L	5	12	None

Rukwangali

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture in Rukwangali	E3511AR	4L	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Oral Literature of Rukwangali	E3532AR	4L	5	12	None

Rumanyo

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture in Rumanyo	E3511AM	4L	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Oral Literature of Rumanyo	E3532AM	4L	5	12	None

Namibian Sign Language

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture	H3511YL	4L	5	12	(Subject specific requirements)
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Oral Literature of Namibian Sign Language	H3512YQ	4L	5	12	(Subject specific requirements)

Ju!'hoansi

Year 1					
Semester 1					
Course	Code	Periods	Level	Credit.s	Pre-requisite
Language and Culture in Ju!'hoansi	E3511AJ	4L	5	12	None
Semester 2					

Course	Code	Periods	Level	Credits	Pre-requisite
Oral Literature of Ju!'hoansi	E3531AJ	4L	5	12	None

FACULTY OF LAW, COMMERCE, AND GOVERNANCE

Business Studies

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Principles of Accounting	G2534FF	4h/w + 2h prac/w	5	14	None
Business Analytics	G3571MA	4h/w	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Principles of Management	G3574MP	4h/w	5	12	None
E-Commerce	G3572MC	4h/w	5	12	None

Accounting

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 1 A	C3511FF	54h/w/1t	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Economics	C351FE	4hw	5	12	None
Financial Accounting 1 B	C3512FF	4h/w/1t	5	12	None

Economics

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Basic Microeconomics	G3511EA	4h/w	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Basic Macro Economics	G3512EB	4h/w	5	12	None
Financial Economics	G3712EF	4h/4	7	16	3612EA/3612EB

Entrepreneurship

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Fundamentals of Accounting A	C2531FF	4h/w	5	12	None
Principles of Credit	G2571DB	2 h/w	5	6	NONE
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
E-Commerce	G3572MC	4h/w	5	12	None
Business Management	G2572DM	2 h/w	5	6	None

D.4.15 COURSE DESCRIPTORS (SYLLABI): BACHELOR OF EDUCATION IN SECONDARY

YEAR 1

PART B: MODULE DESCRIPTOR:	
Module Title:	The Secondary School Teacher
Module Code	E3511IT
NQF Level	5
Notional Hours	120
Contact hours	4L/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module assessment	CA 100%. Assignments, tests, projects.
Module Purpose	
The purpose of the module is to enable students to acquire knowledge/understanding and skills needed to be an efficient secondary school teacher who is able to handle the secondary school curriculum. The module will also help to present diverse educational settings to prepare student teachers for the challenges of teaching in Namibian secondary schools.	

(See framework from serving school: Humanities, Commerce, Allied Health & Sciences)

PART B: MODULE DESCRIPTOR:	
Module Title:	Humanity and Compassion
Module Code	E3540CH
NQF Level	5
Notional Hours	40
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	4
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester
Module assessment	Continuous Assessment (CA): 100%
Module Purpose	
The purpose of this module is to enhance students' understanding of honouring and accepting humanness and bring realisation that suffering, failure, and imperfection is part of the shared human experience. Students will develop warmth, caring, and the desired character to inculcate understanding and kindness to others, rather than judging them harshly. They will further explore several life scenarios on interpersonal relationship, emotional intelligence and commitments which breeds positive mental transformation for harmonious teaching and learning environment.	

D.4.16 BACHELOR OF EDUCATION (SECONDARY) (HONOURS) (LEVEL 8) DEGREE (10BEDC) (Phasing out, No New-intake in 2023)

D.4.17 BACHELOR OF EDUCATION (SECONDARY) (HONOURS) OLD CURRICULUM FRAMEWORK YEAR 2,3,4

Year 2 (Credits 145)

Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Teaching Practice Phase 1	ETP 3699	3 weeks	6	3	None
School Subject 1 x 2		2 x 4		32	
School Subject 2 x 2		2 x 4		32	

Integrated Media and Technology Education 2	CFS3729	2 + 1 hp	7	8	CFS 3629 (Integrated Media and Technology Education 1)
English for Teachers 1	EET 3589	1+ 2hp	5	4	LCE 3419 (English Communication and Study Skills); LEA3519 (English for Academic Purposes)
Total					79
Semester 2					
Course	Code	Periods	Level	Credit	Pre- and Co-requisite
General Teaching Methodology	CFG 3782	3 +2hp	7	12	None
Inclusive Education 1	PSI 3702	2+1hp every 2 nd week	7	8	None
Curriculum Development & Practice	CFC 3702	2	7	8	None
English for Teachers 2	EET 3602	2 + 2 hp	6	8	EET 3589 (English for Teachers 1); LCE 3419 (English Communication and Study Skills); LEA3519 (English for Academic Purposes)
School Subject 1		4		16	
School Subject 2		4		16	
Total					76

Year 3 (Credits 143)

Semester 1					
Course	Code	Periods	Level	Credit	Pre-requisite
Teaching Practice Phase 2	ETP 3799	3 weeks	7	3	ETP 3699 (Teaching Practice Phase 1)
Teaching Methods School Subject 1	List of codes provided	2 + 2 hp	7	(8)	CFG 3782 (General Teaching Methodology) Level six school subject content
Teaching Methods School Subject 2	List of codes provided	2 + 2 hp	7	(8)	CFG 3782 (General Teaching Methodology) Level six school subject content

Assessment & Evaluation of Learning	CFE 3701	2 + 2hp	7	8	None
Educational Research	CFS 3781	3 + 1hp every second week	7	12	None
School Subject 1		4		16	
School Subject 2		4		16	
Total					67
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite/ Co-requisite
Project Based Learning	CFS3782	Individual Consultations	7	4	Co-requisite CFS 3781 (Educational Research)
Teaching Methods School Subject 1	List of codes provided	2+2hp	7	(8)	CFG 3782 ((General Teaching Methodology) Level six school subject content
Teaching Methods School Subject 2	List of codes provided	2+2hp	7	(8)	ECFG 3782 ((General Teaching Methodology) Level six school subject content
Guidance and Counseling 1	PSG 3722	2+2hp	7	8	None
Educational Foundation 2	FMS 3742	3 +2hp	7	12	None
School Subject 1		4		16	
School Subject 2		4		16	
Educational Management	FMA 3702	2	7	8	None
Total					76

Year 4 (Credits 132)

Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Teaching Practice Phase 3	List of codes provided	8 weeks + 2 hp	8	8	ETP 3799 Students should have passed two school subject Teaching Methods modules, 80 credits in school subject content
Educational Research Project	List of codes provided	Individual consultations	8	(16)	CFS 3781 (Educational Research) and CFS3782 (Project Based Learning)

Guidance and Counseling 2	PSG 3880	2 for seven weeks + 2 hp every second week	8	(4)	Pre-requisite PSG 3722 (Guidance and Counseling 1)
First Aid Education	MFA 3699		6	None credit bearing	
Course	Code	Periods	Level	Credits	Pre-requisite
Career Specialisation: Two electives					
Assessment and Evaluation	CFD 3880	6 for 7 weeks for semester one	8	(12)	60 % in Pre-requisite CFE 3701 (Assessment & Evaluation of Learning)
School Leadership and Management	FMD 3880		8	(12)	60% in Pre-requisite FMA 3702 (Educational Management)
Educational Technology	CFD 3890		8	(12)	60% in Pre-requisite CFS 3729 (Integrated Media and Technology Education 2)
Inclusive Education	PSD 3880		8	(12)	60% in Pre-requisite PSI 3702 (Inclusive Education 1)
Life Skills	PSD 3890		8	(12)	
Curriculum Planning and Development	CCD3880		8	(12)	60 % in Pre-requisite PSG 3702 (Guidance and Counseling 1)
Sport Organisation and Administration	MPD 3880		8	(12)	60 % in Pre-requisite CFC 3702 (Curriculum Development & Practice)
Arts and Culture Development and Organisation	LID 3880		8	(12)	60% in Pre-requisite FMA 3702 (Educational Management)
Advanced school subject content					60 % in Pre-requisite FMA 3702 (Educational Management)
Total					60

Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite/Co-requisite
Professional & Community Development	FMD 3812	2	8	8	None
Educational Research Project	List of codes provided	Individual consultations	8	(16)	CFS 3781 (Educational Research) and CFS3782 (Project Based Learning in Education)
Guidance and Counseling 2	PSG 3880	2 for seven weeks + 2 hp every second week	8	(4)	Pre-requisite PSG 3702 (Guidance and Counseling 1)
School Subject 1		4 + 2 hp			16
School Subject 2		4 + 2 hp			16
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite/Co-requisite
Career Specialisation: Two electives					
Assessment and Evaluation	CFD 3880	3 for 14 weeks for semester 2	8	(12)	60 % in Pre-requisite CFE 3701 (Assessment & Evaluation of Learning)
School Leadership and Management	FMD 3880		8	(12)	60% in Pre-requisite FMA 3702 (Educational Management)
Educational Technology	CFD 3890		8	(12)	60% in Pre-requisite CFS 3729 (Integrated Media and Technology Education 2)
Inclusive Education	PSD 3880		8	(12)	60% in Pre-requisite PSI 3702 (Inclusive Education 1)
Life Skills	PSD 3890		8	(12)	60 % in Pre-requisite PSG 3702 (Guidance and Counseling 1)
Curriculum Planning and Development	CCD3880		8	(12)	60 % in Pre-requisite ECFC 3702 (Curriculum Development & Practice)
	MPD 3880		8	(12)	

Sport Organisation and Administration					60% in Pre-requisite FMA 3702 (Educational Management)
Arts and Culture Development and Organisation	LID 3880		8	(12)	60 % in Pre-requisite FMA 3702 (Educational Management)
Advanced school subject content					
Total					72

NOTE:** The offering of Career Specialisation electives depends on availability of staff as well as sustainable student numbers.

NB: Details on Teaching Methods (TM) of School Subject I & II as well as School Subject I & II from other faculties are elsewhere in this School Year Book.

Regulation

All students intending to take one or two school subjects content in the SHSD at the Fourth-year level must contact their respective Departments in the SHSD before the end of their 3rd year in order to receive information and self study materials to be used in the absence of lectures during the Teaching Practice exercise which commences at the beginning of their fourth year."

The approved school subject requirements in the approved curriculum of the B. Ed is as follows:

Year	Semester	Level	School subjects
Year 1	1	5 5	School subject 1 School subject 2
	2	5/6 5/6	School subject 1 School subject 2
Year 2	1	6 6	2 x School subject 1 2 x School subject 2
	2	6 6	School subject 1 School subject 2
Year 3	1	7 7	School subject 1 School subject 2
	2	7 7	School subject 1 School subject 2
Year 4	1		NONE*
	2	8 8	School subject 1 School subject 2

*Except subjects offered by FHSS.

BACHELOR OF EDUCATION DEGREE SELECTED SCHOOL SUBJECTS

SCHOOL SUBJECT COMBINATIONS

The following subject combinations are allowed for School Subjects content:

Qualification sub code (All qualification codes below are phasing out, No New intake in 2023)

Science Grouping

10BSBM	Biology and Mathematics
10BSBQ	Biology and Home Economics
10BSBX	Biology and Physical Education
10BSMP	Mathematics and Physical Science
10BSMS	Mathematics and Computer Studies

Humanities Grouping

10BHEA	English and Afrikaans
10BHEF	English and French
10BHED	English and German
10BHEK	English and Khoekhoegowab
10BHEO	English and Oshiwambo
10BHEH	English and Otjiherero
10BHEP	English and Portuguese
10BHG Y	Geography and History

Vocational and Technical subjects

10BVDT	Design and Technology
10BVXE	Arts and English
10BVXA	Arts and Afrikaans
10BVXF	Arts and French
10BVXD	Arts and German
10BVXK	Arts and Khoekhoegowab
10BVXO	Arts and Oshiwambo
10BVXH	Arts and Otjiherero
10BVXP	Arts and Portuguese
10BVXY	Arts and History
10BVPE	Fashion and Fabrics and English
10BVPA	Fashion and Fabrics and Afrikaans
10BVPF	Fashion and Fabrics and French
10BVPD	Fashion and Fabrics and German
10BVPK	Fashion and Fabrics and Khoekhoegowab
10BVPO	Fashion and Fabrics and Oshiwambo
10BVPH	Fashion and Fabrics and Otjiherero
10BVPP	Fashion and Fabrics and Portuguese
10BVPY	Fashion and Fabrics and History
Commerce Grouping	
10BCAE	Accounting and Economics
10BCAB	Accounting and Entrepreneurship/ Business studies
10BCBE	Entrepreneurship/ Business Studies and Economics

D.4.15 LIST OF CODES OF TEACHING PRACTICE PHASE 3 OFFERED IN THE B. Ed

Code	Scool Subjects Combinations	Credits
EBG 3809*	Biology/Geography	8
EBM 3809	Biology/Mathematics	8
EBQ 3809	Biology/Home Economics	8
EBX 3809	Biology/ Physical Education	8
EMA 3809	Mathematics/Accounting	8
EME 3809	Mathematics/Economics	8
EMG 3809*	Mathematics/Geography	8
EMP 3809	Mathematics/Physical Science	8
EMS 3809	Mathematics/Computer Studies	8
EAB 3809	Accounting/Business Studies	8
EAE 3809	Accounting/Economics	8
EBE 3809	Business Studies/Economics	8
EDT 3809	Design and Technology	8
EEA 3809	English/Afrikaans	8
EED 3809	English/German	8
EEF 3809	English/French	8
EEG 3809*	English/Geography	8
EEH 3809	English/Otjiherero	8
E EK 3809	English/Khoekhoegowab	8
EEO 3809	English/Oshiwambo	8
EEP 3809	English/Portuguese	8
EEQ 3809*	English/Home Economics	8
EEX 3809*	English/Physical Education	8
EEY 3809*	English/History	8
EEZ 3809	English/Silozi	8
EGA 3809	Geography/Afrikaans	8
EGD 3809	Geography /German	8
EGF 3809	Geography /French	8
EGH 3809	Geography /Otjiherero	8
EGK 3809	Geography /Khoekhoegowab	8
EGO 3809	Geography /Oshiwambo	8
EGP 3809	Geography /Portuguese	8
EGQ 3809	Geography /Home Economics	8
EGX 3809	Geography /Physical Education	8
EGY 3809	Geography /History	8
EPA 3809	Fashion and Fabrics/Afrikaans	8
EPD 3809	Fashion and Fabrics/German	8
EPE 3809	Fashion and Fabrics/English	8
EPF 3809	Fashion and Fabrics/French	8
EPH 3809	Fashion and Fabrics/Otjiherero	8
EPK 3809	Fashion and Fabrics/Khoekhoegowab	8
EPO 3809	Fashion and Fabrics/Oshiwambo	8
EPP 3809	Fashion and Fabrics/Portuguese	8

EPY 3809	Fashion and Fabrics/History	8
EYA 3809	History/Afrikaans	8
EYD 3809	History/German	8
EYF 3809	History/French	8
EYH 3809	History/Otjherero	8
EYK 3809	History/Khoekhoegowab	8
EYO 3809	History/Oshiwambo	8
EYP 3809	History/Portuguese	8
EXE 3809	Arts /English	8
EXA 3809	Arts/Afrikaans	8
EXF 3809	Arts /French	8
EXD 3809	Arts /German	8
EXK 3809	Arts /Khoekhoegowab	8
EXO 3809	Arts /Oshiwambo	8
EXH 3809	Arts /Otjherero	8
EXP 3809	Arts /Portuguese	8
EXY 3809	Arts /History	8

D.4.16 LIST OF TEACHING METHODOLOGIES OFFERED IN THE B. Ed

Course	Code	Credits
Teaching Methods of Geography and Development Studies	CSG 3700	16
Teaching Methods of History	CSH 3700	16
Teaching Methods of Accounting	CCA 3700	16
Teaching Methods of Business Studies	CCB 3700	16
Teaching Methods of Economics	CCE 3700	16
Teaching Methods of English	CLE 3700	16
Teaching Methods of Khoekhoegowab	CLK 3700	16
Teaching Methods of Rukwangali	CLR 3700	16
Teaching Methods of Otjherero	CLH 3700	16
Teaching Methods of Oshiwambo	CLW 3700	16
Teaching Methods of German	CLG 3700	16
Teaching Methods of French	CLF 3700	16
Teaching Methods of Afrikaans	CLA 3700	16
Teaching Methods of Portuguese	CLP 3700	16
Teaching Methods of Silozi	CLS 3700	16
Teaching Methods of Arts	CAC 3700	16
Teaching Methods of Biology	MSB 3700	16
Teaching Methods of Agriculture	MSA 3700	16
Teaching Methods of Physical Science	MSP 3700	16
Teaching Methods of Computer Studies	MSC 3700	16
Teaching Methods of Design and Technology	MSD 3700	16
Teaching Methods of Mathematics	MMM 3700	16
Teaching Methods of Home Economics	MHH 3700	16
Teaching Methods of Fashion and Fabrics	MHF 3700	16
Teaching Methods of Physical Education	MPP 3700	16

CODES FOR B. ED (SECONDARY EDUCATION) RESEARCH PROJECTS

Module	Code	Credits
Educational Research Project in Geography and Development Studies	ECSG 3810	32
Educational Research Project in History	ECSH 3810	32
Educational Research Project in Accounting	ECCA 3810	32
Educational Research Project in Entrepreneurship/ Business Studies	ECCB 3810	32
Educational Research Project in Economics	ECCE 3810	32
Educational Research Project in English	ECLE 3810	32
Educational Research Project in Khoekhoegowab	ECLK 3810	32
Educational Research Project in Rukwangali	ECLR 3810	32
Educational Research Project in Otjherero	ECLH 3810	32
Educational Research Project in Oshiwambo	ECLW 3810	32
Educational Research Project in German	ECLG 3810	32
Educational Research Project in French	ECLF 3810	32
Educational Research Project in Afrikaans	ECLA 3810	32
Educational Research Project in Portuguese	ECLP 3810	32
Educational Research Project in Silozi	ECLS 3810	32
Educational Research Project in Arts	ECAC 3810	32

Educational Research Project in Biology	EMSB 3810	32
Educational Research Project in Agriculture	EMSA 3810	32
Educational Research Project in Physical Science	EMSP 3810	32
Educational Research Project in Computer Studies	EMSC 3810	32
Educational Research Project in Design and Technology	EMSD 3810	32
Educational Research Project in Mathematics	EMMM 3810	32
Educational Research Project in Home Economics	EMHH 3810	32
Educational Research Project in Fashion and Fabrics	EMHF 3810	32
Educational Research Project in Physical Education	EMPP 3810	32

FRAMEWORK OF SCHOOLSUBJECTS OFFERED IN THE B. Ed

SCHOOL OF HUMANITIES, SOCIETY AND DEVELOPMENT

Regulation

All students intending to take one or two school subjects content in the School of Humanities, Society and Development at the Fourth year level must contact their respective Departments in the School of Humanities, Society and Development before the end of their 3rd year in order to receive information and self study materials to be used in the absence of lectures during the Teaching Practice exercise which commences at the beginning of their fourth year.

AFRIKAANS

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Afrikaans Linguistics	LAF 3611	4	6	16	None
Foundations of Dutch Language	LAF 3631	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Afrikaans Visual Studies	LAF 3652	4	6	16	LAF3582/ LAS3592
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Afrikaans and Dutch Poetry	LAF3751	4	7	16	LAF3582/ LAS3592
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Afrikaans Language Studies	LAF3732	4	7	16	LAF3611

Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
*Afrikaans and Dutch Novel and Drama	LAF3860	2	8	16	None

4th Year courses run for 2 hours per week over 28 weeks and is equal to one full course

LAF3820 and LAF3840 are Career Specialisation Courses**					
Comparative Linguistic: Afrikaans as Germanic Language	LAF3820	2	8	16	Admission to the fourth year level
Afrikaans Text Linguistics	LAF3840	2	8	16	Admission to the fourth year level

** Only offered by 4th year students who opt for this particular career specialisation.

ENGLISH

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Lexis and Basic Grammar	LEN 3611	4	6	16	LEN 3581
Approaches to Poetry Analysis	LEN 3631	4	6	16	LEN 3582
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Selection of Drama and Prose	LEN 3672	4	6	16	None
Year 3					
Semester 2					

Course	Code	Periods	Level	Credits	Pre-requisite
Psycholinguistics	LEN 3732	4	7	16	None
Namibian Literature in English Since Independence	LEL 3732	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
*An Overview of African Literature	LEL 3820	2	8	16	None

4th Year courses run for 2 hours per week over 28 weeks and is equal to one full course

LEN3820, and LEL3840 are Career Specialisation Courses**					
Approaches to Stylistics Analysis	LEN 3820	2	8	16	Admission to the fourth year level
Approaches to Language Analysis	LEN 3840	2	8	16	LEN 3611

*** Only offered by 4th year students who opt for this particular career specialisation.*

FRENCH

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Intermediate Language Usage in Context	LFS 3611	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Foundations Of Linguistics in French	LFS 3632	4	6	16	None
Advanced Language Usage in Context	LFS 3652	4	6	16	None
Year 3					
Semester 1					
Any ONE of the courses below					
Course	Code	Periods	Level	Credits	Pre-requisite
Theoretical and Practical Grammar in French	LFS3711	4	7	16	None
Introduction to French and Francophone Literature	LFS3731	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Composition, Speaking and Presentation Skills	LFS3752	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in French	LFS3800	2	8	16	None

**4th Year courses run for 2 hours per week over 28 weeks and is equal to one full course*

HLFS3840, HLFS3860 and HLFS3820 are Career Specialisation Modules**					
Select any two courses					
French Literary History	LFS3820	2	8	16	None
Contemporary French Society and Language	LFS3840	2	8	16	None
Contemporary French Literature	LFS3860	2	8	LFS3731	16

*** Only offered by 4th year students who opt for this particular career specialisation.*

GEOGRAPHY

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Climatology (<i>half course</i>)	GHE 3621	2+2hpx 3pw	6	8	GHE 3581
Settlements Geography (<i>half course</i>)	GHE 3641	2+2hpx 3pw	6	8	GHE 3582
Geomorphology (<i>half course</i>)	GHE 3601	2+2hpx 3pw	6	8	GHE 3581
Economic Geography (<i>half course</i>)	GHE 3661	2+2hpx 3pw	6	8	GHE 3582
Semester 2					

Course	Code	Periods	Level	Credits	Pre-requisite
Biogeography (<i>half course</i>)	GHE 3642	2+2hpx 2pw	6	8	None
Social Geography (<i>half course</i>)	GHE 3682	2+2hpx 2pw	6	8	None
Year 3					
B.Ed Geography and Biology (10BSBG) offer General Methods and Techniques in Geography (GHE 3731) and Regional Geography (GHE 3752). All other school subject combinations with Geography (except Biology) offer: General Methods and Techniques in Geography (GHE3731) (Compulsory) Environmental Studies (GHE 3711) OR Regional Geography (GHE 3752)					
Note: Throughout the academic year, the above Courses require three (3) hours practical work per week: <i>Practical 3</i> .					
Note: The Excursion is compulsory for all B.Ed students.					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
General Methods and Techniques in Geography	GHE 3731	4+2hpx 3pw	7	16	None
Environmental Studies OR	GHE 3711	4+2hpx 3pw	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Regional Geography	GHE 3752	4+2hpx 3pw	7	16	None
Excursion	GES 3799	2	7	16	Completion of all modules at 1 st , 2 nd and 3 rd year level
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
*Tourism Studies (Compulsory for B.Ed students)	GHT 3800	2	8	16	Admission to the fourth year level

*4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module

HGHE3800 and HGHE3820 are career specialisation course.**					
Course	Code	Periods	Level	Credits	Pre-requisite
Political Geography	GHE 3800	2	8	16	GHE 3752; Admission to the fourth year level
Themes in Advanced Geography and Environmental Studies	GHE 3820	2	8	16	Admission to the fourth year level

** Only offered by 4th year students who opt for this particular career specialisation.

GERMAN

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Text Analysis, Directed Writing and Presentation	LGS 3651	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Contemporary German Society and Literature	LGS 3652	4	6	16	None
Complex German Patterns	LGS 3612	4	6	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Theoretical and Practical German	LGS3711	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
German Cultural History	LGS3752	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Credits
*Applied Linguistics in German (Compulsory)	LGS3840	2	8	16	None

*4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module

**HLGS320 and HLG3800 are career specialisation modules					
Course	Code	Periods	Level	Credits	Pre-requisite
Modern German Literature and Culture	LG3820	2	8	16	None
Intercultural Communication	LGT3800	2	8	16	None

** Only offered by 4th year students who opt for this particular career specialisation.

HISTORY

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Early Southern Africa History	HGE 3651	4	6	16	HGE3532
Making of the Atlantic World	HGE3611	4	6	16	HGE3582
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Namibia 19/20 Century	HGE 3612	4	6	16	HGE3582
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Namibia 1920 – 1990	HGE 3751	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
World History	HGE 3772	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Public History/Museum and Heritage Studies	HGE 3820	2	8	16	None

KHOEKHOEGOWAB

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Speech Sounds and Sound Systems	LSS 3631	4	6	16	None
Oral Literature of Khoekhoegowab	LKO 3631	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Co-requisite
Phonology and Morphology of Khoekhoegowab	LKM 3612	4	6	16	LSS 3631
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Khoekhoegowab	LKS3731	4	7	16	LKM 3612
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Khoekhoegowab	LKP3732	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Written Prose and Drama of Khoekhoegowab	LKW3820	2	8	16	Admission to the fourth year level

*4th Year modules run for 2 hours per week over 28 weeks and is equal to one full course

B.Ed students opting career specialization must take LKE 3820 and LKA 3820.**					
Course	Code	Periods	Level	Credits	Pre-requisite
Effective Communication: Style and Meaning in Khoekhoegowab (compulsory)	LKE 3820	2	8	16	Admission to the fourth year level
Advanced Issues in the Linguistics of Khoekhoegowab	LKA 3820	2	8	16	Admission to the fourth year level

** Only offered by 4th year students who opt for this particular career specialisation.

OSHIWAMBO

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Speech Sounds and Sound Systems	LSS 3631	4	6	16	None
Oral Literature of Oshiwambo	LWO 3631	4	6	16	None
Semester 2					

Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Oshiwambo	LWM 3612	4	6	16	LSS 3631
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Oshiwambo	LWS 3731	4	7	16	LWM 3612
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Oshiwambo	LWP 3732	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Written Prose and Drama of Oshiwambo	LWW 3820	2	8	16	Admission to the fourth year level

*4th Year courses run for 2 hours per week over 28 weeks and is equal to one full course

B.Ed students opting for career specialization must take LWE3820 and LWA 3820.**					
*Effective Communication: Style and Meaning in Oshiwambo	LWE 3820	2	8	16	Admission to the fourth year level
Advanced Issues in the Linguistics of Oshiwambo	LWA 3820	2	8	16	Admission to the fourth year level

** Only offered by 4th year students who opt for this particular career specialisation.

OTJIHERERO

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Speech Sounds and Sound Systems	LSS 3631	4	6	16	None
Poetry of Otjherero	LHP 3611	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Otjherero	LHM 3612	4	6	16	LSS 3631 (Speech Sounds and Sound Systems)
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Otjherero	LHS 3731	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Creative Writing in Otjherero	LHC 3712	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Written Prose and Drama of Otjherero	LHW 3820	2	8	16	Admission to the fourth year level

*4th Year modules run for 2 hours per week over 28 weeks and is equal to one full course

B.Ed students opting for career specialization must take LHE 3820 and LHA 3820.**					
Effective Communication: Style and Meaning in Otjherero	LHE 3820	2	8	16	Admission to the fourth year level
Advanced Issues in the Linguistics of Otjherero	LHA 3820	2	8	16	Admission to the fourth year level

** Only offered by 4th year students who opt for this particular career specialisation.

PORTUGUESE

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Complex Portuguese Patterns	LPS 3611	4	6	16	None
Semester 2					

Course	Code	Periods	Level	Credits	Pre-requisite
Contemporary Portuguese Society and Culture	LPS 3632	4	6	16	None
Text analysis, directed writing and presentation in Portuguese	LPS 3652	4	6	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Theoretical and Practical Grammar in Portuguese	LPS 3711	4	7	16	None
Portuguese Lusophonous Relations	LPS 3731	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Portuguese Cultural History	LPS 3752	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Modern Portuguese Culture and Society	LPS 3820	2	8	16	Admission to the fourth year level

*4th Year modules run for 2 hours per week over 28 weeks and is equal to one full module

LPS 3840 and LPS 3860 are career specialisation courses**					
*Applied Linguistics in Portuguese (Compulsory)	LPS3840	2	8	16	Admission to the fourth year level
African Portuguese Literature	LPS3860	2	8	16	Admission to the fourth year level

** Only offered by 4th year students who opt for this particular career specialisation.

VISUAL ARTS

Students can choose one of the following streams:

Creative Expression

Art for Advertising- (Not on offer)

Visual Culture

Textile Studies

Ceramic Studies

CREATIVE EXPRESSION

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Co/Pre-requisite
Creative Expression	VCE 3611	4	6	16	VPD 3592 and VLD3592
Visual Culture and Concepts	VVC 3611	4	6	16	VPD 3592 and VLD3592
Visual Articulation and Drawing	VAD3600	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Co/Pre-requisite
Creative Expression	VCE 3632	4	6	16	Co-requisite VCE 3611
Developments in Contemporary Art	VVC3632	4	6	16	VVC3611
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Co/Pre-requisite
Creative Expression	VCE 3711	4	7	16	VCE 3632
Semester 2					
Course	Code	Periods	Level	Credits	Co/Pre-requisite
Creative Expression	VCE 3732	4	7	16	Co-requisite VCE 3711
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Co/Pre-requisite
Entrepreneurship for Educators	MHE3812	4	8	16	None

ART FOR ADVERTISING - *Not on offer*

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Co/Pre-requisite
Art of Advertising	VAA 3611	4	6	16	None
Visual Culture and Concepts	VVC 3611	4	6	16	VPD 3592 and VLD3592
Semester 2					
Course	Code	Periods	Level	Credits	Co/Pre-requisite
Art of Advertising	VAA 3632	4	6	16	VAA 3611
Developments in Contemporary Art	VVC3632	4	6	16	VVC 3611
Introduction to Photography	VIP3612	4	6	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Co/Pre-requisite
Art of Advertising	VAA 3711	4	7	16	Pre-requisite VAA 3632
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Art of Advertising	VAA 3732	4	7	16	Co-requisite VCE 3711
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Entrepreneurship for Educators	MHE3812	4	8	16	None

VISUAL CULTURE

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Visual Culture and Concepts	VVC 3611	4	6	16	VPD 3592 and VLD3592
Visual Articulation and Drawing	VAD3600	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Co/Pre-requisite
Developments in Contemporary Art	VVC 3632	4	6	16	Co-requisite VVC 3611
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Co-requisite
Visual Culture and Concepts	VVC 3711	4	7	16	VVC 3632
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Visual Culture and Concepts	VVC 3732	4	7	16	Co-requisite VVC 3711
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Entrepreneurship for Educators	MHE3812	4	8	16	None

TEXTILE STUDIES

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Textiles: Dyed, Painted and Printed	VTS 3611	4	6	16	None
Visual Culture and Concepts	VVC 3611	4	6	16	VPD 3592 and VLD3592
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite

Constructed Textiles and sewing Decorations	VTS 3632	4	6	16	Co-requisite VTS 3611
Developments in Contemporary Art	VVC3632	4	6	16	VVC3611
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Textile Product Development	VTS 3711	4	7	16	VTS 3632
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Textile in Interior Design	VTS 3732	4	7	16	Co-requisite VTS 3711
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Entrepreneurship for Educators	MHE3812	4	8	16	None

CERAMIC STUDIES

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Ceramic Studies	VCS 3611	4	6	16	VPD 3592 and VLD3592
Visual Culture and Concepts	VVC 3611	4	6	16	VPD 3592 and VLD3592
Visual Articulation and Drawing	VAD3600	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Ceramic Studies	VCS 3632	4	6	16	Co-requisite VCS 3611
Developments in Contemporary Art	VVC3632	4	6	16	VVC3611
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Ceramic Studies	VCS 3711	4	7	16	VCS 3632
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Ceramic Studies	VCS 3732	4	7	16	Co-requisite VCS 3711
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Entrepreneurship for Educators	MHE3812	4	8	16	None

FASHION & FABRICS

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Textiles, Dyed, Painted and Printed	VTS 3611	4	6	16	None
Fashion Studies	VFS 3611	4	6	16	VPD 3592
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Constructed textiles & Sewn Decoration	VTS 3632	4	6	16	None
Fashion Studies	VFS 3632	4	6	16	VFS 3611
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Fashion Studies	VFS 3711	4	7	16	VFS 3632
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Fashion Studies	VFS 3732	4	7	16	VFS 3711
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Entrepreneurship for Educators	MHE 3812	4	8	16	None

Regulation

In certain years and semesters, students may be required to take more Courses than indicated on the B.Ed framework. However, such extra load is compensated by less than normal load in other years or semesters of study. Please see the relevant Course descriptions from the Faculty of Commerce Management and Law stipulated in this yearbook.

ACCOUNTING

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting IA	AFE 3691	3+1 tut	6	12	AFE 3581 and AFE 3582
Management Accounting IA	AAM 3691	3+1 tut	6	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting IB	AFE 3692	3+1 tut	6	12	AFE 3581 and AFE 3582

Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 2A	AFE 3781	3+1 tut	7	12	AFE 3691 and AFE 3692
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 2B	AFE 3782	3+1 tut	7	12	AFE 3691 and AFE 3692
Year 4					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 3A	AFE 3871	4	8	16	AFE 3781 and AFE 3782

BUSINESS STUDIES

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Organisational Behaviour A	MBO 3671	4	6	16	MPP 3572
Business Statistics A	ABA 3691	3	6	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Co-requisite
Organisational Behaviour B	MBO 3672	4	6	16	MBO 3671
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Marketing Management IA	MSM 3781	4	7	12	MBO 3671/2
Human Resource Management 1A	MHM 3781	4	7	12	MBO 3671/2
Semester 2					
Semester module					
Course	Code	Periods	Level	Credits	Co-requisite
Marketing Management IB	MSM 3782	4	7	12	MSM 3781
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Entrepreneurship for Educators	MHE 3812	4	8	None	16

ECONOMICS

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Intermediate Micro-economics I	EMI 3671	4	6	16	EMI3571; EMA 3572;
Intermediate Macro-economics I	EMA 3671	4	6	16	EMI3571; EMA 3572;
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Intermediate Micro-economics II or	EMI 3672	4	6	16	EMI3571; EMA 3572;
Intermediate Macro-economics II	EMA 3672	4	6	16	EMI3571; EMA 3572; EMA

					3671 (Co-requisite)
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
International Trade	EIT 3771	4	7	16	EMI3671; EMI3672; EMA 3671; EMA 3672;
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Namibian Economy	ENE 3772	4	7	16	EMI3671; EMI3672; or EMA 3671; EMA 3672;
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Economics of Growth and Development	EGD 3872	4	8	16	EMI3671; EMI3672; EMA 3671; EMA 3672;

FACULTY OF AGRICULTURE, ENGINEERING AND NATURAL SCIENCES

In certain years and semesters, students may be required to take more courses than indicated on the B.Ed framework. Please see the relevant Course descriptions from the Faculty of Science in this yearbook.

COMPUTER SCIENCE

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Introduction to Database Systems	CMP 3611	4+1hp	6	16	CMP 3512
Object Oriented Programming 1	COS 3611	4+1hp	6	16	CMP 3512
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Advanced Databases	COS 3632	4+1hp	6	16	CIT 3611 (Co-requisite)
Object Oriented Programming 2	COS 3612	4+1hp	6	16	CMP 3512 (Prerequisite); CMP 3691 (Co-requisite)
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Software Engineering	CMP 3731	4+1hp	7	16	CMP 3512 and CMP 3692
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Web Design and Programming	CMP 3772	4+1hp	7	16	CMP 3692 and CMP 3612
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Database Programming	CMP 3872	4+1hp	8	16	CMP 3772, CMP 3612 and CMP 3692

Offered only in combination with Mathematics

MATHEMATICS

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite

Calculus 1	MAT 3611	4+2tut	6	16	MAT 3511 and MAT 3512 OR MAT 3531 and MAT 3512
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Calculus 2	MAT 3612	4+2tut	6	16	MAT3511 and MAT3512 OR MAT3531 and MAT3512
Statistics for Educators	MSE 3612	4	6	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Function of Single Variables 1	MAE 3771	4+2tut	7	16	MAT 3611 and MAT 3612
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Function of Single Variables II	MAE 3772	4+2tut	7	16	MAT3 611 and MAT 3612
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Euclidian Geometry	MAE 3872	4+2tut	8	16	MAE 3771 and MAT 3611

BIOLOGY

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Animal Form and Function	BLG 3611	4+3hp	6	16	BLG 3511 BLG 3512
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Human Biology	MBL 3652	4+3hp	6	16	None
Plant Form and Function	BLG 3612	4+3hp	6	16	BLG 3511 BLG 3512
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Cell Molecular Biology, Microbiology and Genetics for Educators	MBE 3771	4+3hp	7	16	BLG 3611, BLG 3612
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Environmental Biology for Educators	EBE 3772	4+3hp	7	16	BLG 3611; BLG 3612
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Behavioural Ecology	EBL3812	4+3hp	8	16	EBE3772 (Environment al Biology for Educators)

PHYSICAL SCIENCE*

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Mechanics and Waves	PHY 3651	4+1hp	6	16	PHY 3511 MAT 3511 MAT 3512
Physical Chemistry 1	CHM 3631	4+1hp	6	16	CHM 3511, CHM 3512,

					MAT 3511, MAT 3512
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Electricity and Magnetism	PHE 3642	2+1hp	6	8	PHY 3512 MAT 3511 MAT 3512
Organic Chemistry for Educators	CHE 3622	2+1ph	6	8	CHM 3511, CHM 3512
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Modern Physics for Educators	PHE3751	4+1hp	7	16	PHY 3511 PHY 3512 PHY 3651 MAT 3511 MAT 3512
Course	Code	Periods	Level	Credits	Pre-requi-site
Inorganic Chemistry for Educators 1	CHE 3742	4+1hp	7	16	CHM 3511, CHM 3512
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Nuclear Physics	PHY 3802	2+1hp	8	8	PHE 3751 (PHY3759)
Inorganic Chemistry for Educators 2	CHE 3862	2+1hp	8	8	CHE 3742

Offered only in combination with Mathematics

SCHOOL OF EDUCATION

HOME ECONOMICS

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Principles of Food Preparation	MHE 3631	4+3hp	6	16	None
Household Resource Management	MHE 3611	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Housing	MHE 3632	4+3hp	6	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Applied Nutrition	MHE 3711	4	7	16	MHE 3612
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Principles of Food Preparation and Meal Management	MHE 3712	4+3hp	7	16	MHE 3611
Year 4					
Select ONE of the following:					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Entrepreneurship for Educators	MHE 3812	4	8	16	None

PHYSICAL EDUCATION

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Techniques of Teaching and Coaching Track and Field and Soccer	MSS 3711	4+2hp	7	16	None
Foundation of Physical Education and Sport	MSS 3731	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Techniques of Teaching and Coaching Basketball and Netball	MSS 3712	4+2hp	7	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Motor Learning and Motor Development	MSS 3751	4	7	16	None
Semester 2					

Course	Code	Periods	Level	Pre-requisite	Pre-requi-site
Techniques of Teaching and Coaching Volleyball and Rugby	MSS 3732	4+2hp4	7	16	None
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Sport Science	MSS 3812	4+2 hp	8	16	None

DESIGN AND TECHNOLOGY

The students choose only Design and Technology as a school subject and not 2 school subjects as usually. The levels and amount of skills and knowledge of Design and Technology are of such an extent that a second school subject will do injustice to Design and Technology and the training of students. Design and Technology is divided into the following two UNAM components or subjects for practical considerations:

Subject 1: Design and Communication

Subject 2: Design and Technology

Design and Communication

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Pictorial drawings	MTD 3611	4	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Working drawings	MTD 3652	4	6	16	None
Engineering drawings	MTD 3672	4	6	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Building drawings	MTD 3711	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Computer aided drawing & design (CAD)	MTD 3712	4	7	16	None
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Design brief	MTD 3812	4+2hp	8	16	None

DESIGN AND TECHNOLOGY

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Materials: Metalwork	MTT 3611	4+2hp	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Materials: Plastics and glass fibre	MTT 3652	4	6	16	None
Structures	MTT 3672	4	6	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Mechanisms for Educators	MTT 3711	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Electronics for Educators	MTT 3712	4	7	16	None
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Integration of systems	MTT 3812	4+2hp	8	16	None

COURSE DESCRIPTORS (SYLLABI): BACHELOR OF EDUCATION (SECONDARY)(HONOURS)

YEAR 2

Course Title: TEACHING PRACTICE PHASE 1

Code:	ETP 3699
NQF Level:	6

Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 9, C 28
Contact Hours:	3 Weeks
Credits:	3
Prerequisite:	None
Course Assessment:	Final assessment 100% Portfolio assignments contribution to final assessment 100%

Course Aim:

The course is designed to expose students to the realities of secondary schools in Namibia. They are expected to observe many different facets of learning, teaching, and management.

Course Title: INTEGRATED MEDIA AND TECHNOLOGY 2

Code:	CFS 3729
NQF Level:	7
Semester Offered:	1 st semester, Year 2
Contact Hours:	2+1hp every 2 nd week
Credits:	8
Prerequisite:	CFS 3629 (Integrated Media and Technology Education 1)
Course Assessment:	Continuous assessment 100% (At least 4 assessments)

Course Aim:

This course aims to further prepare the student to effectively use ICTs and other teaching media in their teaching as well as assisting learners to gain technological-literacy skills. At the end of the course, students should be able to meet all six of the ICTs in Education (ICTED) standards required of Namibian teachers.

Course Title: ENGLISH FOR TEACHERS 1

Code:	EET 3589
NQF Level:	5
Semester Offered:	1 st semester Year 2
National Professional Standard Competencies:	(C 9)
Contact Hours:	2 for 14 weeks + 2 hours practical every second week
Credits:	4
Prerequisite:	LCE 3419 (English Communication and Study Skills) or equivalent and ULEA3519 (English for Academic Purpose)
Course Assessment:	Continuous assessment 50% At least two assessments (made up of theory and micro-teaching components) Examination 50%. (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.

Course Title: GENERAL TEACHING METHODOLOGY

Code:	CFG 3782
NQF Level:	7
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C 3, C 4, C 6, C 8, C9; C 10, C 11, C 12, C15; C16; C 27
Contact Hours:	3 for 14 weeks + 2 hours practical for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 3 assessments) Examination 50%.

Course Aim:

This course develops a student's understanding, skills and dispositions regarding teaching issues such as: aims of secondary education; learner-centred paradigm; lesson planning; teaching strategies and techniques; creating conducive learning environments; general and creative methods; principles underpinning effective teaching and classroom management.

Course Title: INCLUSIVE EDUCATION 1

Code:	PSI 3702
NQF Level:	7
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	(C 3, C 8, C 13, C21, C 25)
Contact Hours:	2 for 14 weeks + 2 hours practical for every 2 ND week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments)

	Examination 50%. (1 x 2 hour paper)
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Course Aim:

This course will introduce the student to new responses to educational needs, and to learners with special educational needs. It aims to introduce students to international developments in education for learners with special needs, which are of importance to education in Namibia. It will further explore and investigate the development of education for learners with special needs in Namibia. Lastly, this course will provide students with sufficient information to deal with inclusion of learners with special needs in regular schools.

Course Title: CURRICULUM DEVELOPMENT AND PRACTICE

Code:	CFC 3702
NQF Level:	7
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	C1;C 3, C 4, C 5, C 14
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 3 hour paper)

Course Aim:

This course focuses on the study of theoretical and practical dimensions of curriculum and instructional development. Students become empowered practitioners in curriculum concepts, issues and processes at the *macro* (global and *national*), *meso* (regional, school and departmental) and the *micro* (classroom) levels of education.

Course Title: ENGLISH FOR TEACHERS 2

Code:	EET 3602
NQF Level:	6
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	C 9
Contact Hours:	2 for 14 weeks + 2 hours practical for 14 weeks
Credits:	8
Co-requisite:	EET 3589 (English for Teachers 1)
Pre-requisite	LCE 3419 (English Communication and Study Skills); LEA 3519 (English for Academic Purpose)
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 2 hour paper)

Course Aim:

This course develops a student's understanding, skills and dispositions regarding issues such as: spoken language, written language and reading.

YEAR 3

Course Title: TEACHING PRACTICE PHASE 2

Code:	ETP 3799
NQF Level:	7
Semester Offered:	1 st semester, year 3
National Professional Standard Competencies:	C 1, C 2, C6; C 7, C 9, C10; C11; C 12, C 13, C 15; C28
Contact Hours:	3 Weeks
Credits:	3
Prerequisite:	ETP 3699 (Teaching Practice Phase 1)
Course Assessment:	Final assessment 100% Contribution to final assessment mark: Portfolio 80% Lesson preparation 10% Lesson presentation 10%

Course Aim:

This course is designed to expose students to the realities of secondary schools in Namibia. They are expected to observe and participate in different facets of learning, teaching and management eg, the learner-centred approach, lesson preparations, application of teaching learning resources, social environment of the school and motivation of learners.

Course Title: TEACHING METHODS SCHOOL SUBJECT 1 & 2

Code:	See list below for individual codes
NQF Level:	7
Semester Offered:	1 st & 2 nd semester, year 3
National Professional Standard Competencies:	C 1, C3; C 4, C 5, C 6, C 7, C 8, C 10, C 11, C 12, C13; C 14, C 15, C 16, C 17, C 23, C 24; C26; C27
Contact Hours:	2 for 28 weeks + 2 hour practical per week for 28 weeks
Credits:	16
Prerequisite:	CFG 3782 (General Teaching Methodology). Level six school subject content
Course Assessment:	Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work. Examination 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding, skills and dispositions regarding particular school subject issues such as: aims of the subject; syllabus content of grades 11-12 NSSC (Ordinary and Higher grade); learner-centred features lesson planning; supporting of learning; general and creative methods; use of resources; instructional management; assessment policy and practices; maintaining motivation and discipline.

Note: Teaching Methods School Subject 1 & 2 (See list below for individual names)

LIST OF TEACHING METHODOLOGIES OFFERED IN THE B. ED (SECONDARY)

Course	Code	Credits
Teaching Methods of Geography and Development Studies	CSG 3700	16
Teaching Methods of History	CSH 3700	16
Teaching Methods of Accounting	CCA 3700	16
Teaching Methods of Business Studies	CCB 3700	16
Teaching Methods of Economics	CCE 3700	16
Teaching Methods of English	CLE 3700	16
Teaching Methods of Oshiwambo	CLO 3700	16
Teaching Methods of KhoeKhoegowab	CLK 3700	16
Teaching Methods of Rukwangali	CLR 3700	16
Teaching Methods of Ofjherero	CLH 3700	16
Teaching Methods of German	CLG 3700	16
Teaching Methods of French	CLF 3700	16
Teaching Methods of Afrikaans	CLA 3700	16
Teaching Methods of Silozi	CLS 3700	16
Teaching Methods of Arts and design	CAC 3700	16
Teaching Methods of Biology	MSB 3700	16
Teaching Methods of Agriculture	MSA 3700	16
Teaching Methods of Physical Science	MSP 3700	16
Teaching Methods of Computer Studies	MSC 3700	16
Teaching Methods of Design and Technology	MSD 3700	16
Teaching Methods of Mathematics	MMM 3700	16
Teaching Methods of Home Economics	MHH 3700	16
Teaching Methods of Fashion and Fabrics	MHF 3700	16
Teaching Methods of Physical Education	MPP 3700	16

Course Title: ASSESSMENT & EVALUATION OF LEARNING

Code:	CFE 3701
NQF Level:	7
Semester Offered:	1 st semester, Year 3
National Professional Standard Competencies:	C 3, C 6, C 9, C 14, C 15, C 16, C 17, C 27, C 28
Contact Hours:	2 for 14 weeks + 2 hour practical for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%. (1 x 2 hour paper)

Course Aim:

This course develops student's understanding, skills and dispositions regarding assessment and evaluation of learning and instruction issues such as: basic terminology, forms of assessment, designing different assessment tools, assessing course work, understanding national and subject specific assessment directives, qualities of well constructed tests / examination papers, marking practices, the analysis and interpretation of assessment results, feedback on assessment, evaluation of instructional elements.

Course Title: EDUCATIONAL RESEARCH

Code:	CFS 3781
NQF Level:	7
Semester Offered:	1 st semester, Year 3
National Professional Standard Competencies:	(C 3, C 15, C 16, C 26, C 27, C 28)
Contact Hours:	2 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50%. (1 x 2 hour paper)

Course Aim:

This Course focuses on issues of theory and methodology in educational research: types and purposes of research; formulation of research problems; selecting a research topic, reviewing research literature; plan and design research investigations; understanding of data analysis techniques; apply referencing techniques; draft an outline for a research proposal, designing data collection instruments; recording information; analysing and presenting findings. The content includes educational research theory; formulating research problems; the literature search; plan and design research activities and referencing techniques; research topic selection; literature search; problem statement; research design and tools; data collection techniques; analysis of data and presentation of data.

Course Title: PROJECT BASED LEARNING

Code:	CFS 3782
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
National Professional Standard Competencies:	(C 3, C 27)*
Contact Hours:	Individual consultations
Credits:	4
Co-requisite:	Educational Research EFCS 3781
Course Assessment:	Continuous Assessment: 100%

Course Aim:

Project- Based learning is aimed at engaging students in learning important knowledge and 21st century skills through an extended, student-influenced inquiry process structured around complex, authentic questions and carefully designed products and learning tasks. In the module students will identify a meaningful question to explore in their school subject area, or an engaging real world problem to solve, or a challenge to design or create something for educational purposes. Through in-depth investigation students will come up with high quality solutions to real world education problems, or design creative products and present their work to their peers for evaluation.

Course Title: GUIDANCE AND COUNSELLING 1

Code:	PSG 3722
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
National Professional Standard Competencies:	(C 20, C 21)
Contact Hours:	2 for 14 weeks + 1 hour practical per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 2 hour paper)

Course Aim:

The aim of this course is to sensitise the teacher trainees to the educational and career needs of learners and to equip them with basic know-how and skills regarding guidance and counselling.

Course Title: EDUCATIONAL FOUNDATIONS 2

Code:	FMS 3742
NQF Level:	7
Semester Offered:	2 nd semester, year 3
Contact Hours:	3 for 14 weeks + 2 hours practicals every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50%. (1 x 2 hour paper)

Course Aim:

The course aims at developing student's critical thinking of the sociological and philosophical underpinnings of education and their impact on teaching and learning.

Course Title: EDUCATIONAL MANAGEMENT

Code:	FMA 3702
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
National Professional Standard Competencies:	(C 3, C 8, C 12, C 18, C 19, C 25, C 28)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 2 hour paper)

Course Aim:

There is growing research evidence showing that educational management is the major factor in school improvement and effectiveness and is about providing a culture within which teaching and learning prosper. It is on the basis that all student teachers should be equipped with theoretical underpinnings and practical management and leadership competencies.

YEAR 4**Course Title: TEACHING PRACTICE PHASE 3**

Code:	List of codes provided
NQF Level:	8
Semester Offered:	1 st semester, Year 4
National Professional Standard Competencies:	C 1, C 4, C 5, C 6, C 7, C 8, C 9, C 10, C 11, C 12, C 13, C 14, C 15, C 18, C 20, C 26, C 28
Contact Hours:	Eight weeks in schools, 2 hrs practical per week during remainder of semester
Credits:	8
Prerequisite:	Students should have passed two school subject Teaching Methods modules, 80 credits in school subject content, and Teaching Practice Phases 2 EETP 3799
Course Assessment:	Final assessment 100% Contribution to final assessment mark: Portfolio 10% Lesson preparation 30% Lesson presentation 60%

Course Aim:

This course is designed to provide supervised practice-based exercises intended to demonstrate readiness for employment in different facets of learning, teaching and management.

LIST OF CODES OF TEACHING PRACTICE PHASE 3 OFFERED IN THE B. Ed

Code	School Subjects Combinations	Credits
EBG 3809*	Biology/Geography	8
EBM 3809	Biology/Mathematics	8
EBQ 3809	Biology/Home Economics	8
EBX 3809	Biology/ Physical Education	8
EMA 3809	Mathematics/Accounting	8
EME 3809	Mathematics/Economics	8
EMG 3809*	Mathematics/Geography	8
EMP 3809	Mathematics/Physical Science	8
EMS 3809	Mathematics/Computer Studies	8
EAB 3809	Accounting/Business Studies	8
EAE 3809	Accounting/Economics	8
EBE 3809	Business Studies/Economics	8

EDT 3809	Design and Technology	8
EEA 3809	English/Afrikaans	8
EED 3809	English/German	8
EEF 3809	English/French	8
EEG 3809*	English/Geography	8
EEH 3809	English/Otjherero	8
EEK 3809	English/Khoekhoegowab	8
EEO 3809	English/Oshiwambo	8
EEP 3809	English/Portuguese	8
EEQ 3809*	English/Home Economics	8
EEX 3809*	English/Physical Education	8
EEY 3809*	English/History	8
EEZ 3809	English/Silozi	8
EGA 3809	Geography/Afrikaans	8
EGD 3809	Geography /German	8
EGF 3809	Geography /French	8
EGH 3809	Geography /Otjherero	8
EGK 3809	Geography /Khoekhoegowab	8
EGO 3809	Geography /Oshiwambo	8
EGP 3809	Geography /Portuguese	8
EGQ 3809	Geography /Home Economics	8
EGX 3809	Geography /Physical Education	8
EGY 3809	Geography /History	8
EPA 3809	Fashion and Fabrics/Afrikaans	8
EPD 3809	Fashion and Fabrics/German	8
EPE 3809	Fashion and Fabrics/English	8
EPF 3809	Fashion and Fabrics/French	8
EPH 3809	Fashion and Fabrics/Otjherero	8
EPK 3809	Fashion and Fabrics/Khoekhoegowab	8
EPO 3809	Fashion and Fabrics/Oshiwambo	8
EPP 3809	Fashion and Fabrics/Portuguese	8
EPY 3809	Fashion and Fabrics/History	8
EYA 3809	History/Afrikaans	8
EYD 3809	History/German	8
EYF 3809	History/French	8
EYH 3809	History/Otjherero	8
EYK 3809	History/Khoekhoegowab	8
EYO 3809	History/Oshiwambo	8
EYP 3809	History/Portuguese	8
EXE 3809	Arts /English	8
EXA 3809	Arts/Afrikaans	8
EXF 3809	Arts /French	8
EXD 3809	Arts /German	8
EXK 3809	Arts /Khoekhoegowab	8
EXO 3809	Arts /Oshiwambo	8
EXH 3809	Arts /Otjherero	8
EXP 3809	Arts /Portuguese	8
EXY 3809	Arts /History	8

Course Title: EDUCATIONAL RESEARCH PROJECT

Code:	List of codes provided
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, year 4
National Professional Standard Competencies:	C 3*, C 26, , C 27; C28
Contact Hours:	Individual consultations
Credits:	32
Notional Hours	320
Pre-requisite:	CFS 3781 (Educational Research and CFS 3782 (Project Based Learning)
Course Assessment:	Report contributes 100% to final assessment
Compulsory/Elective	Compulsory

Course Descriptor:

Students will select a research topic and complete a research report.

CODES FOR B. ED (SECONDARY EDUCATION) RESEARCH PROJECTS

Module	Code	Credits
Educational Research Project in Geography and Development Studies	ECSG 3810	32

Educational Research Project in History	EC SH 3810	32
Educational Research Project in Accounting	ECCA 3810	32
Educational Research Project in Entrepreneurship/ Business Studies	ECCB 3810	32
Educational Research Project in Economics	ECCE 3810	32
Educational Research Project in English	ECL E 3810	32
Educational Research Project in KhoeKhoegowab	ECLK 3810	32
Educational Research Project in Rukwangali	ECLR 3810	32
Educational Research Project in Ojjiherero	ECLH 3810	32
Educational Research Project in Oshiwambo	ECLW 3810	32
Educational Research Project in German	ECLG 3810	32
Educational Research Project in French	ECLF 3810	32
Educational Research Project in Afrikaans	ECLA 3810	32
Educational Research Project in Portuguese	ECLP 3810	32
Educational Research Project in Silozi	ECLS 3810	32
Educational Research Project in Arts	ECAC 3810	32
Educational Research Project in Biology	EMSB 3810	32
Educational Research Project in Agriculture	EMSA 3810	32
Educational Research Project in Physical Science	EMSP 3810	32
Educational Research Project in Computer Studies	EMSC 3810	32
Educational Research Project in Design and Technology	EMSD 3810	32
Educational Research Project in Mathematics	EMMM 3810	32
Educational Research Project in Home Economics	EMHH 3810	32
Educational Research Project in Fashion and Fabrics	EMHF 3810	32
Educational Research Project in Physical Education	EMPP 3810	32

Course Title: GUIDANCE AND COUNSELLING 2

Code:	PSG 3880
NQF Level:	8
Semester Offered:	1 st and 2 nd semesters, Year 4
National Professional Standard Competencies:	(C3, C 20, C 21, C 24)*
Contact Hours:	2 for 14 weeks + 2 hour practical for 14 weeks
Credits:	8
Prerequisite:	PSG 3722 (Introduction to Guidance and Counselling)
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50 (1 x 2 hour paper)

Course Aim:

The aim of this course to sensitise the teacher trainees to the social psychological needs and to develop their guidance and counselling know-how and skills.

Course Title: FIRST AID EDUCATION

Code:	MFA 3699
NQF Level:	6
Semester Offered:	1st semester, Year 4
National Professional Standard Competencies:	C 24
Contact Hours:	3 day Workshop
Credits:	None credit bearing
Prerequisite:	None
Course Assessment:	Continuous assessment 100%

Course Aim:

First Aid accreditation

**CAREER SPECIALISATION: (TWO ELECTIVES)
YEAR 4 SEMESTER 1 AND 2**

Course Title: ASSESSMENT AND EVALUATION

Code:	CFD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, Year 4
National Professional Standard Competencies:	(C 14, C 15, C 16, C 17, C 26)*
Contact Hours:	4 per 7 week
Credits:	24
Prerequisite:	CFE 3701 (Assessment and Evaluation of Learning)
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This Course aims to further the student's understanding of the role and impact of assessment in the Namibian and broader context. Students will gain a deeper understanding of how assessment results are interpreted, disseminated, and used to effect educational improvement on an individual, school, and regional level. The realities of assessment implementations and implications will also be discussed.

Course Title: SCHOOL LEADERSHIP AND MANAGEMENT

Code:	FMD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semester, Year 4
National Professional Standard Competencies:	(C 3, 19, 25, 26 30)*
Contact Hours:	4 for 28 weeks
Credits:	24
Prerequisite:	FMA3702 (Educational Management)
Course Assessment:	Continuous assessment 50% (At least 6 assessments) Examination 50%. (1 x 3 hour paper)

Course Aim:

This course is designed to provide students with skills and knowledge regarding issues that relate to: school management with specific emphasis on management approaches, personnel management, staff and student supervision, discipline, motivation, planning, conflict management and professional development.

Course Title: EDUCATIONAL TECHNOLOGY

Code:	CFD 3890
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	(C 1, C4, C5, C6, C7, C11, C14, C26, C27,)
Contact Hours:	4 for 28 weeks
Credits:	32
Prerequisites:	CFS3729 (Integrated Media and Technology Education)
Course Assessment:	Continuous assessment:50% (At least 4 assessments) Examination 50%. (1 x 3 hour paper)

Course Aim:

This course aims at developing pre-service teachers' skills and understanding to effectively implement the Computer Studies secondary school curriculum. It also aims to equip pre-service teachers with skills and knowledge of supervising, marking and moderating coursework projects for both Higher and Ordinary levels at grade 12.

Course Title: INCLUSIVE EDUCATION 2

Code:	PSD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semester, Year 4
National Professional Standard Competencies:	(C 8, C 13)*
Contact Hours:	4 for 28 weeks
Credits:	24
Prerequisite:	PSI 3702 (Introduction to Inclusive Education)
Course Assessment:	Continuous assessment 50% (At least 6 assessments) Examination 50%. (1 x 3 hour paper)

Course Aim:

The aim of this course is to enable students to understand and apply the latest thinking in inclusive education such as, assessment and intervention strategies for learners with special educational needs in the regular classroom. The major focus of the course is the role of teachers in providing support and adapting curriculum to facilitate the learning processes of learners with special educational needs.

Course Title: LIFE SKILLS

Code:	PSD 3890
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, year 4
National Professional Standard Competencies:	(C 1, C 3, C 5,C 6, C 7,C 8, C 10, C 11, C 12, C 14, C 20, C 21, C 22, C 23, C 24, C 25, C 28, C 29)*
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
Credits:	24
Prerequisite:	PSG 3722 (Guidance and Counselling 1)
Course Assessment:	Continuous assessment counts 50% towards the final mark and consists of 50% theory and 50% practical work. At least 6 assessments. Part of the practical work will be completed during a compulsory vacation school of one week. Other practical work will be completed by the student in a secondary school as approved by the Department of Educational Psychology and Inclusive Education. Examination 50% towards the final mark.

Enrolment specification:	A minimum of 6 and a maximum of 30 students will be enrolled per year
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Course Aim:

This course develops a student's understanding, skills and attitudes regarding the school subject Life Skills in aspects such as: aims of the subject; ethics, policy and practices, syllabus content, and lesson planning. It also provides students with initial and basic knowledge on how to support learners academically, socially and emotionally in the school and classroom.

Course Title: CURRICULUM PLANNING AND DEVELOPMENT

Code:	CFP 3810
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
National Professional Standard Competencies:	(C1, C2, C3, 4, C5, C6, C7, C10, C14, C19, C22, C25, C26, C28, C29, C30)
Contact Hours:	4 for 28 weeks
Credits:	32
Prerequisite:	CFC 3702 (Curriculum Development and Practice)
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 3 hour paper)

Course Aim:

This course examines the process of planning, designing, implementing and evaluating school curricula. The main focus will be on critically examining how the process is applied in the Namibian context. Students will gain a hands-on experience with this process through field visits to the National Institute for Educational Development, and presentations by curriculum workers on the current status of Curriculum Planning and Development locally.

Course Title: SPORT ORGANISATION AND ADMINISTRATION

Code:	MPD 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, Year 4
Contact Hours:	6 per week for 7 weeks in first semester, 3 hrs/week in second semester
Credits:	24
Prerequisite:	FMA 3702 (Educational Management)
Course Assessment:	Continuous assessment 50% At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course provides the foundation for school sport organisers, managers and leaders. It is divided into two sections: (1) Sport Coaching (2) Sport Organisation and Administration. It introduces to sport coaching, sport organisation and administration as well as leadership and management and its impact on good governance in schools. From careful evaluation of these perspectives, as well as from actual practice of it using the course's action learning methods, students will build a personal model of coaching, organisation and administration as well as leadership and management skills that they can use in their workplace.

Course Title: ARTS AND CULTURE DEVELOPMENT AND ORGANISATION

Code:	LID 3880
NQF Level:	8
Semester Offered:	1 st & 2 nd semesters, year 4
National Professional Standard Competencies:	None
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week second semester
Credits:	24
Prerequisite:	FMA 3702 (Educational Management)
Course Assessment:	Continuous assessment 50% At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course is designed to provide students with specialized knowledge and organizational skills to stimulate cultural aesthetic awareness in the school and in society. This module will further enhance the student's awareness and understanding of the importance of the Arts in Education.

YEAR 4 SEMESTER 2

Course Title: PROFESSIONAL AND COMMUNITY DEVELOPMENT

Code:	FMD 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	(C 3, C 19, C 22, C 25, C 26, C 27, C 28, C 29, C 30)

Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50 (1 x 2 hour paper)

Course Aim:

This course is intended to develop students' skills and dispositions regarding issues that relate to: the development of students' as members of the professional learning community, their contributions to the development of professional ethics and the community's socio-economic welfare at large.

D.4.18 BACHELOR OF EDUCATION SECONDARY SCHOOL SUBJECTS COURSE DESCRIPTORS

D.5 Important Note to B.Ed Students

D.5.1 As the School of Humanities, Society and Development offers year-courses in the fourth year of study, BEd students will lose at least six weeks of lectures due to the teaching practice programme of the School of Education. Since the School of Humanities, Society and Development recognises the fact that it is responsible for the provision of school subject content courses indicated in the relevant sections of the School of Education curriculum framework, special arrangements (as per the regulation below, C.8.2) have been put into place so that the affected students are not put to a disadvantage due to loss of lecturing hours. C.5.2 BEd students intending to take school subject(s) in the School of Humanities, Society and Development at fourth year level must contact the relevant department(s) in the School of Humanities, Society and Development before the end of the third year in order to receive information and self-study materials to be used in their absence from lectures during the teaching practice period taking place at the beginning of their fourth year. It is the student's responsibility to contact the relevant department(s) to obtain instructions and materials before the end of his/her third year of study

AFRIKAANS

YEAR ONE

Course Title: FOUNDATIONS OF AFRIKAANS STUDIES A

Module Code	LAS 3581
NQF Level	5
Semester Offered	1 st semester, Year 1
Notional Hours	120
Contact Hours	3 lectures plus 1 tutorial per week for one semester (14 weeks)
NQF Credits	12
Prerequisite (Co-requisite)	None
Compulsory/Elective	Compulsory
Module Assessment:	Continuous assessment 60% (minimum 3 assessment opportunities in the form of tests and graded assignments). Examination 40% (1 x 2 hour examination paper). Minimum final mark required to pass: 50%

Module Aims:

This course aims to foster language awareness with the students and to provide them with the skills, subject knowledge and knowledge of sources required to enable them to successfully read and produce Afrikaans texts, including the reading, appreciation and basic analysis of prose.

Learning Outcomes/Specific Outcomes

- On completing the module students should be able to:
- identify and use the parts of speech in Afrikaans correctly;
- write grammatical simple and complex, cohesive and coherent sentences and paragraphs;
- effectively use language reference works in Afrikaans;
- distinguish between the different methods of studying literature;
- distinguish between the different sub-genres of prose;
- appreciate, analyse and interpret short stories.

Module Content

This module develops the student's skills in comprehending, appreciating and writing a variety of texts in Afrikaans based on knowledge of the grammatical and pragmatic basics of the language, while recognizing and appreciating language variety. Students will also be introduced to the study of literature by focusing on the various methods of literary study and familiarising themselves with prose in Afrikaans.

Hierdie module ontwikkel studente se vaardighede in die begrip, waardering en skryf van 'n verskeidenheid tekste in Afrikaans, gebaseer op kennis van die grammatikale en pragmatiese basis van die taal, terwyl taalverskeidenheid erken en waardeer word. Studente word ook bekendgestel aan literatuurstudie, met die fokus op die verskeie metodes in literêre studie en vertrouwdheid met Afrikaanse prosa.

Methods of Facilitation of Learning

The module will be facilitated through learning activities such as lectures, online content and exercises; written assignments, group work, class discussions and presentations.

Quality Assurance Arrangements

Student evaluation after each semester that the module is offered; internal moderation of examinations; review with each review cycle, with the input from internal and external stakeholders.

Learning Resources

Prescribed Learning Resources

Module study materials (as prepared for CODeL)

Peacock, M., Scheepers, R., McLachlan, T. and Gouws, R.H. (2010). *X-kit Essensiële gids Afrikaans*. Cape Town: Pearson Education South Africa.

Recommended Learning Resources

Beter Afrikaans: <https://beterafrikaans.co.za>

Carstens, W.A.M. (2018). *Norme vir Afrikaans. Moderne Standaardafrikaans*. Sixth edition. Pretoria: Van Schaik.

De Vries, A.H. (Ed.). (2012). *Die Afrikaanse Kortverhaalboek*. Cape Town: Human & Rousseau.

Luther, J. (Ed.). (2009). *HAT Afrikaanse skoolwoordeboek*. Cape Town: Pearson Education South Africa.

Luther, J. (Ed.). (2011). *Longman-HAT English-Afrikaans / AfrikaansEngels Skoolwoordeboek*. Kaapstad: Pearson Education South Africa.

Luther, J. (Ed.). (2013). *HAT Taal-en-Feitegids*. Cape Town: Pearson Education South Africa.

Luther, J., Pfeiffer, P. & Gouws, R.H. (Eds.). (2015). *Handwoordeboek van die Afrikaanse Taal*. Sixth edition. Cape Town: Pearson Education South Africa.

Pharos Dictionaries Online: <https://www.pharosaanlyn.co.za>

Pfeiffer, F. (Ed.) (2017). *Oxford Afrikaans-Engels Skoolwoordeboek / English-Afrikaans School Dictionary*. Second edition. Cape Town: Oxford University Press South Africa.

Taalkommissie van die S.A. Akademie vir Wetenskap en Kuns. (2017). *Afrikaanse Woordelys en Spelreëls*. Eleventh edition. Cape Town: Pharos.

Uys, I. (2002). *Die Afrikaanse Makro Gids*. Cape Town: Pharos.

Virtuele Instituut vir Afrikaans: <https://viva-afrikaans.org>

Module Title: LAS 3592 Foundations of Afrikaans Studies B

Module Code:	LAS 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Notional Hours:	120
Contact Hours:	3 lectures plus 1 tutorial per week for one semester
NQF Credits:	12
Prerequisite:	None
Compulsory/Elective:	Compulsory
Module Assessment:	Continuous assessment 60% (minimum 3 assessment opportunities in the form of tests and graded assignments). Examination 40% (1 x 2 hour examination paper). Minimum final mark required to pass: 50%

Module Aims

This module continues to foster language awareness with the students and to provide them with the skills, subject knowledge and knowledge of sources required to enable them to successfully read and produce Afrikaans texts, including the reading, appreciation and basic analysis of poems.

Learning Outcomes/Specific Outcomes

On completing the module students should be able to:

describe and apply the normal word order of Afrikaans sentences;

use correct spelling and punctuation;

define and apply pragmatic competence;

write a summary, informative essay, and argumentative essay and demonstrate text comprehension;

distinguish between the different sub-genres of poetry;

appreciate, analyse and interpret poems in Afrikaans.

Module Content

This module further develops the student's skills in comprehending, appreciating and writing a variety of texts in Afrikaans based on knowledge of the grammatical and pragmatic basics of the language, and of spelling and punctuation. Students will also be continue the study of literature by familiarising themselves with poetry in Afrikaans.

Hierdie module ontwikkel studente se vaardighede in die begrip, waardering en skryf van 'n verskeidenheid tekste verder, gebaseer op kennis van die grammatikale en pragmatiese basis van die taal, sowel as spelling en interpunksie. Studente sit ook die studie van die literatuur voort deur vertrou te raak met Afrikaanse poësie.

Methods of Facilitation of Learning

The module will be facilitated through learning activities such as lectures, online content and exercises; written assignments, group work, class discussions and presentations.

Quality Assurance Arrangements

Student evaluation after each semester that the module is offered; internal moderation of examinations; review with each review cycle, with the input from internal and external stakeholders.

Learning Resources

Prescribed Learning Resources

Module study materials (as prepared for CODEL)

Peacock, M., Scheepers, R., McLachlan, T. and Gouws, R.H. (2010). *X-kit Essensiële gids Afrikaans*. Cape Town: Pearson Education South Africa.

Recommended Learning Resources

Beter Afrikaans: <https://beterafrikaans.co.za>

Brink, A.P. (Ed.). (2008). *Groot Verseboek*. Cape Town: Tafelberg.

Carstens, W.A.M. (2018). *Norme vir Afrikaans. Moderne Standaardafrikaans*. Sixth edition. Pretoria: Van Schaik.

Luther, J. (Ed.). (2009). *HAT Afrikaanse skoolwoordeboek*. Cape Town: Pearson Education South Africa.

Luther, J. (Ed.). (2011). *Longman-HAT English-Afrikaans / AfrikaansEngels Skoolwoordeboek*. Kaapstad: Pearson Education South Africa.

Luther, J. (Ed.). (2013). *HAT Taal-en-Feitegids*. Cape Town: Pearson Education South Africa.

Luther, J., Pfeiffer, P. & Gouws, R.H. (Eds.). (2015). *Handwoordeboek van die Afrikaanse Taal*. Sixth edition. Cape Town: Pearson Education South Africa.

Pharos Dictionaries Online: <https://www.pharosaanlyn.co.za>

Pfeiffer, F. (Ed.) (2017). *Oxford Afrikaans-Engels Skoolwoordeboek / English-Afrikaans School Dictionary*. Second edition. Cape Town: Oxford University Press South Africa.

Taalkommissie van die S.A. Akademie vir Wetenskap en Kuns. (2017). *Afrikaanse Woordelys en Spelreëls*. Eleventh edition. Cape Town: Pharos.

Uys, I. (2002). *Die Afrikaanse Makro Gids*. Cape Town: Pharos.

Virtuele Instituut vir Afrikaans: <https://viva-afrikaans.org>

YEAR TWO

Course Title: AFIKAANS LINGUISTICS

Code:	LAF 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course familiarises the student with the scientific study of language structure in Afrikaans. Five topics are covered, although not each exhaustively every year: *Phonetics*: the human sound-producing system; sound classes and types in Afrikaans; phonetic transcription; *Phonology*: sound segments and phonemes in Afrikaans; major phonological processes in Afrikaans; *Morphology*: simplex and complex words; types of morphemes in Afrikaans; derivation and inflection; the major word formation processes and their products; *Syntax*: the main syntactic categories and structures and their functions in basic sentences; *Semantics*: the structure of the lexicon; the main lexical relations in the lexicon; the major elements of the relation between semantics and syntax in Afrikaans.

Die kursus stel die student bekend aan die wetenskaplike studie van die struktuur van Afrikaans. Drie van die kernsubdissiplines in die Afrikaanse teoretiese taalwetenskap word behandel: Fonetiek: die menslike spraakapparaat; klankklasse en –soorte in Afrikaans; fonetiese transkripsie; Morfologie: simplekse en komplekse woorde; tipes morfeme in Afrikaans; die belangrikste woordvormingsprosesse en hulle produkte; Sintaksis: die hoofkategorieë en -strukture en hulle funksies in basiese Afrikaanse sinne.

Course Title: FOUNDATIONS OF DUTCH LANGUAGE AND LITERATURE

Code:	LAF 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Afrikaans is largely derived from Dutch, and the bond between the two languages remains strong. A basic knowledge of the Dutch language and insight into aspects of the Dutch society, culture and literature will develop the student's appreciation for the close relation between the two languages and their peoples, but also for the marked variation. The course is offered in two components: a language acquisition component and an introductory literature component. *Language*: Students will acquire basic communicative proficiency in Dutch and focus on the most important differences between Afrikaans and Dutch in terms of country and culture, pronunciation, spelling, grammar and vocabulary. *Literature*: The literature component follows the language component and the focus is on the reading and comprehension of modern Dutch in newspapers and in short stories.

Afrikaans stam van Nederlands af, en daar bestaan steeds 'n stewige band tussen dié twee tale. Deur die verwerping van 'n basiese taalvaardigheid in Nederlands en 'n bekendstelling aan die Nederlandse en Vlaamse kultuur en literatuur, word by die student 'n waardering gekweek vir hierdie noue verbintenis. Wat die taal betref, sal hoofsaaklik gefokus word op die verskille tussen Afrikaans en Nederlands in terme van struktuur en woordeskat

Course Title: AFRIKAANS VISUAL STUDIES

Code:	LAF 3652
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LAF 3582 (Foundations of Afrikaans Studies B)/ LAS3592
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

The following aspects will be dealt with: one or more dramas, a film and/or advertisements (as part of different sub-genres) on a thematic and performance. Literary aspects unique to the specific material (texts) will also be focused on.

Die volgende aspekte sal op 'n tematiese grondslag behandel word: een of meer dramas, 'n film en / of advertensies. Die visuele in samewerking met die teks sal in die geval van die dramas onder die soeklig val.

YEAR THREE**Course Title: AFRIKAANS AND DUTCH POETRY**

Code:	LAF 3751
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LAF 3582 (Foundations of Afrikaans Studies B)/LAS3592
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Focus on Afrikaans and Dutch poems with the theme "Poems representing metatexts". How to analyse a poem in general will serve as an introduction to confront the student with the approaches and techniques in poetry such as metaphorical language, rhyme and rhythm, etc. An Afrikaans poetry volume of the author George Weideman will be studied.

Ten opsigte van die Nederlandse poësie sal die student ingelei word in die vernaamste literêre periodes van die moderne Nederlandse poësie vanaf die 1700's tot en met die begin van die nuwe millennium. Wat Afrikaans betref, sal hoofsaaklik gefokus word op metatekstuele aspekte in die poësie sedert 1960. Van die student sal verwag word om gedigte grondig te kan ontleed.

Course Title: AFRIKAANS LANGUAGE STUDIES

Code:	LAF 3732
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LAF 3611 (Afrikaans Linguistics)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course applies the basics of Afrikaans linguistics studied at second year level to the following four topics in Afrikaans applied language studies: linguistic norms, linguistic style, language planning and lexicography. Not each topic will be dealt with exhaustively every year

In hierdie kursus word die beginsels van die Afrikaanse taalwetenskap wat in die vorige studiejaar bestudeer is, toegepas op die studie van taalkundige norme in Afrikaans. Die volgende onderwerpe word behandel: normering en universele taalkundige norme; sintaktiese, morfologiese en semantiese norme; standaardtaal; taalsuiverheid; naslaanwerke en woordeboeke.

YEAR FOUR**Course Title: AFRIKAANS AND DUTCH NOVEL AND DRAMA**

Code:	LAF 3860
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim::

After dealing with the shorter sub-genres on prose in the previous study years, the novel and drama will be dealt with in this course. The Afrikaans and Dutch novel and drama will be dealt with separately and not necessarily on a comparative basis. As far as the drama is concerned, the focus will be on analysing the individual texts in depth.

Nadat daar in die vorige studiejare gekonsentreer is op die korter subgenres van die prosa, sal die roman en drama in hierdie kursus aan die beurt kom. Die Afrikaanse en Nederlandse tekste sal afsonderlik behandel word, en nie noodwendig op 'n vergelykende basis nie. Van die student sal verwag word om die tekste grondig te kan analiseer

ENGLISH**YEAR ONE****Course Title: FUNDAMENTALS OF ENGLISH LANGUAGE STUDIES**

Code:	LEN 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

This course is designed to develop students' understanding of fundamental issues pertaining to the nature, functions and structure of the English language.

Course Title: FUNDAMENTALS OF THE STUDY OF LITERATURE(S) IN ENGLISH

Code:	LEN 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

The course introduces students to the basic elements of literary criticism. Students will learn what constitutes literature and discuss its functions. Special emphasis will be placed on its contribution to society and the individual reader.

YEAR TWO**Course Title: LEXIS AND BASIC GRAMMAR**

Code:	LEN 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LEN 3581 (Fundamentals of English Language Studies)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course discusses the structure of the English language at the levels of the word, the phrase and the simple sentence. It familiarises students with morphology (the study of the internal structure of words) and syntax (the study of the structure of phrases and sentences) in the identification of word classes and types of phrases and clauses. It also shows how morphology and syntax are interrelated in the study of the structure of language.

Course Title: APPROACHES TO POETRY ANALYSIS

Code:	LEN 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LEN 3582 (Fundamentals of the Study of Literature(s) in English)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

The course is designed to cultivate the literary appreciation and critical evaluation skills of the student. Students will be introduced to a variety of poetic forms and encouraged to discern appropriate approaches which will enhance their understanding of that particular genre (kind or style of writing). The course will be based on lectures and practical exercises.

Course Title: SELECTION OF DRAMA AND PROSE

Code:	LEN 3672
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

The course is designed to deepen the students' understanding of drama as text, as well as broaden their knowledge of fiction, by studying two tragedies, two novels and two collections of short stories. The analysis of the different narrative strategies used by the writers provides a unifying theme.

YEAR THREE**Course Title: PSYCHOLINGUISTICS**

Code:	LEN 3732
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course deals mainly with issues concerning first language acquisition and second language acquisition and learning. In dealing with understanding of what goes on in the process of language acquisition and learning, the students will examine the stages of language acquisition, theories of child language acquisition, language acquisition and the different aspects of grammar, characteristics of the input in child and adult language acquisition, issues related to deprivation of language, sign language, comparison of animals and humans with regard to language abilities, second language acquisition in children and adults, second and foreign language teaching, bilingualism

Course Title: NAMIBIAN LITERATURE IN ENGLISH SINCE INDEPENDENCE

Code:	LEL 3732
NQF Level:	7
Semester Offered:	1 st and 2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

The course will explore key themes in Namibian literature and set this in an historical and cultural context. Reference will also be made to other Southern African books and writers. The texts will be drawn from the genres of poetry, prose and drama

YEAR FOUR**Course Title: AN OVERVIEW OF AFRICAN LITERATURE**

Code:	LEL 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level.
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course will focus on the themes of identity/identities and the significance of poetry and fiction in exploring the tensions brought about by the conflict between "traditional" African and "modern" values that were shaped by colonialism. The importance of Western education and Christianity in shaping the consciousness of the "new African" will be highlighted. The impact of the patriarchal culture on the roles of women will also be explored.

Course Title: APPROACHES TO STYLISTICS ANALYSIS

Code:	LEN 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level.
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course involves a linguistic and stylistic analysis of various kinds of texts. In the analysis of these texts emphasis is placed on identifying the linguistic features that characterise the different genres. The course provides the students with ways in which text varieties can be studied and classified and applies this knowledge to the discussion of what makes a "good" example of a particular type of text. The course also explores how text varieties change over time and the functions in society those particular texts take on

Course Title: APPROACHES TO LANGUAGE ANALYSIS

Code:	LEN 3840
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level and LEN 3531 (Fundamentals in English Language Studies) and LEN 3611 (Lexis and Basic Grammar)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course discusses various approaches to the study of the structure of language. It examines the difference between notional and formal and functional grammars and how each type contributes to our understanding of the language system. The course also analyses the syntax of English and how theory informs practice. The course follows a descriptive approach that encourages associations and contrasts. Participants practise how they explain problem areas of English syntax to colleagues and school learners

FRENCH**YEAR ONE****Course Title: LANGUAGE STUDIES IN FRENCH**

Code:	LFS 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course enables a student who has had previous experience with learning French to reinforce his/her knowledge and to acquire a better understanding of how the language works. Students will be able to write, read and understand short written texts, as for example informal letters, very short newspaper articles and e-mails at the end of this course. Furthermore a student will be able to hold a short conversation in a variety of situations. This course presents an integrated approach of the four language skills: reading, writing, listening and speaking

Course Title: FRENCH LANGUAGE USAGE AND LITERATURE

Code:	LFS 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course allows a student to build on his/her existing French skills and to deepen and expand his/her knowledge of the language. Particular emphasis is placed on the accurate use of French grammar, orthography, pronunciation and vocabulary. Furthermore a student will become familiar with texts of a formal and functional nature. Students will also be introduced to very basic literary and cultural texts allowing a deeper insight into French culture and society.

YEAR TWO

Course Title: INTERMEDIATE LANGUAGE USAGE IN CONTEXT

Code:	LFS 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

In this course students build on their acquired skills during the first year in order to expand and refine their knowledge. Furthermore students are introduced to basic research skills and presentation methods. Grammar is also introduced on a more theoretical basis in order for learners to acquire a conscious view of how the language works.

Course Title: FOUNDATIONS OF LINGUISTICS IN FRENCH

Code:	LFS 3632
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

At the end of this course students will be able to analyse and understand basic and intermediate morphological, syntactical and discursive structures of French in context.

Course Title: ADVANCED LANGUAGE USAGE IN CONTEXT

Code:	LFS 3652
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course introduces students to concepts of argumentation. Furthermore, students are required to critically evaluate themselves and their peers through presentations and discussions. At the same time students continue to expand their grammatical, phonological and cultural knowledge in French.

THIRD YEAR

Course Title: THEORETICAL AND PRACTICAL GRAMMAR IN FRENCH

Code:	LFS 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

At the end of this course students will be able to analyse and apply a number of advanced linguistic and grammatical elements in French. They will acquire the ability to recognise the importance of grammar and discursive structures in text analysis. Furthermore they will be aware of differences between English and French grammar and by implication of their first language.

Course Title: INTRODUCTION TO FRENCH AND FRANCOPHONE LITERATURE

Code:	LFS 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course introduces students to French literary history through the reading and analysis of various extracts of the works of authors in the French canon. In addition students are required to read a complete literary work and discussing it against its historical and social background.

Course Title: COMPOSITION SPEAKING AND PRESENTATION SKILLS

Code:	LFS 3752
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

In this course students acquire the most current French writing and research methods. Furthermore students are required to read and understand a number of technical and academic texts, thus moving away from the merely functional use of language. In addition students are required to do presentations on academic and technical topics.

YEAR FOUR

Course Title: APPLIED LINGUISTICS IN FRENCH

Code:	LFS 3800
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

In this course students look at French through a comparative approach. Differences and similarities of expression and grammar are highlighted with a view to translation. Students are required to expand their vocabulary range from the merely functional to fields that require a highly specialised vocabulary.

Course Title: FRENCH LITERARY HISTORY

Code:	LFS 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

In this course students take a closer look at a specific literary period and its authors. Furthermore, students learn to effect a textual analysis of some depth and complexity by looking at a text in its historical and social context as well as paying close attention to literary genres and their conventions.

Course Title: CONTEMPORARY FRENCH SOCIETY AND LANGUAGE

Code:	LFS 3840
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

In this course students will take a conscious look at the differences between contemporary French and Namibian culture and society. Furthermore, students will develop an awareness of socio-linguistic aspects that influence the use and status of French in the world.

Course Title: CONTEMPORARY FRENCH LITERATURE

Code:	LFS 3860
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks

Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

In this course students will do largely independent research on various literary works and their authors.

GEOGRAPHY

YEAR ONE

Course Title: FUNDAMENTALS OF PHYSICAL GEOGRAPHY

Code:	GHE 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

Students acquaint themselves with the essential foundations of Physical Geography, including common links to auxiliary disciplines and fields of study. The course presents structures, functions, processes and distributional patterns inherent in phenomena of "natural" environments, relating to climate, geomorphology, hydrology, soils and vegetation. The content focuses on the interrelationship of geo-ecosystems, including the human factor. With particular reference to Namibian conditions, the course offers fundamental applications of concepts inherent in the functioning of the atmo-, litho-, hydro- and biosphere

Course Title: FUNDAMENTALS OF HUMAN GEOGRAPHY

Code:	GHE 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

Students acquaint themselves with foundations and concepts of Human Geography, including the subject's links to auxiliary disciplines. The course presents structures, functions, processes and distributional patterns inherent in phenomena of human environments. The content focuses on demographic features of population, rural and urban settlements and economic activities including tourism, land-use and infrastructure, regional diversity / similarity as well as politico-geographical perspectives relating to spatial development. Local to international references cover Namibia, the African continent and selected regions of the world. The course structure implies practical exercises/assignments aiming at fostering application of knowledge, reflective thinking and practical skills

YEAR TWO

Course Title: CLIMATOLOGY (HALF-COURSE)

Code:	GHE 3621
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	GHE 3581 (Fundamentals of Physical Geography)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

The course investigates components, patterns, processes and functioning relating to phenomena of climatology such as air temperature; atmospheric moisture and precipitation; and on atmospheric pressure, motion and circulation.

Course Title: SETTLEMENT GEOGRAPHY (HALF-COURSE)

Code:	GHE 3641
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8

Prerequisite:	GHE 3582 (Fundamentals of Human Geography)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

Departing from the first year of fundamental topics in human geography, the course aims to deepen geographic knowledge, illustrate models and concepts of central place, systems of settlement networks and development as nuclei of structural transformation and regional distribution. The course's objective means to enhance the comprehension of rural-urban migration affecting urbanisation and social change through settlement, crucial for individual and collective well-being effecting national growth and socio-cultural quality in housing rural-urban life.

Course Title: GEOMORPHOLOGY (HALF-COURSE)

Code:	GHE 3601
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	GHE 3581 (Fundamentals of Physical Geography)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

This course introduces students to a broad range of principles on geomorphologic landforms and processes that will enable them to identify, understand and describe their formation and distribution in Namibia and in southern Africa. The content focuses on processes such as weathering and mass wasting; and the creation of structural terrestrial, marine and aeolic landforms. Landscapes from Namibia and southern Africa exemplify the relevant types of landforms.

Course Title: ECONOMIC GEOGRAPHY (HALF-COURSE)

Code:	GHE 3661
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	GHE 3582 (Fundamentals of Human Geography)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

Departing from the first year of fundamental topics in human geography, the course aims to broaden geographic knowledge, illustrate models, concepts and systems observed in economic geography and spatial patterns of economic land-use, distribution and development. The courses' objective means to enhance the comprehension of economic activity and its impact on local environments, national growth and global relationship

Course Title: BIOGEOGRAPHY (HALF-COURSE)

Code:	GHE 3642
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

This course introduces students to the components, functions, processes, patterns and phenomena of Biogeography. Biogeography includes a broad range of topics including evolution, ecology, history of biogeography, biogeographical system, population ecology, distribution of single species and communities, dispersal and extinction, continental biogeography, conservation biogeography and biodiversity.

Course Title: SOCIAL GEOGRAPHY (HALF-COURSE)

Code:	GHE 3682
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

This course offers students concepts and approaches to essential thinking in Social Geography, broadening students' understanding of the interplay between society and space, including the interface experienced between society, crime and space. The content encompasses topics such as types of society and their structures; indicators defining disparities in livelihood; gender equality and social justice; as well as conditions of access to health and socio-economic development. Lectures present key concepts assumed to be "organising principles in societies",

complemented by "culture-specific" perceptions pertaining to groups / classes of society and their regional distribution with an emphasis on Namibia

YEAR THREE

Course Title: GENERAL METHODS AND TECHNIQUES IN GEOGRAPHY

Code:	GHE 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

The course offers application-oriented insights into scientific methods and techniques, comprising the formulation of hypotheses and assumptions; collection and compilation of data; research design and selection of research methods. Examples from field surveys and the formulation of research findings aim at strengthening course and project work capabilities.

With view to secondary school course work and post-graduate studies the content exposes students to map production and basic geodesy. Map interpretation and aerial photography analysis complements essential skills in geographic analysis techniques, needed for course work and research. The course familiarises students with statistical methods applied to quantitative geographic problem analysis, together with the use of techniques in collecting and analysing qualitative data. Introductory hands-on lecturing builds necessary experiences in GIS for special application at secondary school level, seeking to ensure that all participants share a working knowledge of spreadsheet capabilities

Course Title: ENVIRONMENTAL STUDIES

Code:	GHE 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course allows students to comprehend the paramount interaction of humans and their environment, the reasons for and consequences of this interrelationship and in many instances the ameliorating scenarios society can implement. Students should achieve this objective by integrating disciplines through the application of knowledge and research with oral and written presentations.

Course Title: REGIONAL GEOGRAPHY

Code:	GHE 3752
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

The course familiarises students with concepts of and approaches to Regional Geography and furthers students' comprehension of the complexity of the system "region", comprising regional structures and functions (politico-economic, socio-cultural). It reflects data in distinct regions, emphasising the interaction of local and external factors, forces and processes over distance and time in Namibia, Africa and other continents. The course incorporates aspects of regional disparity and explains regional development against the background of different paradigms and concepts of regional development.

Course Title: EXCURSION

Code:	GES 3799
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	2 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper) Final Assessment 100%

Course Aim:

Excursions encourage students to apply methods and techniques required for observing, analysing, assessing and comprehending the particularities of landscapes on site. They offer crucial experiences in team work and prepare for course work design and research

YEAR FOUR

Course Title: TOURISM STUDIES

Code:	GHT 3800
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Students acquaint themselves with the generation and application of complex data sets for tourism planning and development with the assistance of principles, theories and trans-disciplinary methods applied to tourism studies. The course responds to the growing significance of and need for tourism research in Namibia, taking into consideration the growth of the tourism industry and the country's subscription to sustainable development, which require ethical behaviour, informed consumption of natural resources and sharing distribution of wealth.

Course Title: POLITICAL GEOGRAPHY

Code:	GHE 3800
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course guides students in studying independently patterns of politico-economic and socio-cultural landscapes in Namibia, Africa and elsewhere. The content addresses complex social processes of change, including deliberations on the regulating role of state and the creation of nations with their local-regional identities and landscapes of power. Lectures investigate phenomena of territorial control, the continuing competition and particular interests of and amongst countries in the ongoing capitalist restructuring of international economies with their shifting centres of politico-economic gravity.

Course Title: THEMES IN ADVANCED GEOGRAPHY AND ENVIRONMENTAL STUDIES

Code:	GHE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

The content focuses on themes in Physical and Human Geography as well as Environmental Studies that were recently or are currently researched or published by members of the Section, including professional members working in fields of applied geography, environmental management and/or tourism. This seminar-style course requires discussion and research assignments. Students choose their research assignments from specific topics announced during the first week of lecturing in the first semester of the relevant academic year.

GERMAN YEAR ONE

Course Title: FOUNDATIONS OF GERMAN STUDIES

Code:	LGS 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Introducing students to literary genres as well as pragmatic texts and thus increasing awareness of contemporary German literary and culture concepts

Course Title: BASIC GERMAN PATTERNS

Code:	LGS 3592
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Acquainting students with formal German grammar thereby upgrading their communicative skills and written expression in various social contexts.

YEAR TWO

Course Title: TEXT ANALYSIS, DIRECTED WRITING AND PRESENTATION

Code:	LGS 3651
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Analysis of various types of texts, enabling students to identify these, produce these themselves (in writing) and present them orally.

Course Title: CONTEMPORARY GERMAN SOCIETY AND LITERATURE

Code:	LGS 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Making students aware of the interaction between literary texts and society, concentrating on recent German history, societal developments and relevant published materials.

Course Title: COMPLEX GERMAN PATTERNS

Code:	LGS 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Enhancement of communicative skills and written expression by focusing on more advanced aspects of German grammar.

YEAR THREE

Course Title: THEORETICAL AND PRACTICAL GERMAN

Code:	LGS 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

By concentrating on German syntax, students become aware of the essential function of academic writing.

Course Title: GERMAN CULTURAL HISTORY

Code:	LGS 3752
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Introduction to German cultural and literary history from Absolutism to the outbreak of World War I. This includes a study of selected literary texts and manifestations of culture in German society of that period with emphasis on students presenting their findings in adequate academic oral and written form.

YEAR FOUR

Course Title: APPLIED LINGUISTICS IN GERMAN

Code:	LGS 3840
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Examine psycho- and socio-linguistic aspects with special reference to the Namibian situation (variety linguistics)

Course Title: MODERN GERMAN LITERATURE AND CULTURE

Code:	LGS 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Study various literary texts from World War I through to contemporary Germany in conjunction with relevant aspects of the German society.

Course Title: INTERCULTURAL COMMUNICATION

Code:	LGT 3800
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Introduction to the theory of intercultural communication in a multicultural and multilingual society, with special reference to Namibian society

HISTORY

YEAR ONE

Course Title: AFRICAN CIVILISATIONS

Code:	HGE 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None

Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)
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Course Aim:

This course serves to introduce the student to African history. Important and very old African civilisations will be explored, namely Ethiopia, the empire of Mali, the Ancient Kingdom of Ghana and Great Zimbabwe. Students' attention will be directed to important aspects of general African history: archaeology, ancient cultures, art, material culture, trade, society, gender, literature, religion and politics. At the same time students will be introduced to the tools of the trade and methodological and theoretical issues will be dealt with by way of introduction. The course explores the issues through lectures. Students are expected to attend all lectures, to participate actively in the teaching process and to engage with the prescribed readings. Students are assessed with tests (60%) during the semester and a final examination (40%).

Course Title: HISTORY: IMAGES, CONCEPTS AND TOOLS

Code:	HGE 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course will emphasise the skills historians need to ply their craft. The use of argument and different ways of looking at the past will feature prominently. Public history, oral history and the role of different methodological and conceptual tools will be discussed. The course will aim to promote a hands-on and participatory approach to history. Practising basic skills such as the ability to assess various sources, paraphrasing, detecting and avoiding plagiarism and reading with comprehension, will feature prominently. This course serves as the foundation course for the second year Research Methodology course and the fourth-year Research Paper, and the skills & competencies required in the latter will be further refined in the second- and third year courses, where periods of two weeks will be set aside for Research Methodology in each course.

YEAR TWO

Course Title: EARLY SOUTHERN AFRICAN HISTORY

Code:	HGE 3651
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	HGE 3582 (History: Images, Concepts and Tools)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

The peopling of Africa, particularly southern Africa; languages, the development of social formations as predicated on the environment, the climate and mineral resources; development of economic formations. Archaeology and historical linguistics will form the methodological underpinning of this course. The basic requirements for research methodology in Archaeology will be covered during a two week period.

Course Title: MAKING OF THE ATLANTIC WORLD

Code:	HGE 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	HGE 3582 (History: Images, Concepts and Tools)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

The peopling of Africa, particularly southern Africa; languages, the development of social formations as predicated on the environment, the climate and mineral resources; development of economic formations. Archaeology and historical linguistics will form the methodological underpinning of this course. The basic requirements for research methodology in Archaeology will be covered during a two week period.

Course Title: NAMIBIA 19/20 CENTURY

Code:	HGE 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	HGE 3582 (History: Images, Concepts and Tools)
Course Assessment:	Continuous assessment 60%

	Examination 40% (1 x 3 hour paper)
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Course Aim:

This course focuses on early Namibian history; indigenous communities, languages, material cultures, arts and crafts, politics, inter-relations and migrations are explored; proto-colonial developments are investigated, such as early state formation and the expansion of the merchant capitalist frontier into present-day Namibia during the 19th century; in this context interaction of European traders and missionaries and the Oorlam/Nama and Herero peoples is explored in some depth; particular attention is devoted to methodologies: oral history, critical reading of available historical sources and writing.

YEAR THREE

Course Title: NAMIBIA 1920 – 1990

Code:	HGE 3751
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course deal with the period of formal colonial rule, first German and thereafter South African, and focus on the main features of colonialism, such as creation of reserves, control of movement & migrant labour, colonial law vs. customary law, 'indirect' rule, white land settlement and Christianity. Special emphasis is placed on African agency: how did Africans respond to, and influence the various aspects of colonial administration imposed on them? The concepts of collaboration and primary resistance are explored as well as how nationalism evolved. The introduction of the idea of apartheid colonialism after 1950, given practical expression through the Odendaal Plan in the 1960s, will be investigated. South Africa's project for an 'internal' solution is analysed and compared with growing nationalist resistance exemplified by Swapo, Swanu, the churches and organised labour. Students will be required to know how to utilise archives & develop a familiarity with key secondary texts on 20th century Namibian history. Essay-writing and research skills are important components of this course.

Course Title: WORLD HISTORY

Code:	HGE 3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

The course aims to provide future teachers with a sound foundation with which they can engage the international relations syllabus covered in the Secondary Phase of the School Curriculum. Major topics include: World War I & II, the rise of Fascism, the origins of the Cold War, Independence Movements and the end of colonial rule, the United Nations and growing international cooperation and the collapse of Soviet Communism & rise of democracy. Special attention is paid to the causes underlying these transformations & how it has changed the course of 20th century world history. The underlying significance of events will be explored to convey meaning about events & developments that have fundamentally changed the relationship between the West and the Rest of the World, resulting in the collapse of formal colonialism and unprecedented challenges to western imperialism. Students will be exposed to various secondary sources & learn how to utilize oral, primary & secondary written sources and how public history (photographs, monuments, artifacts, music) can be used to broaden understanding and to imaginatively reconstruct events. Special attention will be paid to the role of gender, war and disease in shaping the course of events & developments.

YEAR FOUR

Course Title: PUBLIC HISTORY/MUSEUM AND HERITAGE STUDIES

Code:	HGE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course explores the origins of museums, debates about ethnographic representation and the repatriation of cultural artefacts, practical analysis of museum displays and their meanings. Consideration is given to the relationship between tourism and the heritage industry and analysis centres on discussions of the concept of 'the tourist gaze' and forms of representation in the marketing of culture; the role and significance of monuments, commemorations and

memorials are investigated. Debates over what is remembered, dissonant heritage and dark history render this course a critical tool with which to investigate the ways and means through which the past is structured and remembered.

KHOEKHOEGOWAB

YEAR ONE

Course Title: LITERARY APPRECIATION OF KHOEKHOEGOWAB

Code:	LKL 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English.

Course Title: LANGUAGE AND CULTURE

Code:	LAC 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

YEAR TWO

Course Title: SPEECH SOUNDS AND SOUND SYSTEMS

Code:	LSS 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This generic course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language.

By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation.

In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems and sound changes* students will be enabled to recognise how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages.

The strength of the course lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined.

While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for *HLKM 3612 Phonology and Morphology of Khoekhoegowab*.

Course Title: ORAL LITERATURE OF KHOEKHOEGOWAB

Code:	LKO 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

In this course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Course Title: PHONOLOGY AND MORPHOLOGY OF KHOEKHOEGOWAB

Code:	LKM 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Co-requisite:	LSS 3631 (Speech Sounds and Sound Systems)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Khoekhoegowab. The course should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

YEAR THREE**Course Title: SYNTAX OF KHOEKHOEGOWAB**

Code:	LKS 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LKM 3612 (Phonology and Morphology of Khoekhoegowab)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course also requires first language proficiency, as it investigates and describes the sentence types of Khoekhoegowab, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Course Title: POETRY OF KHOEKHOEGOWAB

Code:	LKP 3732
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Khoekhoegowab.

YEAR FOUR

Course Title: WRITTEN PROSE AND DRAMA OF KHOEKHOEGOWAB

Code:	LKW 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity.

Course Title: EFFECTIVE COMMUNICATION: STYLE AND MEANING IN KHOEKHOEGOWAB

Code:	LKE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The course concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

Course Title: ADVANCED ISSUES IN THE LINGUISTICS OF KHOEKHOEGOWAB

Code:	LKA 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Issues of a universal and typological nature concerning the phonology and grammar of Khoekhoegowab and the Khoe (sub-)family will be dealt with here.

The course consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English.

Common component: Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family.

Language-specific component for Khoekhoegowab: The Khoekhoegowab noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system

OSHIWAMBO

YEAR ONE

Course Title: LITERARY APPRECIATION OF OSHIWAMBO

Code:	LWL 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course provides a general background to the concept *literature* and other related concepts such as *oral literature* and *written literature*, different genres of literature, literary appreciation and different approaches to the study of literature and different functions of literature. Texts to be discussed are in English

Course Title: LANGUAGE AND CULTURE

Code:	LAC 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course is intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. The essence of the course rests on dialogue between lecturers and students of the same and of different cultures in class so as to deepen one's perception of one's own culture and to gain respect through understanding for the other cultures represented. Particular domains of the language and culture that tend to become obliterated should be discussed and contrasted, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

YEAR TWO

Course Title: SPEECH SOUNDS AND SOUND SYSTEMS

Code:	LSS 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This generic course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language.

By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation.

In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems and sound changes* students will be enabled to recognise how speech sounds of a language interact with each other.

Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages.

The strength of the course lies in its hands-on approach. Students will be familiarised with abstract concepts like the "phoneme" by means of practical case studies, that is, by means of regular exercises to practise the analytic techniques as applied to any language in the world. While the relevance of issues to familiar Namibian languages is pointed out during tuition, only foreign languages will be used for assessment purposes, as the techniques are valid irrespective of the language examined.

While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for *HLKM 3612 Phonology and Morphology of Oshiwambo*

Course Title: ORAL LITERATURE OF OSHIWAMBO

Code:	LWO 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

In this course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work. In this course students are introduced to the oral nature of traditional/oral African literature and its significance and function as an art, forms, content and performance, for instance folktales, praises, songs, riddles and proverbs. The course should also give the students explicit understanding of characterisation: characters, their portrayals and significance, e.g. the trickster, ogres, mythological beings, animals and human beings, supernatural beings (spirits). Students are expected to engage in field-work.

Course Title: PHONOLOGY AND MORPHOLOGY OF OSHIWAMBO

Code:	LWM 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Co-requisite:	LSS 3631 (Speech Sounds and Sound Systems)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Oshiwambo. The course should give the student an explicit understanding of the linguistic processes that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students should be able to explain and discuss the features studied and provide pertinent instantiation.

YEAR THREE**Course Title: SYNTAX OF OSHIWAMBO**

Code:	LWS 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	LWM 3612 (Phonology and Morphology of Oshiwambo)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course also requires first language proficiency, as it investigates and describes the sentence types of Oshiwambo, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

Course Title: POETRY OF OSHIWAMBO

Code:	LWP 3732
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course is meant to deepen students' understanding and analytical skills concerning the study of the structure, characteristics, literary devices and other literary aspects of oral and written poetry in Oshiwambo

YEAR FOUR**Course Title: WRITTEN PROSE AND DRAMA OF OSHIWAMBO**

Code:	LWW 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity.

Course Title: EFFECTIVE COMMUNICATION: STYLE AND MEANING IN OSHIWAMBO

Code:	LWE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course centres on the use of the living language in practice, but on the basis of the linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among the devices that a language offers. Analytic as well as creative skills of the student are addressed. The course concentrates on the discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisements, admonitions) and production of own samples.

Course Title: ADVANCED ISSUES IN THE LINGUISTICS OF OSHIWAMBO

Code:	LWA 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Issues of a universal and typological nature concerning the phonology and grammar of Oshiwambo and the Khoe (sub-)family will be dealt with here.

The course consists of a *common component* (14 weeks) attended by students of all African language courses and a *language-specific component* (14 weeks) attended by students of the specific language family (Bantu or Khoe) respectively. In the language-specific components students will also receive a brief introduction to the most outstanding features of the other language family, so as to widen their horizon with regard to their own language. Components which are attended by students of different languages will be taught through the medium of English. All study guides will be in English.

Common component: Isolating, agglutinative and inflecting languages; grammatical gender in languages; semantic case; the order of sentence elements. Features of the language(s) chosen will be highlighted by contrasting them to corresponding features of the other language family.

Language-specific component for Oshiwambo: The Oshiwambo noun as a word; typical features of Khoe languages; an intensification of previous studies in sentence constructions and the tone system.

OTJIHERERO**YEAR ONE****Course Title: ORAL LITERATURE OF OTJIHERERO**

Code:	LHL 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

This course gives students explicit knowledge about and understanding in Otjiherero oral literature.

Course Title: LANGUAGE AND CULTURE

Code:	LAC 3582
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

The course reflects on the major language families of Africa and how Namibian languages relate to them and the roles that are assigned to the Namibian languages. This course is also intended to let students reflect on issues of identity, self-perception and the inseparability of language and culture. Particular domains of languages and cultures

will be discussed and contrasted that tend to become obliterated, e.g. naming practises, kinship systems, figurative language, etiquette. Students are also encouraged to accept dialects as enrichment of the language.

Omurya: Otjirihongwa hi tji kaenda ohunga nomahaŋeno womaraka wa Afrika na wina nokutja omaraka wa Namibia ye na orupe vi ku na omahaŋeno ngo na wina oviungura mbya yandjewa komaraka wa Namibia. Otjirihongwa hi tja tanderwa kutja ovahongwa ve ritare oveni, omerimwino wavo oveni nokutja eraka nombazu kavi yenene okuhaŋewa. Oviuŋe pekepeke vyomaraka nozombazu pekepeke oku maku hungirirwa nokusasanekwa motjirihongwa hi, tjimuna amarukiro womana, omiano vyouzamumwe, omahungiriro omahahungama nozongaro zomeritjindiro potuveze pekepeke. Ovahongwa mave raerwa kutja ve yakure ozondya zeraka poo omahungiriro wotukondwa otjomekurisiro weraka

YEAR TWO

Course Title: SPEECH SOUNDS AND SOUND SYSTEMS

Code:	LSS 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This generic course is designed to provide some fundamental tools and concepts required for understanding the sound system of any language.

By way of introduction students will become familiarised with the central concerns, concepts and methods of *articulatory phonetics* as indispensable tool for linguistic studies and investigation.

In *phonology* students will acquire the standard technique to determine which sounds are significant in a particular language: practical analysis will clarify the concept of the phoneme. In the study of *sound systems and sound changes* students will be enabled to recognise and describe how speech sounds of a language interact with each other. Students shall also appreciate the role of the *syllable*, and the role of *tone* or *stress* in distinguishing meaning in certain languages.

While the course should enhance any student's general ability to handle issues of spelling and articulation, the course lays the essential foundation for phonetic and phonological studies in specific languages. It is a corequisite for HLHM 3632 *Phonology & Morphology of Otjherero* and HLHD 3820 *Historical Linguistics of Otjherero*.

Omurya: Otjirihongwa hi matji ungurwa i ovahongwa avehe mbe ungura omaraka wa Afrika nu otjotjiungurisiwa tja tanderwa okurongerisa ovahongwa moviŋa na momambo ngu maye ve vatere okuzuva nawa wozombosiro zeraka ngamwa na wina omiano vyomaposisiro wazo.

Momerihongero nga ovahongwa mave tjiwa omauzeu nge munika po, omambo nge ungurisiwa nomiano vyomaposisiro wozombosiro mbi ri oviŋa ovinandengu momerihongero nomakonŋononeno weraka.

Momerihongero wozombosiro nomaposisiro wazo, ovahongwa mave tjiwa omiano mbi ungurisiwa kokutara kutja ozombosiro zeŋe nge ri ozonandengu meraka ndo: omapanguŋunino ngu maye kahurura ombosiro yeraka ndo.

Momerihongero womiano womaposisiro wozombosiro wazo nomarundurukiro wozombosiro, ovahongwa mave yenene okuzemburuka nokuhandjaura kutja ozombosiro zeraka ze hwangasana vi. Ovahongwa mave yenene okutjiwa omuano ozondundo zomambo mbu ze hakaena, na wina okuhaŋa omaheero womambo otja kozotona zawo momaraka tjiwa.

*Ngunda otjirihongwa hi amatji kurisa onunongo wovahongwa momatjangero nomatamunino womambo, otjo tji zika ongunde ovahongwa ku mave rihongere ozombosiro nomaposisiro wazo momaraka handumba. Otjirihongwa hi otjo otjipatururandjira ku ihi HLHM 3632 *Phonology & Morphology of Otjherero* (Omerihongero wozombosiro zOtjherero nOndungiro yOmambo wOtjherero) na ihi HLHD 3820 *Historical Linguistics of Otjherero* (Ekuruhungi rEraka rOtjherero).*

Course Title: POETRY OF OTJIHERERO

Code:	LHP 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course deepen students' knowledge in and understanding of Otjherero artistically complex or demanding poetry; develop students' critical skills in the analysis, appreciation and evaluation of poems.

Course Title: PHONOLOGY AND MORPHOLOGY OF OTJIHERERO

Code:	LHM 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks

Credits:	16
Co-requisite:	LSS 3631 (Speech Sounds and Sound Systems)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This Course requires first language proficiency, as it investigates and describes the phonology (sound system) and morphology (word categories and their structures) of Otjiherero. The course should give the student an explicit understanding of the linguistic processes that he/she has already internalized subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency.

Omurya: Otjirihongwa hi tji hepa ondjiviro yomahungiriro omaheze weraka, mena rokutja mu tjo ovahongwa ve kongonona nokukahurura ozombosiro nondungiro yomambo wOtjiherero. Otjirihongwa hi tji yandja ondjiviro ombaturuke movitjita noviuḽe vyeraka mbi ri mourekoto wouripura wovahongwa nu mbu ve ha tjiwa kutja vi ri vi. Ngunda otjirihongwa hi amatji hongo ovahongwa okuungurisa eraka raina osemba mokuhungira na mokutjanga, otjo katji hongo ouheze weraka.

YEAR THREE

Course Title: SYNTAX OF OTJIHERERO

Code:	LHS 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course also requires first language proficiency, as it investigates and describes the sentence types of Otjiherero, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. Students will also be enabled to analyse (parse) syntactic structures according to established procedures. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication.

This Course also requires first language proficiency, as it investigates and describes sentences of Otjiherero, their structures and how sentences are joined in complex sequences. The course should give the student an explicit understanding of the grammar that he/she has already internalised subconsciously. While the course should enable students to use their mother tongue more judiciously in speech and writing, it does not teach proficiency. The knowledge gained will form the foundation for using the grammatical and stylistic resources more effectively for communication purposes.

Omurya: Otjirihongwa hi wina tji hepa ondjiviro yomahungiriro omaheze weraka, mena rokutja mu tjo ovahongwa ve kongonona nokukahurura omihewo vyOtjiherero, ondungiro yavyo nokutja omihewo vi hondjwa vi kumwe. Otjirihongwa hi tji yandja ondjiviro ombaturuke movitjita noviuḽe vyongaramatika yOtjiherero mbi ri mourekoto wouripura wovahongwa nu ndji ve ha tjiwa kutja i ri vi. Ondjiviro nounongo mbu ve rihongo mba mau tungu ongunḽe yomaungurisiro wongaramatika nomiano omisemba vyomahungiriro, nondando yomaungurisiro omasemba weraka momahakaeneno.

Course Title: CREATIVE WRITING IN OTJIHERERO

Code:	LHC 3712
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This Course is designed to give the theory and practice of creative writing in a variety of genres. The course should give the student practical knowledge of various styles employed and inspire his/her creative talents to produce a variety of texts.

Omurya: Otjirihongwa hi tja memenwa okuhonga ovahongwa ongaro noviuḽe vyomatjangero omameme nokuviungurisa nawa momatjangero womamematjangwa womihoko pekepeke. Otjo tji sokuhonga ovahongwa ounongo wokutjanga nokumema momiano pekepeke nokutja ovahongwa ve ungurise oviyandjewa nondjiviro yavo mokumema ovitjangwa pekepeke.

YEAR FOUR

Course Title: WRITTEN PROSE AND DRAMA OF OTJIHERERO

Code:	LHW 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This course deepens students' knowledge and skills in the critical analysis of selected prose, and of drama and plays such as radio plays or film scripts with regard to their structure, themes, characters, style and literary devices, content, and their relevance to current social issues and cultural identity.

This Course is designed to give the theory and practice of creative writing in a variety of genres. The course should give the student practical knowledge of various styles employed and inspire his/her creative talents to produce a variety of texts.

Omurya: Otjirihongwa hi tja memenwa okuhonga ovahongwa ongaro noviuḽe vyomatjangero omameme nokuviungurisa nawa momatjangero womamematjangwa womihoko pekepeke. Otjo tji sokuhonga ovahongwa ounongo wokutjanga nokumema momiano pekepeke nokutja ovahongwa ve ungurise oviyandjewa nondjiviro yavo mokumema ovitjangwa pekepeke.

Course Title: EFFECTIVE COMMUNICATION: STYLE AND MEANING IN OTJIHERERO

Code:	LHE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This Course centres on the use of the living language in practice, but on the basis of formal linguistic understanding previously acquired. It focuses on the sensitisation to and practical application of communicative skills, on the choices one makes among devices that a language offers. Analytic as well as creative skills of the student are addressed. The course concentrates on discussion of theoretical aspects of stylistics and semantics, the analysis of recorded oral and literary texts (e.g. speeches, sermons, advertisement, admonitions) and production of own samples.

Omurya: Otjirihongwa hi tji kaenda ongondoroka nomaungurisiro weraka enamuinyo otja tji ri ungurisiwa motjiwaḽa, nungwari otja kounongo nondjiviro yeraka ovahongwa ndji ve rihonga mozombura ozondenga. Tjinene otjirihongwa matji tara kounongo womaungurisiro weraka otja komatoororero womuungurise weraka otja keraka orini pu mari yandjere. Ounongo wovahongwa wokupanguḽuna nokumema mau ungurisiwa. Otjirihongwa matji tara komahandjauriro woviuḽe vyomiano omisemba vyomahungiro nomaheero, omapanguḽunino wouhungi wokotjinyo noutjangwa (tj. omahungi, amazuarisiro, ouhungi wovirandisiwa, amaronga) novahongwa okuungura ouhungi wavo oveni.

Course Title: ADVANCED ISSUES IN THE LINGUISTICS OF OTJIHERERO

Code:	LHE 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

This Course consists of a common component (about 14 weeks) attended by students of all African language subjects and a subsequent language-specific component (about 14 weeks) attended separately by students of the specific language family only. This course lends itself to project work.

Common component: In this component students are acquainted with the relevance of studies in historical linguistics, which studies the development and change of languages over time. An overview over types of classification and over the history of the classification of African and Namibian (Bantu and Khoesaa languages) will introduce students to the evolution of the current views. Students will be equipped for own studies by studying the processes involved in linguistic change as well as the approaches of historical linguistics and methods of reconstruction. An introduction to the principles and concerns of dialectology will prepare them for the language-specific studies and possible projects in them.

Language-specific component: Students will engage in the historical reconstruction and dialectology of Otjiherero within its family, with comparative inspection of related languages. Conclusions will be drawn on the pre-colonial history, migrations, cultural contact and language change. Features of dialects of Otjiherero will be examined.

Omurya: Otjirihongwa hi tji na orupa rumwe rwovahongwa avehe (ovivike 14) mbe rihonga omaraka wa Afrika na rwarwe rweraka arihe ku ro orini (ovivike 14), ovahongwa veraka arihe pu mave hongwa peke ku vo oveni. Motjirihongwa hi eraka arihe mari hepa kutja omuhongwa auhe ma kare notjungura tji ma kondonona.

Orupa rwovahongwa avehe pamwe: Morupa ndwi ovahongwa mave hongwa ounahepero womerihongero womakuruhungi womaraka, pu mape rihongwa amarundurukiro womaraka otja koruveze tji ru kaenda. Mape hongwa omiano pekepeke vyomahaeno womaraka nekuruhungi romahaeno womaraka, omuano omaraka mbu ye yendayenda omaye runduruka nga tji maye yekuvaza pu ye ri nai. Ovahongwa mave hongwa okurihongwa ku vo oveni mokurihonga omiano vyomarundurukiro womaraka nomiano mbi unguisiwa mokukondonona ekuruhungi romaraka. Omatjivisiro wozongunde nomatokero wozondya zeraka ovahongwa oku mave tarere ekuruhungi reraka ravo nokupaha mo oviungura mbi mave sokukondonona.

Orupa rweraka ku ro orini: Ovahongwa mave rihongo ekuruhungi romarundurukiro wOtjiherero nozondya zaro otja komuhoko waro, na wina okurisaneka ku na omaraka warwe wopopezu poo amazamumwe na ro. Omakutiro maye zu mekuruhungi indi ekurukuru, ekuruhungi romeyero wOvaherero nomihoko vyarwe, omahakaeneno womihoko nomarundurukiro weraka. Oviuŋe vyozyondya zOtjiherero mavi kondonona.

PORTUGUESE

YEAR ONE

Course Title: BASIC PORTUGUESE PATTERNS

Code:	LPS 3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Acquainting students with formal Portuguese grammar, thereby upgrading their communicative skills and written expression in various social contexts.

Course Title: BASIC LITERARY AND CULTURAL CONCEPTS IN PORTUGUESE

Code:	LPS 3532
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Introducing students to literary genres as well as pragmatic texts and thus increasing awareness of contemporary Portuguese literary and culture concepts.

YEAR TWO

Course Title: COMPLEX PORTUGUESE PATTERNS

Code:	LPS 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Enhancing students' communicative skills and written expression by focusing on central aspects of Portuguese grammar

Course Title: CONTEMPORARY PORTUGUESE SOCIETY AND CULTURE

Code:	LPS 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16

Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Making students aware of the interaction between literary texts and society, concentrating on recent Portuguese history, societal developments and relevant published materials.

Course Title: TEXT ANALYSIS DIRECTED WRITING AND PRESENTATION IN PORTUGUESE

Code:	LPS 3652
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Analysis of various types of Portuguese texts enabling students to identify, produce and present similar texts.

YEAR THREE

Course Title: THEORETICAL AND PRACTICAL GRAMMAR IN PORTUGUESE

Code:	LPS 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Enhancing students' communicative skills in Portuguese by concentrating on Portuguese syntax to enable them to practically use it on academic writing.

Course Title: PORTUGUESE LUSOPHONE RELATIONS

Code:	LPS 3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Read selected Portuguese texts of colonial and post colonial literature with reference to lusophone African countries and depicting several aspects of present and past relationship between these countries and Portugal.

Course Title: PORTUGUESE CULTURAL HISTORY

Code:	LPS 3752
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Introduction to Portuguese cultural and literary history from Absolutism to the end of the Portuguese Monarchy in 1910. This includes a study of selected literary texts and manifestations of culture in Portuguese society of that period with emphasis on students presenting their findings in adequate academic oral and written form.

YEAR FOUR

Course Title: MODERN PORTUGUESE CULTURE AND LITERATURE

Code:	LPS 3820
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16

Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Study several selected texts from the first republic to contemporary Portugal in conjunction with the relevant aspects of the Portuguese society

Course Title: APPLIED LINGUISTICS IN PORTUGUESE

Code:	LPS 3840
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Examine psycho-socio-linguistic aspects with special reference to the Lusophone situation

Course Title: AFRICAN PORTUGUESE LITERATURE

Code:	LPS 3860
NQF Level:	8
Semester Offered:	1 st and 2 nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

Study of selected cultural and literary texts and authors from those Portuguese speaking countries during their independence movements and after their political independence

VISUAL ARTS

YEAR ONE

Course Title: PRINCIPLES OF DESIGN

Code:	VPD 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

This is the introductory course that will provide a theoretical base and build up basic practical knowledge needed for creating the appropriate visual art forms expected. This will be done through researching of and working in three diverse art and design activities to stimulate individual creativity to provide an art and design vocabulary. This course together with HVPD 3582 *Principles of Design* will provide background for visual art and design courses to follow from second year level onwards

Course Title: VISUAL LITERACY AND DRAWING

Code:	VLD 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

This course promotes visual literacy through the analysis and production of art. There will be exploration of manifestation of ideas in visual art through aspects such as art elements, compositional principles and subject matter. This theoretical and practical foundation for visual arts will be consolidated by an emphasis on drawing.

Course Title: PRINCIPLES OF DESIGN

Code:	VPD 3592
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks

Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

This course provides additional theoretical and practical knowledge needed for the creating of new and more advanced visual art and design forms. It further aims at stimulating and augmenting individual creativity and reinforcing art and design theory and conceptualisation. This will be done through working in a series of art and design activities to produce different products to those done in the prerequisite course *HVPD 3581 Principles of Design*. Furthermore this course will provide background for visual art and design Courses to follow at subsequent year levels.

Course Title: VISUAL LITERACY AND DRAWING

Code:	VLD 3592
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 2 hour paper)

Course Aim:

This course promotes visual literacy through the analysis and production of art. The project-based exploration of visual arts concepts and skills will be supported by a focus on formats for oral and written presentations on art. This foundation for visual arts will be consolidated by an emphasis on drawing and the evaluation thereof.

YEAR TWO

Course Title: CREATIVE EXPRESSION

Code:	VCE 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	VPD 3592 or VLD 3592
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper including exhibition/presentation)

Course Aim:

This course is an introduction to the theory and history of creative visual expression placed in a contemporary art context, with an emphasis on the basic expressive exploration of two-dimensional, three-dimensional and mixed media art forms. Students will be expected to explore a variety of basic processes and techniques.

Course Title: VISUAL CULTURE AND CONCEPTS

Code:	VVC 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	VPD 3592 or VLD 3592
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

The study of literature on the Namibian heritage of visual culture such as rock art and customary art will be complemented by field excursions. The second component analyses local examples of the role of visual culture in the formation and affirmation of identity in Namibia. Cross-reference will be made to selected manifestations in southern Africa.

Course Title: CREATIVE EXPRESSION

Code:	VCE 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 for 14 weeks
Credits:	16
Co-requisite:	VCE 3611
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper including exhibition/presentation)

Course Aim:

This course is a thematic introduction to creative visual expression placed in a contemporary art context, with a further emphasis on basic expressive exploration of two-dimensional, three-dimensional and mixed media processes and techniques, other than those done in *HVCE 3611 Creative Expression*.

YEAR THREE

Course Title: CREATIVE EXPRESSION

Code:	VCE 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	VCE 3632
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper including exhibition/presentation)

Course Aim:

Placed in a contemporary art historical and theoretical context, this course will explore basic creative strategies, allowing for an emphasis on the student's individual aptitude for creative expression in a visual art field of his/her choice.

Course Title: CREATIVE EXPRESSION

Code:	VCE 3732
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 for 14 weeks
Credits:	16
Co-requisite:	VCE 3711
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper including exhibition/presentation)

Course Aim:

Placed in a contemporary art theoretical context, this course will explore more advanced creative strategies, allowing for an emphasis on the student's individual aptitude for creative expression in a visual art field of his/her choice.

YEAR FOUR

Course Title: ENTREPRENEURSHIP FOR EDUCATORS

Code:	MHE 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (At least 6 assessments) Examination 50%: (1 x 3 hour paper)

Course Aim:

The main aim of this course is to introduce students to aspects of running their own businesses and hence making them self reliant and as such make them realize the many opportunities that are available for them to become self employed. It also aims at making them job creators by employing others in their small businesses. It will also develop skills of writing business plans, writing creative advertisement and carrying out a business research.

FACULTY OF COMMERCE, MANAGEMENT, AND LAW

ACCOUNTING

YEAR ONE

Course Title: FUNDAMENTALS OF ACCOUNTING A

Code:	AFE 3581
Equivalent:	AFE 3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 hours +1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The detailed contents are as follows: Introduction to the basic principles of accounting – nature and function of accounting and accounting theory, the history and development of accounting, the statements of financial position and of comprehensive income and of changes in equity and its elements. Determining the information needs of different users, Collecting and processing accounting data, the accounting cycle, designing source documents, Journalising, posting entries from journal to the ledger, Creating subsidiary ledgers and Control accounts and Compiling a trial balance before adjustments. Determining and recording adjustments. Recording closing entries, compiling a worksheet in the closing-off procedure and compiling a post-closing trial balance. Preparing financial statements for a sole proprietor, non-profit organisations and trading and service entities. The cost concept - determination of the Cost of Goods Sold (COGS). Creating a complete accounting system that will fulfil the requirements of a specific entity

COURSE TITLE: BUSINESS MATHEMATICS

Code:	BCM 3571
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

Number systems; operations on whole numbers, integers and fractions; powers and roots; measurements (length, mass, capacity, temperature) and mensuration (area and volume); rates and ratios; basic set theory; basic algebraic operations; linear and quadratic equations; linear inequalities; linear functions and graphs; simple and compound interest; single and regular investments; hire purchase and loans; arithmetic and geometric sequence

Course Title: FUNDAMENTALS OF ACCOUNTING B

Code:	AFE 3582
Equivalent:	AFE 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 hours + 1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The detailed contents are as follows: Introduction to the framework for the preparation and presentation of financial statements (FRW), financial position, financial performance, determining profit and preparing financial statements, accounting for current and non-current assets – cash and cash equivalents, trade and other receivables, inventory, property, plant and equipment and other non-current assets, accounting for current and non-current liabilities. Introduction to VAT (Value Added Tax). Inventory systems

YEAR TWO**Course Title: FINANCIAL ACCOUNTING 1A**

Code:	AFE 3691
Equivalent:	AFE 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	3 hours + 1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	CAFE3581/2 (Fundamentals of Accounting A & B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The detailed contents are as follows: Review of business entities financial reporting: financial statements of partnerships – establishment of a partnership, financial statements, admission and/or retirement of a partner, dissolution, insolvent partner, piecemeal liquidation. Introduction to close corporations covering – formation, operation, introduction to taxation, deregistration and liquidation, accounting records and financial statements. Branches/Sector accounting, Manufacturing companies covering - cost statements, preparing the income statement. Introduction to companies – formation, operation, introduction to taxation, share and debenture transactions, accounting records and financial statements, deregistration and liquidation. Conversions of various types of enterprises – partnership into a company, partnership into a close corporation, company into a close corporation and vice versa

Course Title: MANAGEMENT ACCOUNTING 1A

Code:	AAM 3691
Equivalent:	AAM 3651
NQF Level:	6

Semester Offered:	1 st semester, Year 2
Contact Hours:	3 hours +1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

Introduction to Cost and Management Accounting: cost concepts and cost flows, cost behaviour and systems for recording and controlling costs, product and period costs, and prime and conversion costs: Material and labour costs: raw material costs and inventory management, inventory levels, purchasing and storage of inventory, selective inventory control techniques; Payroll accounting and methods of compensation, individual and group incentive plans, fringe benefits, learning curves and cost estimation; Accounting for overhead costs: identification and coding of overheads, collection, allocation, apportionment and absorption of overheads, cost drivers and overhead costs, production, administration and marketing overheads. Activity based costing: activity based costing defined, comparison between traditional and activity based costing systems, activities and transactions as cost drivers, strengths and weaknesses of activity based cost system. Job order costing: Contract costing: main features of contracts and types of contracts, cost calculation for contracts, methods of determining profit for incomplete contracts, contract cost accounts.

Course Title: FINANCIAL ACCOUNTING 1B

Code:	AFE 3692
Equivalent:	AFE 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	3 hours +1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	CAFE3581/2 (Fundamentals of Accounting A & B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The detailed contents are as follows: The framework for the preparation and presentation of financial statements (FRW) – underlying assumptions, definitions of assets, liabilities, equity, income, expenses, recognition of the elements of financial statements, preparation and presentation of financial statements (specific reference to auditors', directors' and other reports), Introduction to the Statement of cash flow), analysis and interpretation of financial statements

YEAR THREE

Course Title: FINANCIAL ACCOUNTING 2A

Code:	AFE 3781
Equivalent:	AFE 3751
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	3 hours +1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	CAFE3691/2 (Financial Accounting 1A & 1B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The detailed contents are as follows:

International Financial Reporting Standards (IFRS): Revenue (IAS18), Inventories (IAS2), Property, plant and equipment (IAS16), Intangible assets (IAS38), Impairment of assets (IAS36).

Groups: Introduction to Group Statements of Financial Position, Statements of Comprehensive Income, Statements of Changes in Equity and Notes to the Financial Statements (Consolidated and Separate Financial Statements (IAS27) and Business Combinations (IFRS3)), consolidation at and after date of acquisition

Course Title: FINANCIAL ACCOUNTING 2B

Code:	AFE 3782
Equivalent:	AFE 3752
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	3 hours +1 hour tutorial per week for 14 weeks
Credits:	12
Prerequisite:	CAFE3691/2 (Financial Accounting 1A & 1B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The detailed contents are as follows:

Groups: Introduction to basic group financial statements consolidated and separate financial statements (IAS27) – business combinations (IFRS3), Sundry aspects concerning group statements and Intra-group transactions.

International Financial Reporting Standards (IFRS): Investment property (IAS40), Non-currents assets held for sale and discontinued operations (IFRS5), Operating segments (IFRS8), Accounting policies, changes in accounting estimates, and errors (IAS8) , Related party disclosures (IAS24), Earnings per share (IAS33), Events after the reporting period (IAS10)

YEAR FOUR

Course Title: FINANCIAL ACCOUNTING 3A

Code:	AFE 3871
NQF Level:	8
Semester Offered:	1 st semester, Year 4
Contact Hours:	4 hours +1 hour tutorial per week for 14 weeks
Credits:	16
Prerequisite:	CAFE3781/2 (Financial Accounting 2A & 2B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The detailed contents are as follows;

Groups: Interim acquisition, Complex groups, Insolvent subsidiaries, Preference shares, Change in the nature and extent of control, Investments in associates (IAS28), Interests in joint ventures (IAS31).

International Financial Reporting Standards (IFRS): Income tax (IAS12), Leases (IAS17), Employee benefits (IAS19), Statements of cash flows (IAS7).

BUSINESS STUDIES

YEAR ONE

Course Title: BUSINESS MATHEMATICS

Code:	BCM 3571
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

Number systems; operations on whole numbers, integers and fractions; powers and roots; measurements (length, mass, capacity, temperature) and mensuration (area and volume); rates and ratios; basic set theory; basic algebraic operations; linear and quadratic equations; linear inequalities; linear functions and graphs; simple and compound interest; single and regular investments; hire purchase and loans; arithmetic and geometric sequence.

Course Title: PRINCIPLES OF MANAGEMENT

Code:	MPP 3572
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

Students will also be exposed to the various functions of management which are planning, organising, leading and control. As management forms part and parcel of our daily lives, students are expected to keep abreast with the latest developments in terms of local and international media and how it impacts on businesses, looking at the social, economic, political and cultural environments. Additional topics to be covered in this module are: introduction to various forms of entrepreneurship, religion and business world and business management, various economic systems, business counselling, coaching and networking. Above all students will be introduced to the history and evolution of the theories of management

YEAR TWO

Course Title: ORGANIZATIONAL BEHAVIOUR A

Code:	MBO 3671
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	MPP 3579 (Principles of Management)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The course will focus on the following topics: Introduces Organizational behavior to students by looking at several themes that are current in contemporary organizational life. It looks at concepts, theories and techniques as applied in management of organizations. Specific topics will be determinants of organizational performance (teamwork, motivation, rewards, job design, job satisfaction etc.), organizations and the environment, Organizational cultures, structures and processes, and management of growth and decline

Course Title: BUSINESS STATISTICS A

Code:	ABA 3691
Equivalent:	ABA 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	3 hours for 14 weeks
Credits:	12
Prerequisite:	BCM 3571 (Business Mathematics)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The detailed contents are as follows: This course introduces the students to the fundamental of statistics. Topics include: Data and Statistics, Collection of data, Presentation of data, Frequency distributions, Scatter diagrams and Cross tabulations, Measures of central tendency, Measures of dispersion/variation, Probability theory and Probability distributions (Binomial, Poisson, Exponential and Normal)

Course Title: ORGANIZATIONAL BEHAVIOUR B

Code:	MBO 3672
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	MBO 3671 (Organizational Behaviour A)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The course will focus on the following topics: Change - causes and management of change; organizational development (OD); learning organizations; resistance to change; overcoming resistance to change. Workforce diversity – case for diversity; ethical and social responsibilities; economic considerations; knowledge and skill factors; characteristics of successful diversity management Power, politics and conflict resolution – sources of power; empowerment; power, politics and morality; forms of political manipulations and management of politics. Different types of leaders– principles and value systems; disintegration and integration processes; elements of conceptual framework; forms of leadership styles.

YEAR THREE

Course Title: MARKETING MANAGEMENT 1A

Code:	MSM 3781
Equivalent:	MSM 3771
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours for 14 weeks
Credits:	12
Prerequisite:	MBO 3671/2 (Organisational Behaviour A/B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The following topics will be covered: the marketing mix, the nature of goods and services; consumer needs and wants. The product mix, Social Responsibility, ethics, consumer behavior, consumer purchase decision process; psychological influence; socio-cultural influences; Organizational Buyer; Marketing Communication process and Integrated Marketing Communication

Course Title: HUMAN RESOURCE MANAGEMENT 1A

Code:	MHM 3781
Equivalent:	MHM 3771
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours for 14 weeks
Credits:	12
Prerequisite:	MBO 3671/2 (Organisational Behaviour A/B)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The following topics will be covered: Understanding of Self; Components of Self: self-identity, self -concept, self - confidence , self- image and techniques of Self Awareness; Exploration through Johari Window Mapping; Human

resources management's role in the evolving paradigm – fundamentals of management planning; the strategic management process; types of strategies; strategic human resource management and tools. Human resource management and the competitive advantage – the resource-based paradigm; the best practices paradigm, Human resources and leadership and managing flexible patterns of work for competitive advantage - individual models of leadership – trait –based approach, behavioral- based approach, situational – based approach; group models of leadership- cross-functional teams, self-managed teams; executive teams; introduction to flexibility – functional flexibility, work-time flexibility, numerical flexibility, financial flexibility, numerical flexibility, regulatory flexibility, mobility flexibility etc

Course Title: MARKETING MANAGEMENT 1B

Code:	MSM 3782
Equivalent:	MSM 3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours for 14 weeks
Credits:	12
Prerequisite:	MSM 3781 (Marketing Management 1A)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

This course covers- learning how successfully integrate the elements of the marketing function into strategic, cohesive plan the student will cover the following topics: Strategic Marketing Process, The marketing environment: Examining and responding to the marketing Environment, Competitive forces, Economic forces, Political forces, Legal and Socio-cultural forces; Technological forces, marketing research, developing and managing products, Personal selling and sales promotion, Wholesaling and Retailing

YEAR FOUR

Course Title: ENTREPRENEURSHIP FOR EDUCATORS

Code:	MHE 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours for 14 weeks
Credits:	12
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (At least 6 assessments) Examination 50%: (1 x 3 hour paper)

Course Aim:

The main aim of this course is to introduce students to aspects of running their own businesses and hence making them self reliant and as such make them realize the many opportunities that are available for them to become self employed. It also aims at making them job creators by employing others in their small businesses. It will also develop skills of writing business plans, writing creative advertisement and carrying out a business research.

ECONOMICS

YEAR ONE

Course Title: BASIC MICROECONOMICS

Code:	EMI 3571
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

Economics is the study of how society allocates scarce resources to satisfy the wants of its members for goods and service. As such, it is a subject concerned with issues of both efficiency and equity. An efficient economy gets the most it can from its scarce resources; an equitable economy fairly distributes the benefits of its resources among its members. Is the economy efficient? Is the economy fair? The course aims to introducing students to key concepts used in microeconomics and facilitate a basic understanding of the economic phenomena. The course is designed to help students understand that society's economic choices often involve trade-offs between efficiency and equity

Course Title: BUSINESS MATHEMATICS

Code:	BCM 3571
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment)

	Examination 50%: (1 x 3 hour paper)
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Course Aim:

Number systems; operations on whole numbers, integers and fractions; powers and roots; measurements (length, mass, capacity, temperature) and mensuration (area and volume); rates and ratios; basic set theory; basic algebraic operations; linear and quadratic equations; linear inequalities; linear functions and graphs; simple and compound interest; single and regular investments; hire purchase and loans; arithmetic and geometric sequence.

Course Title: BASIC MACROECONOMICS

Code:	EMA 3572
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

This course introduces basic concepts and tools used in macroeconomic analysis: the theory, measurement, and determination of national income; business cycles; the multiplier; fiscal policy, budget deficits, and the national debt; aggregate supply and aggregate demand; money, banking, and monetary policy; exchange rates and balance of payments accounts; and stabilization policy for unemployment and inflation

YEAR TWO

Course Title: INTERMEDIATE MICROECONOMICS 1

Code:	EMI 3671
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3571 (Microeconomics); EMA 3572 (Basic Macroeconomics)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

Microeconomics is a sub-field of economics concerned with the behaviour of households and firms and the interaction of buyers and sellers in various types of markets. It deals with how households and firms make decisions and how their interactions determine market prices. The prices in turn determine the allocation of scarce resources and their benefits. The course aims at providing students with a good foundation of the microeconomics analysis and to familiarize students with the key concepts of microeconomics theories. The behaviour of individuals and firms are analysed under the assumptions of maximization of consumer's utility and profit of the firms. Contents: 1: Introduction, 2: Consumer theory; 3. Theory of the firm; 4. Production; 5. Cost; 6. Perfect competition; 7. Monopoly; 8. Imperfect Competition

Course Title: INTERMEDIATE MACRO-ECONOMICS 1

Code:	EMA 3671
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3571 (Microeconomics); EMA 3572 (Basic Macroeconomics)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

Macroeconomics will be presented in three inter-related parts. The first part will cover an analysis of the *real sector* of the economy. That is, an analysis of what happens in the market for goods and services. The course will cover the following issues in macroeconomics; Scope and methodology of macroeconomic analysis, goals of macroeconomic policy and schools of macroeconomic thought, National income accounting (Measurement of GDP, GNP, nominal growth, real growth and the rate of inflation), Analysis of changes in the level of economic activity (Injections into and withdrawals from the national income stream), Keynesian expenditure multipliers, Consumption theories, and Investment theories. This course will run through the first semester.

Course Title: INTERMEDIATE MICRO-ECONOMICS 2

Code:	EMI 3672
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3571 (Microeconomics); EMA 3572 (Basic Macroeconomics)
Co-requisite:	EMI 3672 (Intermediate Microeconomics 2)

Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)
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Course Aim:

This course involves the application of demand and supply to policy issues such as taxation, and price controls. It is relevant to students who have a good grasp of basic microeconomic theory. The course will consist of both theory and case studies drawn from Namibia and other countries. Generally, there is a need for economists to understand the role of government as the policy maker and how its actions affect different economic agents in any economy. Contents: Applications of supply and demand analysis; Allocative efficiency and Market Structure; Market Failure; Labour Market and the different types of actors; Choice under uncertainty; Economics of Information.

Course Title: INTERMEDIATE MACROECONOMICS 2

Code:	EMA 3672
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3571 (Microeconomics); EMA 3572 (Basic Macroeconomics)
Co-requisite:	EMA 3671 (Intermediate Macroeconomics I)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

This course will cover an analysis of the *financial sector* of the economy. That is, an analysis of what happens in the market for money and other financial assets. It will also bring together *real sector* and *financial sector* analyses, to define *general equilibrium of the economy* and use it in analyzing economic issues and problems as well as possible policy measures to deal with macroeconomic problems. It will run through the second semester. Course Contents: Supply of money; demand for money; general equilibrium of the economy: IS-LM analysis; general equilibrium of the economy: AD-AS analysis; general equilibrium of the economy: Rational Expectations; Inflation and Unemployment

YEAR THREE

Course Title: INTERNATIONAL TRADE

Code:	EIT 3771
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3671 & EMI 3672 (Intermediate Microeconomics 1&2) EMA 3671 & EMA 3672 (Intermediate Macroeconomics 1&2)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

The course introduces the students to theories of International trade. This includes the early form of trade by the Mercantilism. It then goes further to look at other trade theories such as The Ricardian model: Factor Productivity and Comparative Advantage; Assumptions of a One-factor Economy; Absolute vs. Comparative Advantage; Gains from Trade; Misconceptions about Comparative Advantage, The Specific factors model: Assumptions; Specific Production Factors; Factor Movements; Income Distribution;

Misconceptions about Specific Factors (model), The Heckscher-Ohlin model: Two-factor economy; Assumptions; Factor prices and goods prices; Effects of trade between two-factor economies. The course also introduces students to issues regarding Protection of domestic industries, that is tariff and NTBs protection. The course also examines trade policy and the WTO that is History, WTO and developing countries; main tasks of WTO; Regional Trade Integration.

Course Title: NAMIBIAN ECONOMY

Code:	ENE 3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3671 & EMI 3672 (Intermediate Microeconomics 1&2) EMA 3671 & EMA 3672 (Intermediate Macroeconomics 1&2)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

In Namibian Economy, Namibian issues are analysed in the context of developing countries. Main themes are the characteristics of the Namibian economy and, Namibia in the context of global capitalism. It is a comprehensive survey of the problems and challenges facing the Namibian economy. These include income distribution, population

dynamics, sectoral performance, agriculture and land policy, trade policies, external debt, and macroeconomic stability. The course also examines the role of government and market incentives in the development process.

YEAR FOUR

Course Title: ECONOMICS OF GROWTH AND DEVELOPMENT

Code:	EGD 3872
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours and 1 tutorial for 14 weeks
Credits:	16
Prerequisite:	EMI 3671 & EMI 3672 (Intermediate Microeconomics 1&2) EMA 3671 & EMA 3672 (Intermediate Macroeconomics 1&2)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

Course Aim:

This course aims to examine the meaning and measurement of economic growth and development, and the review development theories, growth, intuitional and policies. Develop skills in the application of theoretical and empirical economic growth and development

FACULTY OF AGRICULTURE, ENGINEERING AND NATURAL SCIENCES

COMPUTER SCIENCE

YEAR ONE

Course Title: PROGRAMMING FUNDAMENTALS 1

Code:	CMP 3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	Departmental Entry Test
Course Assessment:	Continuous assessment (50%): (2 tests and 2 assignment2) Examination 50%: (1 x 3 hour paper)

Course Aim:

This course introduces the students to the foundational skills for all computing disciplines. It develops the student's skills and concepts that are essential to good programming practice and problem solving. The course will cover the following topics: -PROBLEM SOLVING STRATEGIES: The role of algorithms in the problem solving process, Implementation strategies for algorithms, Debugging strategies, The concept and properties of algorithms. PROGRAM DEVELOPMENT STEPS: Planning Phase, Analysis, Design, Implementation, Testing, Maintenance. PROGRAMMING CONSTRUCTS: Primitive data types, Variables, Expressions & assignment, Strings and string processing, Arrays, Records, Files, Scope and lifetime of variables, Strategies for choosing the right data structures. CONDITIONAL AND ITERATION CONSTRUCTS: The Selection structure, Comparison operators, Logical operators, Nested selection structures, The Case selection structure, The Repetition structure, The For...Next Statement, The Do...Loop Statement. EVENT-DRIVEN PROGRAMMING CONSTRUCTS: Event-handling methods, Event propagation, Exception handling, Functions and Parameter passing, Structured Decomposition.

Course Title: FUNDAMENTALS OF INFORMATION TECHNOLOGY 1

Code:	CIT 3521
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours and half a practical session per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (2 tests and 2 assignment2) Examination 50%: (1 x 3 hour paper)

Course Aim:

Pervasive Themes in IT, History of Information Technology, IT and Its Related and Informing Disciplines, Application DomainsHistory of the Internet; Communications media; Data transmission; Networking fundamentals; Telecommunication Fundamentals; Industry standards, topologies and protocols; Information technology security; Operating systems; web technologies.

Course Title: PROGRAMMING FUNDAMENTALS 2

Code:	CMP 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Co-requisite:	CMP 351 1 (Programming Fundamentals 1)
Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations 50%: (1 x 3 hour paper)

Course Aim:

This course is a follow up on Programming Fundamentals 1 and provides the student with a rich set of tools to create advanced programs as required in today's business environment. The course will cover the following topics: Introduction to vb.net applications: Design and Implementation of the .NET Framework, The Common Language Runtime, The .NET Framework Class Library, Creating a .NET Application. Designing windows based applications using the Visual Studio.NET IDE: Organizing a Windows based application, Using controls (e.g. Scroll Bar, groupbox, etc), Introduction to event handlers, Dynamic event handling. Creating programs using component based programming: Introduction to Component Based Programming, Controlling Visibility with Access Modifiers, Introduction to Classes, Introduction to the Object-Oriented Paradigm, Exception handling.

YEAR TWO**Course Title: INTRODUCTION TO DATABASE SYSTEMS**

Code:	CMP 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Co-requisite:	CMP3512 Programming Fundamentals 2
Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations 50%: (1 x 3 hour paper)

Course Aim:

Types of databases; Evolution of Database technologies; Database technology versus conventional file-processing systems; The enterprise data model; Conceptual Data Modeling; Types of entities; ER diagrams to relation transformation; Business rules; Integrity Control Statements; Writing SQL statements; Functional Dependencies; Normalization and Denormalization.

Course Title: OBJECT ORIENTED PROGRAMMING 1

Code:	COS 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Co-requisite:	CMP3512 Programming Fundamentals 2
Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations 50%: (1 x 3 hour paper)

Course Aim:

This course aims to: advance the understanding of object-oriented programming; develop knowledge and skills in OOP design, program development; introduce the principles of reusability; illustrate object-oriented design and modelling techniques. Course Content: The course will cover the following topics: Classes: Interfaces and Abstract classes; Exceptions and I/O Streams; Vectors and Iterators; Introducing Abstract Data (ADT). Lists: Stacks, queues and recursion; Trees; Heaps and hash tables; Priority queues; hash tables; Graphs.

Course Title: ADVANCED DATABASES

Code:	COS 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Co-requisite:	CIT3611 Introduction to Database Systems
Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations 50%: (1 x 3 hour paper)

Course Aim:

This course aims to: strengthen database principles covered in Databases I; emphasize impact of using techniques for query performance; consolidate design and use of databases; strengthen database security and other advanced aspects of database systems.

Course Title: OBJECT ORIENTED PROGRAMMING 2

Code:	COS 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2

Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CMP3512 Programming Fundamentals 2
Co-requisite:	CMP3691 Object Oriented Programming 1
Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations 50%: (1 x 3 hour paper)

Course Aim:

Review of Object-orientation and Abstract Data Types; Modifiers; Linked Lists and Doubly linked lists; Utility Classes; Vectors and Type Parameters; Abstract Classes; Exceptions ;Threads; Class Invariants; Applets; Unit testing; Class and inheritance s; Generic methods; Class and inheritance; Basic design patterns for classes; Class design; Design by contract; Design by abstraction; Project: requirements; Frameworks and GUI; GUI program; GUI collections and I/O ; GUI layouts; design patterns; object-oriented design and specification ; Basic design patterns for classes; Encapsulation; Unit testing of classes; Automated testing tools; Exception handling; Inheritance and Polymorphism; Design for inheritance. ; Generalized containers and iterators; Interfaces; Applets, Streams and file manipulation.

YEAR THREE

Course Title: SOFTWARE ENGINEERING

Code:	CMP3731
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CMP 3512 (Programming Fundamentals 2) and CMP 3692 (Object Oriented Programming 2)
Course Assessment:	Continuous Assessment 50% Examinations 50%: (1 x 3 hour paper)

Course Aim:

The nature of software engineering; software process models; the rational unified process; agile software development; requirements engineering; analysis and system modeling; architectural design; component level design; object oriented design; user interface design; software testing strategies and principles of quality management; review techniques; software metrics; formal methods; software maintenance; re-engineering and reuse; capability Maturity Model; project management techniques; future trends in software engineering.

Course Title: WEB DESIGN AND PROGRAMMING

Code:	CMP3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CMP 3692 (Object Oriented Programming 2 and CMP 3612 (Advance Databases)
Course Assessment:	Continuous Assessment 50% Examinations 50%: (1 x 3 hour paper)

Course Aim:

XML; DTD; XML Namespaces; MySQL; Cascading Style Sheets; Client-Side Programming; Document Object Model (DOM); Server-Side Programming with PHP; server-side backend databases; pattern matching with regular expressions; Ajax; JpGraph; JSON; PHP's image functions; PHP's JSON functions; Web Security; JavaScript Libraries; Pseudo-Classes; client-Side Scripts; Traversing the DOM Tree; PHP; enterprise Web development; web applications; web services; web service description language (WSDL); Simple Object Access Protocol (SOAP); UDDI; 3rd party packages; extensive style sheet language (XSL); XSL transformation (XSLT);XMLT; XML parsers.

YEAR FOUR

Course Title: DATABASE PROGRAMMING

Code:	CMP3872
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CMP3772 (Web Design and Programming), CMP3612 (Advance Databases 2) and CMP 3692 (Object Oriented Programming 2)
Course Assessment:	Continuous Assessment 50% Examinations 50%: (1 x 3 hour paper)

Course Aim:

Database concepts; advanced database transaction management/models; database architecture; multilevel transactions; dynamically restructured transactions; workflow models; properties of transaction; sagas; serializability and recovery; serial and nonserial schedules; locking methods; times-tamping methods; thomas's write rule; object data standard; object store; common gateway interface (CGI); web-database platform; web-DBMS integration; web-DBMS approach; scripting languages; hypertext transfer protocol; web server;

components; containers; container-Managed persistence; persistent classes; remote data services; common language runtime; open database connectivity; object-relational DBMS; privileges; query processing; relational algebra tree.

MATHEMATICS

YEAR ONE:

Course Title: BASIC MATHEMATICS (MAT3580 BASIC MATHEMATICS A)

Code:	MAT3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours and 2 tutorials per week for 14 weeks
Credits:	16
Prerequisite:	NSSC Mathematics
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Aim:

Course Content: Sets: What is a set? Set notation, equality of sets, subsets, characterization of equality via the subset relation, empty set, power sets, Venn diagrams, intersection, union, complement, de Morgan's laws, set difference, symmetric difference, proofs of *simple results* on set equality. Standard examples of sets: natural numbers, integers, rationals, real numbers. Absolute value, intervals in \mathbb{R} . A bit about cardinality of sets (examples of finite, *infinite*, *countable*, *uncountable* sets). Algebraic expressions: Simplification, expansion, factorization, polynomials, remainder and factor theorem, quadratic polynomial. Binomial expansions, Pascal's triangle and the Binomial Theorem. Rational expressions, partial fractions. Equations and inequalities: Linear equations in one-variable, simultaneous linear equations, quadratic equations, simultaneous non-linear equations. Linear inequalities, non-linear inequalities. Trigonometry: Trigonometric ratios, angle orientation in the xy-plane, graphs of trigonometric functions, trigonometric identities, justifying (proving) equality of relatively simple trigonometric expressions. Sum/difference, double angle, half angle and sum to product formulas. Sequences: Definition, notation, obtaining the general term in sequences, arithmetic sequences, geometric sequences, recursively defined sequences.

Course Title: ANALYTIC GEOMETRY (MAT3520 ANALYTIC GEOMETRY A)

Code:	MAT3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours and 1 tutorials per week for 14 weeks
Credits:	8
Prerequisite:	NSSC Mathematics
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Aim:

Introduction: Lines, circles and tangent lines. Conic sections: ellipse, parabola, hyperbola. Translation and rotation of the axes. Parametric equations: circle, ellipse, Parabola, Hyperbola, cycloids. Polar coordinates: definition, relating polar and Cartesian coordinates, Conic sections in polar coordinates. Surfaces and quadrics: Spheres, cylinders, ellipsoids, paraboloids, hyperboloids, cones. Spherical and cylindrical coordinates.

Course Title: MATRICES AND COMPLEX NUMBERS (MAT3540 MATRICES AND COMPLEX NUMBERS A)

Code:	MAT3521
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours and 1 tutorials per week for 14 weeks
Credits:	8
Prerequisite:	NSSC Mathematics
Course Assessment:	Continuous Assessment 50% (minimum of 2 class tests). Examinations 50%: (1 x 2 hour paper)

Course Aim:

Vectors in 2-and 3-dimensions: addition of vectors, multiplication by a scalar, norm of a vector, dot product, cross product. Lines and planes in 3D-space. Systems of linear equations: introduction to linear systems, solution by Gaussian elimination and Gauss-Jordan elimination (for up to 3×3). Matrices: addition, multiplication, scalar multiplication, transpose (for up to 3×3), elementary matrices, diagonal, triangular and symmetric matrices, determinant and inverse (for up to 3×3), solutions of systems of linear equations by Cramer's rule (for up to 3×3). Complex Numbers: complex planes, operations on complex numbers, modulus, complex conjugate, division, modulus-argument form, de Moivre's formula, Euler's formula, Fundamental Theorem of Algebra.

Course Title: PRECALCULUS (mat3570 PRECALCULUS A)

Code:	MAT3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours and 2 tutorials per week for 14 weeks

Credits:	16
Prerequisite:	NSSC Mathematics
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Aim:

Functions: one-to-one, onto and bijective functions, horizontal line test, inverse of a function. Combinations of functions: composition of functions, sum, difference, quotient of functions and their domains. Polynomial functions, rational functions and their graphs. Introduction of exponential and logarithmic functions. Trigonometric functions and their graphs, inverse trigonometric functions, trigonometric equations. Limit of a function: definition, left and right limits, improper limits, continuity in terms of limits. Differentiation: rate of change, derivative of a function, rules of differentiation, derivatives of polynomial and rational functions, increasing and decreasing functions and graph sketching. Integration: Antiderivatives (polynomial functions and rational exponents), the definite integral, area under a graph.

YEAR TWO

Course Title: CALCULUS 1

Code:	MAT3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 2 tutorials per week for 14 weeks
Credits:	16
Prerequisite:	MAT 3511 (Basic Mathematics) and MAT3512 (Pre-calculus) or MAT3531 and MAT3512
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Aim:

Limits and continuity of functions: limit at a point, improper limits, continuity. Derivatives: definition, rules of differentiation, chain rule, derivatives of higher order, implicit differentiation, logarithmic differentiation, derivative of the inverse function, derivatives of exponential and logarithmic functions. Some applications of the exponential functions: growth and decay. Derivatives of arc functions (inverse trigonometric functions), derivatives of hyperbolic functions, derivatives of area functions (inverse hyperbolic functions). Applications of the derivative: extrema of functions, concavity and curve sketching, applications to optimization problems, related rates. Rolle's Theorem, The Mean Value Theorem, L'Hospital's rule. Integration: antiderivatives, integration by substitution.

Course Title: CALCULUS 2

Code:	MAT3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 2 tutorials per week for 14 weeks
Credits:	16
Prerequisite:	MAT 3511 (Basic Mathematics) and MAT3512 (Pre-calculus) or MAT3531 and MAT3512
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Aim:

Integration: Riemann sums and the definite integral, the Fundamental Theorem of Calculus, approximations of the Riemann integral using the trapezoidal rule and Simpson's rule, average value of a function on an interval. Integration techniques: integration by parts, reduction formulae, trigonometric substitutions, integration of rational functions. Applications of the Riemann integral: area of a region bounded by graphs, volume of a solid of revolution, arc length, surface of revolution.

Partial differentiation, chain rule, directional derivatives. Classification of critical points for two-variable functions. Sequences and series of numbers: the limit of a sequence, absolutely convergent series, tests of convergence. Power series: radius of convergence, interval of convergence, McLaurin and Taylor series, the Binomial Theorem. Double integration, iterated integrals, use of polar coordinates, application of double integration to finding area and volume. Improper integrals.

Course Title: STATISTICS FOR EDUCATORS

Code:	MSE 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Aim:

Definitions and Scope of Statistics. Types of data. Methods of collecting data: Sampling techniques-Simple random sampling, Stratified sampling, Cluster sampling, Systematic sampling, Multi-stage sampling, Quota sampling, Convenience sampling, Participant observation, Experiments. Data presentation: Frequency distribution, pie charts, bar charts, multiple bar charts. Descriptive Statistics: Mean, Median, Mode, Range, Standard deviation & Variance,

Quartiles and Percentiles. Probability: Laws of probability, Random variables, Sets-Union and Intersection, conditional probability. Simple linear regression & correlation. Chi-square, t-distribution, normal distribution, binomial, One-way ANOVA

YEAR THREE

Course Title: FUNCTIONS OF A SINGLE VARIABLE 1

Code:	MAE 3771
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours and 2 Tutorials per week for 14 weeks
Credits:	16
Prerequisite:	MAT 3611 (Calculus 1) and MAT 3612 (Calculus 2)
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Aim:

Upper and lower bounds of a set of real numbers, supremum and infimum, completeness property of \mathbb{R} , Archimedean property of \mathbb{R} . Sequences of real numbers: bounded sequences, convergent sequences, Cauchy sequences, limit rules, subsequences. Series of real numbers: Cauchy criterion, convergent tests. Limit of a function, continuous functions, intermediate value theorem. Differentiation: definition and rules of differentiation.

Course Title: FUNCTIONS OF A SINGLE VARIABLE 2

Code:	MAE 3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours and 2 Tutorials per week for 14 weeks
Credits:	16
Prerequisite:	MAT 3611 (Calculus 1) and MAT 3612 (Calculus 2)
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Aim:

Mean value theorem and applications thereof, derivatives of higher order, infinitely differentiable functions, polynomials, Taylor's theorem, local extrema, convex and concave functions. Riemann integration: upper and lower Darboux sums, Riemann integrable functions, examples of functions which are not Riemann integrable, Fundamental Theorem of Calculus, integration by substitution, integration by parts.

YEAR FOUR

Course Title: EUCLIDEAN GEOMETRY

Code:	MAE 3872
NQF Level:	8
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours and 2 Tutorials per week for 14 weeks
Credits:	16
Prerequisite:	MAT 3611 (Calculus 1) and MAE 3771 (Functions of a Single Variable 1)
Course Assessment:	Continuous Assessment 50% (minimum of 3 class tests). Examinations 50%: (1 x 3 hour paper)

Course Aim:

Incidence structures, principle of double counting and applications thereof. Affine planes: parallel classes, order of an affine plane, isomorphisms and collineations. The real affine plane \mathbb{R}^2 : theorem of Desargues, theorem of Pappus, ratios, examples of affinities. The real Euclidean plane \mathbb{R}^2 : orthogonality of lines, distances, motions, reflections in points and lines.

BIOLOGY

YEAR ONE

Course Title: INTRODUCTION TO BIOLOGY

Code:	BLG3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	NSCC (Biology C or better)
Course Assessment:	Continuous assessment (40%): Theory (not less than 3 tests and 2 assignments), 40% Practicals (not less than 10 marked assignment), 60% Examination(60%): (1x3hour paper)

Course Aim:

It will consider organization of life, chemical basis of life, carbohydrates, proteins, nucleic acids, lipids and fats, water, cell structure and function, prokaryotic and eukaryotic cells, ultra-structure of plant and animal cells, cytoskeleton, membrane structure and function, cell communication, mitosis, meiosis, cell reproduction, cell cycle, and cell death. The following topics will be covered: Introduction to systems of classification, taxonomy and binomial nomenclature, including the five kingdoms and the three domain system. Definitions and categories/groups within the five kingdoms, evolution by natural selection (microevolution vs macroevolution), phylogeny and evolutionary relationships in five kingdoms. Concepts such as Homology and analogy; body symmetry (radial, bilateral), cephalisation, body cavities: diploblastic, triploblastic (acoelomate and coelomate [deuterostomes and protostomes]) will be covered. The course content will also include genes, chromosomes, genomes, Mendelian genetics, extensions to Mendelian genetics, chromosome theory of inheritance, linkage and cross-over, recombination, sex determination. The course content will also cover an introduction to Ecology: Definitions, history, scales in ecology, application of ecology. Conditions and Resources: Environmental conditions, animals and their resources, plants and their resources.

Course Title: CHEMISTRY FOR LIFE SCIENCES

Code:	CHM 3532
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	Faculty Entry Requirements
Course Assessment:	Continuous assessment 50% (minimum 3 tests 75%, laboratory component 15%, tutorial assignments 10%) Examination 50%: 1 x 3 hour paper).

Course Aim:

This course is designed for students that have insufficient background in chemistry and for non-chemistry majors. It is an introduction to topics in general and organic chemistry, and biochemistry. The following will be covered:

Content:

Classification of Matter: Mixtures and Pure substances; Physical States of Matter; Physical and Chemical Properties. Extensive and Intensive properties. Measurements: Units, Significant figures; Precision and Accuracy, Factor Label Method. Atomic structure and the Periodic table; Electron configuration; Physical and Chemical properties as predicted from groups. Ionic compounds and Molecular compounds: Writing chemical formulae and naming of ionic and molecular compounds. Average Atomic Mass. The Mole Concept; Percent Composition, Empirical formula and Molecular formula. Stoichiometry: limiting reagent, percent yield. Solutions: electrolytes and non-electrolytes, aqueous solutions, ionic equations; concentrations: percent concentration; molarity, molality; dilution of solutions; structure and solubility. Types of bonds; Lewis structures; Resonance structures; Molecular geometry: the VSEPR model, Polarity of molecules. Acid-base equilibrium: properties of acids and bases; relations of acids and bases, self ionisation of water; strengths of acids and bases; the pH scale; hydrolysis of salts; buffers; acid-base titration. Introduction to organic chemistry: organic compounds; structural formulae and conformations; functional groups; Classes of hydrocarbons: alkanes, cycloalkanes: alkanes; alkenes and alkynes; oxidation and reduction; addition reactions; stereo-isomerism. Alcohols, phenols, thiols, ethers: organic compounds of oxygen; common alcohols and phenols. Carboxylic acids and esters, amines and amides: Introduction to carbohydrates, lipids and porphyrins.

Course Title: DIVERSITY OF LIFE

Code:	BLG 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	NSCC (Biology C or better)
Course Assessment:	Continuous assessment: Theory (not less than 3 tests and 2 Assignments) 40%, Practicals (not less than 10 marked assignments) 50% Examination: 60% (1 x 3 hour paper)

Course Aim:

This course is designed to give students a detailed understanding of the diversity of life. It gives students the broader appreciation of biodiversity in the different ecological habitats. The course shall describe diagnostic characteristics of principle taxonomic categories for each phylum. Coverage of each Phylum shall follow a phylogenetic (evolutionary) approach as well as introduce broad ecological and physiological principles. Various aspects of reproduction and development shall be highlighted. This module prepares students to understand subsequent courses such as Introduction to Ecology and Microbiology, Population Ecology, Comparative physiology, Biogeography, Plant and Animal Form and Function.

YEAR TWO

Course Title: ANIMAL FORM AND FUNCTION

Code:	BLG 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	BLG 3511 (Introduction to Biology), BLG 3512 (Diversity of Life)
Course Assessment:	Continuous assessment (40%): Theory 50% (not less than 2 tests and 2 assignments); Practicals 50% (not less than 10 marked assignments); Examination (60%): 1 x 3 hour theory examination paper (70%); 1x2 hour practical paper (30 %)

Course Aim:

This course intends to provide the student with a thorough understanding of the structures and functions of different body organs and systems in various animal species. It will cover the following topics: Structure, types and general characteristics and functions of epithelial tissues, cell-to-cell contact, structure and function of soft and specialized connective tissues, structure and functions of skeletal, smooth and cardiac muscles, structure and functions of neurons, types of neurons, neuralgia and their functions. Mechanisms of homeostasis, positive feedback, information flow. Communication lines of vertebrate nervous systems, sodium-potassium pumps, chemical synapses and neurotransmitters. The invertebrate nervous system, the nerve net and function, the nerve cord. Functional divisions of vertebrate nervous systems, brain cavities and canals, blood – brain – barrier, the limbic system. Mechanoreceptors, thermo-receptors, pain receptors, chemo-receptors, osmo-receptors, photoreceptors. Senses of taste and smell, sense of balance. The structure and function of vertebrate eye and ear. The structure and functions of the endocrine glands. Prostaglandins-types and functions. Feedback control of hormonal secretions. Role of hormones in arthropod metamorphosis. Integumentary system, vertebrate skin and structure and its functions. Bone structure and functions, skeletal joints, skeletal muscular system. The vertebrate and invertebrate circulatory systems, links with lymphatic system, functions of blood, blood volume and composition, the heart and dorsal vessel-structure and functions, blood pressure, cardiovascular disorders, the defense system – barrier to infection, specific and non-specific responses, inflammation, control of immune response, cell-mediated and antibody mediated responses, immunoglobulins and lymphocytes. Gas exchange, factors influencing gas exchange, gas transport pigments, vertebrate lungs and structures, breathing mechanisms, respiratory cycle, oxygen and carbon dioxide transport, chemoreceptors (carotid bodies and aortic bodies), respiratory systems of mammals, fish, birds and arthropods. Reproduction in vertebrates and invertebrates. Temperature regulation.

Course Title: HUMAN BIOLOGY

Code:	MBL 3652
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	BLG 3511 (Introduction to Biology), CHM 3532 (Chemistry for Life Science)
Course Assessment:	Continuous assessment (50%): (not less than 2 tests and at least 8 practical marks); Examination (50%): (1 x 3 hour theory paper)

Course Aim:

Human evolution, including evidence based on fossils, biochemistry, anatomy and bio-geography. Organs and accessory organs of the digestive system and their functions in digestion and absorption of carbohydrates, proteins, lipids, minerals and vitamins. The cardiovascular system, the structure and functions of the heart, blood vessels and cells. The lymphatic system and functions of the lymphatic vessels and cells. The components and functions of the respiratory system, external, internal and cellular respiration. Kidney structure and functions. The nervous system and the endocrine glands with respect to their hormones and functions. Studying contemporary human diseases such as HIV/AIDS, cancer, TB and malaria. Discussing the importance of nutrition to humans, analysing how they obtain their organic substances and mineral ions as energy for growth and development. Comparing the differences between autotrophic and heterotrophic nutrition.

Course Title: PLANT FORM AND FUNCTION

Code:	BLG3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	BLG 3511 (Introduction to Biology), CHM 3532 (Chemistry for Life Science)
Course Assessment:	Continuous assessment (40%): Theory

	50% (not less than 2 tests and 2 assignments); Practicals 50% (not less than 10 marked assignments) Examination (60%): 1 x 3 hour theory paper (70%); 1x2 hour practical paper (30 %)
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Course Aim:

This is a full course for one semester where a survey of vascular plants using evolutionary and ecological principles to interpret patterns of diversity in vascular plant form and function. Topics include morphological adaptations of plants, the genetic properties of plant populations, plant reproduction and mating system variation, a survey of biotic and abiotic ecological interactions important to flowering plants. The focus of the course is on the anatomy and functional morphology of photosynthetic organisms in both aquatic and terrestrial systems. Laboratory work will include a survey of flowering plant taxonomy and plant forms and functions. Laboratory projects will demonstrate methods used for establishing evolutionary relationships, assessing genetic structure in natural populations, and identifying adaptive features of plant form and function.

YEAR THREE

Course Title: CELL MOLECULAR BIOLOGY, MICROBIOLOGY AND GENETICS FOR EDUCATORS

Code:	MBE 3771
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	BLG 3612 (Plant Form and Function), BLG 3611 (Animal Form and Function), MBL 3652 (Human Biology)
Course Assessment:	Continuous assessment 40% ([50% theory+50% practicals] minimum of 2 tests and 2 Assignments), Examination 60% (1 x 3hour paper)

Course Aim:

This is a broad based course that will start with an introduction to the chemical basis of cellular processes, an overview of mitosis and meiosis, Mendelian & non-Mendelian Genetics: monohybrid crosses, dihybrid cross, test crosses, chromosomal theory of inheritance, sex determination & sex-linked genes, basic genetic linkage and chromosome mapping, and the genetic code; structure and function of eukaryotic chromosomes and mutations as the basis for genetic variations and their effects and natural selection. Macromolecules : proteins, carbohydrates fatty acids and nucleic acids and their roles in cellular organization; the structure of DNA and genome sizes and complexity; DNA replication; Eukaryotic transcription and RNA processing; principles of microbiology, importance of microorganisms, microbial cell structure, physiological diversity of microorganisms, prokaryotic diversity, microscopy and cell morphology, microbial cell membranes and cell walls, surface structures and inclusions, endospores, microbial motility and bacterial taxis, staining techniques, microbial nutrition and metabolism, culture media, laboratory culture of microorganisms, enrichment and isolation, isolation of pure cultures, bacterial cell division, growth of bacterial populations, measuring microbial growth, environmental effects on microbial growth, control of microbial growth, Identification of bacteria; Microbial genetics and genetic engineering: conjugation, transformation and transduction; Mutations, causes and uses of mutations; DNA Isolation; molecular cloning, genetic recombination, detection of variation in proteins and DNA. Genetically Modified Organisms: examples, risks and benefits.

Course Title: ENVIRONMENTAL BIOLOGY FOR EDUCATORS

Code:	EBE 3772
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	BLG 3611 (Animal Form and Function), BLG 3612 (Plant Form and Function)
Course Assessment:	Continuous assessment (40%): Theory 50% {50% practicals + 50% theory (at least 5 assessed practicals, 3 tests)} Examination 60%: (1 x 3 hour theory paper)

Course Aim:

This course is designed to equip students with the necessary understanding of various topics in environmental studies. The main focus of this module is to enhance understanding of relationships of organisms with one another and with their environment including the human dimension. The following will be covered in this course:-
Ecology and environment: definitions. Basic components of ecological systems, essential processes of ecological systems: photosynthesis and decomposition. Primary and secondary production, energy flow and flux of matter and trophic structures, food chains and food webs, trophic levels and ecological pyramids, Food chains and poisons in the environment. Biogeochemical cycles (water-, carbon- nitrogen and phosphorous -cycles) and human influence cycles. Climate change: definition, causes, mitigation and adaptations. Climate change conventions and protocols. Namibia and climate change. Biomes: definition, classification and characteristics of biomes of the world and biomes of Namibia. Population Ecology: characteristics of populations- birth, death, immigration, emigration, size, age

structure, and sex ratios. Population density, dispersion, mortality, natality and survivorship, population growth, parasitism (classes and characteristics of parasites, hosts as habitats, parasite population dynamics, evolutionary aspects of parasitism, social parasitism), Population regulation (mechanisms of population regulation, intra-specific competition, dispersal, social interactions). Arid environments: causes, classification and characteristics of arid ecosystems, surface and ground water, floods, Humidity, temperature, wind and wind erosion, soils, dust & dust storms, adaptations of organisms to arid environments. Desertification: definitions, causes of desertification (proximate or immediate and ultimate or underlying causes), manifestations of desertification, action to combat desertification. Deforestation: causes (proximate or immediate and ultimate or underlying causes) and effects of deforestation, deforestation in Namibia and possible solutions to deforestation. Conservation ecology: definitions, global patterns, distribution and measurement of biodiversity with special emphasis on Namibian. Conservation and sustainable exploitation of natural resources. Threats to biological diversity (including habitat destruction, habitat fragmentation, habitat degradation and pollution, global climate change, overexploitation, invasive and alien species, and disease). Human influences on ecosystems; damage to the environment, urbanization. Aquatic Ecology: the physical properties of water, stream ecology, lake ecology, physical and chemical properties of oceans, food chains and webs in the marine environment, estuarine ecology.

YEAR FOUR

Course Title: BEHAVIOURAL ECOLOGY

Code:	EBL 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	EBE 3772 (ENVIRONMENTAL BIOLOGY FOR EDUCATORS)
Course Assessment:	Continuous assessment 40%: (at least 2 tests and at least 10 assessed Practicals) Examination 60%: (1 x 3 hour paper)

Course Aim:

This module will introduce students to the role of behaviour in understanding ecology of organisms. Special emphasis will be given to the genetic basis of behaviour, how behavior evolved (phylogeny) as well as how it develops in organisms (ontogeny). These will provide a foundation to understand learned and innate behaviour and how behavioral ecology is instrumental in applied ecology disciplines such as conservation biology and management of natural resources, specifically animals

PHYSICAL SCIENCE

YEAR ONE

Course Title: PHYSICS FOR PHYSICAL SCIENCES 1

Code:	PHY3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	NSSC Physical Science and Mathematics (C-symbols)
Course Assessment:	Continuous Assessment (50%) Continuous Assessment will consist of class tests, tutorial tests/assignments and practical reports. Examination 50%: (1 x 3 hour paper)

Course Aim:

Units, significant figures & scientific notation; vectors: properties, components, unit vectors, products; average & instantaneous speed, velocity and acceleration; one dimensional motion with constant acceleration; falling bodies; two dimensional motion with constant acceleration; projectile motion; uniform circular motion; circular motion; relative velocity and acceleration; Newton's laws; inertial frames; weight; friction; applications; work and kinetic energy; power; conservative and non-conservative forces; gravitational potential energy; conservation theorem; work-energy theorem; linear momentum & impulse; conservation of linear momentum - 2 particle system; collisions; equilibrium; centre of gravity; applications; Newtonian gravitation; gravitational constant; weight & gravitational force; Kepler's laws; pressure; Archimedes' principle; laminar flow; Bernoulli's equation; temperature & temperature scales; thermal expansion; ideal gas; heat; heat capacity; latent heat; heat transfer.

Course Title: CHEMISTRY 1A

Code:	CHM3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	Faculty Entry Requirements
Course Assessment:	Continuous Assessment 50% (minimum 3 tests 75 %, laboratory component 15 %, tutorial assignments 10%). Examination 50%: (1 x 3 hour paper)

Course Aim:

This course is a brief introduction to general chemistry and it lays the foundation of basic facts necessary for further studies in chemistry. The following topics are covered:

Content:

An Introduction To Chemistry: Classification of Matter; The Three States of Matter; Physical and Chemical Properties of Matter; Measurement; Handling Numbers (scientific notation, significant figures); Factor-Label Method in Solving Problems. Atoms, Molecules and Ions: The Structure of the Atom; Atomic Number, Mass Number, and Isotopes; Molecules and Ions; Chemical Formulas (molecular and empirical); Naming Compounds. Mass Relationships in Chemical Reactions: Atomic Mass; Avogadro's Number and Molar mass; Molecular Mass; Percent Composition of Compounds; Experimental Determination of Empirical Formulas; Chemical Reactions and Chemical Equations; Stoichiometry (amounts of reactants and products); Limiting & Excess Reagents; Reaction Yield; Concentration of Solutions. Reactions in Aqueous Solutions: General Properties of Aqueous Solutions; Precipitation Reactions; Acid-Base Reactions; Oxidation and Reduction Reactions (assigning oxidation states, writing redox equations, balancing redox reactions). Quantum Theory and the Electronic Structure of Atoms: The Photoelectric Effect; Bohr's Theory of the Hydrogen Atom; Quantum Numbers; Atomic Orbitals; Electron Configuration; The Building-up Principle. Periodic Relationships Among Elements: Periodic Classification of the Elements; Periodic Variation in Physical Properties (effective nuclear charge, atomic radius, ionic radius); Ionization Energy; Electron Affinity; Variation in Chemical Properties of the Representative Elements (main group elements). Chemical Bonding: Lewis Dot Symbols; Ionic Bonding; Covalent Bonding; Metallic Bonding; Electronegativity; Writing Lewis Structures; Formal Charge; Concept of Resonance; Bond Enthalpy. Basic Molecular Geometry and Hybridization of Atomic Orbitals: Molecular Geometry; Dipole Moments; Valence Bond Theory; Hybridization of Atomic Orbitals; Molecular Orbital Theory; Molecular Orbital Configurations.

Course Title: PHYSICS FOR PHYSICAL SCIENCES 2

Code:	PHY 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	NSSC Physical Science and Mathematics (C-symbols)
Course Assessment:	Continuous Assessment 50% (Minimum 2 tests, 4 assignments and practical reports) Examination 50%: (1 x 3 hour paper)

Course Aim:

This course introduces the phenomena associated with electrostatics (charges at rest) and magnetostatics (the magnetic effects associated with steady currents). It also introduces and develops the use of the electric and magnetic field vectors and relates them by considering electromagnetic induction at a classical level. The connection between these fields and conventional circuit parameters R, C and L is developed, together with the techniques to deal with elementary transient phenomena. Sound, basic geometrical optics and radioactivity and its detection are also covered. The contents of this course include: Electric charge; insulators and conductors; Electric force and coulomb's law, Electric field and Gauss's law; Electric potential; Capacitance and capacitors; Direct current; Ohm's law and simple circuits; Magnetic field; Alternating current; Transformers; Phenomenological approach to RL and RC circuits; Basic geometrical optics; Radioactivity and its detection; Sound.

Course Title: CHEMISTRY 1B

Code:	CHM 3512
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	Faculty Entry Requirements
Course Assessment:	Continuous Assessment 50% (minimum 3 tests 75%, laboratory component 15%, tutorial assignments 10%) Examination 50%: (1 x 3 hour paper)

Course Aim:

This course is a continuation of Chemistry 1A and it introduces the students to properties of gases, thermochemistry, chemical kinetics, chemical equilibrium, Introduction to laws of thermodynamics, electrochemistry and organic chemistry. The following topics are covered:

Content:

Gases: Pressure of a Gas; The Gas Laws; The Ideal Gas Equation; Gas Stoichiometry; The Kinetic-Molecular Theory of Gases; Deviation from Ideal Behaviour. Basic Thermochemistry: The Nature of Energy and Types of Energy; Energy Changes in Chemical Reactions; Introduction to Thermodynamics; Enthalpy of Chemical Reactions; Calorimetry; Standard Enthalpy of Formation and Reaction; Heat of Solution and Dilution. Introductory Chemical Kinetics: Rate of Reaction; Rate Law; Relation between Reactant Concentration and Time; Activation Energy and Temperature Dependence of Rate Constants; Reaction Mechanisms; Catalysis. Introduction to Chemical Equilibrium: The Equilibrium Constant; Writing Equilibrium Constant Expressions; Relationship between Chemical Kinetics and Chemical Equilibrium; What Does the Equilibrium Constant tell Us? Factors that Affect Chemical Equilibrium. Acid-Base Equilibria & Solubility Equilibria: The Common Ion Effect; Buffer Solution; Acid – Base Titrations; Acid-Base Indicators; Solubility Equilibria; Separation of Ions by Fractional Precipitation; The Common Effect and Solubility; pH and Solubility; Complex Ion Equilibria and Solubility. Entropy, Free Energy and Equilibrium: The Three Laws of Thermodynamics; Spontaneous Processes; Entropy; The Second Law of Thermodynamics; Gibbs Free Energy; Free Energy and Chemical Equilibrium; Thermodynamics in Living Systems. Introduction to Electrochemistry: Galvanic Cells; Standard Reduction Potentials; Spontaneity of Redox Reactions; Effect of Concentration of Cell EMF; Electrolysis. Introduction to Organic Chemistry: Classes of Organic Compounds; Structure and Nomenclature Main Functional Groups (alkanes, alkenes, alkynes, alcohols, aldehydes, ketones, carboxylic acids, esters, amines, amides). Introduction to carbohydrates, lipids and porphyrins.

YEAR TWO

Course Title: MECHANICS AND WAVES

Code:	PHY 3651
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	PHY3511 (Physics for Physical Sciences 1) MAT 3511 (Basic Mathematics) and MAT3512 (Precalculus)
Course Assessment:	Continuous Assessment 50% Continuous assessment will consist of class tests, assignments and practical reports. Examination 50%: (1 x 3 hour paper)

Course Aim:

vectors, vector operations and the calculus of vectors. Rectilinear and curvilinear motion; Circular motion; Translational & rotational uniform relative motion; Mass; Linear momentum; Newton's Laws; Friction; The linear and quadratic laws of fluid drag; Variable mass systems; Angular momentum; Central forces; Work energy and power; Conservation laws; Rectilinear motion under conservative forces; Non-conservative forces; Centre of mass; Motion of the centre of mass. Linear and angular momentum of a system; Kinetic energy of a system; Conservation laws of a system; Transforming between Laboratory and Centre-of-mass Frames; Reduced mass; Collision Theory; Rutherford scattering; Angular momentum of a rigid body; Moments and products of inertia; Equation of motion for a rotating body; Kinetic energy of rotation; Body on a spring; Classical SHM; Damped SHM; Forced motion; The different kinds of waves; Standing waves on a string; The one dimensional wave equation; Travelling waves: properties; Plane waves; Scalar & vector waves; Reflection and transmission.

Course Title: PHYSICAL CHEMISTRY 1

Code:	CHM3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CHM 3511 (Chemistry 1A), CHM 3512 (Chemistry 1B), MAT 3511 (Basic Mathematics), MAT 3531 (Analytic geometry, Complex Numbers, Matrices), MAT 3512 (Precalculus)
Course Assessment:	Continuous Assessment 50% (minimum 3 tests 80%, laboratory component 20%) Examination 50%: (1 x 3 hour paper)

Course Aim:

The course deals with equilibrium thermodynamics for chemistry majors and minors. Laws of thermodynamics are treated in a more rigorous way and applied to chemical problems. The following topics are covered:

Content: Empirical gas laws. The perfect gas. The Kinetic model of gases. Real Gases: Molecular interaction, The van der Waals equation. The principle of corresponding states. The First Law of Thermodynamics. Work, heat, and energy, The internal energy, Expansion Work, Heat transactions, Enthalpy, Adiabatic Changes. Thermochemistry. Standard enthalpy changes, Standard enthalpies of formation, The temperature-dependence of reaction enthalpies. State functions and exact differentials, Exact and inexact differentials, Changes in internal energy, The Joule-Thompson effect. The Second Law of Thermodynamics. The direction of spontaneous change and The dispersal of energy, Entropy, Carnot Cycle, Entropy changes accompanying specific processes, The Third Law of thermodynamics, The Helmholtz and Gibbs energies, Standard reaction Gibbs energies. Combining the First and Second Laws of Thermodynamics, The properties of internal energy, The properties of Gibbs energy. Physical Transformations of Pure Substances. Phase diagrams, The stabilities of phases, Phase boundaries, The thermodynamics criterion of equilibrium, The location of phase boundaries, Ehrenfest classification of phase transitions. Simple Mixtures. The thermodynamic description of mixtures, Partial molar quantities, The thermodynamics of mixing, The chemical potentials of liquids. The

properties of solutions, Liquid mixtures, Colligative Properties. Two-component systems: Vapour pressure diagrams, Temperature-composition diagrams, Liquid-liquid phase diagrams, Liquid-solid phase diagrams. Chemical equilibrium. The Gibbs energy minimum. The description of equilibrium, The response of equilibria to pressure and temperature.

Course Title: ELECTRICITY AND MAGNETISM

Code:	PHE 3642
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	8
Prerequisite:	PHY 3512: (Physics for Physical sciences 2), MAT 3511: (Basic Mathematics) and MAT 3512: (Precalculus)
Course Assessment:	Continuous Assessment 50% (class tests, assignments and practical reports) Examination 50%: (1 x 2 hour paper)

Course Aim:

The content of the course will cover the following: Electric interaction; Static electric charge and Gauss's Law; Electric potential; Capacitors; Electric current; Ohms law; DC circuits; Magnetic field and flux, Lorentz force; Ampere's law; Electromagnetic induction and ac circuits.

Course Title: ORGANIC CHEMISTRY FOR EDUCATORS

Code:	CHE3622
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	8
Prerequisite:	CHM 3511 (Chemistry IA), CHM3512 (Chemistry IB)
Course Assessment:	Continuous Assessment 50% (minimum 2 tests 80%, laboratory component 20%) Examination 50%: (1 x 2 hour paper)

Course Aim:

This course is a survey of the chemistry of carbon compounds, their nomenclature, physical properties, structure and reactions with an introduction to reaction mechanisms and stereochemistry. The following topics will be covered: Alkanes and cycloalkanes: nomenclature, physical properties, bond rotation, conformations, ring strain, bicyclic and polycyclic alkanes, synthesis and reactions of alkanes; Alkenes and alkynes: physical properties and synthesis (Zaytev's Rule), addition reactions (hydrogenations, halogenations, hydrations), Markovnikov's Rule, index of hydrogen deficiency; Ionic reactions: nucleophilic substitutions, elimination reactions; Radical reactions: free radicals, halogenation of alkanes, chain reactions; Stereochemistry: stereoisomers, enantiomers, chirality, diastereomers, meso compounds, optical activity. Alkyl halides: physical properties, synthesis, reactions; Alcohols and ethers: physical properties, synthesis, reactions.

YEAR THREE

Course Title: MODERN PHYSICS

Code:	PHY3759
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	PHY 3511 (Physics for Physical Sciences 1), PHY 3512: (Physics for Physical Sciences 2), PHY 3651 (Mechanics and Waves), MAT 3511 (Basic Mathematics) and MAT 3512 (Precalculus).
Course Assessment:	Continuous Assessment 50% (class tests, assignments and practical reports) Examination 50%: (1 x 3 hour paper)

Course Aim:

Blackbody radiation; Planck's quantization; Photoelectric effect; Compton effect; atomic structure; spectral lines of Hydrogen; the nuclear atom; Bohr's theory; correspondence principle; Franck-Hertz experiment; x-rays; de Broglie wavelengths; particle-wave duality; Heisenberg uncertainty relation; Special relativity; departure from Newtonian dynamics; Einstein and Lorentz transformations; Lorentz contraction and time dilation; wave mechanics, Schrödinger equation for a free particle; the potential Step. particles in a box ; particle in a finite potential well; Electrons in metals,

Nearly free electron model, energy bands; Semiconductors, band gaps, intrinsic carrier concentration, impurity conductivity, donor and acceptor states.

Course Title: INORGANIC CHEMISTRY FOR EDUCATORS 1

Code:	CHE 3742
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	PHY 3511 (Physics for Physical Sciences 1), PHY 3512: (Physics for Physical Sciences 2), PHY 3651 (Mechanics and Waves), MAT 3511 (Basic Mathematics) and MAT 3512 (Precalculus).
Course Assessment:	Continuous Assessment 50% (minimum 2 tests 80%, laboratory component 20%) Examination 50%: (1 x 3 hour paper)

Course Aim:

This course covers the chemistry of transition metals. This means the student would have been equipped with adequate background from the chemistry of main group elements. With such a background the student will be in a position to follow the chemistry of transition metals. The following topics will be covered:

The brief introduction to the chemistry of alkali and alkaline earth elements (groups 1 and 2); reactivity with hydrogen, oxygen, halogens, water, and liquid ammonia; Classification of oxides, and their reaction with water; P-block elements (groups 13 to 18); Reactivity with oxygen and halogens; The hydrides of P block elements; Hydrolysis and ammonolysis of P-block halides. Delocalized multiple bonding. S-block elements. In-depth studies of chemical bonding (valence bond theory (VBT), shapes of molecules and hybridization, molecular orbital theory (MOT) in diatomic and polyatomic molecules) and Bonding-Application of VBT; CFT; LFT, MOT; Introduction to transition metal chemistry (d-block elements): transition metal complexes (constitution, nomenclature, isomerism, classification of ligands); Reaction Mechanisms and rate of reactions; Ligand substitution; Dissociative and Associative mechanisms; redox and photochemical reactions in transitional complexes; Molecular symmetry; symmetry elements; plane of symmetry; proper and improper axes; principal axis; point of inversion ; classification of molecules into point groups. Introduction to the organometallic chemistry of s-block elements (magnesium and lithium).

YEAR FOUR

Course Title: NUCLEAR PHYSICS

Code:	PHY 3802
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	2 hours and 1 practical per week for 14 weeks
Credits:	8
Prerequisite:	PHE3751/PHY3759 (Modern Physics)
Course Assessment:	Continuous Assessment 50% (Continuous assessment consists of a minimum of 3 assignments, 2 tests and practical reports). (minimum 2 tests 80%, laboratory component 20%) Examination 50%: (1 x 2 hour paper)

Course Aim:

Nuclear Structure, nuclear radius, nomenclature; Decay of the nucleus, alpha decay, beta decay, gamma decay, spontaneous fission; Radioactivity, radioactive growth and decay, transient equilibrium, secular equilibrium, radioactive decay series, carbon dating; Chart of Nuclides; Nuclear reactions, elastic scattering, inelastic scattering, reaction of transmutation, radiative capture, photodisintegration, induced fission; Interaction of radiation with matter, photoelectric effect, pair production, Compton scattering, calculation of energy transferred in Compton scattering using relativistic equations; The liquid drop model, variation of binding energy per nucleon with mass number; Weizsacher's semi-empirical mass formula; The shell model; Nuclear energy, nuclear reactors, introductory reactor physics, nuclear power plants; Nuclear instrumentation, radiation detectors, accelerators; Two body systems and nuclear force: properties of nuclear forces, the deuteron, qualitative treatment of n-p and p-p scattering at low energies; Elementary particle.

Course Title: INORGANIC CHEMISTRY FOR EDUCATORS 2

Code:	CHE3862
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	2 hours and 1 practical per week for 14 weeks

Credits:	8
Prerequisite:	CHE 3742 (Inorganic Chemistry for Educators 1)
Course Assessment:	Continuous Assessment 50% % minimum 2 tests 80%, laboratory component 20%) Examination 50%: (1 x 2 hour paper)

Course Aim:

This course deals with the organometallic chemistry which is a hybrid discipline comprising the knowledge of inorganic and organic chemistry. The following topics will be covered:

Content:

Organometallic chemistry: organometallic compounds of d block elements with emphasis to iron complexes; Physical and chemical properties of organometallic compounds; Reactivity of coordinated cyclopentadienyl and cyclobutane ligands. Transition metal carbonyls: metal clusters, bonding and synthesis; Catalysis involving organometallic compounds. Chemistry of f-block elements; Nuclear Chemistry.

FASHION AND FABRICS

YEAR ONE

Course Title: PRINCIPLES OF DESIGN

Code:	VPD 3581
NQF Level:	5
Semester Offered:	1 st semester, Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/ presentation)

Course Aim:

This is the introductory module that will provide a theoretical base and build up basic practical knowledge needed for creating the appropriate visual art forms expected. This will be done through researching of and orking in three diverse art and design activities to stimulate individual creativity to provide an art and design vocabulary. This module together with HVPD 3532 *Principles of Design* will provide background for visual art and design courses to follow from second year level onwards

Course Title: TEXTILES AND FASHION BASICS

Code:	VPD 3610
NQF Level:	6
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	16
Prerequisite:	VPD 3532 (Principles of Design) or VLD 3532 (Visual Literacy and Drawing)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Aim:

The Textiles and Fashion Basics module is designed to provide a foundation for modules in Fashion and Textiles. By the end of the course all students should be working with the same basic knowledge. The course focuses on knowledge and skills that are essential for both Fashion and Textiles students. *Textiles*: The textiles component of the module concentrates on essential understanding of the production and characteristics of textiles. The course, which is predominantly theoretical, covers the ways in which different fibres are produced and how they are identified, fabric production, fabric dyeing and finishing. *Fashion*: The fashion component of this module concentrates on essential practical and theoretical understanding of sewing techniques for fashion. In the course of the module students will produce a collection of samples presented in an A4 file which includes all the work produced during the course.

Course Title: PRINCIPLES OF DESIGN

Code:	VPD 3592
NQF Level:	5
Semester Offered:	2 nd semester, Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	VPD 3511 (Principles of Design)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Aim:

This course provides additional theoretical and practical knowledge needed for the creating of new and more advanced visual art and design forms. It further aims at stimulating and augmenting individual creativity and reinforcing art and design theory and conceptualisation. This will be done through working in a series of art and design activities to produce different products to those done in the prerequisite module *HVPD 3511 Principles of Design*. Furthermore this course will provide background for visual art and design modules to follow at subsequent year levels.

YEAR TWO

Course Title: TEXTILES: DYED, PAINTED AND PRINTED

Code:	VTS 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	VPD 3532 (Principles of Design) or VLD 3532 (Visual Literacy and Drawing)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Aim:

This course has both a practical and a theoretical component. *Practical:* Students learn about the hand decoration of fabrics using fabric dye and fabric paint. *Theory:* Students learn about the history of dyed, printed and painted textile techniques in Africa and the rest of the world, with particular emphasis on Namibia. They are introduced to the concept of the textiles market, including consumer market segmentation and its relation to the Namibian context. They will also gain an understanding of running a small business in the textiles field

Course Title: FASHION STUDIES

Code:	VFS 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	VPD 3532 (Principles of Design) or VLD 3532 (Visual Literacy and Drawing)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Aim:

This course builds on the skills and knowledge consolidated in *VTF 3600 Textiles and Fashion Basics*. This module includes both practical and theoretical activities focusing on the competitive international fashion industry in all three major divisions of the subject Fashion

Course Title: CONSTRUCTED TEXTILES AND SEWING DECORATION

Code:	VTS 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	VTS 3611 (Textiles: Dyed, Painted and Printed)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Aim:

This course has both a practical and a theoretical component. *Practical:* Students will learn about tapestry weaving technique, felted fabrics and applied decoration in the form of appliqué and embroidery. They will produce examples of each technique covered in the module and a final piece that reflects their own researches. *Theory:* Theory will include aspects of the history of the different techniques, particularly in Africa. Students will look at the ways in which hand crafted textiles are produced and marketed nowadays. Particular focus is placed on the Namibian carpet industry and the use of embroidery and appliqué to produce home textiles in Namibia. The history of constructed textiles is a massive subject, as is that of sewn decoration. It is not possible to cover more than a small part of this history in one module. The topics covered in this course should however prove interesting and stimulating and encourage further investigation

Course Title: FASHION STUDIES

Code:	VFS 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
Contact Hours:	4 hours per week for 14 weeks

Credits:	16
Prerequisite:	VFS 3611 (Fashion Studies)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Aim:

This course covers both theoretical and practical work and focuses in particular on the strong artistic and design components connected to fashion. Therefore students will cover the introduction to all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas will be developed from a shared concept in design. *Practical:* Practical activities cover the design and illustration of a wearable art garment with a fashion accessory. *Theory:* Theoretical work covers the analysis of a renowned fashion designer/artist. Students will apply this knowledge in their own design process. Other theory components will include the study of the contemporary couture fashion and mass fashion industries, the fashion capitals and international fashion markets

YEAR THREE

Course Title: FASHION STUDIES

Code:	VFS 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	VFS 3632 (Fashion Studies)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Aim:

This course builds on the skills and knowledge consolidated in the previous module. This course covers both practical and theoretical aspects of design and soft tailoring components and students will cover all three major divisions of the subject Fashion Studies, namely creative fashion illustration, pattern- and garment construction. All these areas are developed within a collective design concept. *Practical:* Practical activities cover the design and illustration of a soft tailoring garment with a fashion accessory. *Theory:* Theoretical work covers the historical aspects of fashion and clothing design; students will study various histories of costume eras, which will result in the design of costumes for a stage play setting. Other areas of theory cover fashion product costing and the implementation of the Designer Work Sheet

Course Title: FASHION STUDIES

Code:	VFS 3732
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Co-requisite:	VFS 3711 (Fashion Studies)
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper plus exhibition/presentation)

Course Aim:

This course builds on the skills and knowledge consolidated in the previous module. This course covers both theoretical and practical work with a focus on design and evening wear components in all three major divisions of the subject Fashion Studies, namely creative fashion illustration and pattern- and garment construction. All these areas are developed within a collective design concept. *Practical:* Practical activities cover the design and illustration of evening wear with a fashion accessory. *Theory:* Theoretical work covers marketing aspects for fashion design as well as the historical aspects of fashion and clothing design; students will study various eras in the history of costume. Based on this knowledge, students will design costumes for a film play setting. Other areas of theory that are covered include fashion product costing and marketing

YEAR FOUR

Course Title: ENTREPRENEURSHIP FOR EDUCATORS

Code:	MHE 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (At least 6 assessments) Examination 50%: (1 x 3 hour paper)

Course Aim:

The main aim of this course is to introduce students to aspects of running their own businesses and hence making them self reliant and as such make them realize the many opportunities that are available for them to become self

employed. It also aims at making them job creators by employing others in their small businesses. It will also develop skills of writing business plans, writing creative advertisement and carrying out a business research.

HOME ECONOMICS

YEAR ONE

Course Title: APPLIED SCIENCE FOR HOME ECONOMICS

Code:	MHE 3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments Examination 50%. (1 x 2hour paper)

Course Aim:

This course will enable students to understand basic scientific principles as applied to individuals, families and household systems; address issues of safety in the household.

Course Title: INTRODUCTION TO HOUSEHOLD RESOURCE MANAGEMENT

Code:	MHE 3511
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

This course will introduce students to the philosophy, mission and paradigms of home economics as a subject, reconceptualise the subject Home Economics, family studies as a field of study, resource management with an ecosystems approach and the application of management principles to the use of time and energy for better family living and household management.

Course Title: INTRODUCTION TO HUMAN NUTRITION

Code:	MHE 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 3 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

This course The study of basic Human Nutrition, including all macro and micro nutrients, classifications, characteristics, functions, digestion and intermediate metabolism, food sources, deficiency diseases, prevention of deficiency diseases, vitamin and mineral supplementation, water and phyto-chemicals in a Namibian context. This knowledge and understanding will equip students to prevent chronic and other lifestyle diseases and will contribute to the promotion of a healthy lifestyle.

YEAR TWO

Course Title: PRINCIPLES OF FOOD PREPARATION

Code:	MHE 3631
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks and 3 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 3 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

This course will prepare students to demonstrate the ability to select and apply the most appropriate food preparation techniques to retain the nutritional value and optimum quality of food when prepared in the household.

Course Title: HOUSEHOLD RESOURCE MANAGEMENT

Code:	MHE 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

This course will introduce students to consumer education, family finance and budgeting and work study with in the household; with specific reference to gender as an underpinning concept in household resource management.

Course Title: HOUSING

Code:	MHE 3632
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 for 14 weeks and 3 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

This course will enable students to identify norms values and housing needs that are specific to the cultural, psychological, sociological differences of culture and other specific groups; educate groups in home ownership and responsible choice; to interpret housing plans and to suggest alterations that will improve the well being of individuals, households and sustainable environments; identify materials use in housing and the effect there of on sanitation, energy consumption and decoration of the house.

YEAR THREE**Course Title: APPLIED NUTRITION**

Code:	MHE 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks
Credits:	16
Prerequisite:	MHE 3612 (Introduction to Human Nutrition)
Course Assessment:	Continuous assessment 50% (At least 3 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

This course will assist students to gain knowledge, understanding and the ability to implement factors concerning nutrition during the life cycle of an individual; gain knowledge, understanding and the ability to implement factors concerning nutrition by identifying, evaluating and controlling chronic life style and infectious diseases. This module will further assist students with issues as nutritional assessment and screening and enable students to plan a healthy diet based on the Namibian Food and Nutrition Guidelines and acquire knowledge about food safety and food security This knowledge and understanding will equip students to prevent chronic lifestyle and infectious diseases and will contribute to the promotion of a healthy lifestyle.

Course Title: PRINCIPLES OF FOOD PREPARATION AND MEAL MANAGEMENT

Code:	MHE 3712
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 for 14 weeks and 3 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	MHE3611 (Household Resource Management)
Course Assessment:	Continuous assessment 50% (At least 3 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

This course will prepare students to demonstrate the ability to select and apply the most appropriate food preparation techniques to retain the nutritional value and optimum quality of food when prepared in the household; to food

preparation and processing with in relation to household consumption; develop the ability to apply meal management and menu planning techniques.

YEAR FOUR

Course Title: ENTREPRENEURSHIP FOR EDUCATORS

Code:	MHE 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment (50%): (At least 6 assessments) Examination 50%: (1 x 3 hour paper)

Course Aim:

The main aim of this course is to introduce students to aspects of running their own businesses and hence making them self reliant and as such make them realize the many opportunities that are available for them to become self employed. It also aims at making them job creators by employing others in their small businesses. It will also develop skills of writing business plans, writing creative advertisement and carrying out a business research.

PHYSICAL EDUCATION

YEAR ONE

Course Title: Introduction to Principles of Coaching

Code:	MSS 3511
NQF Level:	5
Semester Offered:	1 st Semester; Year 1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work) Examination 50%. (1 x 3 hour paper)

Course Aim:

This course is designed to develop students' knowledge of the theoretical aspects of coaching and the ability to apply theory in a practical coaching context to develop and improve performance.

Course Title: SPORT AND RECREATIONAL ENTREPRENEURSHIP

Code:	MSS 3672
NQF Level:	6
Semester Offered:	2 nd semester; Year 1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work) Examination 50%. (1 x 3 hour paper)

Course Aim:

This course is designed to develop students' knowledge in regard to recreational and entrepreneurial aspects of sport. Students will be able to develop plans for sport administration and management and they will be able to design learning sessions for learners.

YEAR TWO

Course Title: TECHNIQUES OF TEACHING AND COACHING TRACK AND FIELD AND SOCCER

Code:	MSS 3711
NQF Level:	7
Semester Offered:	3
National Professional Standard Competencies:	1 st semester; Year 2
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work)

	Examination 50%. (1 x 3 hour paper)
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Course Aim:

This course develops a student's understanding, skills and disposition regarding track and field and soccer. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

Course Title: FOUNDATIONS OF PHYSICAL EDUCATIONS AND SPORT

Code:	MSS 3731
NQF Level:	7
Semester Offered:	1 st semester; Year 2
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work) Examination 50%. (1 x 3 hour paper)

Course Aim:

The philosophical, historical, sociological and psychological aspects of Sport and physical Education will be examined. The foundation of the nature and scope of Physical Education and Sport. The role of Sport in today's world and the contribution that persons involved in Physical Education and Sport can make to society. The different domains and objectives of Physical Education: cognitive, affective, psychomotor, socio-cultural and biological are studied.

Course Title: TECHNIQUES OF TEACHING AND COACHING BASKETBALL AND NETBALL

Code:	MSS 3712
NQF Level:	7
Semester Offered:	2 nd Semester; Year 2
Contact Hours:	4 periods per week
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work) Examination 50%. (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding, skills and disposition regarding Basketball and Netball. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

YEAR THREE

Course Title: MOTOR LEARNING AND MOTOR DEVELOPMENT IN PHYSICAL EDUCATION AND SPORT

Code:	MSS 3751
NQF Level:	7
Semester Offered:	1 st Semester; Year 3
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 100% theory) Examination 50%. (1 x 3 hour paper)

Course Aim:

Age-related changes in motor behavior and skill performance of children and adolescents. Geriatrics and sport. Motor development and motor behavior.

Course Title: TECHNIQUES OF TEACHING AND COACHING VOLLEYBALL AND RUGBY

Code:	MSS 3732
NQF Level:	7
Semester Offered:	2 nd Semester; Year 3
National Professional Standard Competencies:	1
Contact Hours:	4 periods per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 50% theory and 50% practical work) Examination 50%. (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding, skills and disposition regarding track and field and soccer. It has as its aim that the student will have the knowledge of the rules and regulations. Learning the fundamental motor skills, basic attitudes and understanding of these sports. The students must be able to teach, coach and manage these sports.

YEAR FOUR

Course Title: SPORT SCIENCE

Code:	MSS 3812
NQF Level:	8
Semester Offered:	2 nd Semester; Year 4
Contact Hours:	4 periods per week plus 2 hours practicals for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% (consists of 60% theory and 40% practical work) Examination 50%. (1 x 3 hour paper)

Course Aim:

The students will be able to know the relationship between physical activity and health. The muscular and neurological control of movement in the human body. The principles of sport injuries and their treatment and first aid. The biomechanics in sport. Applied sport physiology, factors responsible for sport performance and excellence. Exercise testing and prescription. The different energy systems of the human body and sports nutrition.

DESIGN AND TECHNOLOGY

SUBJECT ONE: DESIGN AND COMMUNICATION

YEAR ONE

Course Title: DRAWING PRINCIPLES

Code:	MTD 3501
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 hour per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 2 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course provides the student with the latest international drawing principles and approaches to drawing. It lays down the foundation of drawings by referring to equipment, the basic drawing principles, constructions and standards that are essential to good draughtsmanship. Students have to bisect, sub-divide and proportionally divide lines as well as construct circles, tangents and tangential arcs, including inscribed and circumscribed figures.

Course Title: PLANE GEOMETRY

Code:	MTD 3511
NQF Level:	5
Semester Offered:	1 st semester, year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course introduces the students to the construction of regular and irregular plane linear shapes, including triangles, quadrilaterals, pentagons, hexagons and octagons. This course develops the skills and knowledge required for drawing these geometrical figures and their uses in the industry.

Course Title: SOLID GEOMETRY

Code:	MTD 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course develops the skills and knowledge required for the drawing of geometrical solids consisting of three dimensional views by means of orthographic projection.

Course Title: SURFACE DEVELOPMENTS

Code:	EMTD 3632
NQF Level:	6
Semester Offered:	2 nd semester, year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding of the construction of the surface developments of common solids. The construction of developments of cubes, prisms, cylinders, cones and simple truncations is shown and drawn. The construction of loci, paths of points in the manner of simple plane mechanisms to include the maximum of three elements is included.

YEAR TWO**Course Title: PICTORIAL DRAWINGS**

Code:	EMTD 3611
NQF Level:	6
Semester Offered:	1 st semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding and skills about the various types of orthographic and oblique projections and their application in industry. It covers the principles of exploded drawings and how to draw objects from various angles in the first angle orthographic projection and the third angle orthographic projection mode. The understanding and drawing of multi-point drawings, such as one-point perspective and two point perspective drawings of objects from the industry and building environment are covered.

Course Title: WORKING DRAWINGS

Code:	EMTD 3652
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course provides the students with the knowledge and application of the appropriate standards prescribed by SANS code, including the dimensioning of drawings and drawing to recommended scales. It provides students with a working knowledge of both first and third angle orthographic projection as well as a working knowledge of isometric drawings.

Course Title: ENGINEERING DRAWINGS

Code:	EMTD 3672
NQF Level:	6
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course provides students with a working knowledge and skills of sectional drawings and exploded isometric drawings and the assembly thereof. This module also shows students a working knowledge of freehand drawings and how to use freehand drawing to communicate ideas, thoughts and information from written, visual and tabular data, presenting these ideas in pictorial, plane or orthographic mode.

YEAR THREE

Course Title: BUILDING DRAWINGS

Code:	MTD 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course provides the student with the knowledge to read basic building plans and also the know-how to draw basic building plans. The students receive skills to draw the various structures within a basic building, such as the foundation, walls constructed of various materials, windows, doors and the roof system consisting of various trusses and roof covering. The students are provided with the practical application of this theoretical knowledge to construct a basic model of a basic building, based on the plans of the building.

Course Title: COMPUTER AIDED DRAWING (CAD)

Code:	MTD 3712
NQF Level:	7
Semester Offered:	2 nd semester, year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

The students develops an understanding of how technological developments can affect the design of artifacts, the systems and methods of production, the economics of production and marketing, the people involved in production and society generally. It discusses the terms invention, innovation and evolution and describe the use of CAD (computer aided design) for the storage and retrieval of data and the manipulation of images to aid design, production and management. The principal features of CAM (computer aided manufacturing), particularly in the control of machines are explained.

YEAR FOUR

Course Title: DESIGN BRIEF

Code:	MTD 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

In this course students are guided to demonstrate the ability to state facts, recall and name items, recall and describe processes. Student are taught to demonstrate the ability to apply and relate knowledge to designing and manufacture, make reasoned arguments and anticipate consequences of the outcomes of the Design process as well as demonstrate a critical awareness of the interrelationship between Design and the needs of society. The students are shown to recognise problems, identify clearly from a situation a specific need for which a solution is required and compose a design brief. They are guided to analyse a problem by considering any relevant functional, aesthetic, human, economic and environmental design factors and draw up a design specification.

SUBJECT 2: DESIGN AND TECHNOLOGY

YEAR ONE

Course Title: HEALTH AND SAFETY REGULATIONS

Code:	EMTT 3501
NQF Level:	5
Semester Offered:	1 st semester, year 1
National Professional Standard Competencies:	(C 1, C 22, C 23, C 24)
Contact Hours:	2 hour per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments)

	Examination: 50% (1 x 3 hour paper)
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Course Aim:

This course introduces the students to safety in the workshop and health issues, specifically how to apply health and safety issues (NOSA), applicable to designers, manufacturers and consumers.

Course Title: PRINCIPLES OF DESIGN

Code:	MTT 3521
NQF Level:	5
Semester Offered:	1 st semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 hour plus 4hour practicals per week for 14 weeks
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course is aimed at design principles in order to generate and record ideas as potential solutions to problems using a range of techniques. Students develop skills to communicate their ideas clearly using technical vocabulary, number skills, colour, shading and other media to produce sketches, models, diagrams, drawings and written materials. They are shown how to identify the resources needed for solving practical/technological problems and the use a variety of media and equipment to produce models and mock-ups as a means of exploring a problem and as a means of testing the feasibility of a solution.

Course Title: ENVIRONMENTAL EDUCATION

Code:	EMTT 3612
NQF Level:	6
Semester Offered:	2 nd semester, Year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's knowledge about environmental issues such as the effective use of resources, environmental management, the disposal of chemicals used to manufacture products and the reduction in the common use of chemicals dangerous to the environment e.g. bleaches, CFCs, toxic materials. The students also develop knowledge regarding the need to dispose of redundant products in a safe and environmentally friendly way and make use of colour associations, i.e. red for danger.

Course Title: MATERIALS: WOODWORK

Code:	MTT 3632
NQF Level:	6
Semester Offered:	2 nd semester, year 1
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour plus 2 hour practicals per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course develops a student's understanding of the classification of hardwood and softwood and explains why solid wood is seasoned. It includes the significance of warping, twisting and shrinkage are shown as well as the general nature of manufactured boards such as block board, plywood, chipboard, hardboard and medium density fibre board. Students develop an understanding of a wide range of processes, cutting actions and maintenance of hand tools. This module also provides students with working methods and gives typical applications of the abovementioned boards and to shape to form straight and curved profiles using a range of hand tools, such as round, using face plate and between centre turning techniques.

YEAR TWO

Course Title: MATERIALS: METALWORK

Code:	MTT 3611
NQF Level:	6
Semester Offered:	1 st semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour plus 2 hours practical per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments)

	Examination: 50% (1 x 3 hour paper)
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Course Aim:

This course provides the students with the considerations required in the selection of metal and non-metal materials and components to ensure suitability for purpose. It enables students to define and explain the principles and describe common forms of processing materials, including forming, shaping, joining and finishing. The theory part explains characteristics of materials such as hardness, tensile strength, torsion strength, malleability and ductility. The practical part involves the application of various skills to work with these materials, such as welding.

Course Title: MATERIALS: PLASTICS AND GLASS FIBRE

Code:	MTT3652
NQF Level:	6
Semester Offered:	2 nd semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course explains the differences between thermoplastic and thermosetting plastics and gives typical applications of acrylic, polythene, nylon, PVC, polypropylene and polystyrene. It also describes thermosetting plastics and gives typical applications: polyester resin, epoxy resin and melamine. The use of plasticizers, fillers, stabilisers and pigments are shown and the basic techniques and effects of using glass and carbon fibres as reinforcement are shown and practiced. Students are taught to select material on the basis of mechanical, thermal, electrical and machining properties and to compare the working principles of injection moulding, extrusion and vacuum forming.

Course Title: STRUCTURES

Code:	MTT 3672
NQF Level:	6
Semester Offered:	2 nd semester, year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course provides students with knowledge about the various natural structures in life and how to identify and classify natural structures as adapted and applied in human made structures, e.g. furniture, buildings, bridges, cranes and pylons. Students are shown how to identify, draw, describe and build various basic types of members such as beams, struts and ties. Students are shown how to determine and explain the significance of properties with regard to materials, components and artifacts such as electrical and thermal conductivity, corrosion resistance, toughness, ductility, elasticity, plasticity and brittleness.

YEAR THREE

Course Title: MECHANISMS FOR EDUCATORS

Code:	MTT 3711
NQF Level:	7
Semester Offered:	1 st semester, Year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course develops the students' ability to explain and use technological terms correctly, such as load, effort, fulcrum, mechanical advantage, velocity ratio and efficiency. It provides students with skills to identify and sketch simple examples of first, second and third class levers, and associated linkages. An understanding of how motion may be transmitted through Gears (spur, bevel, worm, rack and pinion, crown wheel, helical and conchrite), Belts and Pulleys (flat, toothed, round, vee-belts and pulleys, cone pulley sprockets and chains) are taught as well as how to carry out calculations associated with transmission of motion, such as to calculate simple gear ratios and transmission speed.

Course Title: ELECTRONICS FOR EDUCATORS

Code:	MTT 3712
NQF Level:	7
Semester Offered:	2 nd semester, Year 3
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course has both a theoretical and practical component, and much of it are integrated. It introduces the student the use of correct symbols and conventions when drawing circuit diagrams. It describes the operation of a circuit in terms of conventional current flow as well as current flow as moving charge carried by electrons. It describes the characteristics of AC and DC currents and shows how to determine the principles of step down/up, rectification, voltage and current regulation. The module identifies and compares the following properties when selecting materials with regard to conductivity and insulation. It states and applies units used to measure current, voltage, resistance and capacitance, including multiple and sub-multiple units as well as analyses the relationship between current, voltage and resistance (Ohm's Law).

YEAR FOUR**Course Title: INTEGRATION OF SYSTEMS**

Code:	MTT 3812
NQF Level:	8
Semester Offered:	2 nd semester, Year 4
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course is designed to make working models and practical products using the concepts, knowledge and skills listed, and resistant materials, components and kits. In this module the practical application of design, make and evaluate a static structure take place. Students are guided to use the principle of levers to design and make a simple machine that is structurally sound. Students develop skills to use electric motors and solenoids to power simple mechanical models, and both bread-boarded and PCB built electronic circuits to control them. Students are guided how to integrate mechanical systems that are used to drive mechanical systems and use a battery as an electrical energy storage/conversion device, apply energy costs of powering systems and show how, through good design and manufacture, the energy demand can be reduced.

E. POSTGRADUATE DEGREES

E.1 MASTER OF EDUCATION PROGRAMMES

E.1.1 RATIONALE AND PROGRAMME DESCRIPTION

Education is faced with complex challenges for which undergraduate education may not provide adequate solutions. The M. Ed aims at bridging that gap. This programme is designed to cater for postgraduate students intending to pursue a level 9 degree in education and thereby more in-depth knowledge and skills in their respective areas of educational specialisations.

The programme can be done either by coursework and thesis or by thesis only. It is expected of students who opt for the coursework and thesis option to adhere to the required modules as stipulated under the specific programme in this prospectus. In addition, students will be required to complete, an advanced compulsory module for all postgraduate students in "Academic Writing for Postgraduate Students".

E.1.2 PURPOSE OF THE QUALIFICATION

The purpose of this qualification is to produce experts capable of promoting advanced teaching and research in specialised areas of Education as indicated below. Candidates may choose one of the following specialisation streams:

E.1.3 SPESIALISATION PER DEPARTMENT

Department of Applied educational Sciences

Master of Education (Curriculum Instruction and Assessment Studies)
Master of Education (Educational Technology)
Master of Education (Leadership, Management and Policy Studies)
Master of Education (Sport Education)
Master of Education (Mathematics Education)
Master of Education (Science Education)
Master of Education (Inclusive Education)
Master of Education (Literacy and Learning)
Master of Education (Early Childhood Education)-Not intake 2022
Master of Educational Psychology (Guidance and Counseling)
Master of Education (By Thesis)

Department of Higher Education and Lifelong Learning

Master of Education (Adult Education)

Department of Applied educational Sciences

Note: UNAM calculate Masters' credits at a ratio of 1.5 to the undergraduate programmes. Therefore, a full module is equal to 24 credits per semester and a double module 48 credits per year.

E.1.4 SPECIAL REGULATIONS FOR THE M. ED DEGREE

Subject to the provisions of the Regulations for Postgraduate Courses of study of the University of Namibia, the following Special Regulations of the School of Education shall apply.

E.1.5 CRITERIA FOR ADMISSION

The general admission requirements for all M. Ed programmes (excluding M. Ed in Adult Education) are indicated below. The normal admission requirements for admission to the M. Ed programme shall be:

- a) A B.Ed degree (level 8) from this or any recognised university or equivalent institution with at least a 60% average or its equivalent
- b) A Bachelor's degree with a concurrent Professional Qualification, meeting level 8 requirements. The average for all the qualifications should be 60% average or its equivalent
and
- c) At least two years of appropriate post bachelor's professional experience in education which may be acquired concurrently with part-time bachelor's (undergraduate) studies.
and
- d) Prospective students must also satisfy specific requirements of the School of Education i.e. oral and/or written admission tests.
and
- e) At least two (2) satisfactory professional references. Where appropriate, evidence of potential to perform successfully in graduate level programme.

In addition, students should meet specific requirements for certain areas of specialisation as listed below:

Master of Education (Adult Education):

- A specialisation in community development, social welfare mass communication in adult education, social science and humanities;
- At least three years experience in adult education, training and related development work

Master of Education (Mathematics Education):

- Specialisation in Mathematics Education

Master of Education (Science Education):

- Specialisation in Biology Education or Physical Science Education

Master of Education (Literacy and Learning):

- At least three years teaching experience in any language

Master of Education (Early Childhood Education):

- Degree in Early Childhood and Primary Education or a Bachelor's degree and a post graduate diploma in Early Childhood Development
- At least two years teaching experience in Early Childhood in Primary Education

E.1.6 MODE OF DELIVERY

The programme shall be delivered through full time or part time face to face mode.

E.1.7 DURATION OF STUDY

The duration of the programme shall be two (2) years minimum on full-time basis and four (4) years maximum, while on part-time the duration of the programme shall be a minimum of three (3) years and maximum of five (5) years.

Note: Students who initially registered as full time students will only be allowed to change their offering type to part time during consecutive years of registration with written approval of the University.

E.1.8 TEACHING-LEARNING MODEL

The teaching and learning model will be based on the student-centred approach which is characterized by seminars, self-study elements, lectures, projects, individual and/or group activities, discussions, tutorials, etc.

E.1.9 ASSESSMENT CRITERIA

The assessment of students' academic achievement shall involve the following basic segments:

E.1.10 CONTINUOUS ASSESSMENT

Students will be assessed through continuous assessment work in forms of assignments, tests, homework and such exercises, as may be in conformity with the general norm in this University Continuous assessment shall have a weighting of 50% of the Final Mark in a Module/Double module. A Continuous Assessment mark of 50% will be required for each Module/Double module in order to sit for the examination.

E.1.11 EXAMINATION

Students' performance in all taught modules will also be assessed through written examinations. The general rubric of the examination shall conform to the General Regulations of the University of Namibia. The Examination shall count for 50% of the Final Mark in a Module/Double module. A subminimum of 40% is required for each paper.

E.1.12 FINAL MARK

The final mark in each module/double module shall consist of the total Continuous Assessment and Examination scores on a 50/50 basis. A student needs to have an average of 50% for each module in order to pass that module.

E.1.13 SUPPLEMENTARY EXAMINATIONS

There shall be allowance for supplementary examinations for students who fail to pass the requirements in a module or modules. The eligibility and other issues for supplementary examinations shall be determined by the provisions of the General Regulations for examinations of the University of Namibia.

E.1.14 APPROVED CURRICULUM REQUIREMENTS

It is expected of students who opt for the coursework and thesis option to offer the required courses whose breakdown is as follows:

- Advanced Educational Research EAR 5910 (compulsory); and

- One 36 credit course or equivalent courses offered by departments according to areas specialization,
- Two 24 credit courses or equivalent courses offered by departments according to areas specialization,
- One compulsory seminar module ESS 5928,
- One thesis EDM 5910, and
- Academic Writing for Postgraduate Students (compulsory)

E.1.15 ADVANCEMENT AND PROGRESSION

Before a student can proceed to the thesis phase (in the case of the coursework and thesis students), s/he must first successfully pass all coursework examinations.

E.1.16 REQUIREMENTS FOR QUALIFICATION AWARD

To qualify for the award of the Masters of Education a student must:

- have registered and passed all required course work per area of specialisation;
- have passed the postgraduate seminar module;
- have completed and passed the thesis as well as passed an oral examination of the M. Ed Thesis, which must comply with the specifications of the Regulations for postgraduate course of study of the University of Namibia,
- fulfill all other requirements which the Department, the School and the University may specify.

NOTE: The offerings of this program or courses in the program are subjected to the number of students enrolled in the program or the availability of qualified lecturing staff. It will remain the prerogative of the Faculty of Education to determine the number of Master of Education and Ph.D. students that can be enrolled each year.

E.2 CURRICULUM COMPILATION PER SPECIALISATION

E.2.1 DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES

E.2.1.1 MASTER OF EDUCATION (CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES) (10MECA)

YEAR 1	Module Name	Module Code	Periods	NQF Level	Pre-requisite	Credits
	<i>Academic Writing for Postgraduate Students</i>	UAE5819	4 p/w+1pr	9	None	
	<i>Advanced Educational Research</i>	EAR 5910	4 p/w	9	None	48
	Principles of Curriculum Theory, Design and Implementation	CMC 5980	3 p/w	9	None	36
	Educational Testing, Measurement and Evaluation	CMT 5920	2 p/w	9	None	24
	Conducting Educational Evaluation	CME 5920	2 p/w	9	None	24
	TOTAL CREDITS YEAR 1					

YEAR 2	Module Name	Module Code	Level	Periods	Pre-requisite	Credits
	Seminar	ESS 5929	9	2 day seminars: One in semester one and one in semester two; 28 hrs practical work	Successful completion of all taught courses Co-requisite: EETM 5980	18
	Thesis	ETM 5980	9	Individual supervision	Successful completion of all taught courses Co-requisite: EESS 5928	90
TOTAL CREDITS YEAR 2						108

Total Credits: 240 credits

E.2.1.2 MASTER OF EDUCATION (EDUCATIONAL TECHNOLOGY) (10MEET)

YEAR 1	Core	Code	Periods	NQF Level	Pre-requisite	Credits
	Academic Writing for Postgraduate Students	UAE5819	4 p/w+1pr	9	None	
	Advanced Educational Research	EAR 5910	4 p/w	9	None	48
	Educational Technology Project	CMP 5980	3 p/w	9	None	36
	Educational Technology	CMT 5920	2 p/w	9	None	24
	Instructional Design in the Age of Technology	CMI 5920	2 p/w	9	None	24
TOTAL CREDITS YEAR 1						132

YEAR 2	Course	Code	Level	Periods	Pre-requisite	Credits
	Seminar	ESS 5929	9	2 day seminars: One in semester one and one in semester two; 28 hrs practical work	Successful completion of all taught courses Co-requisite: EETM 5980	18
	Thesis	ETM 5980	9	Individual supervision	Successful completion of all taught courses Co-requisite: EESS 5928	90
TOTAL CREDITS YEAR 2						108

Total Credits: 240 credits

E.2.1.3 MASTER OF EDUCATION (LEADERSHIP, MANAGEMENT AND POLICY STUDIES) (10MELP)

YEAR 1	Courses	Code	Periods	NQF Level	Pre-requisite	Credits	
	Academic Writing for Postgraduate Students	UAE5819	4 p/w+1pr	9	None		
	Advanced Educational Research	EAR 5910	4 p/w	9	None	48	
	Educational Leadership & Management	FME 5980	3 p/w	9	None	36	
	Educational Law and Policy Studies	FME 5920	2 p/w	9	None	24	
	Electives (Choose one combination)						
	Philosophy of Education	FMP 5929	2 p/w	9	None	12	
	AND						
	Sociology of Education	FMP 5949	2 p/w	9	None	12	
	OR						
	Comparative Education	FMC 5929	2 p/w	9	None	12	
	AND						
History of Education	EMC 5949	2 p/w	9	None	12		
TOTAL CREDITS YEAR 1						132	

YEAR 2	Course	Code	Level	Periods	Pre-requisite	Credits
	Seminar	ESS 5929	9	2 day seminars: One in semester one and one in semester two; 28 hrs practical work	Successful completion of all taught courses Co-requisite: EETM 5980	18
	Thesis	ETM 5980	9	Individual supervision	Successful completion of all taught courses Co-requisite: EESS 5928	90
TOTAL CREDITS YEAR 2						108

Total Credits: 240 credits

E.2.1.4 MASTER OF EDUCATION (SPORT EDUCATION) (10MEPE)

YEAR 1	Core	Code	Periods	NQF Level	Pre-requisite	Credits	
	Academic Writing for Postgraduate Students	UAE5819	4 p/w+1pr	9	None		
	Advanced Educational Research	EAR 5910	4 p/w	9	None	48	
	Professional Practice In Sport Education	MSE 5980	3 p/w	9	None	36	
	Choose two electives						
	Leadership and Management in Sport	MSL 5900	2 p/w	9	None	24	
	Physical Fitness, Health and Nutrition	MSF 5920	2 p/w	9	None	24	
	Sport for Development	MSD 5940	2 p/w	9	None	24	
TOTAL CREDITS YEAR 1						132	

YEAR 2	Course	Code	Level	Periods	Pre-requisite	Credits
	Seminar	ESS 5929	9	2 day seminars: One in semester one and one in semester two; 28 hrs practical work	Successful completion of all taught courses Co-requisite: EETM 5980	18
	Thesis	ETM 5980	9	Individual supervision	Successful completion of all taught courses Co-requisite: EESS 5928	90
TOTAL CREDITS YEAR 2						108

Total Credits: 240 credits

E.2.1.5 MASTER OF EDUCATION (MATHEMATICS EDUCATION (10MEME))

YEAR 1	Core	Code	Periods	NQF Level	Pre-requisite	Credits
	<i>Academic Writing for Post Graduate Students</i>	UAE5819	4 p/w+1pr	9	None	
	<i>Advanced Educational Research</i>	EAR 5910	4 p/w	9	None	48
	Curriculum Theory, Design and Implementation	CMC 5980	3 p/w	9	None	36
	Advance Theories of Learning in the Mathematics Classroom	MMM 5900	2 p/w	9	None	12
	Assessment in the Mathematics Classroom	MMM 5929	2 p/w	9	None	12
	Choose one elective equal to 12 credits					
	<i>Technology and the Teaching of Mathematics</i>	MMT 5949	2 p/w	9	None	12
	<i>Independent Study in Mathematics Education</i>	MMI 5969	2 p/w	9	None	12
	<i>Mathematics in Society</i>	MMS 5989	2 p/w	9	None	12
TOTAL CREDITS YEAR 1						132

YEAR 2	Course	Code	Level	Periods	Pre-requisite	Credits
	Seminar	ESS 5929	9	2 day seminars: One in semester one and one in semester two; 28 hrs practical work	Successful completion of all taught courses Co-requisite: EETM 5980	18
	Thesis	ETM 5980	9	Individual supervision	Successful completion of all taught courses Co-requisite: EESS 5928	90
TOTAL CREDITS YEAR 2						108

Total Credits: 240 credits

E.2.1.6 MASTER OF EDUCATION (SCIENCE EDUCATION (10MESE))

YEAR 1	Core	Code	Periods	NQF Level	Pre-requisite	Credits
	<i>Academic Writing for Postgraduate Students</i>	UAE5819	4 p/w+1pr	9	None	
	<i>Advanced Educational Research</i>	EAR 5910	4 p/w	9	None	48
	Curriculum Theory, Design and Implementation	CMC 5980	3 p/w	9	None	36
	Advance Theories of Learning in the Science Classroom	MMS 5900	2 p/w	9	None	24
	Assessment in the Science Classroom	MAS 5909	2 p/w	9	None	12
	Choose one elective equal to 12 credits					
	<i>Technology and the Teaching of Science</i>	MST 5929	2 p/w	9	None	12
	<i>Independent Study in Science Education</i>	MSI 5949	2 p/w	9	None	12
	<i>Science in Society</i>	MSS 5969	2 p/w	9	None	12
TOTAL CREDITS YEAR 1						132

YEAR 2	Course	Code	Level	Periods	Pre-requisite	Credits
	Seminar	ESS 5929	9	2 day seminars: One in semester one and one in semester two; 28 hrs practical work	Successful completion of all taught courses Co-requisite: EETM 5980	18
	Thesis	ETM 5980	9	Individual supervision	Successful completion of all taught courses Co-requisite: EESS 5928	90
TOTAL CREDITS YEAR 2						108

Total Credits: 240 credits

E.2.1.7 MASTER OF EDUCATION (LITERACY AND LEARNING (10MEDL))

Year 1

Course Title	Code	Periods	NQF Level	Credits
Semester 1				
<i>Academic Writing for Postgraduate Students</i>	UAE5819	4	9	
Advanced Educational Research Methodology (core)	EAR 5910	4	9	(24)
Theories of Literacy (core)	PSL 5981	3	9	18
Literacy in multi-lingual context (core)	PSL 5991	3	9	18
Reading and writing difficulties (core)	PSL 5961	3	9	18
Total				78
Semester 2				
Advanced Educational Research Methodology (core)	EAR 5910	4	9	(24)

Initial literacy in First Language (core)	PSL 5962	3	9	18
Theories of Learning (core)	PSL 5902	3	9	18
ELECTIVES				
Teaching Literacy Skills (elective)	PSL 5982	2	9	12
Language Education policy (elective) Not on offer for 2016	PSL 5922	2	9	12
Pragmatics and Discourse Analysis (elective) Not on offer for 2016	PSL 5992	2	9	12
Language Culture and Cognition (elective) Not on offer for 2016	PSL 5942	2	9	12
Total				72
Total credits for Year 1				150

Year 2

Course Title	Code	Periods	NQF Level	Pre-requisite/Co-requisite	Credits
Semester 1 and 2					
Seminar	ESS 5928	2 day seminars one in semester one and one in semester two; 28 hrs practical work	9	Successful completion of all taught courses	18
Thesis	EDM 5910	Individual supervision	9	Successful completion of all taught courses Co-requisite: EESS 5928	90
Total credits year two					108

Total credits: 258 Credits

E.2.1.8 MASTER OF EDUCATION (EARLY CHILDHOOD DEVELOPMENT) (10MECD)

Year 1 (132 credits)

Semester 1				
Course	Code	Periods	NQF Level	Credits
Academic Writing for Postgraduate Students	UAE 5819	4	8	
Advanced Research Methodology In Educational Psychology	PSR5910	4	9	(24)
Theories of Early Childhood Development	PSE5900	2	9	(12)
Approaches and Models of ECD	PSE5901	2	9	12
Early Childhood Literacy and Numeracy	PSE5921	2	9	12
Total				60
Semester 2				
Advanced Research Methodology In Educational Psychology	PSR5910	4	9	24
Theories of Early Childhood Development	PSE5900	2	9	12
Early Childhood Programme Development	PSE5902	2	9	12
Evaluation and Assessment of Young Children	PSE5922	2	9	12
Play and Material Development	PSE5942	2	9	12
Total				72
Total credits year one				132

Year 2 (108 credits)

Semester 1 and 2					
Course Title	Code	Periods	NQF Level	Pre-requisite/Co-requisite	Credits
Seminar	ESS 5928	2 day seminars one in semester one and one in semester two; 28 hrs practical work	9	Successful completion of all taught courses	18
Thesis	EDM 5910	Individual supervision	9	Pre-requisite: Successful completion of all taught courses Co-requisite: EESS 5928	90
Total credits year two					108

Total credits: 240 Credits

E.2.1.9 MASTER OF EDUCATION (INCLUSIVE EDUCATION (10MEIE)

Year 1

Course Title	Code	Periods	Level	Credits
Semester 1				
Academic Writing for Postgraduate Students	UAE 5819	4	8	
Advanced Research Methodology In Educational Psychology	PSR 5910	4	9	(24)
Theoretical Framework For Inclusive Education	PSI 5981	3	9	18
Collaboration And Teamwork In The Inclusive Setting	PSI 5901	2	9	12
ELECTIVES: (students shall select only one of the following options for two semesters): Deaf Education and Communication Reading and Writing Difficulties* Managing Emotional and Behavioural Difficulties Visual Impairment and Braille Systems	PSI 5900 PSL 5961 PSI 5940 PSI 5960	2 + 2 hrs Practicum	9	(12)
Total				66
Semester 2				
Advanced Educational Research Methodology (Core)	PSR 5910	4	9	24
Teaching And Learning In Differentiated Classrooms	PSI 5982	3	9	18
Assessment And Evaluation For Learning	PSI 5902	2	9	12
ELECTIVES: (students shall select only one of the following options for two semesters): Deaf Education and Communication Teaching Literacy Skills* Managing Emotional and Behavioural Difficulties Visual Impairment and Braille Systems	PSI 5900 PSL 5982 PSI 5940 PSI 5960	2 + 2 hrs Practicum	9	12
Total				66
Total credits year one				132

Year 2

Course Title	Code	Periods	Level	Pre-requisite/Co-requisite	Credits
Semester 1 and 2					
Seminar	ESS 5928	2 day seminars one in semester one and one in semester two; 28 hrs practical work	9	Successful completion of all taught courses	18
Thesis	EDM 5910	Individual supervision	9	Pre-requisite: Successful completion of all taught courses Co-requisite: EESS 5928	90
Total credits year two					108

Total credits: 240 Credits

E.2.1.9.1 MODE OF DELIVERY

The programme will be offered through the modes of coursework and thesis. The programme shall be offered by the Department of Applied Educational Sciences through full-time and part-time face-to-face mode at the Windhoek Main Campus. The programme shall also be offered via video conferencing mode [Hifikepunye Pohamba Campus (HPC), Katima Mulilo Campus (KMC), and Rundu Campus (RC)] as far as equipment and facilities allow and students who make use of this option shall attend practical sessions face-to-face as prescribed by the Department.

E.2.1.10 MASTER OF EDUCATIONAL PSYCHOLOGY (GUIDANCE AND COUNSELING) (10MEGC)

E.2.1.10.1 PURPOSE OF THE PROGRAMME

The purpose of this programme is to prepare selected students for registration as Educational Psychologists with the Social Work and Psychology Council of the Health Professions Councils of Namibia (HPCNA).

E.2.1.10.2 CRITERIA FOR ADMISSION

The normal admission requirements for Master of Education programmes shall apply. In addition students intending to pursue this programme will be expected to meet the following admission requirements.

An Honours degree in Psychology OR a four-year (level 8) Bachelor's degree with Psychology as a major with at least a C grade average (60-69%) is required for the degree.

AND

A professional teacher training qualification.

E.2.1.10.3 MODE OF DELIVERY

The programme will be offered through the modes of coursework and thesis. The programme shall be offered by the Department of Applied Educational Sciences through full-time and part-time face-to-face mode.

E.2.1.10.4 DURATION OF STUDY

The duration of the programme shall be two (2) years minimum on full-time basis and four (4) years maximum, while on part-time the duration of the programme shall be a minimum of three (3) years and maximum of five (5) years.

Note: Students who initially registered as full time students will only be allowed to change their offering type to part time during consecutive years of registration with written approval of the University.

E.2.1.10.5 ASSESSMENT CRITERIA

Assessment of both the coursework and the theses shall be in accordance with the general regulations of the University of Namibia.

Whereas the continuous assessment shall constitute 50%, the final examination-assessment shall constitute 50%.

This degree shall be in accordance with the general regulations of the University of Namibia which include the use of external examiners.

E.2.1.10.6 ADVANCEMENT AND PROGRESSION

Before a student can proceed to the thesis (in the case of the coursework and thesis students), s/he must first successfully pass all coursework examinations.

E.2.1.10.7 INTERNSHIP AND REGISTRATION AS EDUCATIONAL PSYCHOLOGIST

The Department is responsible only for presenting the theoretical training programme. It is the responsibility of students to seek and apply for internships. Even though the Department may assist students, they remain primarily responsible for seeking and applying for internships as well as the process of registration.

E.2.1.10.8 CURRICULUM COMPILATION

Year 1

Course Title	Code	Periods	NQF Level	Credits
Semester 1				
Academic Writing for Postgraduate Students	UAE 5819	4	8	
Advanced Research Methodology In Educational Psychology	PSR5910	4	9	(24)
Counselling Theories and Applications	PSG5900	2 +2 pr		(12)
Assessment In Educational Counselling	PSG5920	1 +1 Pr		(6)
Advanced Child and Adolescent Psychopathology	PSG5940	1 +1 pr		(6)
Professional Identity and Ethics In Counselling	PSG5901	2		12
Career Development and Counselling	PSG5921	2		12
Guidance Programme Planning	PSG5941	2		12
Total				84
Semester 2				
Advanced Research Methodology in Educational Psychology	PSR5910	4	9	24
Counselling Theories and Applications	PSG5900	2 +2 pr		12
Assessment In Educational Counselling	PSG5920	1 +1 Pr		6
Advanced Child and Adolescent Psychopathology	PSG5940	1 +1 pr		6
Learning Support Strategies	PSG5902	2 +2 Pr		12
Group Processes in Counselling	PSG5942	2 + 2pr		12
Total				72
Total credits year one				156

Year 2

Course Title	Code	Periods	NQF Level	Pre-requisite/Co-requisite	Credits
Semester 1 and 2					
Seminar	ESS 5928	2 day seminars one in semester one and one in semester two; 28 hrs practical work	9	Successful completion of all taught courses	18
Thesis	EDM 5910	Individual supervision	9	Pre-requisite: Successful completion of all taught courses Co-requisite: EESS 5928	90
Total credits year two					108

Total credits: 264 Credits

E.2.1.10.9 REQUIREMENTS FOR QUALIFICATION AWARD

A student must meet all the programme requirements in order to be awarded the Master of Educational Psychology (Guidance and Counselling) Degree.

To qualify for the award of the Master of Educational Psychology (Guidance and Counselling) Degree a student must: have registered and passed all required course work per area of specialisation;

have passed the postgraduate seminar module;

have completed and passed the thesis as well as passed an oral examination of the M. Ed Thesis, which must comply with the specifications of the Regulations for postgraduate Courses of study of the University of Namibia, and fulfill all other requirements which the Department, the Faculty and the University may specify.

E.2.1.11 Master of Education (BY THESIS) (10MEDU)

E.2.1.11.1 ADMISSION REQUIREMENTS M. ED BY THESIS ONLY

Subject to the provisions of the Regulations for Postgraduate Studies of the University of Namibia, the following Special Regulations of the School of Education shall apply:

Students may register for the degree by thesis alone provided they have satisfied the Department/Faculty, and Senate of their ability to conduct research, by submitting to the Department/School a comprehensive research proposal in the approved form. An honours degree (level 8) or at least a second class first division 12(1) in the first degree (level 8) shall normally be an additional requirement. Students should also show proof of level 8 knowledge in their area of specialisation. Senate may require the student to audit certain courses, under this arrangement.

NOTE: The offerings of this program are subjected to the availability of suitable supervisors. It will remain the prerogative of the School of Education to determine the number of Master of Education and Ph.D. students that can be enrolled each year.

E.2.1.11.2 DURATION OF STUDY

The duration of the programme shall be two (2) years on full-time and three (3) years on part-time. An extension of the registration period of up to six (6) months beyond the stipulated deadlines may be granted by relevant committees, if valid reasons are advanced.

NOTE: Students that have register initially as full time students will only be allowed to change their offering tipe to part time during consecutive years of registration with written approval of the University.

E.2.1.11.3 MODE OF DELIVERY

The programme will be offered full time or part time.

E.2.1.11.4 REQUIREMENTS FOR QUALIFICATION AWARD

To qualify for the award of the Master of Education, a student must:

have passed the postgraduate seminar course;

have completed and passed the thesis as well as passed an oral examination of the M. Ed Thesis, which must comply with the specifications of the Regulations for postgraduate course of study of the University of Namibia, and fulfill all other requirements which the Department, the Faculty and the University may specify.

E.2.2 DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING

E.2.2.1 MASTER OF EDUCATION (ADULT EDUCATION) (10MAED)

YEAR 1	Module Name	Module Code	Periods	NQF Level	Pre-requisite	Credits
	Academic Writing for Postgraduate Students	UAE5819	4 p/w+1pr	9	None	
	Advanced Educational Research	EAR 5910	4 p/w	9	None	48
	Foundations of Adult Education	MAE 5980	3 p/w	9	None	36
	Choose two electives					
	Twentieth Century Thinkers	AMT 5900	2 p/w	9	None	24
	Adult Education Policy Studies	AMP 5920	2 p/w	9	None	24
	Mass Communication in Adult Education	AMM 5940	2 p/w	9	None	24
	Advanced Community Education Studies	AMC 5960	2 p/w	9	None	24
	TOTAL CREDITS YEAR 1					

YEAR 2	Module	Module Code	Level	Periods	Pre-requisite	Credits
	Seminar	ESS 5929	9	2 day seminars: One in semester one and one in semester two; 28 hrs practical work	Successful completion of all taught courses Co-requisite: EETM 5980	18
	Thesis	ETM 5980	9	Individual supervision	Successful completion of all taught courses Co-requisite: EESS 5928	90
	TOTAL CREDITS YEAR 2					

Total Credits: 240 credits

E.3 COURSE DESCRIPTORS: MASTERS PROGRAMMES

YEAR ONE

E.3. COMPULSORY COURSES FOR ALL STREAMS

Course Title: ACADEMIC WRITING FOR POSTGRADUATE STUDENTS

Code:	UAE5819
NQF Level:	8
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Pre-requisite	Must be a postgraduate student
Assessment:	Continuous assessment 50% (critical reading assignment, annotated bibliography, term paper) Examination 50% A three hours written examination

Course Aim:

This module is a post-graduate course designed to empower students with skills and knowledge to access and critique academic sources and to synthesize information from these sources to assist them in the substantiation and development of their own claims when writing an academic paper in their respective fields of specialization. Additionally, this course will empower students with the capacity to undertake the challenges of academic writing by exposing them to the different rhetorical and stylistic elements typical of academic texts. Finally, students will be introduced to the American Psychological Association (APA) writing style and will be equipped with the necessary skills to format an academic paper in APA style.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: ADVANCED EDUCATIONAL RESEARCH METHODOLOGY

Code:	EAR 5910
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
National Professional Standard Competencies:	
Contact Hours:	4 hours per week for 28 weeks
Credits:	48

Prerequisite:	None
Assessment	Continuous assessment 50%. At least 4 assessments Examination 50% A three hours written examination

Course Aim:

The main purpose of this module is to enable M. ED students to learn how to conduct postgraduate quantitative and qualitative research in education. To attain this goal, students will be exposed to varieties of educational knowledge generation and construction. In addition, students will be exposed to different alternative ways of packaging research knowledge to serve educational policy and practice ends.

YEAR TWO

E.3. COMPULSORY COURSES FOR ALL STREAMS

Course Title: *THESIS*

Code:	ETM 5980
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 2
Contact Hours:	4
Credits:	90
Prerequisite:	Successful completion of all taught modules
Co requisite	Postgraduate Seminar (EES 5928)
Module Assessment:	Continuous assessment 100% Continuous assessment. The dissertation will be evaluated by one internal and one external examiner. Qualification of examiners as per UNAM Post Graduate Committee guidelines.

Course Aim:

A student, who has successfully completed the course work, shall undertake research in an approved topic in education. On approval of the proposal the student conducts research and writes a thesis/dissertation according to the UNAM Post Graduate studies committee (PGSC) requirements. This research process will be guided by an appointed supervisory team.

Module requirements and expectations

Students are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title **POSTGRADUATE SEMINAR**

Code:	ESS 5928
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 2
Contact Hours:	2 day seminars, one in semester 1 and 1 in semester 2 and 28 hrs practical work
Credits:	16
Prerequisite:	Successful completion of all taught modules
Co requisite	Thesis (EETM 5980)
Assessment:	Continuous assessment 100%

Course Aim:

The main purpose of this module is to enable postgraduate students to practise advance computer and technology skills, use technology for data analysis and assessing information skills. In addition the course will enable the postgraduate students to prepare, improve, present and critique research proposals and theses.

E.3 COURSE DESCRIPTORS: MASTERS PROGRAMMES

E.2.1 DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES

E.2.1.1 MASTER OF EDUCATION (CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES) (10MECA)

Course Title: PRINCIPLES OF CURRICULUM THEORY, DESIGN AND IMPLEMENTATION

Code:	CMC 5980
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Prerequisite:	None
Assessment:	Continuous assessment 50% (At least three assessment tasks) Examination 50% (A three hours written examination)

Course Aim:

This module will include a detailed analysis of sources that generate the curriculum. It reviews different educational theories, concepts and principles of curriculum design, development and implementation. The module explores the different approaches, processes, and models for designing, planning and evaluating curriculum for school subjects and other educational programmes including their applicability at different educational levels. The module will also explore the philosophical and ideological bases for curriculum decision-making, as well as the functions of theory in curriculum design. The nature of curriculum implementation, implementation as a change process and curriculum implementation models will be explored.

Course Title: EDUCATIONAL TESTING, MEASUREMENT, AND EVALUATION IN EDUCATION

Code:	CMT 5920
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None
Assessment:	Continuous assessment 50% (At least two assessment tasks) Examination 50% (A three hours written examination)

Course Aim:

This module focuses on issues of theory and methodology of assessment and evaluation of instructional programmes for quality assurance. The Module covers principles of educational measurement and testing; different types of assessment procedures; quality assessment and evaluation of instructional outcomes including different types of item format for use in educational evaluation; their advantages and disadvantages, techniques for setting, administration, and marking tests and examinations. The module also covers classroom tests and different types of educational instruments for data collection. The interpretation and application of test outcomes shall be one of the key aspects of the module.

Course Title: CONDUCTING EDUCATIONAL EVALUATION

Code:	CME 5920
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None
Assessment:	Continuous assessment: 50% (At least two assessments per semester, one of which is a student presentation.) Examination: 50% (A three hours written examination)

Course Aim:

This module develops a student's understanding, skills and dispositions regarding evaluation of different educational issues such as: purposes of evaluation; approaches and models of evaluation; steps of formative and summative evaluations; undertaking school audits; curriculum and project evaluation; performance appraisals of teachers; components of evaluation reports and evaluating educational policies.

E.2.1.2 MASTER OF EDUCATION (EDUCATIONAL TECHNOLOGY) (10MEET)

Course Title: EDUCATIONAL TECHNOLOGY PROJECT

Code:	CMP 5980
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Pre-requisite:	International Computer Driver's License (ICDL) or equivalent
Assessment	Continuous assessment 50% (At least two per semester assessment tasks, i.e. building a website and critique of a digital learning project, etc.) Final project outcome 50% (Final project product)

Course Aim:

This module is an independent study. The focus will be on the active integration of ICT to improve student learning outcomes. This module will provide students with a solid foundation in instructional design principles and methodology as they create a technology-based instructional product. In addition, as part of an online field experience, students will learn to mentor and assist peer teachers through the instructional design process to create a technology-integrated learning activity for use in the classroom. This includes a comprehensive analysis of the learner context and curriculum; design of a developmentally-appropriate, learner-centered instructional experience which supports curricular content and technology-literacy standards. Supporting materials for the use of the final instructional product across a range of learning communities will also be developed.

Students will also be expected to participate in a free on-line website design course. They will learn to build a website for their schools, and learn to upload the site on the internet. This will be done using appropriate instructional authoring tools such as Dreamweaver, Authorware, Captivate, etc. The project will also require students to explore on-line learning platforms and critique available e-learning platforms/courses in the Namibian education system (i.e. NAMCOL's digital learning project). Finally students should develop and upload a PowerPoint presentation (with website links, video-streaming, pictures, etc.) on the "Roles of ICT in improving education in Namibia".

Course Title: EDUCATIONAL TECHNOLOGY

Code:	CMT 5920
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	International Computer Driver's License (ICDL) or equivalent
Assessment:	Continuous assessment: 50% (at least 2 assessment tasks) Final examination: 50% (A three hours written examination)

Course Aim:

This module is designed to assist educational practitioners to implement and assess student learning activities that integrate computers/technology for a variety of learning tasks. The module focuses on identifying, implementing, and evaluating technology resources that will support diverse learners and develop engaged learning environments, use multimedia software and hardware to implement multimedia/hypermedia lessons and learning tools, apply and implement basic troubleshooting techniques, use email and online conferencing tools for professional development and collaboration, practice socially responsible, ethical and legal use of technology resources, and the use of technology to manage classroom practices.

Course Title: INSTRUCTIONAL DESIGN IN THE AGE OF TECHNOLOGY

Code:	CMI 5920
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	International Computer Driver's License (ICDL) or equivalent
Assessment	Continuous assessment 50% (At least two assessment tasks) Examination 50% (A three hours written examination)

Course Aim:

This module focuses on the integration of technology into the classroom and other instructional settings. The module will focus on understanding the technology of education and the applications of emerging technologies for enhancing curriculum development and implementation. Although the module is practically oriented, it will explore the foundations of educational technology; the evolution of educational media; ICT for educators, planning and managing resources and strategies for student achievements, tracking student achievement using a spreadsheet, assessing and evaluating student achievement of subject matter and technology skills with a formative e-portfolio system. The module aims at building confidence to make technology an embraceable tool for excellent teaching and learning.

E.2.2.1 MASTER OF EDUCATION (LEADERSHIP, MANAGEMENT AND POLICY STUDIES) (10MELP)

Course Title: EDUCATIONAL LEADERSHIP AND MANAGEMENT

Code:	FME 5980
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Pre-requisite:	None
Assessment	Continuous Assessment 50% and examination 50%. A three hours written examination. At least three graded assessment (two per semester). A combination of projects, essays and tests will be used.

Course Aim:

The aim of this advanced module is to equip students with critical enquiry and the professional knowledge and expertise in Educational Management and Administration. It further it will enable students to apply current theoretical principles and practices of educational management in the educational settings.

Course Title: EDUCATIONAL LAW AND POLICY STUDIES

Code:	FME 5920
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment	Continuous assessment 50% Examination 50% (A three hours written examination)

Course Aim:

The aim of this advanced module is to equip students with in-depth Knowledge of concepts, models, and principles underpinning the relationship between education, law, policy and education practices. It will examine the implications of educational, law and policy reforms for practices within educational organisations. Further the module will equip students with skills and knowledge to understand policy making process and implementation.

Course Title: PHILOSOPHY OF EDUCATION

Code:	FMP 5929
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous Assessment 50% and examination 50%. A three hours written examination. At least two graded assessment, through a combination of projects, essays, and tests

Course Aim:

The aim of this advanced module is to equip students with comprehensive philosophical foundations of education as a theoretical framework and also as a distinct discipline of knowledge. It exposes students to some leading philosophical thinkers and their influence on the current concept of education. Further the module will assist students to critically analyse the relationship between educational philosophies and national philosophies.

Course Title: SOCIOLOGY OF EDUCATION

Code:	EFMP 5949
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment	Continuous Assessment 50% and examination 50%. A three hours written examination. At least two graded assessments through a combination of projects, essays, and tests

Course Aim:

The aim of this advance module is to equip students with theoretical perspectives and critical pedagogy to enable them to examine socio-economic, political and cultural contexts underpinning the educational practices. Furthermore, the module will enable students to critically analyse and place major ideologies and theories within the various sociological schools of thought.

Course Title: COMPARATIVE EDUCATION

Code:	FMC 5929
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous Assessment 50% and examination 50%. A three hours written examination. At least two assessments through a combination of projects, essays, and tests

Course Aim:

This module is intended to equip students with skills and knowledge to understand and analyze the meanings and goals of educational systems and practices as they connect to primarily; their local, regional, national and ultimately to the global contexts. The module explores theoretical perspectives and approaches in the understanding of the ideologies and policy frameworks of education systems. The module will further examine the multicultural perspectives in a global context.

Course Title: HISTORY OF EDUCATION

Code:	FMC 5949
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment	Continuous Assessment 50% and examination 50%. A three hours written examination. At least two graded assessment through a combination of projects, essays and tests.

Course Aim:

The aim of this advanced module is to equip student with in-depth knowledge and understanding of the nature and development of History of Education and contribution that this subject can make to economic and social development. The module will further critically examine major landmarks and educational reforms in Namibia since independence.

E.2.3 DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING**E.2.3.1 MASTER OF EDUCATION (ADULT EDUCATION) (10MAED)****Course Title: FOUNDATIONS OF ADULT EDUCATION**

Code:	MAE 5980
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Pre-requisite:	None
Assessment:	Continuous assessment 50%; At least 4 least 4 assessments; Examination 50%(A three hours written examination)

Course Aim:

This module aims at introducing students to the, historical, sociological, psychological and cultural issues that inform programmes in Literacy, Adult Education, Lifelong Learning and Community Education. Analysis of concepts such as: Non-formal Education, Informal and Formal Education are done as well as their link to Literacy, Adult Education and Lifelong Learning. The module investigates how the field of Adult/Community Education, Nonformal Education and Lifelong Learning responds to the demands and challenges facing humanity (sustainable development, peace and democracy, poverty reduction, nurturing diversity, protecting the environment and fighting and defeating HIV/AIDS). The module further provides insights on how the fields of Adult/ Community Education promote Lifelong Learning policies and practices in order to provide alternative learning opportunities for marginalised and disadvantaged groups. To give a comprehensive foundation to the understanding of the field of Adult and Nonformal Education, Literacy, Informal Learning and Lifelong Learning, the module is divided into the following theories: The Historical Foundations of Adult Education; Psychological Foundations of Adult Education; and Sociological Foundations of Adult Education

Course Title: THE TWENTIETH CENTURY THINKERS AND ADULT EDUCATION

Code:	AMT 5900
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50%

	Examination 50% (A three hours written examination)
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Course Aim:

This module aims at providing an overview of the origin and the meaning of philosophy as a discipline, various branches of philosophy, analyse multiple perspectives of philosophers and the influence of the Western and African philosophies on adult education programmes; and the impact of trends in adult education and the issues related to it.

Course Title: ADULT EDUCATION POLICY STUDIES

Code:	AMP 5980
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

The purpose of this module is to provide students with in depth knowledge of the dynamics of adult education planning and policy. The module will further examine principles and/or values that will enable policy planners to set up guidelines and procedures involved in Adult Education Policy Planning, policy making and policy implementation process..

Course Title: MASS COMMUNICATION IN ADULT EDUCATION

Code:	AMM 5940
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

This module presents an in-depth study of Mass Communication as it is utilized towards Lifelong Learning and Community Education. Part One of this module is offered during the first semester and covers the theory underpinning Mass Communication as field of study, with sub-themes such as Theories of Mass Communication, Culture, and Mass Media; Media Literacy and Culture; The Internet; Books; Newspapers; Magazines; Film; Radio and Sound Recordings; Television; Global Media; Mass Communication and the development of public relations; Advertising to promote Lifelong Learning and Community Education; Media Freedom, Regulation, and Ethics; as well as Mass Communication Research and Effects. Part Two of this module is offered during the second semester and focuses on application of knowledge, as well as on Mass Communication skills development.

Course Title ADVANCED COMMUNITY EDUCATION STUDIES

Code:	AMC 5960
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50% (A three hours written examination)

Course Aim:

The aim of the module is to allow students understand advanced principles of community development in practice. The module empowers students to contextualize their understanding of community building theories within the framework of current development thinking in general. Moreover, the module aims to equip students with knowledge and understanding of the theory of sustainable development and education for sustainability as well as skills of structuring and managing effective partnerships between institutions of learning and other entities in communities and communities for effective education. Students will obtain clarity and understanding on the current views on community development based on the practical situation in Namibia and also in Africa and the Third World.

E.2.4.1 MASTER OF EDUCATION (SPORT EDUCATION) (10MEPE)

Course Title: PROFESSIONAL PRACTICE IN SPORT EDUCATION

Code:	MSE 5980
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

The module aims to further develop the students' independent learning ability and enable them to become effective, reflective practitioners in the area of physical and sport education. Consequently, the learning, teaching and assessment methods are designed to critically reflect upon appropriate theories, problems as well as a wide range of research methodologies. Furthermore it will analyse different perspectives, values and strategies of practitioners in the field in order to identify needs and formulating solutions to these challenges. The learning environment will include a full range of practical work, lectures, seminars, workshops that will provide a deeper understanding of concepts theories and models related to the subject area,

Course Title: LEADERSHIP AND MANAGEMENT IN SPORT

Code:	MSL 5900
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

This module provides the foundation for Sport managers and leaders and start with the premise that everyone is capable of leadership and good governance. It establishes this premise by exposing module participants to broadly define leadership and management and its impact on organisations of alternative perspectives of leadership and management, including some contemporary collaborative models. From careful evaluation of these perspectives, as well as from actual practice of them using the module's action learning methods, participants will build a personal model of leadership and management that they can put to immediate use in their workplace.

Course Title: PHYSICAL FITNESS, HEALTH AND NUTRITION

Code:	MSF 5920
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

This module is designed to introduce students to advance concepts, theories and models related the dynamics of physiological, social and psychological impact on physical fitness, health and nutrition. Moreover the module will equip students with the skills to evaluation and review different components of fitness, and how it impacts on the general health of human beings. In this regard a detailed analysis of human anatomy, physiology and nutrition, and the body's response and adaptations to aerobic, anaerobic, strength and power exercise and training. Furthermore it aims to analyse critically the physiological evidence base for exercise prescription; to develop a comprehensive understanding of clinical exercise testing procedures and critical evaluation of results; and to translate test results into effective and evidence-based exercise prescription in a variety of settings. It will also analyse and critically reflect on a wide range of research methodologies. This will provide, in association with knowledge of nutritional and environmental factors, a critical understanding of needs analysing and developing physical training programmes as applied to all age groups.

Course Title: SPORT FOR DEVELOPMENT

Code:	MSD 5940
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

The module is designed to capture different outcomes and delivery frameworks to address the social ills or 'pathology' within a particular social context. It will take an in-depth review of sociology in sport, and evaluate theoretical perspectives of sport for development programmes and its practical implications. It will be examining multi-stakeholder involvement and partnerships, as well as priorities of both global and local stakeholders. Furthermore, it will look at how social capital is generated to facilitate social transformation, community development and social identity formation across socio-cultural and political divides. An analysis will be done of several case studies that will illuminate the development dynamics that is continually contributing to the construction of knowledge in this field of scientific inquiry.

E.2.4.2 MASTER OF EDUCATION (MATHEMATICS EDUCATION) (10MEME)

Course Title: ADVANCE THEORIES OF LEARNING IN THE MATHEMATICS CLASSROOM

Code:	MMM 5900
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50% (A three hours written examination)

Course Aim:

The purpose of the module is to enable the postgraduate students to critically analyze some fundamental learning theories, models of teaching as used in the teaching of mathematics classrooms. The module will also enable the students to design lessons according to their preferred models of teaching (in relation to selected subject content). In addition, students are expected to participate in discussions, teach real learners and read extensively the current literature concerned with science education.

Course Title: ASSESSMENT IN THE MATHEMATICS CLASSROOM

Code:	MMM 5929
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	36
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

This module connects assessment theory and models to teachers' practice through classroom observations and evaluation of assessment.. Focus on classroom assessment of student learning, computer and technology based assessment and standardized testing practices. Investigate factors impacting on the mathematics assessment results in Namibia.

Course Title: TECHNOLOGY AND THE TEACHING OF MATHEMATICS

Code:	MMT 5949
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	12
Pre-requisite:	International Computer Drivers License (ICDL) or equivalent
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

The computer has become a key instrument in this reformation to improve mathematics teaching and learning. Computers play a multitude of curricular roles from personal tutor to learning and management tool. In recent years, the power and versatility of the computer has been significantly enhanced with the coming of multimedia systems and telecommunications capabilities. The amount of software available for use by and math students is growing almost exponentially, and what can be accessed via the internet is virtually limitless. It is important that mathematics teachers learn about the capabilities of computers and other electronic technologies and consider how best to use them to lesson some of the burdensome tasks associated with teaching and to enhance the mathematics learning experiences of their students. The Module will cover several topics such as computers and electronic technology in mathematics education.

Course Title: INDEPENDENT STUDY IN MATHEMATICS EDUCATION

Code:	EMMI 5989
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 100% (The assessment will comprise of report backs to the class, written assignments and class presentation. Students will be expected to lead the discussions for a particular class. Students will develop an annotated bibliography.)

Course Aim:

This Module, consisting mainly of periodic seminars and independent study, is focused on helping the masters candidate gain experience in practical work identifying a topic of interest and producing a synthesized and coherent paper on the materials read in mathematics education on a topic of interest. The emphasis of this Module is to guide

the student through the process of critical assessment of materials within his/her area of interest analyzing the issues and problems in mathematics education in Namibia and proposing a workable solution to these.

Course Title: MATHEMATICS IN SOCIETY

Code:	EMMS 5989
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

The aim of this advanced module is to equip students with critical enquiry and the professional knowledge and expertise in linking mathematics with the world outside the classroom. It will provide the students with the information and knowledge that will enable them to answer the often asked question of "Why do we teach mathematics?"

E.2.4.3 MASTER OF EDUCATION (SCIENCE EDUCATION (10MESE)

Course Title: ADVANCE THEORIES OF LEARNING IN THE SCIENCE CLASSROOM

Code:	EMMS 5900
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

The purpose of the module is to enable the postgraduate students to critically analyze some fundamental learning theories, models of teaching as used in the teaching of science classrooms. The module will also enable the students to design lessons according to their preferred models of teaching (in relation to selected subject content). In addition, students are expected to participate in discussions, teach real learners and read extensively the current literature concerned with science education.

Develop an in-depth understanding of knowledge of learning theories as used in the teaching of science Education. Critically analyse and reflect upon learning theories and models of teaching and relate these to classroom practices. Develop a critical awareness of the strengths and limitations as well as the current problems between the learning theories, models of teaching and practices in the field of science education. Demonstrate an in-depth understanding of appropriate research methods in the field of science education. Design lessons based on teaching models as described in the extant literature by providing appropriate solutions to issues experienced in science classrooms. Present designed lessons to learners for peer discussions. .

Course Title: ASSESSMENT IN THE SCIENCE CLASSROOM

Code:	EMAS 5909
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

This module connects assessment theory and models to teachers' practice through classroom observations and evaluation of assessment.. Focus on classroom assessment of student learning, computer and technology based assessment and standardized testing practices. Investigate factors impacting on science assessment results in Namibia.

Course Title: TECHNOLOGY AND THE TEACHING OF SCIENCE

Code:	EMST 5929
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	International Computer Drivers License (ICDL) or equivalent
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

The computer has become a key instrument in this reformation to improve science teaching and learning. Computers play a multitude of curricular roles from personal tutor to learning and management tool. In recent years, the power and versatility of the computer has been significantly enhanced with the coming of multimedia systems and telecommunications capabilities. The amount of software available for use by and math students is growing almost exponentially, and what can be accessed via the internet is virtually limitless. It is important that science teachers learn about the capabilities of computers and other electronic technologies and consider how best to use them to lessen some of the burdensome tasks associated with teaching and to enhance the science learning experiences of their students. The Module will cover several topics such as computers and electronic technology in science education.

Course Title: INDEPENDENT STUDY IN SCIENCE EDUCATION

Code:	EMSI 5949
NQF Level:	9
Semester Offered:	1 st and 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	13
Pre-requisite:	None
Assessment:	Continuous assessment 100% (The assessment will comprise of report backs to the class, written assignments and class presentation. Students will be expected to lead the discussions for a particular class. Students will develop an annotated bibliography.)

Course Aim:

This Module, consisting mainly of periodic seminars and independent study, is focused on helping the masters candidate gain experience in practical work identifying a topic of interest and producing a synthesized and coherent paper on the materials read in science or mathematics education on a topic of interest. The emphasis of this Module is to guide the student through the process of critical assessment of materials within his/her area of interest analyzing the issues and problems in science education in Namibia and proposing a workable solution to these.

Course Title: SCIENCE IN SOCIETY

Code:	EMSS 5969
NQF Level:	9
Semester Offered:	1 st or 2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

The aim of this advanced module is to equip students with critical enquiry and the professional knowledge and expertise in linking science with the world outside the classroom. It will provide the students with the information and knowledge that will enable them to answer the often asked question of "Why do we teach science?"

E.2.5.1 MASTER OF EDUCATION (INCLUSIVE EDUCATION (10MEIE)

Course Title RESEARCH METHODOLOGY IN EDUCATIONAL PSYCHOLOGY

Code:	PSR 5910
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	4 hours per week for 28 weeks
Credits:	48
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 4 assessments Examination 50% A three hours written examination

Course Aim:

The main purpose of this module is to enable postgraduate students in the M.ED programmes of *Early Childhood Development, Guidance and Counselling and Inclusive Education* to learn how to conduct specialized quantitative and qualitative research in these areas. To attain this goal, students will be exposed to varieties of research paradigms, methods and techniques in these areas. In addition, students will be exposed to different alternative ways of packaging research knowledge to serve educational policy and practice ends in early childhood education, guidance and counselling and inclusive education.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: THEORETICAL FRAMEWORK FOR INCLUSIVE EDUCATION

Code:	PSI 5981
NQF Level:	9
Semester Offered:	1 st Semester, Year 1
Contact Hours:	3 hours per week for 28 weeks
Credits:	18
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 3 assessments Examination 50% A three hours written examination

Course Aim:

This module will introduce the student to models of inclusive education nationally and internationally. The module further will familiarise students with discourses, as well as trends surrounding inclusive education. Students will be exposed to issues of legislation and policy in the field of inclusive education.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: COLLABORATION AND TEAMWORK IN THE INCLUSIVE SETTING

Code:	PSI 5901
NQF Level:	9
Semester Offered:	1 st Semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

This module is designed to enable students to demonstrate specialist knowledge and understanding of collaborative working in inclusive settings. Students will be exposed to multidisciplinary approaches of diagnostic assessment and formulating learning plans for learners with special educational needs. The module further enables students to design and manage inclusive environments both in schools and in the classroom. Best practices for inclusive settings will be discussed.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: TEACHING AND LEARNING IN DIFFERENTIATED CLASSROOMS

Code:	PSI 5982
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 hours per week for 14 weeks
Credits:	18
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 3 assessments Examination 50% A three hours written examination

Course Aim:

This module is designed to sensitise students to be flexible in their approach to teaching and adjusting their curriculum and presentation of information to learners rather than expecting learners to modify themselves for the curriculum. Students will be exposed to a variety of instructional approaches which would assist them to vary and adapt content and assessment to individual and diverse learners in their classroom.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: ASSESSMENT AND EVALUATION FOR LEARNING

Code:	PSI 5902
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

This module is designed to help educators apply the most valuable performance-based assessment techniques, feedback procedures and evaluation tools to assess learning in inclusive environments. Students will have an opportunity to plan and design formative and summative evaluation tasks. The module will familiarise students with various diagnostic assessment tests and their uses.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

ELECTIVES (STUDENTS SELECT ONE FOR THE YEAR)

Course Title: DEAF EDUCATION AND COMMUNICATION

Code:	PSI 5900
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 4 assessments Examination 50% A three hours written examination

Course Aim:

The module will familiarise students with the challenges that learners who are deaf are facing in an inclusive environment. Taking the special educational needs of Deaf learners into consideration, students will be exposed to the accommodations in curriculum, assessment and education in general needed for successful learning. In addition to this students will be expected to acquire knowledge that will enable them to develop teaching and learning materials for learners who are Deaf. The influence of Deaf culture on education will also be covered in the module.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: MANAGING EMOTIONAL AND BEHAVIOURAL DIFFICULTIES

Code:	PSI 5940
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 4 assessments Examination 50% A three hours written examination

Course Aim:

This module will introduce the student to models of emotional and behavioural difficulties, its causes and prevalence as well as the latest developments in the field of Social, Emotional and Behavioural Difficulties. The module further will familiarise students with discourses, as well as trends surrounding inclusive education. Students will be exposed to characteristics and interventions in response to children experiencing Social, Emotional and Behavioural Difficulties.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: VISUAL IMPAIRMENT AND BRAILLE SYSTEMS

Code:	PSI 5960
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 4 assessments Examination 50% A three hours written examination

Course Aim:

This module will introduce the student to theories and interventions of visual impairment nationally and internally. The module further outlines key developments in the history of educating students with visual impairments while exposing students to a wide range of discourses in the field of visual impairments. In addition to theoretical aspects of identifying

and developing appropriate interventions for learners with visual impairments, students will be exposed to basic Braille and systems through a practical component.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

(Note: All module descriptors for the second year are the same as for the existing M Ed degrees in the Faculty of Education and have already been approved by Senate at the end of 2009)

Course Title: READING AND WRITING DIFFICULTIES

Code:	PSL 5961
NQF Level:	9
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 4 assessments Examination 50% A three hours written examination

Course Aim:

The purpose of this module is to provide students with insight into reading and writing difficulties and how to mitigate them.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: TEACHING LITERACY SKILLS)

Code:	PSL 5982
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 28 weeks
Credits:	24
Co-requisite:	PSL 5961 (Reading and Writing Difficulties)
Assessment:	Continuous assessment 50% At least 4 assessments Examination 50% A three hours written examination

Course Aim:

The purpose of this module is to enable students to gain insight into and apply principles, approaches and methods of teaching literacy skills.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

E.2.5.2 MASTER OF EDUCATION (LITERACY AND LEARNING (10MEDL)

Course Title: THEORIES OF LITERACY (CORE)

Code:	PSL 5981
NQF Level:	9
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	18
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%

Course Aim:

The purpose of this module is to provide students with a theoretical and conceptual background of literacy on which to anchor their practice in research, teaching, and advocacy.

Course Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Course Title: LITERACY IN MULTI-LINGUAL CONTEXT (CORE)

Code:	PSL 5991
NQF Level:	9
Semester Offered:	1 st semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	18
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%

Course Aim:

The purpose of this module is to enable students to develop understanding and appreciation of the issues relating to language policy in a multilingual context and its implications on the acquisition of literacy. The module will enable students to gain insight how multilingualism develops and how literacy in second and subsequent languages is acquired, and how both influence learning and teaching.

Course Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Course Title: READING AND WRITING DIFFICULTIES (CORE)

Code:	PSL 5961
NQF Level:	9
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 for 14 weeks
Credits:	18
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%

Course Aim:

The purpose of this module is to provide students with insight into reading and writing difficulties and how to mitigate them.

Course Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Course Title: INITIAL LITERACY IN FIRST LANGUAGE (CORE)

Code:	PSL 5962
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 hours per week for 14 weeks
Credits:	18
Pre-requisite	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

The purpose of this module is to provide students with the understanding of how oral language is developed and how it supports literacy development, and also of how reading and writing skills develop.

Course Requirements and Expectations:

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: THEORIES OF LEARNING (CORE)

Code:	PSL 5902
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 for 14 weeks
Credits:	12
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%

Course Aim:

The purpose of this module is to provide students with insight into how the learning process is thought to proceed according to various theories and to use this insight to organise their instruction in literacy. This will enable students to develop insight into the processes of learning as they pertain to literacy acquisition and instruction

Course Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Course Title: TEACHING LITERACY SKILLS (CORE)

Code:	PSL 5982
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	3 for 14 weeks
Credits:	18
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%

Course Aim:

The purpose of this module is to enable students to gain insight into and apply principles, approaches and methods of teaching literacy skills.

Course Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Course Title: LANGUAGE EDUCATION POLICY (ELECTIVE)

Code:	PSL 5922
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 for 14 weeks
Credits:	18
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%

Course Aim:

The purpose of this module is to provide students with insight into language policy formulation processes in order to appreciate how policy may influence literacy development.

Course Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Course Title: PRAGMATICS AND DISCOURSE ANALYSIS (ELECTIVE)

Code:	PSL 5962
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 for 14 weeks
Credits:	18
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%

Course Aim:

The purpose of this module is to provide students with insight into how people actually use languages for communication purposes in order to appreciate the characteristic features of different oral and written texts.

Course Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

Course Title: LANGUAGE CULTURE AND COGNITION (ELECTIVE)

Code:	PSL 5941
NQF Level:	9
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 for 14 weeks
Credits:	12
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50%

Course Aim:

The purpose of this module is to provide students with insight into how language influences cognition and the evolution of culture in order to plan and influence social development. This will enable students to plan and influence socio-cultural development through literacy programmes.

Course Requirements and Expectations:

Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

E.2.5.3 MASTER OF EDUCATION (EARLY CHILDHOOD DEVELOPMENT) (10MECD)

Course Title: ADVANCED RESEARCH METHODOLOGY IN EDUCATIONAL PSYCHOLOGY

Code:	PSR 5910
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	4 hours per week for 28 weeks
Credits:	48
Pre-requisite	None
Assessment:	Continuous assessment 50% At least 4 assessments Examination 50% A three hours written examination

Course Aim:

The main purpose of this module is to enable postgraduate students in the M.ED programmes of *Early Childhood Development, Guidance and Counselling and Inclusive Education* to learn how to conduct specialized quantitative and qualitative research in these areas. To attain this goal, students will be exposed to varieties of research paradigms, methods and techniques in these areas. In addition, students will be exposed to different alternative ways of packaging research knowledge to serve educational policy and practice ends in early childhood education, guidance and counselling and inclusive education.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: THEORIES OF EARLY CHILDHOOD DEVELOPMENT

Code:	PSE 5900
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite	None
Assessment:	Continuous assessment 50% At least 4 assessments Examination 50% A three hours written examination

Course Aim:

This module is intended to enable students in the Masters of Education in Early Childhood Development to explore in depth theories on the development of young children. This will be done from the maturational, behavioural, psychoanalytic, cognitive-developmental, social-cultural and ecological systems perspectives. Considered from the local, regional and national Namibian social-cultural and educational vantage points the module will cover the young children's development from conception to 8 years of age.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: APPROACHES AND MODELS OF EARLY CHILDHOOD DEVELOPMENT

Code:	PSE 5901
NQF Level:	9
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	18
Pr-requisite	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

This course will introduce the student to both traditional as well as contemporary, international approaches and models to early childhood care and development. The course will expose students to the existence and co-existence of various approaches and models to early childhood care and development nationally and internationally. The course will maintain a strong emphasis on appropriate curriculum practices and pedagogies in alignment with child development principles.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: EARLY CHILDHOOD LITERACY AND NUMERACY

Code:	PSE 5921
NQF Level:	9
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pr—requisite	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

Language development and the development of numerical concepts are essential building blocks in the cognitive and psychosocial development of young children. Based on this premise, this module is intended to provide students with the knowledge and understanding of how early literacy and early numeracy lay the foundations of reading, writing and mathematical reasoning for young children and thereby prepare them for more effective future learning in the home and at school. Moreover, the module is aimed at making connections amongst early experiences with literacy and numeracy, cognitive development and later academic achievement in learning contexts.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: EARLY CHILDHOOD PROGRAMME DEVELOPMENT

Code:	PSE 5902
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	18
Pre-requisite	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

The purpose of this module is to enable students plan, design and learn to implement various types of contextualized ECD programmes. The main goal of doing this is to create awareness amongst students about the existence of a variety of strategies and approaches of stimulating and promoting the wellbeing and optimal development of young children.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: EARLY EVALUATION AND ASSESSMENT OF YOUNG CHILDREN

Code:	PSE 5922
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

This module will provide comprehensive accounts of the principles, practices and requirements for evaluation and assessment of young children. The module will aim at exploring various ethical methodologies and tools of assessing young children. These methods and tools will be studied in relation to socio-cultural evaluation and assessment tools available nationally, regionally and internationally.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: EARLY PLAY AND MATERIAL DEVELOPMENT

Code:	PSE 5942
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

This module will provide in-depth knowledge and awareness of the importance and role of play as a tool to promote development and learning. It will further provide a framework for understanding developmentally appropriate practices in the early childhood years (0 to 8 years). The development of learning and teaching material using locally available material will form an important component of this module.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

E.2.5.4 MASTER OF EDUCATIONAL PSYCHOLOGY (GUIDANCE AND COUNSELING) (10MEGC)**Course Title: RESEARCH METHODOLOGY IN EDUCATIONAL PSYCHOLOGY**

Code:	PSR 5910
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	4 hours per week for 28 weeks
Credits:	48
Pr--requisite:	None
Assessment	Continuous assessment 50% Examination 50%

Course Aim:

The purpose of this module is to enable postgraduate students in the M.ED programmes of *Early Childhood Development, Guidance and Counselling and Inclusive Education* to learn how to conduct specialized quantitative and qualitative research in these areas. To attain this goal, students will be exposed to varieties of research paradigms, methods and techniques in these areas. In addition, students will be exposed to different alternative ways of packaging research knowledge to serve educational policy and practice ends in early childhood education, guidance and counselling and inclusive education.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: COUNSELLING THEORIES AND APPLICATIONS

Code:	PSG 5900
NQF Level:	9
Semester Offered:	1 st & 2 nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 4 assessments Examination 50% A three hours written examination

Course Aim:

The purpose of this module is to enable M.ED students to explore counselling theories and their relationship to psychological development. Counselling skills and process are practiced with an emphasis on integrating theories, practice and life experience.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: PROFESSIONAL IDENTITY AND ETHICS IN COUNSELING

Code:	PSG 5901
NQF Level:	9
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pr--requisite:	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

The purpose of this module is to enable students to understand and apply ethical and legal issues guiding the helping professions. In addition to this they should understand the lifelong professional development and the professional roles of counsellors.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: CAREER DEVELOPMENT AND COUNSELLING

Code:	PSG 5921
NQF Level:	9
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

The purpose of this module is to enable students to understand theories of career psychology and their use in understanding the individual's personal and career needs across work settings.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: GUIDANCE PROGRAMME PLANNING

Code:	PSG 5941
NQF Level:	9
Semester Offered:	1 st semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

The purpose of this module is to enable students to organise, manage and evaluate the guidance and counselling programmes in school and community settings. The module emphasises the development of counsellor competencies in designing, implementing and evaluating psycho-educational programmes.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: LEARNING SUPPORT STRATEGIES

Code:	PSG 5902
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

The purpose of this module is to provide integrated approaches to student support in the academic system and to work effectively in the context of student support and guidance. .

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: ASSESSMENT IN EDUCATIONAL COUNSELLING

Code:	PSG 5922
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pr--requisite:	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

The purpose of this module is to provide basic knowledge and skills in assessment and appraisal (educational and psychological measurement and evaluation) essential for all professional counsellors. In addition to this the module will integrate effective practices and uses of assessment for counselling purposes.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

Course Title: GROUP PROCESSES IN COUNSELLING

Code:	PSG 5942
NQF Level:	9
Semester Offered:	2 nd semester, Year 1
Contact Hours:	2 hours per week plus 2hrs practical for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:

The purpose of this module is to provide students with basic knowledge and skills to enable them to work effectively as group leaders in a cultural diverse society.

Course requirements and expectations

Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

F.1 DOCTOR OF PHILOSOPHY IN EDUCATION

F.1.1 RATIONALE FOR THE PROGRAMME

Studying for a PhD in Education allows students to become experts in specialized areas of education, as well as gaining high quality research training that would equip them to undertake other educational research projects. All PhD students carry out original research work under the guidance of supervisors.

THE SCHOOL WILL OFFER PHD PROGRAMMES THAT ARE GOVERNED BY THE GENERAL REGULATIONS FOR DOCTORAL PROGRAMMES AS DOCUMENTED IN THE RELEVANT SECTIONS OF UNAM'S GENERAL REGULATIONS. THE SCHOOL WILL OFFER A PROGRAMMES LEADING TO THE ATTAINMENT OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL (PHD IN EDUCATION). THE FOLLOWING SPECIALISATION PROGRAMMES WILL BE OFFERED BY THE VARIOUS DEPARTMENTS IN THE SCHOOL:

F.1.2.1 Department of Applied Educational Sciences

Doctor of Philosophy in Education: Curriculum, Instruction and Assessment Studies (10DECA)
Doctor of Philosophy in Education: Educational Management and Administration (10DEMA)
Doctor of Philosophy in Education: Educational Law and Policy Studies (10DELP)
Doctor of Philosophy in Education: Comparative and History of Education (10DECH)
Doctor of Philosophy in Education: Philosophy and Sociology of Education (10DEPS)
Doctor of Philosophy in Education: Science Education (10DESE)
Doctor of Philosophy in Education: Sport Education (10DEPE)
Doctor of Philosophy in Education: School Guidance and Counselling (10DEGC)
Doctor of Philosophy in Education: Early Childhood Education (10DECD)

Doctor of Philosophy in Education: Mathematics Education (10DEME)
Doctor of Philosophy in Education: Inclusive Education (10DEIE)

Department of Higher Education and Lifelong Learning

Doctor of Philosophy in Education: Adult Education (10DEDA)

F.1.3 Application Procedures

In addition to the application procedures stipulated in this prospectus and the Guidelines for Post Graduate Programmes in the General Information and Regulations Prospectus, the following School of Education procedures shall apply:

A student who intends to study for a Doctor of Philosophy degree with the School of Education must first discuss the intended programme with the respective Department to establish whether the intended research problem of investigation is viable, and whether there will be staff available to supervise him or her; The applicant must also submit a Working Title and an acceptable outline of the proposed research project by using the approved UNAM guidelines to the Head of Department. The topic must be in the area of specialization of the student.

Acceptance to proceed with the study shall be granted by SENATE only after receiving recommendations from the Departments through the School and UNAM Postgraduate Studies Committees.

Students shall be notified by the School of Postgraduate Studies of the outcome of their applications.

Only successful students shall be allowed to proceed with their studies.

F.1.4 Admission CRITERIA

F.1.4.1 SPECIAL REGULATIONS FOR PH. D DEGREE BY DEPARTMENTAL SPECIALISATION

Although all Doctoral Programmes in the School are governed by the General Regulations for Doctoral Programmes, as documented in this Prospectus and the relevant sections of UNAM's general regulations, the following additional regulations will govern the programmes in the School.

All students enrolling for a PhD in the School of Education who have not taken and passed the required research methodology courses shall be required to enroll and pass the Advanced Educational Research courses as offered in the UNAM M. Ed programme (i.e. EAR 5910: Advanced Educational Research Methodology) and the Academic Writing for Postgraduate Students course.

In addition, it is compulsory that all students should pass the Postgraduate Seminar (EPS 6080).

The Doctor of Philosophy in Education (PhD) will be offered in compliance with the general regulations and guidelines for postgraduate studies at the University of Namibia stipulated in this prospectus and the Regulations and Guidelines for Post Graduate Programmes in the General Information and Regulations Prospectus.

In addition, the following School of Education regulations will apply:

Candidates normally must show proof of 60% or more for the thesis part of their Master's degree.

Prospective candidates must also satisfy specific requirements of the School of Education, i.e. must have related work experience and will be subjected to an oral and/ or written admission tests.

Notwithstanding the above admission criteria, the Department shall limit the number of admissions per academic year on the basis of available qualified staff for supervision of PhD Dissertations.

F.1.5 SPECIFIC ADDITIONAL ADMISSION REQUIREMENTS PER DEPARTMENT:

Department of Applied Educational Sciences

Doctor of Philosophy in Education: Curriculum Studies

Candidates for admission into PhD programme should be in possession of an appropriate Master of Education (M. Ed) (level 9) degree or equivalent from a recognized University or Institution of Higher learning.

Doctor of Philosophy in Education: Management and Administration/ Law and Policy Studies/ Comparative and History of Education/ Philosophy and Sociology of Education

Candidate must be in possession of a Master's degree (level 9) or equivalent from a recognized institution of higher learning in the selected area of specialisation. The areas of specialisation on offer are: Educational Management and Administration, Educational Law and Policy Studies, Philosophy and Sociology of Education and Comparative and History of Education;

Doctor of Philosophy in Education: Mathematics Education/Science Education

Hold a Master's degree (level 9) in Mathematics Education or Science Education or related field of study or equivalent from the University of Namibia or from any recognized institution of higher learning.

Doctor of Philosophy in Sport Education

Students will hold a relevant Master's degree (level 9) obtained from the University of Namibia or equivalent; and be considered by University staff to be an appropriate candidate for the degree.

Doctor of Philosophy in Education: School Guidance and Counselling/ Early Childhood Education/ Inclusive Education.

Students for admission to the doctoral programme of the Department of Educational Psychology and Inclusive Education must be in possession of a Master's degree (level 9) or equivalent from a recognized institution of higher learning in the chosen field of study. The areas of specialization on offer are School Guidance and Counselling, Early Childhood Education and Special Needs Education/Inclusive Education.

Department of Higher Education and Lifelong Learning

Doctor of Philosophy in Education: Adult Education Admission Requirements

Hold a Master's degree in Adult Education (level 9) or a related field of the University of Namibia or from a recognized institution of higher learning. The related fields in this context shall include: Education; Community Development; Social Welfare; and Mass Communications.

Subject to the provisions of the Regulations for Postgraduate Courses of study of the University of Namibia, the following Regulations of the SCHOOL of Education shall apply:

F.1.6 REGISTRATION PROCEDURES

In addition to the registration procedures stipulated in I.4.3 of this prospectus and the Regulations and Guidelines for Post Graduate Programmes in the General Information and Regulations Prospectus, the School of Education shall apply:

An applicant becomes a student of UNAM upon registration after approval of the intended topic of study and acceptance of candidature by SENATE.

Accepted students must comply with registration formalities of UNAM including payment of required fees.

Students should not proceed with their studies until registration formalities are completed. Supervisors have a right to ask for proof of registration.

F.1.7 MODE OF DELIVERY

The PhD programme in the School of Education will be offered by research only (dissertation mode only).

The degree will be awarded on the basis of an original and substantial contribution to knowledge in the form of a dissertation as judged by experts in the identified field of study.

The research and dissertation will constitute the entire body of work that will be assessed.

The dissertation will carry a value of 360 NQF credits all of which will be on level 10.

NOTE: Students opting for this option have to assure the School of Education that they have taken and passed relevant research methodology courses in their previous programmes.

F.1.8 Duration OF STUDY

Under normal circumstances students will be required to complete their studies within a minimum of three years and a maximum of five years. The student should remain registered for the entire period of study. If the student does not register he/she shall be considered to have dropped out of the program.

F.1.9 REQUIREMENTS FOR QUALIFICATION AWARD

The total number of credits for the PhD programme is 378 credits. All these credits are on level 10 of the NQF. The Dissertation carries 360 credits. In addition to the 360 credits each student must complete a compulsory Seminar course (EPS 6080) of 18 credits.

Conferment of the PhD shall be in accordance with the general regulations of UNAM which stipulate:

"The final approval on the degree awarded to prospective students shall be granted by UNAM Senate on recommendation by the Postgraduate Studies Committee, (after assessing the recommendations by the examiners)"

MODULE DESCRIPTION FOR DOCTOR OF PHILOSOPHY EDUCATIONAL STUDIES

DOCTOR OF PHILOSOPHY EDUCATIONAL STUDIES (PH.D. EDUCATION STUDIES)

Course Title: POSTGRADUATE SEMINAR

Code:	EEPS 6080
NQF Level:	9
Contact Hours:	2 x 2 day seminars
Pre-requisite	None

Course Aim:

The module will enable the postgraduate students to prepare, improve, present and critique research proposals and dissertations. The main purpose of this module is to enable Doctoral students to develop analytical, evaluation and presentation skills. Through this seminar they will be able to contribute ideas and to debate at the cutting edge of their area of specialisation.

Course Requirements and Expectations:

Compulsory attendance of seminars, submission of completed proposal/ dissertation on time, active participation in discussions and seminars; plagiarism, cheating and other forms of academic dishonesty are prohibited; engaging in learning circles is recommended.

All students enrolling for a PhD in the School of Education who have not taken and passed the required research methodology courses shall be required to enroll and pass the Advanced Educational Research courses as offered in the UNAM M.Ed programme (i.e. EAR 5910: Advanced Educational Research Methodology) and the Academic Writing for Postgraduate Students course.

In addition it is compulsory that all students should pass the Postgraduate Seminar (EPS 6080).

Course Title: DISSERTATION

Code:	EEDM 6000
NQF Level:	9
Contact Hours:	N/A
Credits:	360
Pre-requisite	None
Co requisite	Postgraduate Seminar (EEDM 6080)

Course Aim:

Candidates will undertake research in an approved topic in an area of specialisation in Education. On approval of the proposal the student conducts research and writes a dissertation according to the UNAM Post Graduate studies committee (PGSC) requirements. This research process will be guided by an appointed supervisory team. Candidates will show prove of comprehensive, systematic and in-depth mastery of a field of knowledge in Education. This module will enable candidates to develop research, analytical and creative requirements for their specialisation area. They also will display skills that will enable them to contribute to ideas and debate on the cutting edge of their field of specialisation.

Course Assessment:

100% Continuous assessment. The dissertation will be evaluated by one internal and one external examiner. Qualification of examiners as per UNAM Post Graduate Committee guidelines.

Course Requirements and Expectations:

Extensive reading of relevant material, regular meetings with supervisors, submission of completed proposal/ progress reports/ dissertation on time, active participation in discussions and seminars; plagiarism, cheating and other forms of academic dishonesty are prohibited; engaging in learning circles is recommended.

F.1.10 RESEARCH SERVICES - POSTGRADUATE SUPPORT ANNEXES

- APPLICATION FOR READMISSION AS A POSTGRADUATE STUDENT
- PG Annexures 3B Progress Report
- PG Annexures 5 Recommended format of summarise Curriculum Vitae
- PG Annexures 5B Willingness to serve as an Examiner
- PG Annexures 1 Supervision Agreement
- PG Annexures 4A Notice of Intention to submit Thesis
- PG Annexures 6A Checklist for Approval of Examination Report
- PG Annexures 14 Thesis Cover
- PG Annexures 3A Progress Report
- PG Annexures 4B Request for Appointment of Examiners
- PG Annexures 6B Checklist for submitting final bound Thesis
- PG Annexures 2 Checklist for Approval of Research Proposal
- Postgraduate Support Services Regulations Guidelines Interim
- Annex 1B willingness on continuing supervision of student
- Annex 1A supervision understanding between student and supervisor

Prospectus 2023