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UNIVERSITY OF NAMIBIA



FACULTY OF EDUCATION & HUMAN SCIENCES

School of Education

PROSPECTUS 2026



Open your mind

FACULTY OF EDUCATION AND HUMAN SCIENCES

2026

SCHOOL OF EDUCATION

PROSPECTUS



NOTE

This Prospectus is valid for 2026 only. Regulations and curricula for 2026 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 2026.

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 2026 or any consecutive year.

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

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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 2026

	GENERAL CORE DATES
DATE	FIRST SEMESTER
09 January	University Open
22 January	Academic staff resumes office duties
04 March	"We care for UNAM" day
3 April	FIRST SEMESTER BREAK for students commence (Until 6 April)
7 April	Classes resume after the FIRST SEMESTER BREAK
10 July	End of first semester
20 July – 24 July	Mid-year Break
DATE	SECOND SEMESTER
26 August	SECOND SEMESTER BREAK for students commence (until 28 August)
28 August	Institutional Holiday
31 August	Lectures resume after second semester break.
04 December	End of SECOND SEMESTER
11 December	End of ACADEMIC YEAR
DATE	2026 ACADEMIC YEAR
07 January 2027	University opens (2027 academic year)
19 January 2027	Academic staff resumes office duty.

DATE	NEW CURRICULUM TRANSFORMED PROGRAMMES – 5 WEEKS CORE AND 12 WEEK SEMESTERS
	FIRST SEMESTER
28 January	Lectures commence for CORE SEMESTER (until 03 March)
05 March	Lectures commence for FIRST SEMESTER (until 5 June)
05 June	Lectures end for the SEMESTER 1
09 June	First opportunity examinations commence (until 25 June)
25 June	First opportunity examinations end
29 June	Second opportunity examinations commence (until 10 July)
10 July	Second opportunity examinations end
DATE	SECOND SEMESTER
27 July	Lectures commence for SECOND SEMESTER (until 21 October)
21 October	Lectures end for SECOND SEMESTER
26 October	First opportunity examinations commence (until 12 November)
12 November	First Opportunity Examinations end
16 November	Second Opportunity Examinations (until 27 November)
27 November	Second opportunity examinations end
DATE	NEW CURRICULUM PROFESSIONAL PROGRAMMES (5/6 WEEKS CORE AND 13 WEEKS SEMESTERS)
	FIRST SEMESTER:
21 January	Lectures commence for CORE SEMESTER (until 3 March)
03 March	Lectures end for CORE SEMESTER
05 March	Lectures commence for FIRST SEMESTER (until 12 June)
12 June	Lectures end for FIRST SEMESTER
16 June	First opportunity examinations commence (until 29 June)

29 June	First opportunity examinations
01 July	Second opportunity examinations commence (until 10 July)
10 July	Second opportunity examinations end
DATE	SECOND SEMESTER
27 July	Lectures commence for SECOND SEMESTER (until 28 October)
28 October	Lectures end for SECOND SEMESTER
02 November	First opportunity examinations commence (until 16 November)
16 November	First Opportunity Examinations end
18 November	Second Opportunity Examinations (until 27 November)
27 November	Second opportunity examinations end
DATE	NEW CURRICULUM PROFESSIONAL PROGRAMMES (14 WEEK SEMESTERS) FIRST SEMESTER
02 February	Lectures commence for FIRST SEMESTER (until 08 May)
02 April	Semester break commence (until 7 April)
08 April	Lectures commence after semester break
08 May	Lectures end for the SEMESTER 1
12 May	First opportunity examinations commence (until 27 May)
27 May	First opportunity examinations end
29 May	Second opportunity examinations commence (until 11 June)
11 June	Second opportunity examinations end
DATE	NEW CURRICULUM PROFESSIONAL PROGRAMMES (14 WEEK SEMESTERS) SECOND SEMESTER
29 June	Lectures commence for SECOND SEMESTER (until 16 October)
20 July	Mid-year break (until 24 July)
27 July	Lectures resume after mid-year break
24 August	Semester break (until 28 August)
31 August	Lectures resume after semester break
16 October	Lectures end for SECOND SEMESTER
21 October	First opportunity examinations commence (until 05 November)
05 November	First Opportunity Examinations end
09 November	Second Opportunity Examinations (until 16 November)
16 November	Second opportunity examinations end
DATE	PROFESSIONAL PROGRAMMES 16 WEEK SEMESTERS FIRST SEMESTER:
19 January	Lectures commence for FIRST SEMESTER (until 20 May)
05 March	Short semester break (until 06 March)
09 March	Lectures resume after semester break
02 April	Short semester break (until 7 April)
08 April	Lectures resume after semester break

20 May	Lectures end for the FIRST SEMESTER
26 May	First opportunity examinations commence (until 10 June)
10 June	First opportunity examinations end
11 June	Second opportunity examinations commence (until 19 June)
19 June	Second opportunity examinations end
DATE	SECOND SEMESTER
29 June	Lectures commence for SECOND SEMESTER (until 28 October)
20 July	MID YEAR BREAK (until 24 July)
27 July	Lectures commence after the mid-year break
26 August	Short Semester break commence (until 28 August)
31 August	Lectures commence after semester break
28 October	Lectures end for SECOND SEMESTER
02 November	First opportunity examinations commence (until 16 November)
16 November	First Opportunity Examinations end
18 November	Second Opportunity Examinations commence (until 27 November)
27 November	Second Opportunity Examinations end

IMPORTANT DATES FOR STUDENTS- 2026 ACADEMIC YEAR
REGISTRATION AND ACADEMIC ADMINISTRATION DATES

JANUARY 2026	
Dates	Activity
05 January	ONLINE REGISTRATION COMMENCES: All Senior Students (until 30 Jan 2026)
08 January	Institution opens (all administrative staff)
12 January	REGISTRATION COMMENCES: - First year students (freshmen) until (30 Jan 2026) - CORE SEMESTER (New Curriculum Professional Programmes) commences 21 January - CORE SEMESTER (New Curriculum Programme) commences 28 February
19 January	Professional Programmes Semesters Lectures commence for FIRST SEMESTER
26 January	REGISTRATION COMMENCES: - Postgraduate Students (Masters and Doctorate Degrees) (until 30 Jan 2026) ACADEMIC ADMINISTRATION – Application for module(s) exemptions commence - First year student (until 13 February) - Senior students (until 27 March)
30 January	REGISTRATION ENDS: First year students (freshmen) and new curriculum students

FEBRUARY 2026	
DATES	ACTIVITY
02 February	LATE REGISTRATION Commences (until 06 February) All first year and senior new curriculum students
06 February	LATE REGISTRATION ends for: All first year and senior new curriculum students
13 February	ACADEMIC ADMINISTRATION - Last day for module(s) exemption applications – first year students - Last day for approval of module(s) and qualification offering types changes - First year students

MARCH 2026	
DATES	ACTIVITY
27 March	ACADEMIC ADMINISTRATION – Application for module(s) exemption ends

APRIL 2026	
DATE	ACTIVITY
09 April	GRADUATION: Southern Campus
14 April	GRADUATION: Katima Mulilo Campus
16 April	GRADUATION: Rundu Campus
22 April	GRADUATION: Northern Campuses
27 April	ACADEMIC ADMINISTRATION – Last day to change offering types for year modules

JULY 2026	
DATE	ACTIVITY
20 July	ACADEMIC ADMINISTRATION – Addition and cancellation of SECOND SEMESTER modules commence (until 24 July)
24 July	ACADEMIC ADMINISTRATION – Addition and cancellation of SECOND SEMESTER modules end

SEPTEMBER 2026	
DATE	ACTIVITY
11 September	ACADEMIC ADMINISTRATION - Last day to submit outstanding documentation - Last day to change offering types for SECOND SEMESTER modules end

October 2026	
DATE	ACTIVITY
08 October	SPRING GRADUATION

CANCELLATION DATES

DATE	ACTIVITY
30 January	Last day to cancel CORE SEMESTER modules with 100% credit
13 February	Last day to cancel CORE SEMESTER modules with 50% credit
20 February	Last day to cancel CORE SEMESTER modules – no credit Last day to cancel FIRST SEMESTER modules with 100% credit (Old curriculum students)
13 March	Last day to cancel FIRST SEMESTER and year modules with 100% credit (New curriculum students) Last day to cancel FIRST SEMESTER modules with 50% credit (Old curriculum students)
13 April	Last day to cancel FIRST SEMESTER modules with 50% credit (New curriculum students)
27 April	Last day to cancel FIRST SEMESTER modules – no credit (All students)
06 July	Last day to cancel YEAR modules with 50% (All students)
10 August	Last day to cancel SEMESTER 2 modules with 100% (All students)
28 September	Last day to cancel SEMESTER 2 and YEAR modules – no credit (All students)

SCHOOL OF EDUCATION PERSONNEL
OFFICIALS AND ADMINISTRATIVE PERSONNEL

Executive Dean (Komasdal Campus):	Dr A. Mosimane
Associate Dean (Komasdal Campus):	Dr. J. Nyambe
Director (Katima Mulilo Campus)	Vacant
Director (Rundu Campus)	Dr. H.Miranda
Director (Hifukupunye 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)	Dr. M. A. Shiweda
Head of Academic Affairs (Southern Campus)	Ms. R. Namukwambi
Faculty Manager	Ms J. Joseph
Faculty Officer:	Ms. A. Felix (Hifukupunye Pohamba Campus)
Faculty Officer:	Mr. R. Gomachab (Komasdal Campus)
Faculty Officer:	Mr. S. O. Shakaalela (Main Campus)
Faculty Officer:	Ms. M. Ishitile (Main Campus)
Faculty Officer:	Ms N.R.K. Kamwi (Rundu Campus)
Faculty Officer:	Mr I. Mumdumbu (Rundu Campus)
Faculty Officer:	Ms F.N. Kalwenya (Hifukupunye Pohamba Campus)
Faculty Officer:	Ms N. Hauwanga (Hifukupunye Pohamba Campus)
Faculty Officer:	Ms. N.R. Chata (Katima Mulilo Campus)
Faculty Officer:	Ms N. Lusepani (Katima Mulilo Campus)
Faculty Officer:	Mr. H Hishongwa (Southern Campus)
Examination Officer:	Ms. E. Hasheela (Main Campus)
Examination Officer:	Ms. P. Ndjamba (Rundu Campus)
Examination Officer:	Mr. B. Sheehama (Hifukupunye Pohamba Campus)
Examination Officer:	Ms T. Hamatwi (Katima Mulilo Campus)
Examination Officer:	Ms. E. Shiimoshili (Komasdal Campus)
Examination Officer:	Ms. L. Amunime (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:

The Faculty Officer Faculty of Education Komasdal Campus University of Namibia Private Bag 13301, Windhoek	OR	The Faculty Officer Faculty of Education Hifkepunye Pohamba Campus University of Namibia Private Bag 5507, Oshakati
Tel : (061) 206 7338 E-mail: rgomachab@unam.na		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. C. Kaereho: (PhD - Adult Education), M.Ed.-Adult Education (AE), Cert in Mid-Level Management (Cum Laude), B.Ed. AE and Community Development (CD), Diploma in AE, & CD)

PROFESSOR:

ASSOCIATE PROFESSOR:

Prof. R.K. Shalyefu: PhD (Instructional Systems Design and Distance Education); M.Ed (Adult Education); B.Ed (Hon); Bachelor of Pedagogics; Certificate in Public Administration; Certificate in Dispute Resolution, Negotiation and Conciliation, Certificate in Sustainable Development; Certificate in HIV/AIDS Counselling.

Prof. Wesley Pieters: BA&MA Industrial Psychology; Diploma Labour and Employment studies; PhD Industrial Psychology.

Prof. Kassian T.T. Amesho: PhD., DTech., MSc., MBA.

Prof P Neema-Abooki

SENIOR LECTURERS: Main Campus:

Dr. Miriam Hamunyela: PhD Adult and Community Education and Training; M Ed Social Science with a Major in Education; B Ed- Bachelor of Pedagogics; HDTEP- Higher Diploma in Teacher Education for Practitioners

Dr. N. Mbukusa: PhD (Open & Distance Education - UNISA), MA (Open & Distance Education - London University, BPhil. Ed (Teacher Training in English Language Teaching - University of Exeter), Postgrad. Diploma in African Leadership in ICT and Indigenous Knowledge Systems (Dublin City University) Postgraduate Certificate English for Internationals (University of South Carolina) Postgrad. Cert. in Teacher Education (Umea University), Bachelor of Arts with Postgrad Cert. in Education (Andrews University).

Dr. John Nyambe: PhD (Education), M.Ed. (Intercultural/International Education), MBA (Strategic Management), PGDip HE (Academic, Developers), Post Grad Dipl. (Leadership), HED, B.A.

Dr. C. Kaereho: (PhD - Adult Education), M.Ed.-Adult Education (AE), Cert in Mid-Level Management (Cum Laude), B.Ed. AE and Community Development (CD), Diploma in AE, & CD)

Dr. Chenjerai Muwaniki: PhD & Masters in Adult Education; Diploma in Adult and Continuing Education; Diploma in Training Management and Post-Graduate Diploma in Social Work

Oshakati Campus:

Dr. Lukas M. Josua: (PhD [Education Management and Administration], M. Ed. [Administration and Leadership], Pg Dip HE [AD], B. Ed.) UNAM

LECTURERS:

Main Campus:

Dr. Mistilde Jonas-lita: PhD in Adult Education (Indigenous Knowledge System); MEd, Adult Education; BEd. Hon Training and Development; Higher Education Diploma (HED); Basic Education Teacher Diploma (BETD)

Ms. Frieda. I. Kavetuna (Commonwealth Executive Master of Business Administration (CEMBA), Med (AE), B.Ed. (AE), Dipl. AE).

Ms. Helena. N. Amadhila: MSc (Community Education and Development, B.Ed (Adult Education}, Diploma in Adult Education and Community Development, Graduate Diploma in Leadership Development in ICT and The Knowledge Society, Namibian Environmental Certificate, Professional Certificate in Organisation Leadership & Development

Mr. Leonard Amutenya Amunime (M. Ed Education Technology; B.Ed.; Accredited Public Relations Practitioner (PRP)-PRISA

Ms. Leena N. Shimpanda: Master of Public Administration; MBA-Finance; Postgraduate Diploma in Business Administration (Cum Laude); B. Tech Degree Economics; Diploma in Thought Leadership

COORDINATOR:

Ms Taakondjo Mukwendje: B.Ed (Adult Ed), MEd (Educational Management; Diploma in Adult Ed.,

DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES

HEAD OF DEPARTMENT:

Dr. L.E Simasiku, HoD and Senior Lecturer. PhD in Education (Curriculum Instruction and Assessment Studies) UNAM, M.Ed in Education (Curriculum Instruction and Assessment Studies) UNAM, B.Ed (Secondary) UNAM & The Namibian Environmental Education Certificate (NUST & Rhodes University)

FULL PROFESSOR:

Prof. J. Abah PhD, Analytical Chemistry (University of Maiduguri, Nigeria), Master of Science (M.Sc), Analytical Chemistry (University of Maiduguri, Nigeria), Postgraduate Diploma in Education (PGDE) (Kasim Ibrahim College of Education, Maiduguri, Nigeria), Bachelor of Science (B.Sc Hons), Chemistry (Second Class Upper Division) (Benue State University, Makurdi Nigeria)

ASSOCIATE PROFESSORS:

Prof C.K Haihambo, Doctor of Education Inclusive Education UNISA); Postgraduate Diploma in Disability Studies, UCT. Master of Special Needs Education (University of Oslo); Bachelor of Education, Hons. (UNAM); (Higher Diploma in Education (Khomasdal College of Education); Postgraduate Certificate, Teaching in the Era of HIV AIDS (University of the Western Cape,)

Prof C.N. Shimwooshili-Shaimemanya, PhD (Science Education), (Florida Institute of Technology, Florida, USA, M.Ed. (Curriculum and Instruction) , Howard University, Washington, D.C., USA, B.A.Ed. (Accounting and Geography) National University of Lesotho, Roma, Lesotho

Prof. S.M lipinge, PhD, Curriculum, Instruction and Assessment Studies (UNAM), Master of Science (MS) in Curriculum and Instruction Technology, (Iowa State University, USA), Bachelor of Arts (BA) in Secondary Education, (Wartburg College, USA), Bachelor of Laws - LLB, (UNAM).

Prof A. Hako (PhD in Educational Psychology) UWC, M. Sc. in Counselor Education), Emporia State University, B. Ed (Special Education) UNAM, Bachelor of Arts, University of Fort Hare, Diploma in Education (Postgraduate), UNAM, and HIV & AIDS Certificate (UNISA).

Prof. A. Zulu

Prof P. Boer (Ph.D in Instructional Media and Technology, Teachers College, Columbia University in the City of New York, New York, USA

Prof H. Miranda (PhD in Mathematics Education, University of Alberta, Canada)

SENIOR LECTURERS:

Main Campus:

Dr L.E. Simasiku. PhD in Education (Curriculum Instruction and Assessment Studies) UNAM, M.Ed in Education (Curriculum Instruction and Assessment Studies) UNAM, B.Ed (Secondary) UNAM & The Namibian Environmental Education Certificate (NUST & Rhodes University)

Dr. Kazuvire R-H. Veii, B.S. (Psychology-Michigan State University, USA); M.A. (Educational Psychology-Michigan State University, USA); Ph.D - Developmental Psychology, University of Surrey, UK)

Dr. H. Pomuti: PhD in Educational Policy Studies, University of Pretoria; M.Ed. in Educational Administration, Planning and Social Policy, University of Capetown; B.Ed Hons, University of South Africa, Bachelor of Arts, University of Fort Hare; Higher Education Diploma (University of Fort Hare)

Dr. C. Kazondovi, Ph.D. (ICT in Education), University of Namibia, M.A. (Education), University of Northern Iowa, USA, B.A. (Education and Psychology) Wartburg College, USA,

Dr. R. Kamerika (Ph. D ICT & Innovation Management in Education, AUC; M.Ed in Computer Education, UNAM)

Dr. J. Hengari, Doctor of Philosophy in Education, University of Cape Town, South Africa; Advanced Postgraduate Diploma in Clinical Child Neuropsychology, University of Jyväskylä, Finland; M. Phil. Spec. Ed. University of Oslo, Norway; B. Ed. University of Namibia, Republic of Namibia; HED (Sec) University of Namibia, Republic of Namibia.

Dr L.N. Kanandjebo (Ph.D. in Mathematics Education, Stellenbosch University; M.Ed. in Mathematics Education, UNAM; Master of Public Policy and Management, International University of Management; Higher Certificate in Paralegal Studies, STADIO Higher Education; B.Ed. (Honours), UNAM.

Dr S. A. N. Tshiningayamwe (PhD in Education, Rhodes University; M. Ed., Rhodes University; Hons in Education, UNISA; B. Ed., UNAM

Hifikepunye Pohamba Campus:

Dr. S. Naukushu, BEd (UNAM); BEd Hons (UNISA); MEd (UNAM); PhD (Stellenbosch).

Dr R. Shanyanana Amaambo (PhD in Educational Management)

Dr E. I. Tobias, PHD in Special & Inclusive Education; University of Botswana; Master of Philosophy in Special Needs Education (Oslo University, Norway; Further Diploma & Bachelor of Education in Special Education (Vista University, SA); Basic Education Teachers Diploma (OCE)

Dr T.V. Chabata, PhD in Physics (Optical communications); Nelson Mandela Metropolitan University; South Africa, Msc in Lasers and Applied Optics, National University of Science and Technology (NUST, Zimbabwe) & Licentiate Degree in Physics and Electronics, Enrique Jose Varona, University of Havana, Cuba.

Dr C. Kamunda; PhD in Physics, Northwest University, MPhil in Science (Physics), University of Zimbabwe, BSc (Hons) in Applied Physics, NUST, Zimbabwe, Advanced Diploma in Electrical and Electronic Engineering, City & Guilds, UK, Diploma in Electrical and Electronic Engineering, City & Guilds, UK, Diploma in Microcomputer Technology, City & Guilds, UK, Certificate in Microcomputer Technology, City & Guilds, UK

Dr LLT Nghipandulwa, PHD in Mathematics Education: UNAM, Masters in Math and Science education: UNAM, Honours Degree in education for substantiable development: Rhodes University, Bachelor of Education: UNAM

Katima Mulilo Campus:

Dr D. Nkengbeza, Doctor of Philosophy (Education) University of Jyväskylä, Finland
 Masters of Education (Educational Leadership and Management) University of Jyväskylä, Finland, Bachelors of Arts (hons) Degree (History), University of Buea, Cameroon

Dr D.D Denuga, Doctor of Philosophy in Education (PhD) Science Education: Rhodes University, South Africa, Master's Degree in Chemistry: University of Lagos, Nigeria, Postgraduate Diploma in HIV/AIDS Management, University of Stellenbosch, South Africa, Bachelor Science (Education) Chemistry Education: University of Lagos, Nigeria, Nigeria Certificate in Education (NCE) in Chemistry and Biology, Bayero University Kano, Nigeria, Grade II Teacher Certificate, Ministry of Education, Oyo State, Nigeria.

Dr. S. C. Chombo, Doctor of Education: Education Management: UNISA; RSA, Master of Education (General Education Theory and Practice): Rhodes University; RSA, Bachelor of Education (Honours): Educational Leadership and Management: Rhodes University; RSA, Higher Education Diploma Secondary (HED SEC): UNAM.

Rundu Campus:

Mr. A. M. Ilukena, Master of Education (Mathematics Education), Bachelor of Education (Honours) Mathematics as well as Further Diploma in Education (Mathematics Secondary) all at Rhodes University, Grahamstown, RSA; Basic Education Teacher Diploma (BETD) [Mathematics and Integrated Natural Science] Secondary, Rundu of College; National Technical Courses (1 & 2), University of Namibia. Windhoek. Namibia.

Dr E.N. Mbongo: PhD in Education (School Guidance & Counselling), University of Fort Hare; Master of Education, 9Guidance & Counselling) UNAM, Bachelor of Arts (Psychological Counselling), UNISA; Postgraduate Diploma in Special Education, UNAM; Bachelor of Education (Mathematics & Science), UNAM

LECTURERS:**Main Campus:**

Ms. V. Nandago, Ms. C.I. Omalu (M.Ed in Educational Administration and Leadership, University of Ibadan Nigeria, B.Ed Honours in Educational Administration and leadership/Botany University of Ibadan Nigeria

Mrs. A.M.J. Balhao, (MBA (Fin), UNAM; PDHE, UNAM; HED, University of South Africa; Bachelor of Accounting, Univ. of Pretoria)

Ms A. Katjiteo (M Ed. In Educational Leadership and Administration, University of Nicosia; PGDip in Education. IOL; Bachelor of Business Administration. NUST; Diploma in Business Administration, NUST)

Dr DK. Mbangula (PhD, Unam; M Ed, Midland State University; B Ed, UNAM)

Ms E. Tjiramba (M Ed, Pacific Lutheran University, WA State; B. Ed hons: UNAM; HED(S): UNAM; HIV-AIDS Diploma: UNAM.

Ms M.M. Nehemia (M Ed. Rhodes; M Ed: ALGC, UWC; B. Ed hons (UJ)

Dr T. Shikukumwa (PhD-Stellenbosch University, Policy Studies, MEd-Educational Management-Midlands State University, BEd Honours-Educational Management, Law and Systems, Advanced Certificate in English-North-West University, Further Diploma in Educational Management-University of Potchefstroom, Basic Education Teacher Diploma-Social Sciences and English-Ongwediva College of Education)

Dr O. Adigun (B.Ed, M.Ed, and PhD-University of Ibadan, Nigeria, Special Education (Deaf Studies), Nigeria Certificate in Education- Federal College of Education (Special), Oyo, Nigeria).

Dr. A. Sam, PhD in Education (Guidance and Counselling, UNAM, Master Of Education, UNAM, Postgraduate Diploma in Inclusive Education UNAM, Bachelor of Education: UNAM

Dr R. Mwetulundila (PhD in English Studies, UNAM, MA in English Studies, UNAM, B.Ed., UNAM, Diploma in HIV/AIDS Management and Counselling, UNAM)

Dr D. Shiningayamwe. (PHD in Sustainability Research; Tokyo University of Foreign Studies; M Ed, UNAM; Bachelor of Education in Adult Education; UNAM).

Hifikepunye Pohamba Campus:

Dr. E. Elago

Dr. B. Makaka (MSc in Applied Mathematics, University of Zimbabwe)

Dr. W. P. Nashidengo, PhD in Science-Chemistry (UNAM), M.ED-Science Education(Curtin University, Australia), Postgraduate Diploma in Education (UNAM), BSC-Chemistry & Biology (UNAM)

Ms. S. Nakashole , MSc-in Chemical Engineering specialized in Fuels and Carbon Materials (1996) at the Moscow State Academy of fine Chemical Technology, Moscow, (Russia), Post Graduate Diploma in Education (PGDE) UNAM, Diploma in Education Specialization Mathematics and Physical Science UNAM

Mr. Amram Amakali M.Ed., B Ed. Rhodes University; HDTE, Umea University, Further Diploma in Education (Man & Admin)Vista University; HSTD, University of Fort Hare

Ms F. Uahengo (M. Sc., Educational Administration and Supervision, Jackson State University, BA, Augsburg College, HED(postgraduate), UNAM)

Mr M.H. Hidengwa M.Ed (Teacher Education) University of Umea, Sweden

Dr. Mushaandja-Mufeti, BA in Middle Grades Education , Lenoir-Rhyne College, USA M. Ed in Educational Studies, University of Western Ontario; Canada, PHD in Curriculum and Instruction, University of Botswana, BOTSWANA

Ms. T. Shikongo, M Ed. University of Exeter, England)

Ms. E. Shikumwifa, Master in Mathematics BSc Honors Unam

Ms M. Hamunyela (M. Sc, B. Sc. UNAM)

Ms R. Hangala (M Ed. University of Exeter, UK)

Ms. R. Uushona (M Ed. in Leadership, Management and Policy Studies, PGDE, BA.,UNAM; and PGDE-Management in Education, B.Ed. Hons, VISTA)

Ms M Amutenya (M Ed. In Curriculum Instruction and Assessment) UNAM

MS S.N. Herman (M Ed. in Educational Studies at the University of KwaZulu- Natal; Bachelor of Education Postgraduate, and Bachelor of Arts at the University of Namibia)

Katima Mulilo Campus:

Ms. A. Enghono (M. Science ED (BIOLOGY) Rhodes University, B. Ed (Honours)-Biology & Environmental Education, Rhodes University; Bachelor of Education (Biology and geography) University of Namibia; Namibian Environmental Education Certificate (NUST & Rhodes University)

Mr P.M Kacelo, LLB (Hon) Degree (University of Namibia), MED (CIAS) (University of Namibia, Post-graduate diploma in education (education Management) University of South Africa, BED Honours (Education Management) University of South Africa, Post-graduate diploma in education, University of Namibia, Bachelor of Arts. University of Namibia

Mr S.B Kabuku (MEd in Mathematics Education), Rhodes University, (B. Ed Honours)- Mathematics, Science and, Management and leadership, Rhodes University; (Advanced Certificate in Mathematics Education, ACE), Northwest University, (Basic Education Teacher Diploma, BETD - Mathematics and Integrated Natural Science,) Caprivi College of Education).

Dr S. Silume, PhD in Languages, Linguistics and Literature: University of South Africa. Master of Art in English Studies: University of Namibia, Obtained in 2018, Master of Leadership and Change Management: Namibia University of Science & Technology Obtained in 2014, Bachelor of English Honours: NUST, Bachelor of Education Degree: University of Namibia, Basic Education Teacher Diploma: Caprivi College of Education

Mr P.N Sindumba (MA in Geography Studies and B.E.D Secondary (Honours) in Biology and Geography, UNAM).

Mr T. Nanghonga, Degree of Master of Science in Physics. UNAM, Degree of Bachelor of Science (Honours) in Physics and Computer Science. UNAM, Postgraduate Certificate in Higher Education (NQL: 8). NUST, Certificate in Management Development (NQL:7).NUST

Mr. P.M. Hamukoto, M. Ed in Educational Psychology (Great Zimbabwe University, Zimbabwe), B. Ed Honours in Education Management, Law and System (North-West University, South Africa), ACE in Professional Education Development (North-West University, South Africa), BETD in Life Sciences and Agricultural Education (Ongwediva College of Education, Namibia).

Mr. Manyando Kayangula, Masters degree, Linguistic Science (University of Zambia, Lusaka.), Bachelor of Arts in Education (University of Zambia, Lusaka), Diploma in Education (Nkruma College of Education, Zambia-Kabwe)

Mr A.M Chainda, Master of Philosophy in Higher Education (Stellenbosch University, South Africa), B.Ed Honors (North West University, South Africa), Higher Education Diploma - Secondary (University of Namibia)

Dr E. S Mowa

Ms. J.M. Chaka

Mr E.L. Maemeko M. Ed, Educational Leadership & Management, Stellenbosch, B. Ed (Honours) UWC, H.E.D.(Secondary) UNAM & The Namibian Environmental Education Certificate (NUST & Rhodes University)

Ms. J.L. Hamutenyah, M.Ed. (Educational Technology, UNAM, B.Ed. (Adult Education, Diploma in Adult Education & Community Development, UNAM

Rundu Campus:

Mr. Patrick Nghuulondo, M.Ed. (Educational Technology) - UNAM, Postgraduate Diploma in Business Administration –NBS/UNAM, B.Ed. Secondary (Mathematics and Physical Science) - UNAM, National Diploma in Information Technology – Polytechnic of Namibia and ICDL certified.

Ms. N.J Mungenga Certificate of participation in Creating digital learning materials for schools or universities, The Center for Teacher Education at the University of Cologne, 2024, Diploma in Digital Transformation basics, Institute of Technology de Canarias, Canary Islands, Spain, 2024, Certificate in Train the Trainer: Smartboards, Namibia, 2012, Certificate in Frontline Leadership, Namibia, 2011, Certificate in

Statistical Programme for Social Sciences (SPSS), Namibia, 2011, Certificate in Instructional Skills, Namibia, 2008, Certificate in CTL E-learning course, Namibia, 2007, Master of Education (TESOL- International), Monash University, Melbourne, Australia 2004, Bachelor of Education, University of Namibia, Namibia, 2000.

Mr D. Muruti

Ms. Kaarina Anna Paulus, Master in business administration: General (Regent business school)

Master of Commerce in Accounting: (Midland state university)

Bachelor of commerce honors degree in financial accounting (Regent business school) Advance certificate in education: Economics science (University of Johannesburg)

Basic Education Teacher Diploma: Ongwediva colleges of education.

Dr M. Shihako

Mr FN Johannes, MBA (Master in Business Administration - Generic) Midland State University, B.Ed (Secondary) UNAM

Dr NS Ngalangi, PhD in Education (Curriculum Studies) Rhodes University, M.Ed in Education (Curriculum Studies) Rhodes University, B.Ed Honours, Rhodes University, B.Ed (Secondary) UNAM & Basic Education Teacher Diploma (BETD) Rundu College of Education

ASSISTANT LECTURERS:

Main campus

Ms K. Shikongo. Masters of Education (Science Education) UNAM, National Diploma in Agriculture (Ogongo Agricultural College)

Hifikepunye Pohamba Campus:

Mr. J Kayumbu, Master of Education, B.Ed Hon, PGDE, BA

SENIOR TECHNOLOGIST:

Hifikepunye Pohamba Campus:

Mr. S. Ashili (M. Sc., JSS University, Mysore), (B. Sc., UNAM)

TECHNOLOGIST

Hifikepunye Pohamba Campus:

Ms. M. Ueitele (B. Sc., UNAM)

Ms. N. Enkali (B. Sc., UNAM)

Mr. M.M. Akuunda, B.Ed (Secondary) UNAM

Katima Mulilo Campus:

Mr. R. Silinda, BETD[Maths & Science , Rundu College of Education, MASTEP (Diploma in Education, (Physical Science Specialisation, UNAM)

ASSISTANT LAB TECHNICIAN:

Rundu Campus:

Ms. L. Makanga

DEPARTMENTAL COORDINATORS /ACADEMIC COORDINATORS:

Katima Mulilo Campus:

Dr. P. Mashebe

Rundu Campus:

Dr. C. Ausiku

Hifikepunye Pohamba Campus:

Dr. F Shiweda

DEPARTMENT OF INTERMEDIATE AND VOCATIONAL EDUCATION

HEAD OF DEPARTMENT:

Dr. K. F. Neshila, HoD and Senior Lecturer: PhD in Mathematics Education, Master of Education in Mathematics and Science Education and Bachelor of Education all from the University of Namibia. Postgraduate Diploma in Higher Education-Academic Trainer, Rhodes University

PROFESSOR:

Vacant

ASSOCIATE PROFESSOR:

Vacant

SENIOR LECTURERS:

Main Campus:

Dr. H.C. Brunette, Ph. D in Technical Education (University of the Free state, South Africa), M. Ed in Technical Education (University of the Free State, South Africa), B. Ed Honours in Education (University of Namibia, Windhoek), B.A. Honours in History (University of Port Elizabeth, South Africa)), B.A. Ed in Woodwork & Metalwork (University of Port Elizabeth, South Africa)

Rundu Campus

Dr. L. Kambeyo, Ph.D. in Educational Sciences (Summa Cum laude)-University of Szeged, Hungary; M Ed (Science Education-Rhodes University, RSA); B Ed Hons (Physical Science- Rhodes University, RSA); Dip in Education (Physics, Chemistry & Biology-University of Zimbabwe); BETD (Languages-Ongwediva College of Education).

Dr. F.N. Haimbodi, PhD (Mathematics Education – UWC, South Africa) M.ed, B.Ed (Mathematics Education, UNAM)

Dr. M. Kalengay: PhD Physics University of KwaZulu natal, Msc Physics University of KwaZulu Natal, Diploma in Education (Natural Sciences, Physics, and Chemistry) University of South Africa, Bsc Hons (Physics) University of Kinshasa

Dr. N. Intja, Master of Education in Curriculum and Assessment Studies, University of Namibia; Bachelor of Education Honours in Rukwangali and English Language Education, University of Namibia.

Dr. M. Nahole, Bachelor of Secondary Education (Honours), University of Namibia, Master of Arts in English Studies, University of Namibia, Doctor of Philosophy in English studies, University of Namibia

Khomasdal Campus:

Dr. C. Tjitemisa, EdD in Learning Leadership and Policy - University of Bristol, UK; MEd Education and Development – University of Bristol, UK; MSc International HRM – The University of the West of England, UK; BED University of Bristol, UK; BETD Social Science – Windhoek College of Education, Namibia.

Dr. M. Sheyapo, PhD in Inclusive Education and Master of Education (Inclusive Education) B.Ed Honours both from the University of Namibia and BETD Ongwediva College of Education

Katima Mulilo Campus:

Coordinator:

Dr. P. Mashebe, PhD in Curriculum Studies applied in Agriculture Education - Stellenbosch University, SA; Master in Sustainable Agriculture - University of the Free State, SA; Master in Disaster Management - University of the Free State, SA.

Dr. B.L. Liswaniso, PhD in Languages, Linguistics, and Literature; MA in Applied Linguistics (both from the University of South Africa)

Dr. G. M. Kela, PhD Sports Science (University of Western Cape) Masters of Arts Sports Science (University of Western Cape) B.Ed English and Sports Science (University of Namibia). BETD (Caprivi College of Education)

LECTURERS:

Hifikepunye Pohamba Campus:

Ms. N. Vatilifa, MEd. and B Ed Honours in Mathematics Education (Rhodes University, RSA), BSc in Mathematics (Major) and Physics (Minor)(Lenoir-Rhyne University, Hickory, North Carolina, USA)

Dr. FN Vatileni, Ph. D in Education (Research), (King's College London, United Kingdom), MSc. Mathematics Education, (Curtin University of Technology, Western Australia), B. Ed Honours in Education Management [University of South Africa (UNISA), South Africa], B. Ed in Education, (University of Namibia)

Ms. J. Neumbo, M Phil (cum laude) (University of Stellenbosch), B Phil (University of Stellenbosch), B Ed (University of Stellenbosch), FDE (Rand Afrikaans University), HED (University of Namibia)

Mr. T. Hamata

Mr. T. Shavuka, Master of Education in Education Leadership Management and Policy Studies (UNAM), Bachelor of Education (Honors) (Geography and Physical Education) UNAM Postgraduate Certificate(Honors) in Higher Education (NUST)Certificate in Transformation Leadership (ALI)

Ms. K. Hambabi, Master of Education In Educational psychology (Midlands state University (Zimbabwe) Bachelor of education (Biology and Home Economics) UNAM PostGraduate certificate (honors) in Higher education (NUST)(Cum Laude)

Ms. R. Hangala, Master of Education in Teaching Training for English Language as a Second Language, University of Exeter, UK); National Higher Education Certificate (NHEC), Ongwediva Teachers' Training Centre, Namibia); General Certificate of Education O' Level, Gambia High School, The Gambia, West Africa.

Ms. T. Shikongo, M.Ed. in Education in Teaching English as a Second Language, University of Exeter, England; Bachelor's of Education (Honors) in Linguistics of English, University of Warwick, England.

Mr. I. A. Shipena, Master in Teacher Education, Umea University, B.Ed. honours, Rhodes University

Mr. B. Kaune

Dr. M.A. Shiweda, PhD in Language Education, MPhil in Intercultural Communication, both from Stellenbosch University. Baccalaureus Honoris (Leadership and management) – Vista University, Bachelor of Education – University of Namibia

Ms. M. Hanghuwo, M.Ed. in Leadership and Educational management, B.Ed. Honours in English Language, both qualifications from Rhodes University, RSA. Further Diploma in Teacher education at Umea University, Sweden, Basic Education Teacher Diploma for Languages (Oshikwanyama and English) grades 8 to 10.

Mr. J. Uushona, Master of Arts in African Languages (UNAM), Bachelor of Education (UNAM) & National Higher Education Certificate (UNAM)

Dr. E. O. Anyolo, PhD in Educational Studies (University of Eastern Finland, Finland), Master of Education: Environmental Education (Rhodes University, South Africa)

Ms. S. P. Nantanga, Master of Education (Educational Management), University of South Africa, UNISA

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Mr. D.S. Nawaseb, M.Ed (Mathematics Education) (UNAM), MPhil (Higher Education studies) (Stellenbosch University), Postgraduate Diploma in Education (UNAM), Specialized Postgraduate Diploma in Special Education (UNAM), Bachelor of Science (Mathematics and Chemistry) (UNAM)

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Ms. A. N. Awala, Med - University of Eastern Finland

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Assistant Lecturers:

Main Campus:

Mr. H.S.H. Page

Hifikepunye Pohamba Campus:

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Mr. E. Unaeb, Master of Arts in Performing Arts and Bachelor of Arts (Honours) in Music - UNAM, AMustTCL diploma in Music Theory and ATCL Diploma in Singing – Trinity College of London

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Khomasdal Campus:

*Mr. M. Beukes
Mr. L.W. Beukes, B.Ed (Honours), University of Namibia*

Ms. I. Heyman Van Wyk

Mr. V. Kazondunge, B.Ed (Honours) Design and Technology, University of Namibia

Mrs Z. Karirao-Hitjii, Honors Degree in Otiherero and English (UNAM) Currently doing a Masters of Arts in African languages specializing in Otjiherero (UNAM).

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Mr. D. Hausiku

Lab Technician:

Khomasdal Campus:

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Head of Department:

Dr. R Shikwaya (PhD in Education)

PROFESSOR:

Prof. R. F. Zimba (Professor Emeritus)

ASSOCIATE PROFESSOR:

Katima Mulilo Campus:

Prof. M. Mukwambo (PhD Science education, Rhodes University)

SENIOR LECTURERS:

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Mr. B. Masule

Ms. G. Mubiana M. Ed. by Research (Early Childhood Education), University of Namibia)

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Mr. A. M. Muhapili

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Southern Campus:

Mr G. T Nangombe B. Ed Pre & Lower Primary, UNAM

PROGRAMMES

A. POST GRADUATE DIPLOMA

Post Graduate Diploma in Higher Education (Level 8).....	(10PDHE)

B. UNDERGRADUATE DEGREES

New Curriculum phased in 2023

Bachelor of Education in Secondary Education Honours	91BESS
Bachelor of Education in Senior Primary Education Honours	91BESP
Bachelor of Education in Early Childhood and Junior Primary Education Honours.....	91BECJ
Bachelor of Education in Organisational Learning and Development	91BOLD

Old curriculum phasing out

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

New Curriculum phased in 2026

Master of Education in Junior Primary Education (M.ED. JPE)	91MEJP
Master in Education (Curriculum, Pedagogy and Assessment)	91MECP
Master in Education (Educational Leadership, Planning and Financing)	91MELP
Master of Education (Learning Design and Technology)	91MELT
Master of Education (School Counselling)	91MES C

Old curriculum phasing out

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

D. 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

A.1 POST GRADUATE DIPLOMA IN HIGHER EDUCATION (LEVEL 8) (10PDHE)

A.1.1.1 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.

A.1.1.2 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.

A.1.1.3 EXIT PROGRAMME OUTCOMES

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

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

A.1.1.4 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.

A.1.1.5 ARTICULATION OPTIONS

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

A.1.1.6 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.

A.1.1.7 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:

- o Have a Bachelor Degree (Honours) at NQF Level 8 or an equivalent qualification from a recognized institution in any discipline.
- o 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.
- o Holders of Master Degree, who are teaching at a Higher Education Institution, are encouraged.

A.1.1.8 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.

A.1.1.9 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.

A.1.1.10 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.

A.1.1.11 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.

A.1.1.12 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

A.1.1.13 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.

A.1.1.14 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.

A.1.1.15 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.

A.1.1.16 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.

A.1.1.17 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
<i>Total Credits for Year 2: 60</i>				60		

A.1.1.18 COURSE DESCRIPTORS PROGRAMME SPECIFICATIONS

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.

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 and 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.

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;

Module TLT4800: 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.

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

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

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.

B. UNDERGRADUATE DEGREES

B.1 DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING

B.1.1 BACHELOR OF EDUCATION IN ORGANIZATIONAL LEARNING AND DEVELOPMENT (LEVEL 7) (91BOLD)

B.1.1.1 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/practitioners 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 of contributing to national and international development goals contained in 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.

B.1.1.2 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.

B.1.1.3 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.

B.1.1.4 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.

B.1.1.5 DEPARTMENTAL REGULATIONS

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

B.1.1.6 DURATION

The minimum duration of the degree programme is three (3) years minimum and 5 years' maximum for full-time study. For part-time study the minimum duration is six (6) years, with a maximum of eight (8) years. Any extension beyond these periods requires special permission.

B.1.1.7 MODE OF DELIVERY

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

B.1.1.8 PROFESSIONAL DEVELOPMENT PLACEMENT

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

B.1.1.9 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:

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.

B.1.1.11 ARTICULATION OPTIONS

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

B.1.1.12 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.

B.1.1.13 QUALITY ASSURANCE ARRANGEMENTS

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

B.1.1.14 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.

B.1.1.15 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.

B.1.1.16 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.

B.1.1.17 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%.

B.1.1.18 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,

B.1.1.19 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 and adult education, and training and development.

B.1.1.20 IMPLEMENTATION STRATEGY

The first year of the new programme will be implemented in January 2024. The second, and third years will be implemented in 2024 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	2024	2024	2026	2026	2027
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 2024 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.

B.1.1.21 CURRICULUM FRAMEWORK**YEAR 1****NORMAL ENROLMENT**

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 1 Core Semester (5-6 weeks)						
U3403FS	Skills Portfolio	4	0	L (2h/week)	None	C
U3583AL	Academic Literacy I	5	8	L (4h/week)	None	C
U3583DD	Digital Literacy	5	8	L (2h/week)	None	C
E3540HE	Environmental Issues in Learning and Development (<i>Program specific</i>)	5	4	L (2h/week)	None	C
E3540HC	Corporate Strategy and Entrepreneurship (<i>Program Specific</i>)	5	4	L (2h/week)	None	C
Total Credits Semester 0						24
Year 1 Semester 1						
E3511HD	Learning and Development Needs Analysis	5	12	L (4h/week)	None	C

E3571HM	Instructional Design and Material Development	5	14	L + P (4h+2h prac)/week	None	C
E3531HA	Adult Learning and Development 1A	5	12	L (4h/week)	None	C
E3551HO	Organizational Learning and Development	5	12	L (4h/week)	None	C
Total Credits Semester 1						50
Year 1 Semester 2						
E3512HP	Workplace Learning Programs	5	12	L (4h/week)	None	C
E3572HP	Policies and Practices	5	12	L (4h/week)	None	C
E3552HD	Workplace Diversity	5	12	L (4h/week)	None	C
E3522HE	Professional Ethics	5	6	L (4h/week)	None	C
E3512HA	Adult Learning and Development 1B	5	12	L (4h/week)	Adult Learning and Development 1A (Co-requisites)	C
Total Credits Semester 2						54
Total Credits YEAR 1						128

YEAR 2

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 2 Core Semester						
U3683AL	Academic Literacy II	6	8	L (2h/week)	Academic Literacy 1 (Co-requisites)	C
E3660HL	Leadership in Learning Organisations (Programme Specific)	6	4	L (2h/week)	None	C
E3660HP	Managing Projects (Programme Specific)	6	4	L + P (4h/week)	None	C
E3660HD	Digital Media and Technologies (Programme specific)	6	8	L + P (4h/week+2hr prac)	None	C
Total Credits Core Semester						24
Year 2 Semester 1						
E3641HR	Research in Learning and Development 2A	6	7	L (4h/week)	None	C
E3631HM	Methods of Facilitating Learning	6	16	L + P (4h+2h prac)/week	None	C
E3651HC	Community Media and Innovations	6	14	L (4h/week)	None	C
E3671HA	Assessments Tools	6	14	L (4h/week)	None	C

Total Credits Semester 1						51
Year 2 Semester 2						
E3662HW	Workplace Learning and Development	6	8	L + P (4h+2h prac)/week	None	C
E3612HE	Electronic-Portfolio Development	6	14	L (4h/week)	None	C
E3662HR	Research in Learning and Development 2B	6	7	L (4h/week)	Research in Learning for Development 2A (Co-requisite)	C
E3672HL	Financial Literacy and Statistics	6	16	L + P (4h+2h prac)/week	None	C
¹ W3600HP	CWIE Preparation	6	8	L (2h/week)	None	C
Total Credits Semester 2						53
Total credits YEAR 2						136

¹This module prepares students for the CWIE-service learning in semester 0 of year 3. Lecturers will assist students to find placement, guide them on work ethics, and conduct.

YEAR 3

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 3 Core Semester						
² W3700HW	Cooperative Work Integrated Learning Education (CWIE)	7	24		None	C
Total Credits Semester 0						24
Notional Year 3 Semester 1						
E3771HE	Media Ethics and Practices	7	16	L (4h/week)	None	C
E3751HM	Instructional Design for Multimedia	7	18	L + P (4h+2 h prac)/week	None	C
E3731HT	Post-Industrial Work and Technology	7	16	L (4h/week)	None	C
Total Credits Semester 1						50
Year 3 Semester 2						
³ W3702HE	Cooperative Work Integrated Learning (WIL)	7	54	540 Notional Hours	N/A	C
Total Credits Semester 2						54
Total Credits YEAR 3						128
Total Credits for the programme						384

² Students will spend 6 weeks in the field for observation only. This observation will help them to learn, adopt and acquire skills they need to do CWIE in semester 2 of year. Students are required to observe for 8 hours per day.

³ Students will spend 12 weeks in the field. They are required to actively work, rather than just observe, with the primary aim of applying their academic skills to real-life situations. Students are expected to work 8 hours per week.

EXTENDED ENROLMENT MODE
YEAR 1

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 1 Core Semester (5-6 weeks)						
U3403FS	Skills Portfolio	4	0	L (2h/week)	None	C
U3583AL	Academic Literacy I	5	8	L (4h/week)	None	C
U3583DD	Digital Literacy	5	8	L (2h/week)	None	C
E3540HE	Environmental Issues in Learning and Development (Program specific)	5	4	L (2h/week)	None	C
Total Credits Semester 0						20
Year 1 Semester 1						
E3511HD	Learning and Development Needs Analysis	5	12	L (4h/week)	None	C
E3571HM	Instructional Design and Material Development	5	14	L + P (4h+2h prac)/week	None	C
E3531HA	Adult Learning and Development 1A	5	12	L (4h/week)	None	C
Total Credits Semester 1						38
Year 1 Semester 2						
E3512HP	Workplace Learning Programs	5	12	L (4h/week)	None	C
E3522HE	Professional Ethics	5	6	L (4h/week)	None	C
E3512HA	Adult Learning and Development 1B	5	12	L (4h/week)	Adult Learning and Development 1A (Co-requisites)	C
Total Credits Semester 2						30
Total Credits YEAR 1						88

YEAR 2

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 2 Core Semester						
U3683AL	Academic Literacy II	6	8	L (2h/week)	Academic Literacy 1 (Co-requisites)	C
E3660HL	Leadership in Learning Organisations (Programme Specific)	6	4	L (2h/week)	None	C
E3540HC	Corporate Strategy and Entrepreneurship (Programme specific)	5	4	L (2h/week)	None	C
Total Credits Core Semester						16
Year 2 Semester 1						
E3551HO	Organisational Learning and Development	5	12	L (4h/week)	None	C
E3631HM	Methods of Facilitating Learning	6	16	L + P (4h+2h prac)/week	None	C
E3651HC	Community Media and Innovations	6	14	L (4h/week)	None	C
Total Credits Semester 1						42
Year 2 Semester 2						
E3552HD	Workplace Diversity	5	12	L (4h)/week	None	C
E3662HW	Workplace Learning and Development	6	8	L + P (4h+2h prac)/week	None	C
E3612HE	Electronic-Portfolio Development	6	14	L (4h/week)	None	C
Total Credits Semester 2						34
Total credits YEAR 2						92

YEAR 3

Year 3 Core Semester						
E3660HP	Managing Projects (Programme Specific)	6	4	L + P (4h/week)	None	C
E3660HD	Digital Media and Technologies (Programme specific)	6	8	L + P (4h/week+2hr prac)	None	C
Total Credits Core Semester						12

Year 3 Semester 1						
E3641HR	Research in Learning and Development 2A	6	7	L(4H/week)	None	C
E3572HP	Policies and Practices	5	12	L (4h/week)	None	C
E3671HA	Assessments Tools	6	14	L (4h/week)	None	C
Total Credits Semester 1						33
Year 3 Semester 2						
E3662HR	Research in Learning and Development 2B	6	7	L (4h/week)	Research in Learning for Development 2A (Co-requisite)	C
E3672HL	Financial Literacy and Statistics	6	16	L + P (4h+2h prac)/week	None	C
W3600HP	CWIE Preparation	6	8	L (2h/week)	None	C
Total Credits Semester 2						31
Total credits YEAR 3						76

YEAR 4

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 4 Core Semester						
W3700HW	Cooperative Work Integrated Learning Education (CWIE)	7	24		None	C
Total Credits Semester 0						24
Notional Year 4 Semester 1						
E3771HE	Media Ethics and Practices	7	16	L (4h/week)	None	C
E3751HM	Instructional Design for Multimedia	7	18	L + P (4h+2 h prac)/week	None	C
E3731HT	Post-Industrial Work and Technology	7	16	L (4h/week)	None	C
Total Credits Semester 1						50
Year 4 Semester 2						
W3702HE	Cooperative Work Integrated Learning (WIL)	7	54	540 Notional Hours	N/A	C
Total Credits Semester 2						54
Total credits YEAR 4						128
Total for the programme						384

B.1.1. 20 COURSE DESCRIPTORS

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 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.	
Overarching Learning Outcome	
Students will be able to apply the development of environmental discourse and the importance of its protection in learning and development institutions.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the historical context that led to the development of the environmental discourses in learning and development context. 2. Identify key publications that underpin the development of environmental discourse i.e. tragedy of the commons. 3. Discuss the bio-geochemical cycles that support lives of human beings. 4. Describe the environmental issues and problems that affect learning communities and institutions. 5. Analyse the ecosystem services and their contribution to human well-being. 6. Examine lifestyles and institutional changes that are required to promote environmental conservation. 7. Appraise models to promote the environmental discourse in communities and institutions.	

Module Content

Historical context: 1987 World Commission, 1992, World Commission, 2002, 2012, World Commission; Key publications: Sustainable Development Goals, Green Learning and Development Environment; Economics of the coming spaceship Earth, Limits to growth, only one earth, silent spring; Bio-geochemical cycles: carbon cycle, nitrogen cycle, oxygen cycle, phosphorus cycle; Environmental issues and problems: climate change, user friendly tools for LD, desertification, pollution etc., problems. Issues and crisis; Ecosystem services: provisioning, regulating, cultural and supporting services; Lifestyles changes: policy, management, internal practices, recycling; models: transdisciplinary, interdisciplinary, multidisciplinary.

Learning and Teaching Strategies/Activities

Lectures, Demonstrations and Problem based learning.

Student Assessment Strategies

Student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: Environmental Scanning project 30%, Oral presentation of the project 20% and One assignment 50%. This module is 100% CA assessed.

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 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.	
Overarching Learning Outcome	
Students will be able to apply competence in corporate strategy, entrepreneurial, innovation, and creativity skills required to turn their organizations and communities into engines and learning organizations, improved productivity, and competitiveness.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Define the terms: entrepreneur and entrepreneurship. 2. Explain and relate the development of vision, mission, values and statements as tools in a corporate environment. 3. Distinguish among the four terms of cultural, economic, political and social entrepreneurship. 4. Outline issues of cultural entrepreneurship and their importance to socio-economic development in Namibia. 5. Analyse issues of economic entrepreneurship that are vital for national development. 6. Explain the value of social networking as a tool for entrepreneurship. 7. Discuss concepts such as sustainability, innovation, creativity and entrepreneurship; 8. Create a business plan.	

Module Content

Entrepreneur and entrepreneurship: definition and characteristics of an entrepreneur and entrepreneurship, types of entrepreneurs, entrepreneurial mindset and intrapreneurship, the role of entrepreneurship in the economy; Tools for a corporate environment: mission, vision and statements, creativity and passion, stakeholder analysis, personal development plan; entrepreneurial concepts: definition and the relationship between cultural, economic, political and social entrepreneurship; Social Entrepreneurship: definition, historical development of social entrepreneurship in Africa, various factors of social entrepreneurship, the importance of social entrepreneurship; Issues in Cultural Entrepreneurship: definition, characteristics and motivation of cultural entrepreneurs, clusters and incubators, differences between law and ethics, corporate culture and code of ethics, corporate governance, shareholders and stakeholders; Social Networking of Entrepreneurship: networking power relationships, using social networks to create value in entrepreneurship, personal, operational and strategic networks, mapping and creating your own social network; Issues in Economic entrepreneurship: the role of entrepreneurs and entrepreneurship in the economy of the country, opportunities and challenges for entrepreneurs, economics of Public Private Partnerships (PPP); Sustainability, Innovation, Creativity and Entrepreneurship: value of creativity and innovation in entrepreneurship, system thinking and its implication to existing organisations and new ventures in sustainable innovation, system thinking at molecular level with a focus on sustainability, the role of technology and innovation in the entrepreneurship; writing a business plan: value of a business plan and its components.

Learning and Teaching Strategies/Activities

Lectures, Demonstration, Presentations and Problem-based learning.

Student Assessment Strategies

The following student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: Assignment 30%, Oral presentation 20% and formulating a mission and vision statement of an organisation 50%. This module is 100% CA assessed.

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 requirements	learning 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 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.	
Overarching Learning Outcome	
Students will be able to gather and analyse employees' and organizational needs in order to design learning programmes for the development of employees' capabilities and organizations' current and future demands for knowledge, skills and behaviours.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the meaning and purposes of Learning & Development needs analysis. 2. Describe the purposes of L&D needs analysis. 3. Explain the methods a L&D professional can employ to gather data for L&D needs analysis. 4. Evaluate the appropriateness of the needs analysis methods for the levels of analysis. 5. Analyse the steps involved in conducting a L&D needs analysis. 6. Describe how the information gathered from a L&D needs analysis informs the design of workplace-based learning programmes. 7. Discuss the tasks of the various role players involved in the annual Learning Needs Analysis and skills planning process. 8. Interpret the ethics of conducting L&D needs analysis.	

Module Content

Purpose of L&D needs analysis: proactive and reactive needs analysis; identification of causes of performance problems; provision of information for L&D interventions. Levels of L&D needs analysis: sectoral analysis; organizational analysis; task analysis; personal analysis. Gathering data for L&D needs analysis: questionnaire; observation; interviews; skill and knowledge tests; personal development plans; performance appraisal data; critical incidents. L&D needs analysis and annual skills planning process: role players involved in the annual skills planning process; the L&D needs analysis process; the data gathering cycle; the skill development planning process; role players involved in the annual skills planning process. Ethical concerns in conducting a L&D needs analysis: characteristics of the L&D professional; competency profile of effective L&D professional; challenges for the L&D profession; ethical issues in L&D.

Learning and Teaching Strategies/Activities

Class discussions, group and pair work and lecture methods will be used.

Student Assessment Strategies

Written tests, assignments and projects will be used as tools for formative assessment, while written examination will be used for summative assessment. An examination paper of 3 hours for each type of examination (first and second opportunity, promotional) as per the university requirements will be written at the end of the module. 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.

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 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.	
Overarching Learning Outcome	
Students will be able to analyse organizational needs to systematically design, develop, produce, adapt and evaluate learning and development resources for a variety of audiences from a lifelong learning perspective.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Evaluate learning and teaching materials. 2. Analyse the criteria for materials and course book evaluation. 3. Identify and apply various instructional systems design models and theories. 4. Develop learning and teaching materials. 5. Apply techniques of materials adaptation. 6. Survey the availability of supplementary readings and updating materials for the target audience. 7. Analyse trends, methods, and criteria in learning and teaching resource selection suitable for the needs of particular groups. 8. Apply appropriate technological processes and learning resources. 9. Apply criteria for constituting a team for materials development.	

Module Content

Material Assessment: Surveying of Learning and Teaching materials; Criteria for the Evaluation of learning and teaching materials; Instructional Systems Design and Materials Development Models and Theories; Instructional materials development, organization and activities; Adaptation of learning and teaching materials; Supplementing and replacing outdated materials; Appraisal and selection of trends, methods and criteria for learning and teaching resources for the needs of particular groups; Development of Learning and Development Manuals; Materials Development Team; Educational Technology: Development of digital teaching and learning resources

Learning and Teaching Strategies/Activities

Lectures, Presentations, Projects, and Manual Writing

Student Assessment Strategies

The following student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: L&D project 30%, Oral presentation of the project 20% and One assignment 50%. This module is 100% CA assessed.

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 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.	
Overarching Learning Outcome	
Students will be able to apply competence on principles of learning and development with critical thinking skills regarding the organisational learning and understanding of the theories of learning and development.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Distinguish between organizational learning and learning organisations. 2. Describe the characteristics of a learning society and learning organization. 3. Analyse the types of learning societies. 4. Define learning societies in the context of lifelong learning. 5. Apply strategies to enrich learning communities. 6. Analyse different categories of learning activities to help guide learning and development planning in organisations. 7. Describe the different types of motivations for learning. 8. Explain the principles of learning. 9. Contrast the theories of learning for development. 10. Identify the characteristics of different types of learning.	

Module Content

Concepts and theories that underpin organizational learning and development: learning for development, Organisational Learning (OL); Benefits of OL: efficiency, productivity; The difference between organisational learning and learning organisations; Goals and purposes of organisational learning; Sociological background of learning; history of education, sociology and philosophy of education; comparative education and learning in modern society; Concepts and theories of learning; concepts and theories of learning for development, Lifelong learning as an organising principle/concept of learning; Gagne conditions of learning; Kolb's theory of experiential learning theory, Schon's theory of professional development, Knowles' self-directed - learning for change in human performance, Bandura's social learning theory-learn while interacting with the environment, critical and transformational learning for change and autonomous thinking-Habermas/Freire/ Mezirow/Wenger/New London Group (multiliteracy theory); Types and styles of learning : models and modes of learning for development, learning societies, cities and organisations (including associations, assessors); Types of motivations for learning: intrinsic and extrinsic motivation, the role of motivation in learning. Definitions, principles and characteristics of a learning society; Types of learning societies (learning communities; learning cities/villages/regions; learning organisations/institutions; learning societies). Approaches to learning and development in organisations; Trends for enabling organisational learning and development: Supervisors/managers as facilitators of learning, Roles of subordinates in their own learning; Formal planning mechanisms for systematic learning in organisations.

Learning and Teaching Strategies/Activities

Presentations, tutorials, and Forum/group discussions.

Student Assessment Strategies

Written tests, assignments and projects will be used as tools for formative assessment, while written examination will be used for summative assessment. An examination paper of 3 hours for each type of examination (first and second opportunity, promotional) as per the university requirements will be written at the end of the module. The final mark for each module will be calculated using a ratio of CA mark (60%): Exam mark (40%).

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 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.	
Overarching Learning Outcome	
Students will be able to identify and select a relevant LD program for their organizations to achieve the overall corporate goals.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Define Learning and Development programs. 2. Identify different types of Learning and Development programs at workplace. 3. Develop a training program that meets the needs of both staff members and the organization, and continuously improves the organization. 4. Identify the content and structure of a Learning and Development program. 5. Analyse the factors to consider for a successful Learning and Development programs. 6. Determine appropriate timing for running a Learning and Development programs in an organization. 7. Describe enablers of developing an effective Learning and Development programs. 8. Estimate the resources needed for a balanced Learning and Development program.	

Module Content

Definition: LD programs, programs; Significance of LD programs in employee growth and development; types of LD programs: seminars, workshops, conferences, webinars, simulations, computer based simulations, assigned readings Instructor-led training, eLearning, Simulation employee training, Hands-on training, Coaching or mentoring, Lectures, Group discussion and activities, Role-playing.; Developing a LD program: steps to follow; LD program content identification; factors to considers in running a successful LD program: literacy level, resources required, costs involved, environment, personalities in LD, motives and policy structures; Considerations in developing and running a LD program: planning, methods. Logistics, Resources required: whiteboards, meals, certifications, awards/prizes.

Learning and Teaching Strategies/Activities

Presentations/tutorials, case studies and forum/group discussions.

Student Assessment Strategies

The following student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: reading review 30%, Oral presentation of the project 20% and final report 50%. This module is 100% CA assessed.

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 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.
Overarching Learning Outcome
Students should be able to apply new ways of learning for promoting transformation in learning and development organisations.
Specific Learning Outcomes
On completing of the module, students should be able to: 1. Apply the psychology of adult learning in relation to learning and development organisations. 2. Classify the learning styles in relation to adult learning. 3. Explain cognitive styles in learning and development. 4. Analyse the influence of multiple intelligences on adult learning. 5. Identify various ways of learning that can apply to organisations. 6. Discuss trends and contemporary challenges in adult learning contexts.

Module Content

The psychology of adult learning in organization: ethics of adult learning provision; re-education for work and employment; mental health (in social context); Learning styles in relation to adult learning: field dependence/independence, categories of how field dependent and independent learn, Maslow hierarchy of needs; four stages cycle of experiential learning; Maslow's hierarchy of needs; Cognitive styles in learning and development: life span development; cognitive functioning in adults; cognitive style as a bipolar dimension, mismatching of learning styles; The influence of multiple intelligences on adult learning: contemporary views of intelligence and implications for learning artificial intelligence, machine learning, cloud and mobile computing, big data and machine learning, intelligent manufacturing, advanced robotics and drones, fluid-crystallized intelligence; Various ways of learning that can apply to organisations: collaborative, cooperating, group/team, interorganisational, service learning; Trends, emerging issues and contemporary challenges in adult learning contexts: lifelong learning, knowledge based/ learning societies/organization/communities; adult learning in the midst of pandemics, multiliteracies, recognition of prior learning, Sustainable Development Goals (natural disasters, ethical investment considering environmental, social and governance).

Learning and Teaching Strategies/Activities

Presentations, group and pair work, virtual discussions through Moodle and lecture methods.

Student Assessment Strategies

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. An examination paper of 3 hours for each type of examination (first and second opportunity, promotional) as per the university requirements will be written at the end of the module.

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 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.	
Overarching Learning Outcome	
Students will be able to design, implement and evaluate policies that emphasise ethos of continuous learning, development and commitment to lifelong learning with the aim to stimulate the agenda for change within their sectors.	

Exit Learning Outcomes

On completing the module, students should be able to:

1. Interpret public policy as a political process and its impact on learning and development.
2. Analyse the use of international and Africa region frameworks that guide educational planning and learning for development.
3. Analyse the Namibian learning for development policies.
4. Apply the theoretical perspectives and models of the policy making process.
5. Identify policy actors/players and the knowledge communities required in the policy making process.
6. Describe the significance of institutional policies.
7. Design/formulate a learning policy for a given sector/industry.
8. Implement a learning policy according to a variety of implementation models used in Namibia.
9. Evaluate policy implementation and analysis models, approaches and methods used in specific organisations; and
10. Design plans to improve practice.

Module Content

Introduction to the policy making process: Definition and importance of policy; Relationship between educational planning and policy making; Policy making as a political process; Types of policies; Differentiating public policy from other policies; Examples of external induced policies/poverty alleviation policies; Models and theoretical perspectives of the policy making process: Philosophical reflections on learning policies; Models of policy making; Relation between decision making and policy making; Theories of policy making; Stages of the policy making process/policy cycle; Role players/actors in the policy making process: Types of role players; Knowledge required by the policy making communities/actors, Communication for the policy making process; Policy design/formulation: Problem identification; Generating of policy goals and objectives; Policy design elements, tools and instruments; Guidance for policy formulation/design; Policy implementation: Definition of policy implementation; Mechanisms used for policy implementation; Models of implementation; Approaches to policy implementation; Lessons learned from policy implementation studies; Guidelines for policy implementation; Policy analysis: Definition of policy analysis; Outcomes of policy analysis/what is the use; Types of inquiries for policy analysis; Types of policy analyses; Components of policy analysis; Approaches to policy analysis; Criteria for selecting the most suitable policy option; Policy evaluation: Definition of policy evaluation; Importance of policy evaluation;; Types of evaluations; Characteristics of evaluations; Approaches to policy evaluation; Methods of policy evaluation; The integration of learning policies with HR and management practices: The importance of developing and maintaining quality knowledgeable and high performing HR; The contribution of learning to human resource efficiency and competitiveness in organisations; Learning policies for performance/compensation/rewards/recognition/commendations, professional development/self-esteem, career paths, promotions, health and safety; Trends, research and practice into learning policies: types and administration of learning and development legislation in Namibia; The nature and future practice of organisational Learning - flexible learning; Knowledge, skills and competencies suitable for work flexibility and mobility, Policy directions for flexible learning and work; Future research/what will we study (the human resource of the future); The role of higher education in human resource and professional development to increase productivity and competitiveness.

Learning and Teaching Strategies/Activities

Short lectures/tutorials; forum/group discussions and case studies.

Student Assessment Strategies

The final mark for each module will be calculated using a ratio of CA mark (60%). Exam mark (40%). An examination paper of 3 hours for each type of examination (first and second opportunity, promotional) as per the university requirements will be written at the end of the module.

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
The purpose of this module is to equip students with knowledge and understanding of diversity in the workplace within learning and development context.	
Overarching Learning Outcome	
Students will be able to differentiate diversity in organisations and address disparities and implement proactive strategies to promote a culture of inclusivity.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Define the concept of diversity, equity, inclusion and social justice. 2. Examine types of diversities in workplaces. 3. Describe productive principles required to manage workplace diversities. 4. Evaluate existing institutional practices affecting diversity potential in the workplace. 5. Propose strategies and plans for creating a diverse, equitable and inclusive environment that promote social justice and a sense of belonging. 6. Apply different educational technologies and other media for interventions to address workplace diversity.	

Module Content

Diversity: Definitions of diversity, equity, inclusion and social justice; Dimensions that affect diversity; Importance of diversity in workplace. Types of diversity: Internal; external, organizational and worldview; cultural diversity; racial diversity; religious diversity; age diversity; sex/gender diversity; sexual orientation and disability as well as social structures. Productive principles required to manage workplace diversities, including biases, tolerance; Diversity in the workplace: diverse workplace learning environments; advantages and disadvantages of diversity in the workplaces. A business case for Diversity: research studies showing diverse performance, decision making, problem solving within the workforce; impact caused by lack of diversity in any organization; diversity team activities. Ways to cultivate a diverse and inclusive workplace: commitment to building a diverse and inclusive culture in the workplace; developing gender-neutral job descriptions; writing result-based job descriptions; Educational technologies and other media: technological interventions addressing workplace diversity, including Braille, Sign language, recordings.

Learning and Teaching Strategies/Activities

Class discussions/lectures, scenarios and case studies

Student Assessment Strategies

The final mark for each module will be calculated using a ratio of CA mark (60%): Exam mark (40%).

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 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.
Overarching Learning Outcome
Students should be able to apply professional ethics and standards needed for organisational learning and development.
Exit Learning Outcomes
On completing the module, students should be able to: 1. Analyse different types of professional ethics for Learning and Development Officers. 2. Apply professional standards for adult educators in Namibia. 3. Clarify the importance of conforming and upholding to various etiquettes in the organisation of learning and development. 4. Identify ethical dilemmas and ethical avoidance strategies for organisations. 5. Identify activities that could be classified as types of harassment. 6. Develop strategies to address harassment in organisations/workplaces.

Module Content

Professional ethics: definitions, types, models; Professional standards for adult educators in Namibia: definition of professional standards for adult educators; significance of developing professional standards; Etiquettes in an organisation: definition of types of etiquettes (business meeting etiquette (formal and informal meetings), international business etiquette; building blocks of communication etiquette); importance of etiquette in the organisation/workplace; Elements of the ethical foundation in learning and development organisations: the relationship between organisational ethics and values, ethical organisational culture and its implications, qualities of ethical person, consequences of unethical conduct; avoiding and resolving organisational ethical issues; Ethical dilemmas: strategies for ethical avoidance; Ethical issues within social media: the implications internet and social media of information sharing, rights and responsibilities regarding sharing of information on social media; Harassments: definition, types, causes, consequences and strategies to address harassment in workplace/organisation.

Learning and Teaching Strategies/Activities

Presentations/lectures, Forum/group discussions and case studies as well as completing a self-assessment form.

Student Assessment Strategies

The final mark for each module will be calculated using a ratio of CA mark (60%): Exam mark (40%).

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 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.	
Overarching Learning Outcome	
Students should be able to exhibit a range of conceptual perspectives on adult learning philosophies and theories that guide the adult learning practice.	
Specific Learning Outcomes	
On completing of the module, students should be able to: 1. Analyse key concepts in adult learning. 2. Explain historical development of adult learning to contemporary issues. 3. Describe the philosophical underpinnings of adult learning. 4. Distinguish between theory and practice of adult learning. 5. Analyse the key theories in adult learning and development.	

6. Examine the implications of adult learning theories to sustainable development.

Module Content

Conceptualisation of adult learning: Define adult learning, adulthood, self-directed, andragogy);

The historical development of adult learning: Movement and developments of adult learning in world; The philosophical underpinnings of adult learning: liberal adult education, progressive adult education, behaviourist adult education, humanistic adult education and analytic philosophy of adult education; Theory and practice of adult learning: define and distinguish the concepts of theory and practice; the key theories in adult learning and development: constructivism/social, transformative, experiential, behaviourism situated, cooperative, cognitive learning; Implications of adult learning theories to sustainable development: Adult learning theories in relation SDG 4 and its targets and impacts, Towards Education 2030;

Learning and Teaching Strategies/Activities

Presentations/lectures, case studies, projects.

Student Assessment Strategies

The final mark for each module will be calculated using a ratio of CA mark (60%): Exam mark (40%).

PART B: MODULE DESCRIPTOR	
Module Title: Leadership in Learning Organisations	
Module Code	6
NQF Level	40
Notional Hours	(4h)/w
Contact hours	None
Additional learning requirements	4
NQF Credits	None
(Co-requisites) Prerequisite	Compulsory
Compulsory/Elective	Core Semester 2
Semester Offered	
Module Purpose	
The purpose of this module is to enhance students' leadership skills needed in learning and development interventions in organizations.	
Overarching Learning Outcome	
Students will be able to apply leadership skills to learning and development contexts.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Analyse the concept leadership. 2. Distinguish between leadership and management in learning and development contexts. 3. Analyse different leadership characteristics and qualities. 4. Explain functions of leadership in an organisation. 5. Identify types of leadership styles relevant to learning and development contexts. 6. Explain the roles of leaders in a learning and development organization.	

Module Content

Concepts of leadership: Leadership, leadership qualities/characteristic/styles, mentoring, coaching, management; Difference between leadership and management in LD: Similarities and differences; Leadership characteristics and qualities: visionary, communicator, negotiator, Team-builder, inspire, motivator, ethical and civic minded; Functions of leadership in LD: Representative of the Subordinates; Creating Conducive Work Environment; Performance management; Appropriate Counsellor; Supervision; Role modeling; Types of Leadership Styles in LD: Autocratic/Dictatorial; Democratic; Transformational, Participatory, Laissez-faire. Roles of the Leaders in LD context: Negotiator; Coach; Guide; Counsellor; Advisor; Mentor; Friend; Motivator; Team-builder; Director.

Learning and Teaching Strategies/Activities

The content of the module will be presented to students via the use of lecture method, group work presentation and gallery walk activities.

Student Assessment Strategies

This module is 100% CA assessed.

PART B: MODULE DESCRIPTOR	
Module Title: Managing Projects	
Module Code	E3660HP
NQF Level	6
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 2
Module Purpose	
The purpose of this module is to provide students with a logical approach to project management in organisations. It introduces them to the concepts, theories and practices of managing projects of a learning and development nature. In this module strategies, procedures, processes and techniques needed to smoothly run a project will have detailed and demonstrated upon	
Overarching Learning Outcome	
Students will be able to describe, analyse, strategize and practice various aspects of project management in organisations as well as coordinate resources required for learning and development projects.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Describe the theoretical perspectives and body of knowledge about managing projects. 2. Apply project initiation and planning processes. 3. Identify the different stakeholders that become part of a project. 4. Describe the competencies, skills, qualities and roles required for managing projects in a variety of organization (whether paid or voluntary). 5. Discuss elements of managerial decision-making function of projects. 6. Evaluate the feasibility of a project. 7. Discuss budget planning and resource mobilisation for projects. 8. Explain the monitoring and quality control processes in project management. 9. Evaluate the performance and success of a project; and 10. Explain processes of project closure.	

Module Content

Concepts, theories and body of knowledge on managing projects: Fundamental theories and language of project management; Management as planning; Classical communication theory; The dispatching model; The thermostat model; Conceptualisation of projects as inputs and outputs; Transformation theory as a modernising way of managing projects; Planning and initiating projects: Reasons of a projects; Project scope, objectives, inputs and deliverables/outputs - what the project is trying to achieve and why; Development of a project charter; Project life cycle and phases; The significance of project structure, procedures and processes; Dividing projects into processes and how each process might affect the way the project is managed; Development of a project management plan; Types of projects; Project stakeholders: Identification and description of all project stakeholders; Stakeholders internal to the project stakeholders; Stakeholders external to the project but internal to the organisation; Stakeholders external to the organisation; Directing and managing project execution in a variety of organisations (whether paid or voluntary); Determining tasks of a project; Competencies, skills required for managing projects; Roles of project managers; Models of managing the project team, assets and project work; Elements of managerial decision making processes around projects; Ways of identifying, describing and documenting possible sources of change during the life of a project (organisational, environmental, technical and/or end users); Budget planning as well as resource mobilisation and management function of a project; Determination of the cost, human resources and time management plans; Identify sources of funding for a variety of projects; Identify and highlight areas of uncertainty around projects; Factor in contingencies in the management of projects; Financial management of projects; Measures of coordinating people and other resources; Monitoring and quality control of project performance: Difference between quality assurance and control of a project; Designing of communication, quality control and risk plans as well as producing change management (plan) documents; Measurement of project activities and deliverables; Designing and managing performance baselines; Measures to keep the project on track; Identifying sources of change, causes of deviations from project targets and taking corrective actions (amending/change execution of plans); Procedures of managing changes, risks and when (at what point) to implement change management plans; The production and uses of progress reports on deliverables and of projects; managing suppliers (procurements and contracts) to the project; Project closure processes: Evaluation of project performance; Conducting impact analyses/collecting project performance; Measurements of actual measured results (resources used, work done, deviations/project issues); Measurement of project benefits; Transfer of deliverables to

customers/beneficiaries and support functions; Formats of writing and the uses of final project reports; The importance of project records, recommendations and lessons learned.

Learning and Teaching Strategies/Activities

Lectures/tutorials; forum/group discussions; reflective essays/exercises.

Student Assessment Strategies

This module is 100% CA assessed.

Continuous module review and student-lecturer evaluations.

PART B: MODULE DESCRIPTOR	
Module Code	E3660HD
NQF Level	6
Notional Hours	80
Contact hours	(2h)/w
Additional learning requirements	Field excursion to Rössing Uranium and NAMPORT
NQF Credits	8
(Co-requisites) Prerequisite	Digital Literacy
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 2
Module Purpose	
Module Purpose	
The purpose of this module is to enable students to apply the use of digital media and technologies to carry of learning and development programmes in the organization.	
Overarching Learning Outcome	
Students will be able to apply the ever-changing digital media and technologies, in the execution of learning and development programmes or interventions within the organisations.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Distinguish between media and information literacy in the learning organization and development context. 2. Analyse mass media and communication. 3. Apply digital media and technologies in the execution of the learning and development programmes. 4. Design appropriate digital media and technologies to carry out learning and development activities. 5. Develop digital media and technologies implementation plan in the learning and development environment. 6. Apply and support learning organisations in their quest to maximize the benefits of digital media and technologies in their operations. 7. Distinguish the difference between smartphones and non-smartphones. 8. Implement videoconferencing to carry out a learning and development activity. 9. Apply relevant software to develop a learning and development database. 10. Analyse and select appropriate digital media theories to be used in the learning and development context.	

Module Content

Media and Information Literacy: definition; types of media; usage of information literacy. Mobile phones: Mobile Applications (App); smartphones vs non-smartphones; m-training, teleconferencing: smartboards; videoconferencing; digital citizenship: practical's using relevant software, Digital Media Theory: application of digital media theories in the learning and development context. Mass Media & Communication: types of mass media, use of mass media in the learning and development context. Digital Media Effects: digital media ethnographic perspectives and practice.

Learning and Teaching Strategies/Activities

Lectures; Field trips and projects

Student Assessment Strategies

This module is 100% CA assessed.

PART B: MODULE DESCRIPTOR	
Module Title: Research in Learning and Development 2A	
Module Code	E3641HR
NQF Level	6
Notional Hours	70
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	7
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to enable student to integrate theory and practice about the meaning, purpose, types and paradigms of research. The module will take students through the process of progressively develop research proposals.	
Overarching Learning Outcome	
Students will be able to construct a research proposal.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss the meaning, goals, types, approaches (modes) and paradigms of research. 2. Apply the language of research in research writing. 3. Formulate research questions, objectives and hypothesis of a research proposal. 4. Differentiate between qualitative and quantitative research approaches, designs, sample and sampling procedures and data gathering techniques. 5. Develop a complete research proposal. 6. Describe ethical consideration for conducting research.	

Module Content

Meaning, Goals, Types, Approaches (modes) and Paradigms of Research: Goals: applied research; pure research; action research; evaluation research; Types - description; correlation; exploration; explanation; Approaches: qualitative; quantitative; mixed method; Paradigm: positivist; post-positivist; interpretive; emancipatory, pragmatic, ontological and epistemological. The Language of Research: discipline' specialised language; basic concepts of research; concept map of research terms. Research Questions, Objectives and Hypothesis: criteria and qualities of good research questions/objectives; the difference between research questions and instrument questions; main and subsidiary research questions/objectives. Qualitative and Quantitative Research Approaches, Designs, Sample and Sampling procedures and Data Gathering Techniques: qualitative research approach; emerging debates in qualitative and quantitative research within a new world view; types of qualitative and quantitative designs; sample and sampling procedures; qualitative and quantitative data gathering technique(s). The complete research proposal: orientation/background to the study, statement of problem, research questions and/or objectives; significance to the study; limitation/delimitations; literature review, research methods, ethical consideration.

Learning and Teaching Strategies/Activities

Lecture; Oral and written presentations

Student Assessment Strategies

This module is 100% CA assessed.

PART B: MODULE DESCRIPTOR	
Module Title: Methods of Facilitating Learning	
Module Code	E3631HM
NQF Level	6
Notional Hours	160
Contact hours	(4h+2h prac)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to prepare students to facilitate learning for development which enables people in organisations to co-create knowledge, skills and competencies as well as co-evolve the desired changes. It will further enable students to value a range of learning and development methods through which members of organisations/communities/societies could learn to effectively carry out their daily duties in a variety of responsibilities (which could be voluntary services or paid employment).	
Overarching Learning Outcome	
Students will be able to practise appropriate learning approaches, methods and techniques required for creating supportive learning environments and culture in organisations, communities and societies.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain how learning is facilitated and delivered. 2. Discuss traditional methods of teaching and learning. 3. Distinguish how teacher/facilitator centred learning methods differ from new ways of learning and modification of behaviour to reflect new knowledge. 4. Differentiate between learner/student centred learning and culturally responsive learning approaches. 5. Analyse learning methods to ensure that learning is reinforced to drive improved performance; 6. Apply tools used for facilitating effective learning. 7. Evaluate how methods to facilitate learning are applied in wider human resources management practices.	

Module Content

Learning facilitation and delivery: Knowledge/skills transfer; facilitating change in attitudes/beliefs and practices; enhancing competencies in specific work areas; in-house – formal/intentional; informal/nonintentional; external delivery/facilitated; shadowing and visits; on the job Formal continuing professional development/formal qualifications – external/employer supported formal qualifications; short courses; independent learning/self-directed/ distance/ online learning; Teacher/facilitator centred methods; monocultural learning; lecture; discussion; demonstration; brainstorming; observation; induction/mentoring/coaching; shadowing/understudy; New ways of learning and modification of behaviour to reflect new knowledge: learning events/opportunities (seminars; workshops; conferences; fora/forums; talent/nurturing development sessions; secondments; sabbatical; chairs of action committees); student/learner centred; peer learning; study/field trips, discovery approach; culturally responsive teaching approaches; role plays; case studies; simulations/scenarios; laboratory techniques; projects/assignments - teamwork and individually; inquiry/problem solving approach; Flexible and open learning methods; Online/technology based learning; learning for remote working; Differences between learner/student centred learning and culturally responsive teaching approaches: Learning in multicultural environments/organisations; Demonstration of learning methods that reinforce and improve performance: mentoring; coaching; drill and practice; questioning and answer/information/briefing sessions; Tools used in facilitating effective learning: Organising instructions and materials/activities for effective learning; Lesson planning; organizing learning; Management of the learning environment -venue/events; Application of learning methods in HR and management practices: appraisals; promotions; meritorious awards -once-off monetary awards; Commendation letters, staff of the week/month/year, office space, transparent succession planning.

Learning and Teaching Strategies/Activities

Presentations/lectures, case studies, projects.

Student Assessment Strategies

The final mark for each module will be calculated using a ratio of CA mark (60%); Exam mark (40%).

PART B: MODULE DESCRIPTOR	
Module Code	E3651HC
NQF Level	6

Notional Hours	140
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to equip students with practical knowledge and skills to implement community media and innovations in order to bring about changes in the learning organization and development context.	
Overarching Learning Outcome	
Students will be able to apply and use community media and innovations to learning organisations and development programmes.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Analyse community media and innovation within the learning organization and development context. 2. Implement rural community media to learning and development in the organization. 3. Identify appropriate community media and innovation tools. 4. Design a community media and innovation project for implementation. 5. Compare the different tools of community media. 6. Apply innovative practices for learning and development in the organization. 7. Apply the steps to Community Media as a Development Tool within the learning organization and development context.	

Module Content

Meaning of Innovation: tools for CMI; Characteristics of Community Innovation; Innovative practices; steps in community media and innovation project. Meaning of CM: Characteristics of community media; Benefits of community media, Rural community media: Examples of community media; Tools of community media: Objectives of community media; Steps to Community Media as a Development Tool

Learning and Teaching Strategies/Activities

Project based learning and field trips into communities to identify the media and innovations being used during the learning and development of the required competencies in the organisations.

Student Assessment Strategies

The following student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: Community Media and Innovations project 30%, Oral presentation of the project 20% and One assignment 50%. This module is 100% CA assessed.

PART B: MODULE DESCRIPTOR	
Module Title:	Assessments Tools
Module Code	E3671HA
NQF Level	6
Notional Hours	140
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to enable Learning and Development (L&D) professionals to gain an understanding of the assessment tools that could help implementing organizations to adapt the curriculum to meet the needs of their target community. Participants will develop the ability to design qualitative and quantitative assessment tools well as assessment tools that addresses cognitive objectives, affective objectives and behavioral learning objectives.	
Overarching Learning Outcome	
Students will be able to apply appropriate assessment implements in LD in designing pre-assessment tools, continuous assessment tools and post assessment tools in Learning and Development.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Apply assessment tools in Learning and Development. 2. Analyse three types of assessments such as assessment for learning, assessment of learning and assessment as learning. 3. Design assessment tools to address the cognitive objectives, affective objectives in Learning and Development. 4. Discuss the difference between traditional assessment tools and transformative assessment tools. 5. Apply technology supported assessment tools in Learning and Development. 6. Create technology supported assessment tools in Learning and Development. 7. Design the five types of rubrics and scoring process in Learning and Development. 8. Discuss the process of monitoring, reviewing and sharing of data to improve practice.	

Module Content

Surveying of Learning and Teaching materials: meaning of assessment tools: (definition), types of assessments: (assessment for learning, assessment of learning and assessment as learning, formative and summative assessment); principles of assessment: (questions used in assessing cognitive objectives, affective objectives and behavioral objectives); principles of assessment: (the difference between traditional assessment tools and transformative assessment tools); technology supported assessment tools: (Online blogs, pod cast, e-portfolio, online project based learning, online exams); alternative assessment tools: (portfolio, reflective journals, peer assessments, self-assessments); five types of rubrics and scoring process: (holistic rubric, analytic rubric, primary trait rubric, multi trait rubric), the role of students' choice in assessment: (elaboration and demonstration), the data analysis process and monitoring: (elaboration and demonstration), reviewing and sharing of data to improve practice: (explanation).

Learning and Teaching Strategies/Activities

Lectures, presentations and Case Study

Student Assessment Strategies

The following student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: Evaluating a learning and development interventions or project 30%, Oral presentation of the project 20% and one assignment 50%. This module is 100% CA assessed.

PART B: MODULE DESCRIPTOR:	
Module Title: Workplace Learning and Development	
Module Code	E3662HW
NQF Level	6
Notional Hours	80
Contact hours	(4h+2p)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to equip Learning and Development (L&D) professionals to gain an understanding of the theories that have relevance to innovative workplace learning, discuss the meaning and significance of workplace learning.	
Overarching Learning Outcome	
Students will be able to apply the theories of innovative workplace learning that have relevance to innovative workplace learning, elaborating specifically on the modernisation view of learning and development.	
Exit Learning Outcomes	
On completing the module, students should be able to: 1. Discuss the meaning and significance of workplace learning. 2. Explain theories that have relevance to innovative workplace learning, elaborating specifically on the modernisation view of learning and development. 3. Describe key aspects of workplace learning at organizational, team and individual levels. 4. Evaluate the success of members' engagement with learning opportunities. 5. Analyse a workplace cultures prevalent in the Namibian society. 6. Discuss ways to improve efficiency and productivity within the workplace. 7. Discuss some examples of international recognised workplace learning cultures that are suitable for creating a learning organization or society. 8. Develop a scenario that might improve the workplace learning culture in your sector/organization. 9. Identify emerging issues for a work-oriented lifelong learning.	

Module Content

Workplace learning: (Definition and significance), the purpose of workplace learning: (Workplace as a site for learning; The importance of continuing up-skilling and development of organisation members and citizens; Workplace learning trajectories- personal development, knowledge of the field, working with others, decisions making and problem solving; Workplace learning in relation to developing a competitive advantage for organisations; Learning for improving organisational efficiency); theories and models of workplace learning: (Social learning; The modernisation view of learning and development - active engagement of learners in the construction of their own knowledge and understanding; Peter Senge's Fifth Discipline of Learning Organisations- developing a shared vision/putting ideas into practice; Imitation and modelling; Action learning; Reflection; The 70/20/10 learning model for development – 70% job related experience, 20% the learning from interactions, 10% from educational/learning events; The Better Learning Solutions Through Better Learning Experiences/creating learning experiences that work;); the link between team effectiveness and organisational learning: (Forms of work organisations; Levels of learning in the organisational; Role of the organisation, group/team and individual roles in learning- enlightened/embedded/embody/enabled learning; Improving efficiency and productivity within the workplace); key aspects of workplace learning cultures: (Definition of a learning culture; Importance of a continuous learning culture; Creating a supportive environment for learning; Professionalising learning for development at the workplace; Factors influencing the practice of workplace learning; Obstacle/hindering and promoting factors); Emerging issues and new challenges for a work-oriented: lifelong learning (Technology; Health/Pandemics; Remote working; Mobility, Career development – upwards and career wide/Internships/Apprenticeships/Understudy/Shadowing); ways to improve efficiency and productivity within the workplace: (Efficiency, Delegation, Reducing Distractions, the Right Tools and Equipment, Improve workplace conditions, Offering Support and Setting Realistic Goals, Practice Positive Reinforcement, Ensure Employees Are Happy), examples of international recognised workplace learning cultures: (recognize the difference between skills and behaviours, make it about KSAs, not KPIS, get buy-in at the top, engage middle managers, communicate your goals, integrate learning platforms, continually measure and adapt, embrace the multichannel world).

Learning and Teaching Strategies/Activities

Lectures, A Case Study and Reflective essays/exercises.

Student Assessment Strategies

The following student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: developing a workplace learning programme 30%, Oral presentation of the project 20% and one assignment 50%. This module is 100% CA assessed.

PART B: MODULE DESCRIPTOR	
Module Title: Electronic-Portfolio Development	
Module Code	E3612HE
NQF Level	6
Notional Hours	140
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with an overview of electronic portfolio development of prior learning and/or on-going learning. Students will learn to select, categorize, and document their achievements and accomplishments for review and assessment related to academic placement and/or employment.	
Overarching Learning Outcome	
Students will be able to create an e-Portfolio development as a critical reflection of their development in relation to Organisational Learning and Development, and implications on the candidate's own experience.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Analyze the implications of Organizational Learning and Development on the candidate's own practice and experience. 2. Create the form and presentation of the e-portfolio is appropriate for the genre. 3. Design a reflective portfolio. 4. Apply conversions of reflective academic writing. 5. Describe the electronic portfolio development. 6. Develop an Electronic portfolio for a learning and Development intervention or contexts.	

Module Content

Introduction: theory and practice of Standards-Based Professional Portfolio Development, importance of professional portfolios; becoming a reflective practitioner through portfolio development, key elements of portfolio assessment for trainees, resources needed for portfolio development, portfolio development process (collection, selection, reflection, projection), multimedia development process (decide, design, develop, implement, evaluate); Working Portfolio Content Creation Process: becoming a "digital pack rat"—setting up an electronic filing system; identifying the framework/standards to be used for portfolio organization, selecting the artifacts that demonstrate achievement of each standard, writing reflective statements for each standard and/or artifact (or using a form), creating portfolio outline with word processor or slide show OR, creating a storyboard for portfolio with inspiration, creating a table of contents for portfolio, creating a matrix of portfolio artifacts and standards (single page overview/cross-reference) if individual artifacts document achievement of more than one standard, E -Portfolio Tools: electronic portfolio organization and publishing process - converting portfolio artifacts into cross-platform, web-accessible file formats: Creating PDF files from word processing, database, or slide show files; Organizing portfolio with hypermedia links between standards, artifacts and reflections; Adding hypertext links, bookmarks, and thumbnails; Adding movie links; Creating buttons with forms tools; Replicating the Portfolio Development/Publishing Process with HyperStudio (or other hypermedia program) or with a HTML/WWW Page Editor; Recording portfolio to appropriate medium (CD-ROM, WWW server, video tape); Presenting the portfolio to an audience and evaluating the portfolio based on an evaluation rubric; adding multimedia content, Digitizing, compressing and editing audio clips, Digitizing, compressing and editing video clips, Linking the audio and video clips into the electronic portfolio, Digital Storytelling; stage of the portfolio development process contributes to LD professional development: Collection – LD Professionals learn to save artifacts that represent the successes (and "growth opportunities") in their day-to-day teaching, Selection - Reflection -Projection , Presentation; Reflexive journaling and writing; criticality, reflexivity, praxis; Conversions of reflexive academic writing; Globalization vs. indigenisation, Africanisation, decolonization; Organisational Learning and Development

Learning and Teaching Strategies/Activities

Lectures/tutorials, forum discussions or chat forums.

Student Assessment Strategies

The following student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: developing journal entries 30%, developing a feedback form 20% and two assignments 50%. This module is 100% CA assessed.

PART B: MODULE DESCRIPTOR	
Module Title: Research in Learning and Development 2B	
Module Code	E3662HR
NQF Level	6
Notional Hours	70
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	7
(Co-requisites) Prerequisite	(Co-requisites) Research in Learning and Development 2A
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to expand students' competencies, knowledge and skills of applying research theory into practice.	
Overarching Learning Outcome	
Students will be able to develop data collection instruments; collect data; organise and analyse data and present the findings.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Develop data collection instruments. 2. Pilot instruments. 3. Generate data. 4. Transcribe, analyse and interpret data. 5. Present findings in an oral and written form. 6. Apply APA style of referencing in an appropriate manner.	

Module Content

Data collection instruments: instruments for qualitative data collection; instruments for quantitative data collection; requesting for permission to enter the field; testing instruments; Data collection: procedure; types of data; Data analysis procedure: qualitative; quantitative; data transcription, qualitative data presentation; quantitative data presentation; research findings/results; Report writing: using reported language; trustworthiness; APA format and referencing styles; appendices.

Learning and Teaching Strategies/Activities

Lecture method will be used to facilitate learning on the importance of seeking permission from gate keepers; different research instruments; data collection and analysis, as well as the structure of research report; Presentation strategy will be used by students (either individually, pair or group) to present their research instruments, collected data, analysed, and whole research report.

Student Assessment Strategies

The following student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: developing research instrument 30%, Oral presentation 20% and analysis and interpretation of research data 50%. This module is 100% CA assessed.

PART B: MODULE DESCRIPTOR	
Module Title: Financial Literacy and Statistics	
Module Code	E3672HL
NQF Level	6
Notional Hours	160
Contact hours	(4h+2h prac)/w
Additional learning requirements	Site Visit: Students will have a compulsory site visit to the library in Windhoek to listen to a presentation by one of the Librarian on how to effectively use referencing software and editors.
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to develop students' abilities in the use and interpretation of the basic principles of financial literacy and numeracy skills such as Return on Investment (ROI), budgeting, Income statements, profit and loss accounts and funding agencies within the Learning and Development context.	
Overarching Learning Outcome	
Students will be able to apply financial literacy and numeracy skills for learning and development to ensure that interventions/programs aimed at skills and knowledge empowerments in various organisations have return on investment.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Apply the principles of effective budgeting, reading and interpreting income statement, profit and loss accounts, funding agencies. 2. Use appropriate interpretive e-tools to analyse qualitative and quantitative data (Atlas.ti, SPSS, Nvivo). 3. Analyse qualitative and quantitative data using appropriate measures. 4. Use various e-refining tools to infuse academic tread and avoid plagiarism in their writing. 5. Interpret ant-plagiarism reports such as Urkund and Turnitin to effectively respond to it. 6. Apply the statistics to interpreted daily life situations and context. 7. Present data in frequency distributions. 8. Differentiate different ways of presenting data graphically. 9. Calculate and interpreted different Measures of Central Tendency and Measures of Dispersions. 10. Test hypothesis, conduct ANOVA test.	

Module Content

Principles of effective budgeting: definitions, types, significance, benefits vs costs; Working with financial documents: budgeting; Income statement; Profit and loss accounts; preparing Funding proposal to local and international agencies; Working with basic stats: descriptive, inferential stats; mean, mode, pre-test, post-test, retention test, chi square; Use of referencing tools: ref manager; Ref and write; Mendeley; Zotero; Use of Statistical software: SPSS, Atlas.ti, NVIVO; Plagiarism detection software: Urkund, Turnitin and so on, interpretation of generated reports, effecting changes and working on plagiarism scores.

Learning and Teaching Strategies/Activities

Lectures/tutorials, case studies and forum discussions.

Student Assessment Strategies

The following student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: develop a funding proposal 30%, Oral presentation of the project 20% and two assignments 50%.

This module is 100% CA assessed.

PART B: MODULE DESCRIPTOR	
Module Title:	Cooperative Work Integrated Learning Education (CWIE)
Module Code	W3700HW
NQF Level	7
Notional Hours	240
Contact hours	(45h)/w
Additional learning requirements	Service Learning: students will be assigned to an organization of their choice for 6 weeks for observation only. This will serve as a steppingstone to their CWIE in semester 2. They will submit a report on their reflective diary.
NQF Credits	54
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester
Module Purpose	
The purpose of this module is to provide students with knowledge, skills, attitudes and competencies to analyze and solve practical problems in "the real world".	
Overarching Learning Outcome	
Students will be able to make responsible decisions outside the classroom.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Define broadly the constructs of service learning or/and community engagement. 2. Describe models of service learning. 3. Apply stages of service learning during observation. 4. Examine service-learning activities. 5. Create and implement service-learning tools. 6. Form and manage partnerships and networking for the effective service learning. 7. Plan and participate in an organized service placement/project.	

Module Content

Service learning: Definitions of service learning and community engagement; purpose and nature of service learning (i.e., community-based action research; problem-based service; pure service; portfolio service); importance of service learning; types of service learning. Models of service learning: Fundamentals of service learning; Discipline-Based; Problem-Based (Project-Based); Capstone; Community-Based Action Research; Pure service learning and service Internship. Community engagement teaching and learning: Community engagement in learning; purpose of community engagement in education; examples of community, process, goals and types of community engagement. Problem-Based Service-Learning: Research and designing solutions; advantage of the problem-based approach to service-learning; community-based group projects; Volunteerism: community partners, among others.

Learning and Teaching Strategies/Activities

There will be class discussions, Reflective journals, and Lectures. Additionally, students will be exposed to excursion/site visits to the NOLnet affiliated centers such as Community Learning and Development Centers, amongst others.

Student Assessment Strategies

	Student Activities/Content (strictly student's observation)	Duration	Industry Supervisor (100%)	University Supervisor (100%)
1	LD Needs Analysis in the host organization	1 Weeks	20%	20%
2	Development of LD Program/Intervention in the host organization	1 Weeks	10%	10%
3	Implementation of LD program/Intervention in the host organization	1 Weeks	40%	40%
4	Evaluation of LD program/intervention in the host organization	1 Weeks	5%	5%

5	Monitoring the Impact of LD program/intervention in the host organization	1 Weeks	5%	5%
6	Compilation LD Report	1 Weeks	10%	10%
		6 Weeks	100%	100%
Final Marks Conversion		Final Marks=Industry Supervisor +University Supervisor/2=100		

PART B: MODULE DESCRIPTOR	
Module Title: Media Ethics and Practices	
Module Code	E3771HE
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	Site Visit: Students will visit a local media house and will be required to practically demonstrate how they can use digital media ethically during their learning and development interventions.
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to introduces students to ethical aspects of media in Learning and Development context. The module will provide an overview of the school, the ideas of ethical views as analytical instruments for judging the various issues, which are derived from the ways in which different media reflect events of the day.	
Overarching Learning Outcome	
Students will be able to apply ethical principles for non-digital and digital media conducts during learning and development interventions/programs with main aim of protecting, respecting, reclaim, and preserve participants' dignity, human rights, and social media harmony.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Describe the history and role of professionals and institutions that shape and govern media ethics in learning and development industry. 2. Explain professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity in media. 3. Analyse the responsibilities of media and the ethical dimensions of media creation, provision, and consumption. 4. Apply ethical decision-making regarding media, whether as providers or consumers, professionals or non-professionals, or as mere users of social media. 5. Analyse media ethics cases and issues using the Potter Box decision-making model. 6. Discuss media codes of ethics and their application in SADC, Africa and Namibia. 7. Analyse the social, political, and ethical implications of media. 8. Explain the ethics involved in selection of sources and research material for learning and development interventions/programs.	

Module Content

Introduction to digital media ethics in LD: definition, types, arguments for and against media ethics, moral responsibility and blame, case study Basic notions of ethics ; Ethical codes for media practioners; From utilitarian approaches to pessimism of Shopenhauer/Nietzsche, Spencer, Darwin, Sartre; Model of ethical judgment - (Clifford Christian) Relations with media and actual malice; Media and ordinary people; Low language, consequences and legal treatment 8 Midterm Exam; Responsibility to audiences - the public interest; The truth, clarity, accuracy; Private life and media interventions; New media and consequences of multiple actors (as we understand the truth); Privacy, violence and pornography - concerns in the era of new media; Ethical principles in LD: Utilitarianism: weighing costs and benefits, rights and duties, justice and fairness, ethics of care, virtue ethics, morality in LD, Ethics of Discrimination in LD interventions: LD discrimination, Affirmative actions; Mass media ethics: human rights, consumer rights, traditional media vs digital media; Social Media ethics: sharing, content generation, advertising, scores/achievements, LD sessions images/activities, individual obligations vs organizational obligations

Learning and Teaching Strategies/Activities

Students will be visiting media institutions or guest lectures will be organized to learn from the practioners' point of view.

Student Assessment Strategies

The following student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: field trip report 30%, two oral presentations 20% and develop two posters 50%. This module is 100% CA assessed.

PART B: MODULE DESCRIPTOR:	
Module Title: Instructional Design for Multimedia	
Module Code	E3751HM
NQF Level	7
Notional Hours	180
Contact hours	(4h+2h prac)/w
Additional learning requirements	None
NQF Credits	18
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to equip students with insights into instructional design and multimedia, design, development and production of learning and teaching resources for learning organizations and development of programmes.	
Overarching Learning Outcome	
Students will be able to employ skills in selecting, developing, designing, using, and evaluating a range of instructional media, including interactive multimedia formats, in relation to educational goals and learner characteristics.	
Specific Learning Outcomes	
On completing the module, students will be able to: 1. Explain the basis of Learning Theories in Instructional Design in Learning and Development. 2. Design and develop a small prototype personal web site or a small prototype learning resource web site. 3. Examine conventional and updated models of instructional design. 4. Identify an appropriate World Wide Web site and apply evaluation criteria and tools developed in class to that site. 5. Design and develop a web-based multimedia educational application to meet specified educational goals for a specified audience of learners. 6. Evaluate the learning of others through collaborative learning activities and group projects. 7. Explore designing with gamification and e-learning tools.	

Module Content

The module will cover content such as Instructional Design and Multimedia: Concept, models and principles; Learning Theories and Instructional Design; Learning Theories and their Implications for Instructional Design; Instructional Design for Media; instructional design for eLearning; Web & Interactive Media Design: Instructional materials development; organization and activities; Adaptation of learning and teaching materials: Supplementing and replacing outdated materials; Appraisal and selection of trends: methods and criteria for learning and teaching resources for the needs of particular groups; Development of Training Manuals: Materials Development Team; Educational Technology

Student Assessment Strategies

This module is 100% CA assessed.

PART B: MODULE DESCRIPTOR	
Module Title: Post-Industrial Work and Technology	
Module Code	E3731HT
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to enable students learn and understand issues emerging in post-industrial work and technology for application in the learning and development organisations.	

Overarching Learning Outcome
Students will be able to apply their knowledge and skills on new ways of working in the learning and development organization.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Analyse the concept post-industrial work. 2. Explain the focus of post-industrial. 3. Analyse post-industrial work ethics in the learning and development organization. 4. Explain the industrial evolutions. 5. Differentiate between post-industrial technology and post-industrial society. 6. Apply relevant post-industrial technologies in the learning and development organization. 7. Evaluate the various industrial evolutions within the learning and development organisation.

Module Content

Post-industrial technology: post-industrial technology examples. Post-industrial society, post-industrial activities, focus of post-industrial, characteristics of post-industrial society, post-industrial work ethics; Industry 4.0: definition and characteristics. Fourth Industrial Revolution: Opportunities; Challenges Industry 5.0: definition and characteristics.

Learning and Teaching Strategies/Activities

Lecture, guest speakers, outside research, Small group or directed class discussions, and Field trips.

Student Assessment Strategies

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. An examination paper of 3 hours for each type of examination (first and second opportunity, promotional) as per the university requirements will be written at the end of the module.

PART B: MODULE DESCRIPTOR	
Module Title: Cooperative Work Integrated Learning (WIL)	
Module Code	W3702HE
NQF Level	7
Notional Hours	540
Contact hours	(45h)/w
Additional learning requirements	Students will be assigned to a host organization for 12 weeks. Individual reports will be submitted for assessment as per the CWIE manual prepared by the Department.
NQF Credits	54
(Co-requisites) Prerequisite	Student MUST pass all the modules from year 1 to year 3
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to develop student's ability to integrate learning through a combination of academic and work-related activities.	
Overarching Learning Outcome	
Students will be able to develop to apply class-based learning through a combination of academic and work-related activities.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Conduct a learning and development needs analysis in the host organization. 2. Develop a learning and development program/interventions in the host organization. 3. Implement/execute the developed LD program/intervention in the host organization. 4. Evaluate the LD program/intervention in the host organization. 5. Monitor the impact of the LD program/intervention in the host organization. 6. Compile a report using qualitative and quantitative data based on LD activities as well as their personal experiences in the host organization.	

Module Content

LD Needs Analysis: collecting data; Development of LD program/interventions: coming up with a program; Implementation of LD program/interventions: facilitate a learning and development intervention; Evaluation

of LD program/interventions: Conduct Return on Investment (ROI), impact assessment; Monitoring the impact of the LD program/Interventions: retention strategies; Compilation of LD report: Actual writing.

Learning and Teaching Strategies/Activities

- Students will be required to keep a reflective diary.
- Completing a logo book as provided by the department.
- Submitting daily reports to the industry supervisor.
- Submitting weekly reports to industry supervisor.
- Industry supervisors send monthly reports to University supervisor.
- Prepare a comprehensive report for assessment at the end of the WIL program.
- Industry supervisor to send a summarized report for the after successful completion fo WIL with practical recommendations on the areas that requires improvement.

Student Assessment Strategies

	Student Activities/Content	Duration	Industry Supervisor (100%)	University Supervisor (100%)
1	LD Needs Analysis in the host organization	2 Weeks	20%	20%
2	Development of LD Program/Intervention in the host organization	2 weeks	10%	10%
3	Implementation of LD program/Intervention in the host organization	4 Weeks	40%	40%
4	Evaluation of LD program/intervention in the host organization	1 Week	5%	5%
5	Monitoring the Impact of LD program/intervention in the host organization	2 Weeks	5%	5%
6	Compilation LD Report	1 Week	10%	10%
		12 Weeks	100%	100%
Final Marks Conversion		Final Marks=Industry Supervisor +University Supervisor/2=100		

B.1.2 BACHELOR OF EDUCATION IN ORGANIZATIONAL LEARNING AND DEVELOPMENT HONOURS (Level 8) (91BELD)

B.1.2.1 RATIONALE AND PROGRAMME DESCRIPTION

Bachelor of Education in Organizational Learning and Development Honours is a one-year programme. The purpose of this qualification is to introduce students to advanced knowledge in the context of organisational learning and development that promote pathways of research and professional work. The qualification builds on diversified bodies of knowledge obtained in the Bachelor of Education in Organisational Learning and Development and focuses on applying such knowledge and practices to organizational development.

The programme will prepare and expand students' knowledge and expertise to work in a broad range of fields related to development.

The qualification further advances the recommendations of the University of Namibia's Curriculum Transformation and Viability Audit Report. The programme is further aligned to the UNAM vision, mission and strategic direction, with the aim to contribute to national and international development goals contained in the Vision 2030, Basic Education Act No 3 of 2020, NDP 5 as amended, Harambee Prosperity Plan II, National Human Resources Strategy, 4IR as well as the Africa Agenda 2063. In particular, the programme addresses SDG 4 on quality education, aiming at achieving inclusive and quality education for all, reaffirming that education is the most powerful and proven vehicle for achieving all the sustainable development goals.

B.1.2.2 GRADUATE EMPLOYABILITY ATTRIBUTES

Graduates will exhibit the following attributes:

- Knowledge creation and dissemination.
- Critical, creative thinking and innovation skills.
- Environmental awareness and socially 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.
-

B.1.2.3 EXIT PROGRAMME OUTCOMES

Holders of this qualification are able to:

1. Apply different methods of learning in organizations;
2. Design learning and development programs that contribute organizational effectiveness and change adoptions at workplaces;
3. Apply practitioner research skills to understand learning and development complexities for reflective learning in their organizations;
4. Design learning and development materials for effective skills transfer in the organisation;
5. Develop effective practices in learning for organizational development;
6. Create management plans for learning and development programmes/interventions;
7. Apply emerging digital media to develop, implement and assess learning interventions/programmes/activities;
8. Assess the performance of learning and development programme participants using performance assessment tools;
9. Apply learning and development skills and competencies in designing learning interventions in the workplace.

B.1.2.4 ADMISSION REQUIREMENTS

To be admitted to this qualification a candidate must have achieved a Bachelor of Education in Organizational Learning and Development, from the University of Namibia or another recognized institution at NQF level 7 or equivalent.

or

Applicants who possess any level 7-degree qualification in any field plus a minimum of 2 years work experience in the fields of organizational learning and development; or adult learning, education, and lifelong learning.

Additional Selection Criteria

In the event that there are too many applications received, the School of Education may administer a written assessment to determine the suitability of prospective candidates to this specialization.

B.1.2.5 ARTICULATION OPTIONS

Students may articulate into relevant Master of Education in Organizational Learning and Development or Master of Philosophy in Organizational Learning and Development programmes or related programmes.

B.1.2.6 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.

B.1.2.7 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL / PROGRAMME

To be re-admitted into the BED OLD Honours programme, a student must obtain a minimum of 90 credits at the end of the first year of registration. The programme must be completed after a maximum of 2 years of registration.

B.1.2.8 ADVANCEMENT AND PROGRESSION RULES

There are no advancement rules hence for this programme as it is a one-year Programme.

B.1.2.9 REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 129 credits and who have met compulsory requirements of the programme.

B.1.2.10 CAREER OPPORTUNITIES

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

- Senior Human Resources Development/Training officers,
- Senior Staff/Employee Training officers,
- Senior Organisational Learning and Development Officers,
- Senior Learning and Development Officers,
- Senior Liaison officers, Senior Materials Developers,
- Senior Course development coordinator, Talent management officers, Instructional designers, Facilitators,
- Senior Staff Development Officers, Development Officers, Knowledge Management officers, Voter Education Officers,
- Senior Education officers, social entrepreneurs, project managers, program planners, Agricultural Extension Officers,
- Senior Community Development Workers, coaching and mentoring officers, Stakeholder engagement officers, Employee Wellness Officers, youth officers, and health workers amongst others.
- Managers for Learning and Development
- The common denominator is that the roles deal with human education, training and development.

B.1.2.11 IMPLEMENTATION STRATEGY

The first year of the new programme will be implemented in January 2026. A staggered approach will be used to implement the new programme as well as the phasing-out of the old programme as follows:

PROGRAMME	2024	2025	2026	2026	2027
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.

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

B.1.2.12 CURRICULUM FRAMEWORK

Summary Table for all Modules in the Bachelor of Education in Organizational Learning and Development Honours Programme

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)		Compulsory (C) / Elective (E)
Core Semester						
E4800LR	Research Proposal	8	14	L (2h/week)		C
U4880QD	Design Thinking	8	8	L (2h/week)		C
Total Credits Core Semester						22
SEMESTER 1						
E4883LP	Research Project	8	16	On consultation with supervisor		C
E4851LF	Philosophy and Foundations	8	18	L (4h/week)		C
E4831LP	Learning for People, Culture and Development	8	18	L (4h/week)		C
E4841LR	Participatory Action Research	8	9	L(2h)/week		C
Total Credits Semester 1						45
SEMESTER 2						
E4812LC	Comparative and international perspectives	8	18	L(4h)/week		
E4832LW	Workplace Learning for Sustainable Communities	8	18	L(4h)/week		C
E4842LV	Virtual and Augmented Reality in Education	8	10	L (2h/week+1p)		C
Total Credits Semester 2						46
Total credits						129

B.1.2.13 COURSE DESCRIPTORS

MODULE DESCRIPTOR:	
Module Title: Philosophy and Foundations	
Module Code	E4851LF
NQF Level	8
Notional Hours	180
Contact hours	L(4h)/week
Additional learning requirements	None
NQF Credits	18
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 1
Module Purpose	
The purpose of this module is to provide students with the knowledge and skills of the evolutions and thinking about the idea that organizations' learn and be able to conceptualize that learning leads to development. The module will cover major theories, paradigms and models that have shaped the sciences and practices of organizational learning and development as we know it today.	
Overarching Learning Outcome	
Students should be able to describe the conceptual and theoretical frameworks of organisations /learning and development.	
Specific Learning Outcomes	
On successfully completing the module students should be able to: 1. Discuss the evolution of organizational learning and development; 2. Differentiate between organizational learning and organizational development; 3. Analyze the many conceptualizations of organizational learning and development; 4. Describe the many contexts of organizational learning and development; 5. Compare the principles of organizational learning and development and their contributions to workplace learning; 6. Analyse approaches and models in organizational learning and development; 7. Discuss theories of learning in developing organizations; 8. Evaluate the contributions of learning to the development of organizations; 9. Develop organizational learning and development policies and programmes; 10. Apply ethics of implementing organizational learning and development programmes and activities.	

Module Content

Foundations of Organisational Learning and Development: Concepts and contexts of 'a learning organisation' (group of people at all levels improving their capacity to produce), organisational learning (process when organisation improves itself as a result of knowledge utilisation) and organisational development (an approach of increasing productivity and efficiency as a result of knowledge utilisation); Organisational science and organisations as cultural and social systems; organisations as information processing systems; Knowledge and organisational effectiveness; Historical and evolutions of learning in organisations: Historical, cultural contexts and origins of learning and development; The concept of learning by doing and its contribution to organisational development; Philosophies, paradigms and theories of organisational learning: Single-loop learning; Double-loop learning; Organisational/systems theory (organisation improves over time as it retains talent); Humanistic theory; Organisational knowledge creation theory; Learning systems and organisational level learning; The role of knowledge and skills in shaping organisations: The concept of knowledge based economies and/or societies/organisations/communities; Organisations as interpretive and inquiring systems regarding knowledge utilisation; Knowledge and organisational effectiveness; The four pillars of learning(Learning to be; Learning to know; Learning to do; and Learning to live together) as organising principles for lifelong learning in organisations; The creation/development of learning organisations.

Learning and Teaching Strategies/Activities

Lectures, Demonstrations and Problem based learning. Students can expect to engage in short videos, what-would-you-do scenarios, reflections, and opportunities to practice new skills, deepening their understanding of diversity, inclusion and belonging.

Student Assessment Strategies

Student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: Assignments 20%, presentations 20%, reflective essays 20% will be part of assessment strategies. An examination paper of 3 hours for each type of examination (First opportunity, Second opportunity) as per the university requirements will be written at the end of the semester. The final mark for the module will be calculated using a ratio of CA mark (60%): Exam mark (40%).

PART B: MODULE DESCRIPTOR	
Module Title: Learning for People, Culture and Development	
Module Code	E4831LP
NQF Level	8
Notional Hours	180
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	18
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 1
Module Purpose	
The purpose of this module is to equip students with knowledge and skills on establishing and cultivating organisational learning and development culture. The module will further assist learning development specialists to engineer effective learning with the aim of creating a culture of learning geared towards solving today's most pressing challenges.	
Overarching Learning Outcome	
Students should be able to facilitate learning culture, develop and retain employees in organisations.	
Specific Learning Outcomes	
On successfully completing this module, students should be able to: 1. Analyse the concept of organizational learning and development culture to workplace learning; 2. Interpret organization change management and transformation in workplaces; 3. Evaluate theories and models of organisational work culture; 4. Evaluate power and politics in learning organization; 5. Develop short term, medium-term and long-term learning goals for employees' professional development; 6. Assess factors that support organisational learning environments. 7. Analyse operational contexts of addressing skills deficit and challenges in different organisations. 8. Design strategies for employee recruitment, development and retention.	

Module content

Organizational learning and development culture in workplace learning: *Introduction to management and organization studies; organizational conventions, values, practices and processes of learning culture; learning, characteristics, and systems that influence organisational learning culture; Developing a learning culture; creating competitiveness in organisation; Differentiate learning, training, retraining, and retaining talent; Organization change management and transformation in workplaces: Theories of change management, transformation and processes; Theories and models of organisational work culture; Essential frameworks for a strong and effective Learning & Development program; the Learning & Development cycle; Power and politics in learning organization: Power dynamics in learning organisation; Learning goals for employees' professional development: Developing short term, medium-term and long-term learning goals based on organisational needs; organization skills gap analysis; programmes design, implement, monitoring and evaluation of learning; Factors that influence organisational learning environments. Organisational factors surrounding performance, operation and resources; Physical, pedagogical and psychosocial dimensions influencing learning experiences; Operational contexts of addressing skills deficit and challenges in different organisations: Learning and development of on-the-job; mentoring and coaching skills for developing talent in organizations; motivation and incentives in organization. Strategies for employee recruitment, development and retention: Strategies recruitment, development and retention, Design and implement an HRD strategy for talent development and management.*

Learning and Teaching Strategies/Activities

Presentations, tutorials, and Forum/group discussions.

Student Assessment Strategies

Written tests 20%, assignments 20% and projects 20% will be used as tools for formative assessment, while written examination will be used for summative assessment. An examination paper of 3 hours for each type of examination (First

opportunity, Second opportunity) as per the university requirements will be written at the end of the semester. The final mark for each module will be calculated using a ratio of CA mark (60%): Exam mark (40%).

MODULE DESCRIPTOR	
Module Title:	Virtual and Augmented Reality in Education
Module Code	E4842LV
NQF Level	8
Notional Hours	100
Contact hours	(2h)/w +p
Additional learning requirements	None
NQF Credits	10
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce learning and development professionals to innovative and new strategies combined with Artificial Intelligence (AI) to enhance learning and development.	
Overarching Learning Outcome	
Students should be able to design and use Virtual Reality (VR) and Augmented Reality (AR) tools to effectively accelerate learning and development in their organisations.	
Specific Learning Outcomes	
On successfully completing the module, students should be able to: 1. Discuss key terms and its unique features associated with virtual reality technologies. 2. Compare virtual reality technology with earlier media communications in learning and development. 3. Analyze the differences between virtual reality devices and respective environments; 4. Analyze various practical applications for virtual reality technologies in human interaction/communication; 5. Discuss the relationship between human cognition, perception, interaction, and virtual reality technology; 6. Analyze social and ethical implications of virtual reality technologies. 7. Evaluate the future of virtual reality technologies in learning and development. 8. Assess the integration of VR and AR in improving the quality of teaching and learning.	

Module Content

Emerging Educational Technologies in the 21st century: Education in the 21st century: a new approach for a new educational framework, the need of innovation in the classroom, Redesign learning spaces, Technology vs Education: pedagogy is the solution; Introduction to Virtual Reality and Augmented Reality : Virtual Reality (VR), Augmented Reality (AR), Exploring VR and AR tools and platforms for educational contexts, Group discussion: The educational Power of VR and AR in Education, Creating VR Content: Platforms to develop/create VR Experiences, Exploring the basics , My first VR Educational Experience; 360 Virtual Worlds and VR, Using 360 photos, VR platforms and 360° photos, Using Coding to improve your VR Experiences, Create educational artefact with VR; Social And Ethical Considerations: The promise and peril of advanced virtual reality technologies, VR social issues: addiction, surveillance, bullying, social isolation, propaganda, Social and ethical considerations for VR experience design; The Future Of Virtual Reality: Future trends in virtual reality technologies, Artificial intelligence, human-computer evolution and the Singularity, VR as a tool for global team collaborations and problem solving, Career opportunities in virtual reality design.

Learning and Teaching Strategies/Activities

Lectures/tutorials; forum/group discussions; reflective essays/exercises.

Student Assessment Strategies

This module is 100% CA assessed. Student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: Project 30%, Oral presentation of the project 20% and One assignment 50%.

PART B: MODULE DESCRIPTOR	
Module Title:	Participatory Action Research
Module Code	E4841LR
NQF Level	8
Notional Hours	80
Contact hours	(2h)/w
Additional learning requirements	None

NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to enable students to apply practitioner research in the field of organizational learning and development. In addition, the module provides students with opportunity to acquire reflexivity and critical reflection, analytical, evaluative and judgement skills.	
Overarching Learning Outcome	
Students should be able to apply participatory Action Research knowledge, skills and techniques for improving own practice and promoting development in communities and organisations.	
Specific Learning Outcomes	
On successfully completing the module, students should be able to: 1. Analyse concepts of participatory action research; 2. Explain the characteristics of participatory action research; 3. Apply different research paradigms as basis for reflective practice; 4. Choose designs and data collection tools appropriate to practitioner research; 5. Discuss the participatory action research process focusing particularly on developing the research proposal; 6. Apply data analysis skills using hybrid approach of inductive and deductive coding; 7. Present research findings/results and write reports; 8. Evaluate the importance of reflection to promote development in their communities/organizations; 9. Apply participatory action research as a process for development.	

Module Content

Concepts: practitioner, practitioner research, practitioner researcher, Action research, public participation planning partnership, reflection, reflective practice; Characteristics of practitioner research: cyclical, reflexivity, critical, analytical, self-contained, practical, focused on change, involves participation, an interactive form of knowledge development; Research worlds: objective world- key features and principles, social world- key features and principles, individual constructed world- key features and principles; Research paradigms: four-stage process of development in service-initiation, implementation, continuation, outcome, action research as rational social management, participatory action research, emancipatory research; Approaches, designs and data collection tools: mixed methods for the practitioner research, priority/sequence model for combining qual and quant research, forms of knowledge- professional, process, personal and value-based, practice culture; Practitioner research process: problem identification, planning, implementation, evaluation, problem redefinition; Cyclical and iterative process of data analysis: qualitative analytical methods, quantitative analytical methods, coding and thematizing process with respect to different data sources collected in community/organizational context.

Learning and Teaching Strategies/Activities

Lectures, Demonstrations and Problem based learning.

Student Assessment Strategies

Student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module: Environmental Scanning project 30%, Oral presentation of the project 20% and One assignment 50%. This module is 100% CA assessed.

MODULE DESCRIPTOR	
Module Title:	Comparative and International Perspectives
Module Code	E4812LC
NQF Level	8
Notional Hours	180
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	18

(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 1
Module Purpose	
The purpose of this module is to provide learning and development professionals with the knowledge and skills to understand the significance and scope of comparative and international learning systems and practices. The module enables students to develop comparative analytical skills regarding learning systems, theories, strategies and practices for the growth and development of their organisations and countries.	
Overarching Learning Outcome	
Students should be able to apply practices from different organisations and countries to improve learning. Students should also be able to plan, develop and implement ethical learning policies and financial measures.	
Specific Learning Outcomes	
On successfully completing the module, students should be able to: 1. Analyse organisational learning practices from international perspectives; 2. Compare learning theories, systems and practices across organisations and countries; 3. Analyse the channels through which knowledge is transferred across organisations and countries; 4. Analyse philosophical stances of different perspectives of educational planning, policies and ethics; 5. Interpret educational policies and their impact on learning and development; 6. Describe methods of integrating ethical measures and leadership in institutional policies and operations; 7. Develop learning and development policies and instruments to improve organisation practices.	

Module Content

Organisational learning practices from international perspectives: *Definitions of concepts (comparative learning, international learning); Scope of comparative (geographical, ideological, thematic, historical); Evolutions of comparative education and learning; Learning theories, systems and practices across organisations and countries: Theories (open systems theory, structural functionalism, conflict theory, symbolic interactionism); Systems (comprehensive, multidisciplinary, cross-national, cross cultural); Practices across organisations and countries (comparative learning as a discipline, practices in multinational institutions).* The channels through which knowledge is transferred across organisations and countries: *Knowledge transfer in humans encompasses expertise from different disciplines (psychology, cognitive anthropology, anthropology of knowledge, communication studies and media ecology).* Philosophical stances of different perspectives of educational planning, policies and ethics: *Philosophical approach; Historical Approach; Socialisation Approach; Case study approach; Systematic learning for organisational development; The organisational learning discipline; Interpretation of educational policies and their impact on learning and development.* Methods of integrating ethical measures and leadership in institutional policies and operations: *Value ethics in organizations and philosophy in the design of learning policies; The link between ethics in policy implementation and the philosophy of learning; The implication of theory of policy making (descriptive, normative, prescriptive) to ethical implementation of learning programmes/activities; Integrity and leadership, Types of corrupt practices and their causes; Policies for addressing unethical practices through learning.* Developing learning and development policies and instruments to improve organisation practices: *Selected (The Agenda 2030 Sustainable Development Goals; AU Agenda 2063, Education Act, Education Sector policies, Education financial policies, Vision 2030, National Development Plans); Ethical analysis of selected organizational policies (including financial policies) and their implementation strategies.*

Learning and Teaching Strategies/Activities

Lectures/tutorials; forum/group discussions and case studies.

Student Assessment Strategies

The module is 100% CA assessed comprising of the following: Assignment 30%, and Project 50%, Oral presentation of the project 20%.

MODULE DESCRIPTOR	
Module Title: Workplace Learning for Sustainable Communities	
Module Code	E4832LW
NQF Level	8
Notional Hours	180
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	18
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 2
Module Purpose	
The purpose of this module is to enable Learning and Development (L&D) professionals to gain knowledge and skills through lifelong learning and develop attitudes towards sustainable development and environments protection. Participants will develop the skills required to integrate environmental protection strategies in the planning, implementation, and evaluation of learning programmes and activities.	
Overarching Learning Outcome	
Students should be able to apply the knowledge of environmental discourses in learning and development institutions. Students should also be able to select, develop and implement suitable assessments strategies to various learning and development programmes/activities conducted at the workplace.	
Specific Learning Outcomes	
Upon successfully completing the module, students should be able to: 1. Analyse the historical contexts that led to the development of the environmental discourses in learning and development context; 2. Assess the environmental issues and problems that affect learning communities and institutions; 3. Evaluate workplace learning and development in the context of SDGs; 4. Evaluate the principle of lifelong learning for sustainable development in the workplace; 5. Analyse the various models and theories of workplace learning assessment in relation to sustainable communities; 6. Develop assessment strategies, tools and tasks for workplace learning in sustainable communities; 7. Apply assessment strategies to learning and development programmes in the workplace.	

Module Content

Historical contexts that led to the development of the environmental discourses in learning and development context; *Historical context environmental discourses in learning and development (Dakar framework, EFAs, DESD, Johannesburg Summit, Agenda 21 SDG Goal 4 and its targets; Integration of SDGs in in learning for sustainable development;* Environmental issues and problems that affect learning communities and institutions; *Environmental issues and problems that affect learning communities and institutions; Promotion of health environmental discourses in communities and institutions. Learning facilitation for environmental protection (3Rs principles - Reuse, Recycle, Reduce, Waste management);* Workplace learning and development in the context of SDGs; *SDG essentials for facilitating human development: The necessity of health and well-being; Food security and human dignity; Affordable and clean energy, clean water and sanitation for development; Human rights for the promotion of decent work, Civic education for facilitating development. The Principle of lifelong learning for sustainable development in the workplace; Philosophies and paradigms of lifelong learning for sustainable development: The four pillars of learning (Learning to be Learning to know; Learning to do; and learning to live together) as organising principles for lifelong learning in organisations; Three pillars of sustainable development (economic, social/political and environment – the three-legged tools) for organisational growth and development; Importance of lifelong learning in societies; Benefits of lifelong learning of employees; The influence of lifelong learning on competitiveness and employability; Various models and theories of workplace learning assessment in relation to sustainable communities; Assessment of workplace learning and evidence; Overview of models for the assessment of workplace learning (holistic approach, portfolio model, performance appraisal model, assignment models, reflective assessment model); Theories for the assessment of workplace learning (constructivist thinking, assessing learning through community of inquiry/practice, theory of interaction and communication, Boud's effective formative assessment framework, theory of industrialization of learning and teaching- assessing massive courses). Assessment tools and tasks for workplace learning in sustainable communities; Paper-based and oral strategies to assess workplace learning; Integrating technology in assessment of workplace learning; Aspects of developing online Assessments for workplace learning; Employing/using hybrid methods of assessing workplace learning; Evaluation of workplace learning assessments modalities. Assessment strategies for learning and development programmes in the workplace: self-assessment methods, peer-assessment, supervisory assessment, and performance appraisal.*

Learning and Teaching Strategies/Activities

Lectures, Demonstrations and Problem based learning, Case studies.

Student Assessment Strategies

This module is 100% CA assessed comprising of the following: Environmental Scanning project 50%, Oral presentation of the project 30% and One assignment 20%.

MODULE DESCRIPTOR	
Module Title: Design Thinking	
Module Code	U4880QD
NQF Level	8
Notional Hours	80
Contact hours	(2 lecture periods per week for one semester)
Additional learning requirements	N/A
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester
Module Purpose	
The module aims to develop critical thinking and problem-solving skills in the field of organizational learning and development. To develop interdisciplinary thought, problem structuring and design thinking skills, inculcating innovation, concept development, applied creativity, prototyping and experimentation for organizational learning and development.	
Overarching Learning Outcome	
Student should be able to develop and design new products, services and processes with a focus on the perspective of the individual user in organizational learning and development.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Get clarity on the challenges faced by customers with regards to the problems faced by them 2. Identify new approaches and solutions to the problems faced 3. Figure out the root cause to the problems that are holding back the business opportunities 4. Question assumptions and preconceived notions to explore the alternatives 5. Generate out-of-box thinking with proven strategies like brainstorming and story-mapping 6. Create an impact on the users with the best solutions offered after prototyping and testing the ideas	

Module Content

Problem structuring methods: creative reasoning, innovative offering (i.e. a new product) based on creative reasoning, various problem structuring methods from different disciplines; Design thinking dimensions: cognitive (reference to creativity & exploratory issues), social (reference to stakeholder & process issues), strategic (reference to creating value & organisational strategy).

Learning and Teaching Strategies/Activities

- Lectures: A blended learning mode will be used
- Group discussions & presentations: Students will be assigned some tasks in a group to enhance communication and team work skills. Some tasks will be assigned in groups for oral presentations in order to enhance critical thinking & presentation skills.

Student Assessment Strategies

- The module will be evaluated using 100% continuous assessment (at least 2 assignments & presentations). A minimum pass mark for the module is 50%.

PART B: MODULE DESCRIPTOR:	
Module Title: Research Proposal	
Module Code	E4800LR Research Proposal
NQF Level	8
Notional Hours	140
Contact hours	L (2h/week)
Additional learning requirements	Each student will be allocated to a research supervisor before the commencement of the module.
NQF Credits	14
Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester
Module Purpose	
The purpose of this module is to prepare students for the research process and enable them to produce a research proposal relevant to organisational learning and development field.	
Overarching Learning Outcome	
Students will be able to prepare a research proposal on a topic of their choice in the context of organisational learning and development.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Identify a researchable organisational learning and development problem. 2. Formulate a research problem statement. 3. Design research questions and/or hypotheses, which address a gap in the evidence about the problem. 4. Situate the identified problem within the relevant literature using analytical and synthesis skills. 5. Plan an appropriate research design to investigate the research question(s). 6. Select practical and relevant research methods to address the identified problem and research question(s). 7. Apply correct in-text citation of relevant sources and compile a list references according to APA; 8. Apply principles and guidelines for research ethics to describe how data will be gathered from the research site. 9. Write and present a research proposal, using high level written and verbal communication skills.	

Module Content

Introduction to a research proposal: purpose of a research proposal; components of a research proposal; Research focus: identifying a research topic; formulating a problem statement, developing research question(s) and hypotheses; Literature Review: searching for relevant literature; citing sources; engaging with the literature; identifying gaps in literature; listing references; Research Design: identifying a research paradigm; research methodology and methods of data collection; developing research instruments; collecting and managing data; methods for data analysis.

Learning and Teaching Strategies/Activities

Lectures, group work and self-directed learning.

Student Assessment Strategies

This module is assessed by Continuous Assessment mark only. Students do not write examinations. Student assessment is based on PowerPoint presentations (40%) and the final draft of the research proposal (60%).

PART B: MODULE DESCRIPTOR	
Module Title: Research Project	
Module Code	E4883LP
NQF Level	8
Notional Hours	160
Contact hours	On consultation with supervisor
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	Prerequisites –E4800LR, E4841LR
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	
The purpose of this module is to provide organisational learning and development students with an opportunity to apply their research knowledge and skills by selecting a topic, collecting data and completing a research report.	
Overarching Learning Outcome	

Students will be able to conduct research and produce a research report within the context of organisational learning and development.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Describe concepts related to Research. 2. Discuss and apply research designs and methodologies. 3. Design research tools and techniques. 4. Illustrate a set of data in tabular and graphical form. 5. Classify reviews as per the variables of study. 6. Apply ICT devices, emerging technologies and skills in research. 7. Critique results as per the objectives of the study and with reference to reviewed literature. 8. Evaluate research hypothesis, data, tools. 9. Synthesize results of research study. 10. Prepare research proposal and research report.

Module Content:

Carrying out a research project: Designing research instruments: Generating Data: Data analysis and Interpretation: Writing a Research Report.

Learning and Teaching Strategies/Activities:

Lectures, classroom activities, mini presentations including micro-teaching,

Student Assessment Strategies:

Major course assignment will be: The final research report contributes 100% to final marks.

**B.1.3 BACHELOR OF EDUCATION (LIFELONG LEARNING AND COMMUNITY EDUCATION) (HONOURS) (LEVEL 8) (10BLCE)
(Phased out)**

NB: No student will be registered beyond 2027.

B.1.3.1 OLD CURRICULUM FRAMEWORK (10BLCE- YEAR 3, 4)

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	AIN3891	12 weeks + 2hp	8	12	None
Project Management	AMP3811	4	8	16	None
Policy Studies in Adult Education	APS3811	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 Or Management of Lifelong Learning and Sustainable Development	ACD3810 AMD3810	4 4	8 8	 (12)	Pre-requisite ACD 3710 (Community Development Studies 3) Pre-requisite AMS 3710 (Management Studies 3)
Total Semester 1					72
SEMESTER 2					
Course	Code	Periods	Level	Credits	Pre-requisite /Co-requisite
Workplace Learning	AWP3812	4	8	16	None

Adult Education and Social Change	ASS3802	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	ACD3810	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

B.1.3.2 COURSE DESCRIPTORS

YEAR 2

COURSE TITLE: ENGLISH FOR LIFELONG LEARNERS AND COMMUNITY EDUCATORS 1	
Code:	AEP3601
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:	AER3701
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:	ASD3601
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:	ACT3721
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:	AHA3612
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:	AEP3602
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:	ATM3612
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:	AMS3610
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:	ACD3610
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:	ALL3711
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 an 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:	AET3711
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 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.

B.2.1 BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND JUNIOR PRIMARY EDUCATION HONOURS**B.2.1.1 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).

B.2.1.2 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

B.2.1.3 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.

B.2.1.4 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
- (e) 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
 - (e) 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
 - (e) 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
 - (e) 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 on part-time mode:

To be admitted on part-time mode, applicants should satisfy one of the following conditions:

- 1) Applicants should have 2 years experience of working either in an Early Childhood Education and Care setting or Junior Primary education field or in a teaching position at the time of application.
OR
- 2) Applicants should have a former qualification in the education field.

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.

B.2.1.5 ARTICULATION OPTIONS

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

B.2.1.6 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.

B.2.1.7 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.

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.

B.2.1.9 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

B.2.1.10 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%.

B.2.1.11 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.

B.2.1.12 CAREER OPPORTUNITIES

- a Pre-Primary Teacher
- a Junior Primary Teacher

B.2.1.13 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 2024 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	2024	2024	2026	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

MODULE EQUIVALENTS

The following modules have equivalents in the new curriculum and students who completed these modules from the old curriculum will be given credits/exemption.

OLD PROGRAMME: BACHELOR OF EDUCATION PRE-AND LOWER PRIMARY HONOURS LEVEL 8				Equivalence	NEW PROGRAMME: BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND JUNIOR PRIMARY EDUCATION HONOURS LEVEL 8			
Module Name	Module Code	NQF level	Credits		Module Name	Module Code	NQF level	Credits
Computer Literacy	CLC 3509	5	8	None				
English Communication and Study Skills	LCE 3419	5	16	None				
Contemporary Social Issues	CSI 3580	5	8	None				
Language in Society	LLP 3501	5	8	None				
Children's Literature I	LLP 3521	5	8	None				
Environmental Education 1	MSP 3500	5	16	None				
Mathematics and Numeracy Development 1	MMP 3500	5	16	None				
Physical and Health Education 1	MPP 3620	6	16	None				
English for Academic Purposes	LEA 3519	5	16	None				
Integrated Media and Technology Education 1	CFP 3622	6	8	None				
Child Development	PSP 3622	6	8	None				
English Language Education 1	LEP 3522	5	8	None				
Namibian Language Education 1	List of codes provided	5	8	None				
School Based Studies Phase 1	ESP 3690	6	4	None				
English for Teachers 1	EET 3589	5	4	None				
Childhood Learning	PSP 3721	7	8	None				

Inclusive Education 1	PSP 3741	7	8	None				
Integrated Media and Technology Education 2	CFP 3729	7	8	None				
English Language Education 2	LEP 3600	6	16	None				
Namibian Language Education 2	List of codes provided	6	16	None				
Environmental Education 2	MSP 3600	6	16	None				
Numeracy and Mathematics Education 2	MMP 3600	6	16	None				
Physical and Health Education 2	MPP 3721	7	8	None				
Arts Education 1	LAP 3620	6	16	None				
School Based Studies Phase 1	ESP 3690	6	4	None				
English for Teachers 2	EET 3609	6	8	None				
Science of Teaching	CFP 3769	7	8	None				
Curriculum Studies	CFP 3749	7	8	None				
Educational Foundations 1	FMP 3622	7	8	None				
School Based Studies Phase 2	ESP 3790	7	6	Equivalents	Teaching Practicum I	E3700CP	7	36
Educational Research	CFP 3781	7	12	None				
Assessment and Evaluation of Learning	CFP 3721	7	8	None				
Religious and Moral Education	LRP 3721	7	8	None				
English Language Education 3	LEP 3700	7	16	None				
Namibian Language Education 3	List of codes provided	7	16	None				
Environmental Education 3	MSP3720	7	16	None				
Mathematics and Numeracy Development 3	MMP 3700	7	16	None				
Arts Education 2	LAP3721	7	8	None				
Project Based Learning	CFP3782	7	4	Equivalent	Project Based Learning	E3702AP	7	8
Guidance and Counselling 1	PSP 3702	7	8	None				
Educational Management	FMP 3702	7	8	None				
Educational Foundations 2	FMP 3742	7	8	None				
School Based Studies Phase 3	ESP 3891	8	12	Equivalent	Teaching Practicum II	E3851CP	8	36
Guidance and Counselling 2	PSP 3890	8	8	None				
Educational Research Project	List of codes provided	8	32	None				
English Language Education 4	LED 3880	8	8	None				
Namibian Language Education 4	List of codes provided	8	4	None				
Learning Support in the Mathematics Classroom	MMD 3880	8	16	None				
Professional and Community Development	FMP 3822	8	8	None				
First Aid Education	MFA 3699	5	Non-credit bearing	None				
Learning Support in Reading and Writing	PSP 3822	8	8	None				
Educational Research Project	List of codes provided	8	32	Equivalent	Educational Research Project	E3873AR	8	16
Children's Literature 2	LLP 3822	8	8	None				

Literacy Development	LLP 3842	8	8	None				
Assessment and Evaluation	CFD 3880	8	24	None				
School Leadership and Management	FMD 3880	8	24	None				
Educational Technology	CFD 3890	8	24	None				
Inclusive Education 2	PSD 3880	8	24	None				
Life Skills	PSD 3890	8	24	None				
Curriculum Planning and Development	CCD3880	8	24	None				
Sport Organisation and Administration	MPD 3880	8	24	None				
Arts and Culture Development and Organisation.	LID 3880	8	24	None				
Early Childhood and Pre-Primary Education	EED3880	8	24	None				
• Advanced Sign language	PLD3880	8	24	None				
• (Compulsory for all students who have selected Sign language Education as their language of choice)								

MODULE EQUIVALENTS

The following table shows equivalence of modules in the Transformed programme as ENROLLED in 2023 & 2024 and the Revised version of the Transformed programme to meet NCHE conditions.

TRANSFORMED PROGRAMME: BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND JUNIOR PRIMARY EDUCATION HONOURS LEVEL 8 (AS ENROLLED 2023 & 2024)					REVISED TRANSFORMED PROGRAMME: BACHELOR OF EDUCATION IN EARLY CHILDHOOD AND JUNIOR PRIMARY EDUCATION HONOURS LEVEL 8			
Module Code	Module Name	NQF level	Credits	Equivalence	Module Code	Module Name	NQF level	Credits
U3403FS	Skills Portfolio	4	0	Yes	U3403FS	Skills Portfolio	4	0
U3583AL	Academic Literacy I	5	8	Yes	U3583AL	Academic Literacy I	5	8
U3583DD	Digital Literacy	5	8	Yes	U3583DD	Digital Literacy	5	8
U3420EM	Ethics and Morality	4	2	Yes	U3420EM	Ethics and Morality	4	2
U3420SE	Sustainability and Environmental Awareness	4	2	Yes	U3420SE	Sustainability and Environmental Awareness	4	2
E3540CH	School Specific Core: Humanity and Compassion	5	4	Yes	E3540CH	School Specific Core: Humanity and Compassion	5	4
E3511IB	Becoming a Teacher	5	12	Yes	E3511CB	Becoming an ECEC & Junior Primary Teacher	5	12
E3531CE	Fundamentals of Early Childhood Development	5	12	Yes	E3533CE	Fundamentals of ECD	5	14
E3551CL	Language and Literacy Studies	5	12	Yes	E3571CL	Emergent Literacy and Language Studies	5	14
E3543CS	Environmental Education for Sustainability I	5	12	Yes	E3543CS	Environmental Education for Sustainability I	5	12

E3582CM	Mother Tongue Education (See list of Namibian Languages)	5	12	Yes	E3532CM	Medium of Instruction (See list of Namibian Languages)	5	12
E3532CN	Numeracy Studies I	5	14	Yes	E3552CN	Early Numeracy Studies	5	14
E3552CP	Physical Development	5	14	Yes	E3552CP	Physical Development	5	14
E3512CA	Integrated Arts 1	5	14	Yes	E3512CA	Integrated Arts 1	5	14
Total credits YEAR 1			126					130
U3683AL	Academic Literacy II	6	8	Yes	U3683AL	Academic Literacy II	6	8
U3420CN	National and Global Citizenship	4	2	Yes	U3420CN	National and Global Citizenship	4	2
U3420RT	Entrepreneurial Skills	4	2	Yes	U3420RT	Entrepreneurial Skills	4	2
U3520TH	Introduction to Critical thinking	5	2	Yes	U3520TH	Introduction to Critical Thinking	5	2
U3520LP	Leadership Skills	5	2	Yes	U3520LP	Leadership Skills	5	2
U3420PJ	Project management skills	5	2	Yes	U3420PJ	Project management skills	5	2
E3600CA	School Specific Electives: Aesthetics and Creativity	6	6	Yes	E3600CA	School Specific Electives: Aesthetics and Creativity	6	6
E3600CM	Multicultural Studies	6	6	Yes	E3600CM	Multicultural Studies	6	6
E3663CE	English Language and Literacy Studies Namibian Language and Literacy Studies (See list of Namibian Languages)	6	14	Yes	E3633CE	English Language and Literacy Studies Namibian Language and Literacy and Studies (See list of Namibian Languages)	6	16
E3651CN	Numeracy Studies 2A	6	8	Yes	E3653CN	Early Numeracy Studies 2	6	8
E3611IT	ICT in Teaching & Learning	6	16	Yes	E3611CT	Technology and Digital literacy in ECE	6	16
E3651AL	Learner and Learning Environment	6	16	Yes	E3653CL	Young Learner and Learning Environment	6	16
E3602CP	Integrated Physical Education	6	8	Yes	E3602CP	Integrated Physical Education	6	16

E3672CA	Integrated Arts 2	6	16	Yes	E3672CA	Integrated Arts 2	6	16
E3612CS	Environmental Education for Sustainability II	6	14	Yes	E3612CS	Environmental Education for Sustainability 2	6	14
E3622IP	Teaching Practicum Preparation	6	8	Yes	E3622CP	ECEC Practice & Teaching Practicum Preparation	6	8
E3652CN	Numeracy Studies 2B	6	8	Yes	E3653CN	Early Numeracy Studies 2		
Total credits YEAR 2			132					136
E3700CP	Teaching Practicum I	7	36	Yes	E3700CP	Teaching Practicum I	7	36
E3723CL	Language, Literacy and Learning Support Namibian Lang., Literacy and Learning Support (See list of Namibian Languages)	7	9	Yes	E3733CL	Learning Support in Language and Numeracy (See list of Namibian Languages & English)	7	18
E3743CS	Learning Support in Numeracy	7	9	Yes	E3723CL	Learning Support in Language and Numeracy		
E3733CS	Education for Sustainable Development	7	16	Yes	E3753CS	Environmental Education for Sustainability III	7	18
E3773AR	Educational Research	7	16	Yes	E3773AR	Educational Research	7	16
E3702AP	Project Based Learning	7	8					
E3742AI	Inclusive Responsive Teaching	7	8	Yes	E3742AI	Inclusive Responsive Teaching	7	8
E3762IR	Religious and Moral Education	7	16	Yes	E3752IR	Religious and Moral Education	7	16
Programme Specific Specialisation: <i>Students choose one specialisation</i>					Programme Specialisations: <i>(Students choose one specialisation)</i>			
E3732CP	ECEC & Pre-Primary Teaching I	7	9	Yes	E3712CE	ECEC Studies I	7	16
E3732CJ	Junior Primary Teaching I	7	9		E3712CJ	Junior Primary Studies I	7	16
Electives: <i>(Students choose one elective)</i>					Electives: <i>(Students choose one elective)</i>			
E3762AI	Life Skills and Inclusive Education I	7	8	Yes	E3762AI	Life Skills and Inclusive Education I	7	8

					E3762CP	Early Childhood Psychology I	7	8
E3762AL	School Leadership and Management I	7	8	Yes	E3762CM	Management and Organisation of ECEC settings I	7	8
E3762AT	Educational Technology I	7	8	Yes	E3762AT	Educational Technology I	7	8
E3762AC	Curriculum Studies I	7	8					
E3762CL	Literacy and Learning I	7	8	Yes	E3762CL	Literacy and Learning I	7	8
E3762IP	Sport Management I	7	8	Yes	E3762IP	Sport Management I	7	8
E3762CA	Art Management I	7	8	Yes	E3762CA	Art Management I	7	8
Total credits YEAR 3			135					136
U5880SP	Research Proposal ¹	8	14	Yes	U5880SP	Research Proposal ²	8	14
U5880QD	Design Thinking	8	8	Yes	U5880QD	Design Thinking	8	8
E3851CP	Teaching Practicum II	8	36	Yes	E3851CP	Teaching Practicum II	8	36
E3873AR	Educational Research Project	8	16	Yes	E3873AR	Educational Research Project	8	18
E3862AC	School and Community	8	9	Yes	E3862CP	Parents, School & Community Partnerships	8	9
Programme specific specialisation: (Students choose one specialisation.)					Programme specialisation (Students choose one specialisation.)			
E3832CP	ECEC and Pre-Primary Teaching II	8	20	Yes	E3852CE	ECEC Studies 2	8	20
E3832CJ	Junior Primary Teaching II	8	20	Yes	E3852CJ	Junior Primary Studies 2	8	20
Electives: (Students choose one area of specialisation)					Electives: (Students choose one elective)			
E3812AI	Life Skills and Inclusive Education II	8	18	Yes	E3812AI	Life Skills and Inclusive Education II	8	20
					E3812CP	Early Childhood Psychology II	8	20
E3812AL	School Leadership and Management II	8	18	Yes	E3812CM	Management and Organisation of ECEC settings II	8	20
E3812AT	Educational Technology II	8	18	Yes	E3812AT	Educational Technology II	8	20
E3812AC	Curriculum Studies II	8	18		None			
E3812CL	Literacy and Learning II	8	18	Yes	E3812CL	Literacy and Learning II	8	20

E3812IP	Sport Management II	8	18	Yes	E3812IP	Sport Management II	8	20
E3812CA	Art Management II	8	18	Yes	E3812CA	Art Management II	8	20
Total credits YEAR 4			121					125
Total credits for the programme			514					527
Surplus								13

**B.2.1.14 CURRICULUM FRAMEWORK: SUMMARY TABLE FOR ALL MODULES IN THE PROGRAMME
NORMAL ENROLMENT MODE**

YEAR 1

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 1 Core Semester						
U3403FS	Skills Portfolio	4	0	L(2h)/week	None	C
U3583AL	Academic Literacy I	5	8	L(4h)/week	None	C
U3583DD	Digital Literacy	5	8	L(2h)/week	None	C
U3420EM	Ethics and Morality	4	2	L(2h)/week	None	C
U3420SE	Sustainability and Environmental Awareness	4	2	L(2h)/week	None	C
E3540CH	School Specific Core: Humanity and Compassion	5	4	L(2h)/week	None	C
Total Credits Core Semester						24
Year 1 Semester 1						
E3511CB	Becoming an ECEC & Junior Primary Teacher	5	12	L (4h)/week	None	C
E3533CE	Fundamentals of Early Childhood Education	5	14	L + P (2h + 2h p) /week	None	C
E3571CL	Emergent Literacy and Language Studies	5	14	L + P (3h + 2h p)/week	None	C
E3543CS	Environmental Education for Sustainability 1	5	12	L (2h)/week	None	C
Total Credits Semester 1						48
Year 1 Semester 2						
E3582CM	Mother Tongue Education (See list of Namibian Languages)	5	12	L (4h) /week	Language and Literacy Studies (E3551CL) Co-requisite	C
E3532CN	Numeracy Studies I	5	14	L (4h+ 2h prac.)/week	None	C
E3552CP	Physical Development	5	14	L + P (4h + 2h prac.)/week	None	C
E3512CA	Integrated Arts 1	5	14	L + P (4h + 4h prac.)/week	None	C
Total Credits Semester 2						54

Total credits YEAR 1	126

YEAR 2

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 2 Core Semester						
U3683AL	Academic Literacy II	6	8	L(4h)/week	Academic Literacy I U3583AL Pre-requisite	C
U3420CN	National and Global Citizenship	4	2	L(2h)/week	None	C
U3420RT	Entrepreneurial Skills	4	2	L(2h)/week	None	C
U3520TH	Introduction to Critical thinking	5	2	L (2h)/ week	None	C
U3520LP	Leadership Skills	5	2	L (2h)/ week	None	C
U3420PJ	Project management skills	5	2	L (2h)/ week	None	C
E3600CA	School Specific Electives: Aesthetics and Creativity	6	6	L (2h)/ week	None	E
E3600CM	Multicultural Studies	6	6	L (2h)/ week	None	E
Total Credits Core Semester						24
Year 2 Semester 1						
E3663CE	English Language and Literacy Studies Namibian Language and Literacy Studies (See list of Namibian Languages)	6	14	L + P (2h + 1h prac.) /week L + P (2h + 1h prac.) /week	Language and Literacy Studies E3551CL (Co-requisite)	C
E3651CN	Numeracy Studies 2A	6	8	L + P (4h + 2h prac.) /week	Numeracy Studies 1 E3532CN Pre-requisite Numeracy Studies 2B E3652CN (Co-requisite)	C
E3611IT	ICT in Teaching & Learning	6	16	L + P (4h + 2h prac.) /week	None	C
E3651AL	Learner and Learning Environment	6	16	L + P (4h + 2h prac.) /week	None	C
Total Credits Semester 1						54

Year 2 Semester 2						
E3602CP	Integrated Physical Education	6	8	L + P (4h + 2h prac.) /week	Physical Development E3552CP	C
E3672CA	Integrated Arts 2	6	16	L + P (4h + 2h prac.)/week	Integrated Arts 1 E3512CA Pre-requisite	C
E3612CS	Environmental Education for Sustainability II	6	14	L + P (4h + 2h prac.) /week	Environmental Education for Sustainability I E3543CS Pre-requisite	C
E3622IP	Teaching Practicum Preparation	6	8	L (2h)/ week	None	C
E3652CN	Numeracy Studies 2B	6	8	L + P (4h + 2h prac.) /week	Numeracy Studies 2A E3651CN (Co-requisite)	C
Total Credits Semester 2						54
Total credits YEAR 2						132

YEAR 3

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 3 Core Semester						
E3700IP	Teaching Practicum I	7	36	12 weeks (360 notional hours) ³	Teaching Practicum Preparation E3622CP Pre-requisite	C
Total Credits Core Semester						36
Year 3 Semester 1						
E3723CL	Language, Literacy and Learning Support Namibian Lang., Literacy and Learning Support (See list of Namibian Languages)	7	9	L + P (4h + 1h prac.) /week	English Language and Literacy Studies E3663CE Pre-requisite Namibian Language and Literacy Studies Pre-requisite	C
E3743CS	Learning Support in Numeracy	7	9	L + P (4h + 1h prac.) /week	Numeracy Studies 2A & 2B	C

³ 6 hours of teaching and 2 hours for extra-mural activities and lesson planning per day

					E3651CN & E3652CN Pre-requisite	
E3733CS	Education for Sustainable Development	7	16	L + P (4h+ 2h prac.)/week	Environmental Education for Sustainability II E3612CS Pre-requisite	C
E3773AR	Educational Research	7	16	L (4h)/week	None	C
Total Credits Semester 1						50
Year 3 Semester 2						
E3702AP	Project Based Learning	7	8	L (1h)/week	None	C
E3742AI	Inclusive Responsive Teaching	7	8	L (4h)/week	None	C
E3762IR	Religious and Moral Education	7	16	L (4h)/week	None	C
E3732CP	Programme Specific Specialisation: <i>Students choose one specialisation.</i> ECEC & Pre-Primary Teaching I	7	9	L (4h+ 2h prac)/week	Fundamentals of Early Childhood Development E3531CE	E
E3732CJ	Junior Primary Teaching I	7	9	L (4h+ 2h prac)/week	None	E
E3762AI	Electives: (Students choose one elective) Life Skills and Inclusive Education I	7	8	L (4h)/week	Inclusive Responsive Teaching E3742AI (Co-requisite)	E
E3762AL	School Leadership and Management I	7	8	L (4h)/week	Learner and the learning Environment E3651AL Pre-requisite	E
E3762AT	Educational Technology I	7	8	L (4h)/week	ICT for Educators E3611IT Pre-requisite	E
E3762AC	Curriculum Studies I	7	8	L (4h)/week	Learner and the learning Environment E3651AL Pre-requisite	E
E3762CL	Literacy and Learning I	7	8	L (4h)/week	Language, Literacy and	E

					Learning Support E3723CL Pre-requisite	
E3762IP	Sport Management I	7	8	L (4h)/week	Integrated Physical Education E3602CP Pre-requisite	E
E3762CA	Art Management I	7	8	L (4h)/week	Integrated Arts 2 E3672CA	
Total Credits Semester 2						49
Total credits YEAR 3						135

YEAR 4

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 4 Core Semester						
U5880SP	Research Proposal ⁴	8	14	L(2h)/week		C
U5880QD	Design Thinking	8	8	L(2h)/week		C
Total Credits Core Semester						22
Year 4 Semester 1						
E3851IP	Teaching Practicum II	8	36 ⁵	12 weeks (360 notional hours)	Teaching Practicum I E3700CP Pre-requisite	C
E3873AR	Educational Research Project	8	16	L (2h) /week	Educational Research E3773AR Pre-requisite Research Proposal U5880SP Co-requisite	C
Total Credits Semester 1						52
Year 4 Semester 2						
E3862AC	School and Community	8	9	L (4h)/week	None	C
E3832CP	Programme specific specialisation: Students choose one specialization.	8	20	L (4h +2h prac.)/week	Pre-Primary Teaching I E3732CP	E

⁴ Students to do a research project in line with one of their specialisations in the fourth year.

⁵ Teaching Practicum II has exceeded with 16 credits, to give students maximum time in service learning and their lecturers ample opportunity to evaluate them. Professional subjects and research project will be facilitated via online.

E3832CJ	ECEC and Pre-Primary Teaching II Junior Primary Teaching II	8	20	L (4h +2h prac.)/week	Pre-requisite Junior Primary Teaching I E3732CJ Pre-requisite	
E3812AI	Electives: (Students choose one area of specialisation) Life Skills and Inclusive Education II	8	18	L + P (4h)/week	Life Skills and Inclusive Education I E3762AI Pre-requisite	E
E3812AL	School Leadership and Management II	8	18	L + P (4h)/week	School Leadership and Management I E3762AL Pre-requisite	E
E3812AT	Educational Technology II	8	18	L + P (4h)/week	Educational Technology I E3762AT Pre-requisite	E
E3812AC	Curriculum Studies II	8	18	L + P (4h)/week	Curriculum Studies I E3762AC Pre-requisite	E
E3812CL	Literacy and Learning II	8	18	L + P (4h)/week	Literacy and Learning I E3762CL Pre-requisite	E
E3812IP	Sport Management II	8	18	L + P (4h)/week	Sport Management I E3762IP Pre-requisite	E
E3812CA	Art Management II	8	18	L + P (4h)/week	Art Management I E3762CA Pre-requisite	E
Total Credits Semester 2						47
Total credits YEAR 4						121
Total credits for the programme						514

B.2.1.15 PROGRAMME STRUCTURE

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	Khomasdal, Southern
91BECK	English & Khoekhoegowab	Khomasdal, Southern
91BECR	English & Rukwangali	Rundu
91BECM	English & Rumanyo	Rundu
91BECT	English & Thimbukushu	Rundu
91BECZ	English & Silozi	Katima Mulilo
91BECS	English & Namibian Sign Language ⁶	Khomasdal

⁶ Will only be offered after 4 years, due to oversupply of teachers to the School of the Hearing Impaired. There

91BECN	English & Setswana ⁷	Khomasdal
91BECJ	English & Ju! 'hoansi ⁸	Khomasdal
91BECG	English & German ⁷	Khomasdal

PROFESSIONAL SUBJECTS

Module Code	Module Name
Year 1	
U3403FS	Skills Portfolio
U3583AL	Academic Literacy I
U3583DD	Digital Literacy
	Core Electives
U3420EM	Ethics and Morality
U3420SE	Sustainability and Environmental Awareness
	School Specific:
E3540CH	Humanity and Compassion
E3511IB	Becoming a Teacher (Semester 1)
YEAR 2	
U3683AL	Academic Literacy II
	Core Electives:
U3420CN	National and Global Citizenship
U3420RT	Entrepreneurial Skills
U3520TH	Introduction to Critical Thinking
U3520LP	Leadership Skills
U3420PJ	Project Management Skills
E3622IP	Teaching Practicum Preparation
	School Specific Electives: (Students select one)
E3600CA	Aesthetics and Creativity
E3600CM	Multicultural Studies
E3601IT	ICT in Teaching and Learning (Semester 1)
E3651AL	Learner and Learning Environment (Semester 1)
Year 3	
E3700IP	Teaching Practicum I (Core Semester)
E3773AR	Educational Research
E3702AP	Project Based Learning (Semester 2)
E3742AI	Inclusive Responsive Teaching (Semester 2)
Year 4	
U5880SP	Research Proposal
U5880QD	Design-thinking
E3862CP	School and Community (Semester 2)
E3873AR	Educational Research Project (Semester 1)
E3851IP	Teaching Practicum II (Semester 1)

SPECIALISATION STUDIES

(Students select two specialisations – one from a compulsory specialisation pair and another one from the electives)

YEAR 3						
SEMESTER 2						
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite	
Programme – specific specialisation: (Students select one stream)						
ECEC & Pre-Primary Teaching I	E3732CP	L+ P (4h + 2h prac.)/week	7	18	None	

are currently only two schools in the country (in Windhoek and Ongwediva)

⁷ To be offered upon student intake and staff availability

⁸ To be offered upon student intake and staff availability

⁷ To be offered upon student intake and staff availability

Junior Primary Teaching II	E3732CJ	L+ P (4h + 2h prac.)/week	7	18	None
General Specialisation Studies: (Students select one)					
Life Skills and Inclusive Education I	E3762AI	L (4h)/week	6	8	None
School Leadership and Management I	E3762AL				
Educational Technology I	E3762AT				
Curriculum Studies I	E3762AC				
Literacy and Learning I	E3762CL				
Sport Management I	E3762IP				
Art Management I	E3762CA				
YEAR 4					
SEMESTER 2					
Course Title	Code	Periods	NQF level	Credits	Pre-requisite
Compulsory Specialisation Studies: (Students select one stream)					
ECEC & Pre-Primary Teaching II	E3832CP	L+ P (4h + 2h prac.)/week	7	18	None
Junior Primary Teaching II	E3832CJ	L+ P (4h + 2h prac.)/week	7	18	None
General specialisation Studies: (Students select one)					
Life Skills and Inclusive Education II	E3812AI	L + P (4h + 2h prac)/week	8	20	Life Skills and Inclusive Education I
School Leadership and Management II	E3812AL				School Leadership and Management I
Educational Technology II	E3812AT				Educational Technology I
Curriculum Studies II	E3812AC				Curriculum Studies I
Literacy and Learning II	E3812CL				Literacy and Learning I
Sport Management II	E3812IP				Sport Management I
Art Management II	E3812CA				Art Management I

B.2.1.16 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 Namibian Language and English also compulsory subjects at Junior Primary phase. Where language modules are indicated as one generic module in the curriculum framework, it will be taught in English, but will comprise both English and Namibian Language application as follows: In the Language and Literacy Studies generic module E3551CL, 4 hours will be allocated to theory and practicals in English Language, while 2 hours practicals will be applied in different Namibian languages to strengthen the theory learnt in English. The practical period in Namibian Language will be provided a different timeslot of 2h/week in the timetable.

Module code	Module name	Year Offered and Semester	Campuses offered
YEAR 1			
E3551CL	Language and Literacy Studies	Year 1, Semester 1	Hifikepunye Pohamba, Katima Mulilo, Khomasdal, Rundu, Southern Campus
E3582CA	Afrikaans Mother Tongue Education	Year 1, Semester 2	Hifikepunye Pohamba, Khomasdal, Southern Campus
E3582CK	Khoekhoegowab Mother Tongue Education	Year 1, Semester 2	Khomasdal, Southern Campus
E3582CH	Otjiherero Mother Tongue Education	Year 1, Semester 2	Khomasdal, Southern Campus
E3582CO	Oshindonga Mother Tongue Education	Year 1, Semester 2	Khomasdal, Hifikepunye Pohamba
E3582CW	Oshikwanyama Mother Tongue Education	Year 1, Semester 2	Khomasdal, Hifikepunye Pohamba
E3582CR	Rukwangali Mother Tongue Education	Year 1, Semester 2	Rundu
E3582CT	Thimbukushu Mother Tongue Education	Year 1, Semester 2	Rundu
E3582CM	Rumanyo Mother Tongue Education	Year 1, Semester 2	Rundu
E3582CZ	Silozi Mother Tongue Education	Year 1, Semester 2	Katima
E3582CN	Setswana Mother Tongue Education	Year 1, Semester 2	Khomasdal (to be offered upon student intake and staff availability)
E3582CJ	Ju! 'hoansi Mother Tongue Education	Year 1, Semester 2	Khomasdal (to be offered upon student intake and staff availability)
E3582CG	German Mother Tongue Education	Year 1, Semester 2	Khomasdal (to be offered upon student intake and staff availability)
YEAR 2			
E3663CE	English Language and Literacy Studies	Year 2, Sem. 1 & 2	Hifikepunye Pohamba, Khomasdal, Rundu, Katima, Southern
E3663CO	Oshindonga Language and Literacy Studies	Year 2, Sem. 1 & 2	Hifikepunye Pohamba, Khomasdal
E3663CW	Oshikwanyama Language and Literacy Studies	Year 2, Sem. 1 & 2	Hifikepunye Pohamba, Khomasdal
E3663CH	Otjiherero Language and Literacy Studies	Year 2, Sem. 1 & 2	Khomasdal Campus, Southern Campus
E3663CK	Khoekhoegowab Language and Literacy Studies	Year 2, Sem. 1 & 2	Khomasdal Campus, Southern Campus
E3663CA	Afrikaans Language and Literacy Studies	Year 2, Sem. 1 & 2	Khomasdal Campus, Southern Campus, Hifikepunye Pohamba
E3663CR	Rukwangali Language and Literacy Studies	Year 2, Sem. 1 & 2	Rundu

E3663CM	Rumanyo Language and Literacy Studies	Year 2, Sem. 1 & 2	Rundu
E3663CT	Thimbukushu Language and Literacy Studies	Year 2, Sem. 1 & 2	Rundu
E3663CZ	Silozi Language and Literacy Studies	Year 2, Sem. 1 & 2	Katima Mulilo
E3663CS	Namibian Sign Language and Literacy Studies 1B	Year 2, Sem. 1 & 2	Khomasdal (not to be offered in the next 4 years due to oversupply)
E3663CN	Setswana Language and Literacy Studies	Year 2, Sem. 1 & 2	Khomasdal (to be offered upon student intake and staff availability)
E3663CJ	Ju! 'hoansi Language and Literacy Studies	Year 2, Sem. 1 & 2	Khomasdal (to be offered upon student intake and staff availability)
E3663CG	German Language and Literacy Studies	Year 2, Sem. 1 & 2	Khomasdal (to be offered upon student intake and staff availability)
YEAR 3			
E3723CE	English Language, Literacy and Learning Support	Year 3, Sem. 1 & 2	Hifikepunye Pohamba, Katima Mulilo, Khomasdal, Rundu, Southern Campus
E3723CO	Oshindonga Language, Literacy and Learning Support	Year 3, Sem. 1 & 2	Hifikepunye Pohamba, Khomasdal
E3723CW	Oshikwanyama Language, Literacy and Learning Support	Year 3, Sem. 1 & 2	Hifikepunye Pohamba, Khomasdal
E3723CH	Otjiherero Language, Literacy and Learning Support	Year 2, Sem. 1 & 2	Khomasdal Campus, Southern Campus
E3723CK	Khoekhoegowab Language, Literacy and Learning Support	Year 2, Sem. 1 & 2	Khomasdal Campus, Southern Campus
E3723CA	Afrikaans Language, Literacy and Learning Support	Year 2, Sem. 1 & 2	Khomasdal Campus, Southern Campus, Hifikepunye Pohamba
E3723CR	Rukwangali Language, Literacy and Learning Support	Year 2, Sem. 1 & 2	Rundu
E3723CM	Rumanyo Language, Literacy and Learning Support	Year 2, Sem. 1 & 2	Rundu
E3723CT	Thimbukushu Language, Literacy and Learning Support	Year 2, Sem. 1 & 2	Rundu
E3723CZ	Silozi Language, Literacy and Learning Support	Year 2, Sem. 1 & 2	Katima Mulilo
E3723CS	Namibian Sign Language, Literacy and Learning Support	Year 2, Sem. 1 & 2	Khomasdal (not to be offered in the next 4 years due to oversupply)
E3723CN	Setswana Language, Literacy and Learning Support	Year 2, Sem. 1 & 2	Khomasdal (to be offered upon student intake and staff availability)
E3723CJ	Ju! 'hoansi Language, Literacy and Learning Support	Year 2, Sem. 1 & 2	Khomasdal (to be offered upon student intake and staff availability)
E3723CG	German Language, Literacy and Learning Support	Year 2, Sem. 1 & 2	Khomasdal (to be offered upon student intake and staff availability)

B.2.1.17 MODULE DESCRIPTORS

PART B: MODULE DESCRIPTOR:	
Module Title: Humanity and Compassion	
Module Code	E3540CH
NQF Level	5
Notional Hours	40
Contact hours	(2h) /w
Additional learning requirements	Campus survey
NQF Credits	4
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1
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.	
Overarching Learning Outcome	
Students will be able to enhance humanness and compassion in learners through doing good acts towards fellow human beings and attitudes to cultivate harmony in life.	
Specific Learning Outcomes	
Upon completion of the module, students should be able to:	
1. Explain the meaning of humanity and compassion and explore how compassion is good for our health and harmonious living. 2. Explore and employ appropriate conducts which will model our young generation to have understanding hearts and embrace our common humanity benefits including emotional intelligence. 3. Discuss how to build and increase humanness and compassion qualities for a meaningful existence and civilized society. 4. Dramatise about life scenarios of showing love and compassion for one another. 5. Evaluate and adopt several life circumstances that improve life qualities positively at different levels.	

Module Content

Humanity and compassion: feelings, thoughts, motives, desires, urges, and behaviours that can be directed towards any living thing; inspirational courageous deeds which encourage positive behaviour. Appropriate conduct which ensure humanness: satisfying young citizens conscious thought process; emphasising the relationship qualities that promote coping. Building and increase humanness and compassion qualities: sourcing different scenario to analyse the appropriate opportunities for human and societal flourishing; evaluating/analyzing articles for humanity and compassionate growth. Adopting several life circumstances that improve life qualities: equipping students with relevant information that compassion is naturally evolved and adaptive attribute; gathering evidence that without compassion, survival and flourishing of our species would have been doubtful.

Learning and Teaching Strategies/Activities

Learning will be practical based. Students will analyse articles, videos, and audios on different human situations for teaching and learning. Analysis, presentation, and report writing will be used to encourage deep exploration for mental shaping. Debates, discussions, group and pair work presentations and different media analysis will be done. Students will also carry out a systematic review survey.

Student Assessment Strategies

Assignments, tests, projects, and oral examinations will be used as the tools for formative assessment. An oral assessment will be done.

PART B: MODULE DESCRIPTOR:	
Module Title: Becoming a Teacher	
Module Code	E35111B
NQF Level	5
Notional Hours	120
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	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
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.	
Overarching Learning Outcome	
Students will display and apply positive attributes of being a passionate teacher, uplift teaching as a noble profession and evaluate whether teaching is a good fit for their individual attributes and characters.	
Specific Learning Outcomes	
Upon completion of the module, students should be able to: 1. Demonstrate knowledge and an understanding of what a teacher is, by exploring teaching as a career choice, the joy of teaching as well as the challenges that teachers face in Namibia. 2. Describe the characteristics of an effective teacher: Teacher as a mentor, parent and coach a. of how to manage a class with learners from diverse backgrounds. 3. Apply knowledge and skills of the timetabling process. 4. Apply reflective teaching. 5. Apply and uphold the professional code of conduct for teachers, and maintain teaching as a noble profession. 6. Evaluate if teaching is a good fit for them by exploring the concept 'teacher'.	

Module Content

Reasons for becoming a teacher: The concept teaching; Teaching as a career and noble profession; Characteristics of a good teacher; Challenges teachers face in Namibia and in the world; How teachers can acquire the knowledge they need; Teaching and professionalism; Making a difference: Reflective practice: Understanding the concept reflective practice; Reasons for reflecting on practice; Reflective action versus routine action; The learner's practical and emotional needs: Teaching as a two-way process; Teacher-learner relationship and equal opportunities; Classroom management; Discipline and problem-solving; Emotional intelligence: The concept 'emotional intelligence'; The power of managing emotions; Teaching as a work of heart, Passionate teaching; Important domains of emotional intelligence; Relational teaching; Emotional needs in the class.

Learning and Teaching Strategies/Activities

Learning and teaching will be facilitated through collaborative learning, discussions, tutorials, practicals as well as visits to nearby ECD centres and/or Primary schools to observe teaching and the day-to-day life of being a teacher. Students will keep a journal for reflections.

Student Assessment Strategies

Assessment will be done mainly through formative assessment.

Continuous Assessment, 100% as follows: journal reflections, collaborative tasks, tests and quizzes,

PART B: MODULE DESCRIPTOR:	
Module Title: Fundamentals of Early Childhood Development	
Module Code	E3531CE
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	On-site visits to ECD centres
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
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.	
Overarching Learning Outcome	
Students will apply Early Childhood Development concepts, principles, philosophies, diversities and theories essential in the global and Namibian context.	
Specific Learning Outcomes	
Upon completion of the module, students should be able to: 1. Define key concepts related to Early Childhood Development. 2. Identify and compare the philosophies and theories of Early Childhood Education. 3. Identify different stakeholders for Early Childhood Education and their roles as well as marginalised, vulnerable and children with special needs in Early Childhood Education. 4. Discuss the purpose and rationale of Early Childhood Education. 5. Apply knowledge and skills pertaining to Early Childhood Education. 6. Explain the relevant approaches to Early Childhood Education including learning through play. 7. Explain the importance of assessment and observation in Early Childhood Education. 8. Interpret national and global documents on Early Childhood Development.	

Module Content

Early Childhood Education basic concepts: Early Childhood Development; Early Childhood Education; Integrated Early Childhood Development; Holistic development; First 1000 days; The Namibian Curriculum Principles that underpin Early Childhood Education: The rationale and purpose of Early Childhood Education; Developmental areas and learning areas of Early Childhood Education; Philosophies of Early Childhood Education: Learner-Centered Education, Montessori Education today, Waldorf, Reggio Emilia in the 21st Century; Theories of Early Childhood Education: Piaget, Vygotsky, Gardner, Erikson, Daniel Goleman, Bronfenbrenner etc.; Play pedagogy; National and global documents on Early Childhood Education: Constitution, National Development Plan 5, Child Care and protection Act 3 of 2015, National Agenda for Children 2018- 2022; Namibian Early Childhood Development policy; United Nations Conventions, Sustainable Development Goals; Namibian standards for Early Childhood Centres: Importance of health and nutrition, security and safety, hygiene and sanitation etc. in Early Childhood Education; Teaching approaches, Assessment and observation in Early Childhood Education; Marginalised, vulnerable and children with special needs in Early Childhood Education: Stakeholders in Early Childhood Education: Different stakeholders in Early Childhood Education and their roles.

Learning and Teaching Strategies/Activities

Different teaching and learning strategies/ activities will be used to facilitate achievement of learning outcomes at ECE phase. These include: play pedagogy, learning simulations, gamification, lecturing method, 'flipping the classroom' approach; 'learning circles'; 'experiential learning' / 'on-site learning' to ECD Centres and schools to explore holistic learning experiences of children.

Student Assessment Strategies

The module will be assessed both formatively and summatively.

Continuous assessment, 60%: individual and group presentations, discussions, observations at ECD Centres, tests and online quizzes

Summative assessment, 40%: written examination 100 marks

PART B: MODULE DESCRIPTOR:	
Module Title:	Language and Literacy Studies
Module Code	E3551CL
NQF Level	5
Notional Hours	120
Contact hours	(4h + 2hprac)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisite)	(E3562CE)
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to enhance students' theoretical understanding of how language is acquired at home and learnt in the early years of school. The module further introduces students to various genres of children's literature. Play pedagogy will form an integral part of the module.	
Overarching Learning Outcome	
Students will discuss the process of language and literacy development in the context of home and early school years.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss theories and models of language acquisition in mother tongue as well as second language. 2. Discuss the concept emergent literacy and related concepts such as concepts of print and others. 3. Explain the processes of language and literacy development in the context of home and school. 4. Identify precursors to literacy development including oral language. 5. Apply a comprehensive approach to literacy learning that combines both individual development and embeddedness in the social context of the child. 6. Discuss the importance of the mother tongue in relation to initial literacy, the language policy as well as the multilingual settings in schools. 7. Classify and create different genres of children's literature. 8. Describe and distinguish orthographic depth in different languages 9. Identify basic morphological structures in words 10. Apply basic phonic sounds in language	

Module Content

Theories of Language and Literacy acquisition: Nativist theories /First Language Acquisition theories, Second language acquisition theories; Emergent literacy and Home Literacy Environment: Emergent literacy; Concepts of print; Print awareness; Environmental print; bed time stories; Development of oral language: the relationship between oral language and literacy; Importance of the mother tongue and introduction to the language policy; Language and literacy development: Stages of language development; pathways and trajectories of literacy development; Precursors of literacy learning: phonological awareness, letter knowledge, Rapid Automatised Naming (RAN). Introduction to children's literature: Genres of children's literature; Selecting appropriate children's literature; Creating Namibian children's literature; Orthographic depth (opaque and transparent), IPA; Introduction to morphology (affixes, simple, complex and compound words); Literacy and play; Introduction to phonics, word recognition, sight words; Play pedagogy in language

Learning and Teaching Strategies/Activities

Lectures, demonstrations, role plays

Student Assessment Strategies

Continuous Assessment, 60%: Individual & collaborative work; Oral Presentations; Tests and Quizzes; Practical work Examination, 40 %: written examination 100 marks.

PART B: MODULE DESCRIPTOR:	
Module Title: Environmental Education for Sustainability I	
Module Code	E3543CS
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 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.	
Overarching Learning Outcome	
Students will be able to discuss themes in the Environmental Education school syllabus and apply them to the Sustainable Development Goals (SDGs).	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Define and explain concepts related to environmental awareness and sustainable development. 2. Explain the purpose of Environmental Studies as a subject in the Junior Primary phase; 3. Define key concepts related to thematic teaching and integration. 4. Discuss the importance of environmental awareness in Early Childhood phase. 5. Interpret the Sustainable Development Goals (17 goals) in relation to the Environmental Studies school curriculum. 6. Analyse the Environmental Studies school syllabus and apply teacher education content a. of the strategies for teaching Education for Sustainable Development. 7. Create teaching aids from recycled materials. 8. Plan and present Environmental Education lessons and peer-assess.	

Module Content

Environment, sustainable development and SDGs: the concepts environment, environmental awareness; sustainable development; dimensions of Environment (political, social, economical and biophysical), conservation, the 3Rs; Purpose of Environmental Studies as a subject in school; Sustainable Development Goals (17 goals); Thematic teaching and strategies of teaching the Environmental Studies school syllabus; spider web or thematic scheme of work; Cross-curricular themes and topics of integration: the social environment: social groups, social institutions, economic activities, functions of the public service of Namibia; the natural environment: plants, animals, the weather; Health, Safety and Nutrition: health, safety, nutrition; Strategies for teaching ESD: projects, experiments, games, role plays, dramatisation, discussions, events, field trips, nature table/interests corner, observations, investigations/inquiry-based.

Learning and Teaching Strategies/Activities

Lecturing method, group work and play pedagogy.

Student Assessment Strategies

Continuous assessment 60%: Peer assessment and individual reflections, tests and quizzes.

Summative assessment 40% : Written examination, 100 marks

PART B: MODULE DESCRIPTOR:	
Module Title: Mother Tongue Education (See list of Namibian Languages)	
Module Code	E3582CM (See list of codes for Namibian Languages)
NQF Level	5
Notional Hours	120
Contact hours	(4h)/ w
Additional learning requirements	None
NQF Credits	12
(Co-requisite)	(E3551CL)
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to prepare students to be able to use Mother Tongue as a medium of instruction at Junior Primary phase. Students will examine the Language Policy for Namibian Schools. They will be further familiarised with concepts and terminology in the respective Mother Tongue in order to be able to teach all Junior Primary subjects such as Mathematics, Environmental Education, Arts, Physical Education and Religious and Moral Education. Using the Junior Primary Syllabi of subjects in Mother Tongue as well as Micro-teaching and lesson presentations will form an integral part of the module.	
Overarching Learning Outcome	
Students will be able to confidently teach all Junior Primary subjects in the medium of the Mother Tongue.	
Specific Learning Outcomes	
On completing the module, students should be able to:	

Module Content

Learning and Teaching Strategies/Activities

Lectures, collaborative learning groups, video tutorials, learning simulations, problem-based learning, as well as micro-teaching.

Student Assessment Strategies

Continuous Assessment, 100% : Tests and quizzes; Individual and Collaborative work; Practical work and Materials designing; Micro teaching

PART B: MODULE DESCRIPTOR:	
Module Title: Numeracy Studies I	
Module Code	E3532CN
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2h prac.)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce students to the importance of teaching Mathematics and equip 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 Junior Primary levels including play pedagogy will form an integral part of this module.	
Overarching Learning Outcome	
Students will be able to express numeracy concept development and appropriate content as well as pedagogical methods of Numeracy suitable at Junior Primary phase.	
Specific Learning Outcomes	
Upon the completion of this module, students should be able to:	

1. Discuss the nature of mathematics and its connection to real life.
2. Analyse the history of Mathematics education (origin of numbers, Namibian number system) and the connection between mathematics with other JP subjects, ethnomathematics.
3. Apply the skills of preparatory/early mathematical concepts, number concept development, number sense (numbers, number relationship, their symbols and values; observations of patterns, sequences) and instruction methods using the play pedagogy.
4. Discuss the importance and development of learning trajectories for number sense, counting (cardinal and ordinal numbers, counting principles) using the play pedagogy.
5. Apply the approaches used for mathematics instruction in Namibia – *problem solving approach*; questioning, brain storming, grouping, demonstrating (introduction to problem solving).
6. Create teaching materials and learning activities for preparatory/early mathematical concepts and number concept development using different models.
7. Reflect on at least two research-based articles for preparatory/early mathematical concepts and number concept development.
8. Design lesson plans through contextual, integration and thematic teaching approaches to come up with a hybrid.
9. Create an e-portfolio for this course.

Module Content

Preparatory/early mathematical concepts; number concept development: number concept; subitising and estimation; early Mathematics concepts; classification; counting; seriation; fractions; place value; Importance of teaching Mathematics; Ethnomathematics; Mathematics learning trajectory; planning Mathematics lesson; Assessment in Mathematics; Problem solving approach; Play pedagogy.

Learning and Teaching Strategies/Activities

Lectures, presentations, practical work, material designing as well as use of concrete objects; play pedagogy.

Student Assessment Strategies

Continuous assessment, 50%: online tests and quizzes, assignments, class presentations

Summative assessment, 50%: written examination, 75 marks, 2hrs paper

Minimum 2 Assessment tasks

PART B: MODULE DESCRIPTOR:	
Module Title: Physical Development	
Module Code	E3552CP
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2h prac.)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
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.	
Overarching Learning Outcome	
Students will be able to engage children to participate in exploration, participation, and analysis of a broad-based variety of physical activities that promote large muscle development throughout their formative years.	
Specific Learning Outcomes	
1. On completing the module, students should be able to: 2. Apply skills to gradually expand and improve the ability of pre-primary children towards the development of gross motor coordination and skills, flexibility and muscle coordination. 3. Carry out physical activity which promotes learners' physical health. 4. Conduct lessons and organize learners in individual, pair, and group activities. 5. Explain the need for broad levels of skill proficiency and apply it in skill themes and movement concepts. 6. Use assessment to identify developmental delays or challenges that may affect learning including effective ways to improve ability. 7. Discuss the relationship between regular physical activity and health and improved physical fitness.	

Module Content

Physical Development; Gross Motor Development: balance, co-ordination, eye-hand co-ordination, eye-foot co-ordination, rhythm; Fine Muscle Development: involving fine muscle control, fine muscle movement, gracious rhythm movements; Body Awareness: involving body concept, body comprehension, dominance, laterality and directionality, crossing of midline; Spatial Awareness: position in space and spatial relations.

Learning and Teaching Strategies/Activities

Lectures, practical work, demonstrations.

Student Assessment Strategies

Course assessment is entirely based on 100% Continuous Assessment.

PART B: MODULE DESCRIPTOR:	
Module Title: Integrated Arts I	
Module Code	E3512CA
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce students to the principles, philosophies, theories and practice of Arts at Junior Primary level. It develops students' knowledge of Art concepts and introduces them to techniques in various art forms that can be taught to learners at Junior primary phases.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills in a variety of techniques in Drama, Music and Visual Art as a basis for teaching Arts Education at Early Childhood Education and Junior Primary teaching phase.	
Specific Learning Outcomes	
On completing the module, students will be able to: 1. Perform expressively musical phrases and pieces, using tuned and untuned percussion or melodic instruments, from memory or from notation, as appropriate. 2. Explain the concept of drama and principles of performing arts. 3. Discuss elements and the structure of a play and apply basic performing skills suitable at early childhood education and junior primary phase of what a balanced art program is and the importance of art materials and skills. 4. Apply a variety of art techniques and art procedures by creating individual artwork in drawing, painting, collage, mixed media, three-dimensional work. 5. Apply different methods of Art assessment. 6. Discuss forms of writing or composing music and explore expressive possibilities of a variety of sound sources, including the voice and home-made and manufactured instruments. 7. Develop sensitivity to music through making physical, verbal, emotional or cognitive responses and imitate rhythmic and melodic patterns using the voice, gestures (hand signs), body percussion and manufactured and home-made instruments. 8. Examine a wide range of music, including various genres and styles from different periods, cultures and ethnic groups, both live and recorded. 9. Design and present a visual portfolio of visual art, drama, and music activities completed in the course of the module.	

Module Content

Philosophy and Psychology of Art: Importance of Arts Education for the Human Mind and Body, Importance of Arts Education for the Child's development; Understanding how the child's mind develops artistically as it grows and why this must be nurtured; Drawing and Painting: Different components/types of drawing; Mixed Media Collage: Different methods to collage with found objects, found paper, etc.; Printing: Stamping, Finger painting, Textile Printing, etc. with Water-based Acrylics. Strands and strand units of the curriculum: Listening and responding: Exploring sounds; listening and responding to music; Performing: Song singing; early literacy; playing instruments; Composing; Improvising and creating; talking about and recording compositions; Making instruments: Recycling and upcycling methods; Choreography and free moment: elements of dance; Music Education: Principles of drama.

Learning and Teaching Strategies/Activities

Lectures and tutorials through blended learning methods, practical assessment; and oral presentations.

Student Assessment Strategies

Continuous Assessment will be 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Aesthetics and Creativity	
Module Code	E3600CA
NQF Level	6
Notional Hours	60
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	6
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	Core Semester 2
Module Purpose	
The purpose of this module is to introduce students to the importance and development of aesthetics and creativity in relation to arts and beauty in their learning and social environment and through it instill a love for nature, social awareness and cultural identity that can be integrated into early childhood education and care.	
Overarching Learning Outcome	
Students will be able to display awareness of aesthetics and creativity through comparing and critiquing the process of art across subject content in a way that fosters a heightened awareness of and appreciation for all aspects of life.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the importance of aesthetics in education and creativity. 2. Explain various dramatic activities that will enhance self-expression and constructive thinking through miming, body movement. 3. Discuss aesthetics and art terminology such as aesthetic intelligence, art elements, art principles in relation to the three branches of arts namely, visual arts, music and drama. 4. Apply basic art techniques and procedures by creating individual artwork in drawing, painting. 5. Apply creative thinking skills through art appreciation. 6. Create traditional art materials exhibiting diverse cultural appreciation and skills. 7. Evaluate a wide range of music, including various genres and styles from different periods, cultures and ethnic groups, both live and recorded. 8. Model sensitivity to music through making physical, verbal, emotional or cognitive responses.	

Module Content

Definition of Aesthetics: Importance of aesthetics in education: The link between aesthetics and creativity: Stages of development in art: Philosophy of Art: Importance of Arts for the Human Mind and Body, Importance of Arts for the student's development.; Appreciation of visual art: Improvisation: Creating an inviting and creative environment to encourage imaginative play; Body awareness and body experience: Enhance body awareness experience through play, singing, miming, etc.; Learning Goals for Aesthetics and Creative Expression: Strategies for art: Using themes, using stimuli, using art masterpieces, providing a variety of art materials.

Learning and Teaching Strategies/Activities

Lectures and tutorials through blended learning methods practical assessment; and oral presentations.

Student Assessment Strategies

Continuous Assessment will be 100%.

PART B: MODULE DESCRIPTOR:	
Module Title: Multicultural Studies	
Module Code	E3600CM
NQF Level	6
Notional Hours	60
Contact Hours	(2h)/w
Additional learning requirements	None
NQF Credits	6
(Co-requisite) Prerequisite	None
Compulsory/Elective	elective
Semester Offered	Core Semester 2
Module Purpose	
The purpose of this module is to sensitise students to the various meanings of culture and equip them with competencies that will enable them to interact appropriately and effectively whenever encountering representatives of the various cultural groups in Namibia but also to apply these competencies in situations with foreign cultural groups.	
Overarching Learning Outcome	
Students will be able to communicate effectively in multicultural contexts in the globalised world.	
Specific Learning Outcomes	
On completing this module, students should be able to:	
1. Analyse various concepts of culture. 2. Discuss the differences between inter-, multi- and transculturalism. 3. Demonstrate respect, tolerance and acceptance of cultural diversity in their individual, societal as well as work context. 4. Apply effective intercultural communication skills and strategies to act competently in intercultural situations.	

Module Content

Culture: familiarisation with various culture models; various concepts of culture; stereotypes; norms and values;
Intercultural Competence: effective and in an appropriate communication skills.

Learning and Teaching Strategies

Lectures, online content and exercises, written assignments, group work, class discussions and presentations.

Student Assessment Strategies

Continuous Assessment 100%

PART B: MODULE DESCRIPTOR:	
Module Title: English language and Literacy Studies	
Module Code	E3663CE
NQF Level	6
Notional Hours	140
Contact hours	(2h+ 1h prac.)/ w
Additional learning requirements	None
NQF Credits	14
(Co-requisite)	(E3551CL)
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
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.	
Overarching Learning Outcome	
Students will be able to apply skills in language skills and various approaches in language and literacy teaching and learning at Early Childhood Education and Junior Primary phase.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Discuss various perceptual skills development: auditory perception, visual, spatial orientation etc.	

2. Practice handwriting for Junior Primary phase.
3. Explain integration of language skills (listening, speaking, reading, writing, grammar) and apply language skills integration in ECE and Junior Primary lessons.
4. Apply and evaluate various approaches of early literacy pedagogy: Phonics (Jolly Phonics), LEA, Balanced Literacy etc. (Shared reading, Guided reading, Pair reading, Independent etc.), Multilingual approaches (translanguaging, multimodal, multisensory approaches), Science of Reading (SoR).
5. Apply and analyse various activities and practices that promote language and literacy as stipulated in the Pre- & Junior Primary Curriculum/Syllabi, Integrated Manual and National Policy Guide for Pre-Primary and Junior Primary.
6. Create teaching and learning materials suitable for language teaching and learning at Pre- and JP phases.
7. Plan and present language lessons in a thematic, contextual and integrated way.
8. Explore different strategies to integrate grammar in writing lessons.
9. Integrate ICT in language teaching and learning suitable for young children (e.g. animation, gamification, educational software etc.)
10. Design and apply various assessment methods and tools for language at varied levels e.g. running records, identifying reading levels, EGRA, including criteria for correcting and providing feedback for written work.

Module Content

Perceptual skills development: auditory perception, visual, spatial orientation (left-right, top-down), Refer to School Readiness programme (NIED), handwriting (patterns, letter formation, spacing, VMI (visual-motor integration), pencil grip); Integration of language skills (listening, speaking, reading, writing, grammar; Pedagogical approaches and strategies to early literacy: phonic-based approaches to early childhood literacy (e.g. Jolly Phonics); global language approach; Language Experience Approach (LEA); Balanced literacy approach (Shared reading, guided reading, Pair reading, independent etc.), Multilingual approaches (translanguaging, multimodal, multisensory approaches, Multiliteracy Strategies: Multimodality - use of gestures, drawings, images, body language, signs and eye contact, Science of Reading (SoR) approaches; Activities in the Pre- & Junior Syllabus: Pre- Primary : preparatory, reading and writing, incidental reading, picture reading, sound awareness, listening and responding, decoding strategies, making up stories, prediction, etc.; Integrated Planning Manual; Creating teaching-learning aids in the language classroom (Big Books, Word walls, reading corner, word/flashcards, posters, labels, realia, puppets, bilingual books making, word walls etc.); Lesson plan and presentation: components of a language lesson plan, stages of a language lesson, preparing lessons according to a theme, integrating language skills in a lesson, Integrated Planning Manual, how to present the lesson, Formal text writing and creative writing; Different strategies to integrate grammar in writing lessons (e.g. functional grammar); ICT in language teaching and learning at Pre- & JP (e.g. animation, gamification, educational software etc.); Integration of ICT materials to teach and develop early reading and writing skills; Assessment methods and tools: e.g. assessment; criteria running records, identifying reading levels, EGRA

Learning and Teaching Strategies/Activities

Lectures, collaborative learning groups, video tutorials, learning simulations, problem-based learning, as well as micro-teaching.

Student Assessment Strategies

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

PART B: MODULE DESCRIPTOR:	
Module Title: Namibian language and Literacy Studies	
Module Code	See list of codes for Namibian Languages
NQF Level	6
Notional Hours	140
Contact hours	(2h + 1h prac.)/ w
Additional learning requirements	None
NQF Credits	14
(Co-requisite)	(E3551CL)
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
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.	
Overarching Learning Outcome	
Students will be able to apply skills in language skills and various approaches in language and literacy in the respective Namibian Language at Pre-Primary and Junior Primary phase.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss various perceptual skills development: auditory perception, visual, spatial orientation etc. 1. Practice handwriting for Junior Primary phase. 2. Explain integration of language skills (listening, speaking, reading, writing, grammar) and apply language skills integration in Pre- and Junior Primary lessons in Namibian Language. 3. Apply and evaluate various approaches of early literacy pedagogy suitable in transparent orthography and to unique characteristics of the Namibian Language: e.g. Phonics (Jolly Phonics), LEA, Balanced Literacy etc. (Shared reading, Guided reading, Pair reading, Independent etc.), Multilingual approaches (translanguaging, multimodal, multisensory approaches), Science of Reading (SoR). 4. Apply and analyse various activities and practices that promote language and literacy as stipulated in the Pre- & Junior Primary Curriculum/Syllabi, Integrated Manual and National Policy Guide for Pre-Primary and Junior Primary. 5. Create teaching and learning materials suitable for language teaching and learning at Pre- and JP phases. 6. Plan and present language lessons in a thematic, contextual and integrated way in the respective Namibian language. 7. Explore different strategies to integrate grammar in writing lessons in the respective Namibian language including basic morphological and syntactic structures in the Namibian Language. 8. Integrate ICT in language teaching and learning suitable for young children and cultural/language context (e.g. animation, gamification, educational software for children etc.) 9. Design and apply various assessment methods and tools for language at varied levels e.g. running records, identifying reading levels, EGRA, including criteria for correcting and providing feedback for written work.	

Module Content

Perceptual skills development: auditory perception, visual, spatial orientation (left-right, top-down), Refer to School Readiness programme (NIED), handwriting (patterns, letter formation, spacing, VMI (visual-motor integration), pencil grip); Integration of language skills (listening, speaking, reading, writing, grammar; Pedagogical approaches and strategies to early literacy: phonic-based approaches to early childhood literacy (e.g. Jolly Phonics); global language approach; Language Experience Approach (LEA); Balanced literacy approach (Shared reading, guided reading, Pair reading, independent etc.), Multilingual approaches (translanguaging, multimodal, multisensory approaches, Multiliteracy Strategies: Multimodality - use of gestures, drawings, images, body language, signs and eye contact, Science of Reading (SoR) approaches; Activities in the Pre- & Junior Syllabus: Pre- Primary : preparatory, reading and writing, incidental reading, picture reading, sound awareness, listening and responding, decoding strategies, making up stories, prediction, etc.; Integrated Planning Manual; Creating teaching-learning aids in the language classroom (Big Books, Word walls, reading corner, word/flashcards, posters, labels, realia, puppets, bilingual books making, word walls etc.); Lesson plan and presentation: components of a language lesson plan, stages of a language lesson, preparing lessons according to a theme, integrating language skills in a lesson, Integrated Planning Manual, how to present the lesson, Formal text writing and creative writing; Basic morphological and syntactic structures in Namibian Language: syllables, morphemes, affixes, word formation, different types of words, sentence structure, types of sentences, etc. Different strategies to integrate

grammar in writing lessons (e.g. functional grammar); ICT in language teaching and learning at Pre- & JP (e.g. animation, gamification, educational software etc.); Integration of ICT materials to teach and develop early reading and writing skills; Assessment methods and tools: e.g. assessment; criteria running records, identifying reading levels, EGRA in the Namibian language

Learning and Teaching Strategies/Activities

Lectures, collaborative learning groups, video tutorials, learning simulations, problem-based learning, as well as micro-teaching.

Student Assessment Strategies

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

PART B: MODULE DESCRIPTOR:	
Module Title: Numeracy Studies 2A	
Module Code	E3651CN
NQF Level	6
Notional Hours	80
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	(Numeracy Studies 2B E3652CN) Numeracy Studies I E3532CN
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to equip students with appropriate Mathematical content areas and pedagogical content knowledge in Junior Primary 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.	
Overarching Learning Outcome	
Students will apply skills of computation-fraction, problem solving, geometry, measurement, data handling and strands of mathematical proficiency in Pre-Primary to Grade 3.	
Specific Learning Outcomes	
Upon the completion of this module, students should be able to:	
1. Apply mental and written algorithms related to mathematical operations; addition, subtraction, multiplication and division, Multi-step problem and mastering the basic facts. 2. Discuss the concept of fractions in junior primary (types and interpretations). 3. Discuss the application of geometry in real life, the development of geometrical thinking (Van Hiele levels 0-4) and the overview of how geometry should be taught in JP phase. 4. Describe the properties of 2 & 3D shapes, use tessellations and tangram to create and describe shapes. 5. Explain how to develop learners' understanding of spatial relations (describe position, location and movement of objects) and corresponding mathematical vocabulary. 6. Discuss learning trajectories for measurements in the JP phase. 7. Discuss the concepts of measurement and strategies (non-standard and standard) of teaching measurement concepts (money, capacity, length, estimation, mass, area and time). 8. Create teaching and learning materials on measurement (mass, capacity, length, area, time, money) fractions and geometry. 9. Design lesson plans and present lessons on geometry and measurement through micro-teaching. 10. Create an e-portfolio for this course.	

Module Content

Computation: Mental and written algorithms four operations, mental Mathematics, multi-step problem, basic facts. Geometry: Shape and space; two- dimensional shapes; three-dimensional figures; spatial relations, Van Hiele levels; Measurement: Length; mass; capacity; area, estimation, time; and money. Lesson Planning and presentation (Problem-solving approach) and Learning trajectories and Fractions.

Learning and Teaching Strategies/Activities

Presentations, online forums and chats forums, Lectures and micro-teaching.

Student Assessment Strategies

Continuous assessment, 60%: online tests and quizzes; assignments; e-portfolio; class presentations

Summative assessment, 40%: written examination, 75 marks, 2hr paper

Minimum 2 Assessment tasks

PART B: MODULE DESCRIPTOR:	
Module Title: ICT in Teaching and Learning	
Module Code	E3611IT
NQF Level	6
Notional Hours	160
Contact hours	(4h +2h prac)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to introduce students to effective use of ICTs and other teaching media in their teaching as well as to be able to effectively communicate using a variety of standard technologies and non-digital media.	
Overarching Learning Outcome	
Students will be able to apply Namibian ICTs in Education (ICTED) standards and good pedagogical approaches in their teaching, as well as to help their learners gain information-literacy skills relevant in the 21 st century.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Describe the functions and purposes of digital technologies in the classroom and apply skills in using digital technologies. 2. Discuss the ICTs in Education (ICTED) standards specified for all Namibian teachers. 3. Identify how the ICT policy implementation is shaping classroom practice. 4. Apply practical competencies in using presentation software, word processing and spreadsheet. 5. Evaluate pedagogical approaches to use ICT and applicable strategy that supports the teaching of curriculum objectives. 6. Create and integrate a variety of both non-digital and digital teaching aids in the subject area aligned to a syllabus topic.	

Module Content

ICTs in Education (ICTED) standards: Digital technologies and the Internet: internet, social media, online games, mobile/tablets, learning management systems, video conferencing technologies, ICT teaching approaches; Non-digital & digital teaching aids; Cell phone policy: Appropriate use of digital technologies; Boolean search: 21st century skills: Verbal and non-verbal communication skills.

Learning and Teaching Strategies/Activities

Lectures, Presentations, Problem-based learning, Practicals, video tutorials,

Student Assessment Strategies

Continuous Assessment 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Learner and the Learning Environment	
Module Code	E3651AL
NQF Level	6
Notional Hours	160
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
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.	
Overarching Learning Outcome	
Students will be able to create a learning and teaching environment that recognises and supports the diversity of all learners in development and learning, supported by a dynamic curriculum.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Define the diversity of Namibian learners as a departure point to delivering a dynamic and responsive curriculum. 2. Explain the physical, cognitive, moral, personality/emotional and language and speech development of learners in the Namibian context. 3. Identify developmental factors that either promote or inhibit this development and provide strategies within the curriculum that will respond to these factors. 4. Interpret behavioural, cognitive, social, constructivist, metacognitive and motivation learning theories in the Namibian context. 5. Apply skills of learning theories to promote critical thinking skills in learners in the Namibian classroom. 6. Discuss factors that inhibit successful learning and critical thinking skills and provide strategies in the curriculum that will respond to these factors. 7. Assess learners with learning difficulties, and develop intervention strategies that respond to these learning difficulties. 8. Evaluate the role that classroom procedures, behaviour management, and organisation of the learning environment play in enhancing the development and learning of Namibian learners.	

Module Content

The diversity of Namibian learner: age; academic ability; home language; exposure to school language (if different) and English; difficulties and dis/abilities; personality traits; home background; socio-economic status; cultural background; exposure to books, television, internet, social media (age-related); race and ethnicity; gender; sexual orientation; religious upbringing; etc. and its impact on teaching and learning in Namibian classrooms; Development of learners in the Namibian context: physical; cognitive; moral; personality/emotional and language and speech development theories; development factors that promote or inhibit optimal development; strategies within the curriculum that will respond to these factors; How learners learn in the Namibian classroom: behavioural, cognitive, social, constructivist, metacognitive and motivation learning theories; applying the learning theories to promote critical thinking skills in learners; Learning difficulties and disabilities: identify, assess and develop intervention strategies that respond to learning difficulties, reading and mathematical difficulties such as dyslexia, dysgraphia, and dyscalculia. The role of classroom procedures, behaviour management, and organisation of the learning environment in Early Childhood and Junior Primary classrooms; Play pedagogy.

Learning and Teaching Strategies/Activities

Video clip, short lecture and students' presentations.

Student Assessment Strategies

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

PART B: MODULE DESCRIPTOR:	
Module Title: Integrated Physical Education	
Module Code	E3602CP
NQF Level	6
Notional Hours	80
Contact hours	(4h+2h)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	Physical Development E3552CP
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to prepare participants for the Junior Primary phase as teachers who will guide learners to the understanding that Physical Education, is an integral part of the general education process, aims to make a meaningful contribution towards improving the quality of life of young people.	
Overarching Learning Outcome	
Students will be able to participate in an analysis of a broad-based variety of physical activities that promote the discovery of movement possibilities through play-like movement activities in which enjoyable, challenging, self-expressive and self-discovery situations are created.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Identify socio-cultural aspects of Physical Education and Sport. 2. Explain and model the value of Physical Education. 3. Design meaningful learning experiences for learners through the medium of movement discovery and the built up of a comprehensive movement vocabulary. 4. Apply skills of handling the nature of young children, as being very active through the incorporation of fundamental movement skills like crawling, walking, running, climbing, jumping, swinging or balancing. 5. Create an environment in which young children can maintain their natural level of physical activity, and extend their stamina and physical endurance. 6. Conduct lessons and organise learners in individual, pair, and group activities. 7. Design activities to promote healthy interpersonal relationships, and provide experiences of the joy of movement and the development of a positive attitude towards physical activity and a healthy lifestyle. 8. Construct learning opportunities and game activities where learners gain insight in moving and stopping body mass, moving and stopping unsupported or supported objects with or without implements.	

Module Content

Physical fitness: involving activities such as imitative, strength, endurance, flexibility and coordination, through the follow instructions and routines in physical activities and games; Gymnastics: through the demonstration and application of a combination of skills with partners such as loco-motor, rotational, jumping and balancing activities, using small and big apparatus; Athletics: involving the ability to demonstrate endurance by performing different activities such as running, jumping, throwing and competitive activities, showing cooperation with others and an attitude of healthy competition; Sport skills: through the demonstration of positive sportsmanship behaviour and safety rules such as changing into appropriate clothes, obeying commands and care of apparatus; Applying muscle control skills such as dribbling, kicking, throwing and catching. Games in Limited Space: through the demonstration of being physical active, applying principles of how to play safely, working cooperatively in pairs, group settings and demonstrations of fair play to achieve simple common goals.

Learning and Teaching Strategies/Activities

Lectures, practicals, demonstrations and role plays, gamification

Student Assessment Strategies

Course Assessment 100%

PART B: MODULE DESCRIPTOR:	
Module Title:	Integrated Arts 2
Module Code	E3672CA
NQF Level	6
Notional Hours	160
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	16
Pre-requisite	Integrated Arts 1 E3512CA
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of the module is to equip students with knowledge and skills for teaching the three art components, Drama, Music and Visual Art, to early childhood and junior primary learners, by using an integrated teaching approach of the three components. 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.	
Overarching Learning Outcome	
Students will be able to demonstrate advanced techniques and skills in Integrated Arts (Visual Arts, Music, Drama) aesthetic awareness and appreciation that builds on skills acquired in the previous module, Integrated Arts 1.	
Specific Learning Outcomes	
On completing the module, students will be able to:	
1. Apply puppetry techniques and develop skills in teaching it to children. 2. Explain the importance and value of art therapy through Arts Education. 3. Create Arts with the integration of a topic from a school subject. 4. Compose and perform percussion rhythms for junior primary learners. 5. Develop musical perceptiveness in evaluating, interpreting and responding to the a. distinctive features of works they have heard or performed, using music language b. appropriate to the genre. 6. Design an effective Arts lesson plan and critic fellow student lesson plans. 7. Investigate ways in which music contributes to social and cultural change (e.g. Bono and Bob Geldof's work towards influencing governments to commit to eliminating poverty). 8. Develop and present a visual portfolio of visual art, drama, and music activities completed in the course of the module.	

Module Content

Philosophy of puppetry: Importance of puppetry for the Child's development; Puppetry techniques: Assortment of puppetry techniques; Create Arts with the integration of a topic from a school subject to make puppets: Children's literature, Material Culture, Human Rights, Road Safety, HIV/AIDS, etc.; Musical Participation: Forms of writing or composing music; Musical Awareness and Appreciation: Application of music skills; Musical Understanding: Teaching methodologies such as the philosophies of Orff, Suzuki, Gordon and etc.; choreography and free moment by using the elements of dance; Musical Technology: Creating homemade instruments; Choral singing; Ensemble playing and the directing of it.

Learning and Teaching Strategies/Activities

Lectures and tutorials through blended learning methods; practical assessment; and oral presentations.

Student Assessment Strategies

Continuous Assessment will be 100%

PART B: MODULE DESCRIPTOR:	
Module Title:	Teaching Practicum Preparation
Module Code	E3622IP
NQF Level	6
Notional Hours	80
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory

Semester Offered	2
Module Purpose	
The purpose of this module is to prepare students for Teaching Practicum that will take place in the following year. The module looks into theory and practice, placement, and school expectations: observation, ethics, professional appearance, assessment frameworks; record keeping; discipline, role and organising of extra-curricular activities dealing with emergencies.	
Overarching Learning Outcome	
Students will be able to link theory to subsequent practice.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Identify and explain activities of the Teaching Practicum; 2. Analyse context in terms of school community, the teacher's action zone, and conditions of learning; 3. Apply integration of technology in teaching; 4. Discuss classroom observation, planning and preparation in terms of classroom and learner profile; 5. Describe the professional standards of teachers in Namibia. 6. Create a portfolio for sources and samples of teaching aids.	

Module Content

Teaching Practicum: Purpose of Teaching Practice; code of conduct; placement approach; Teaching Practicum assessment (portfolio evidence). Teaching Practicum approach: experiential learning; and reflective practice. Developing own theory of practice: approaches; methods; strategies; and techniques. Observation: School and learning environment; 21st Century technology; Instruction; Assessment.

Learning and Teaching Strategies/Activities

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

Student Assessment Strategies

Continuous assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Numeracy Studies 2B	
Module Code	E3652CN
NQF Level	6
Notional Hours	80
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites)	(Numeracy Studies 2A E3651CN)
Prerequisite	Numeracy Studies 1 E3532CN
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with appropriate Mathematical content areas and pedagogical content knowledge in Junior Primary 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.	
Overarching Learning Outcome	
Students will be able apply skills of computation-fraction, problem solving, geometry, measurement, data handling and strands of mathematical proficiency in Pre-Primary to Grade 3.	
Specific Learning Outcomes	
Upon the completion of this module, students should be able to: 1. Demonstrate an understanding of fraction operations and teaching strategies. 2. Discuss and apply the process of data handling. 3. Create and solve story problems in the number range 1 – 100 focusing on computation, measurement (mass, length, area, time, money) data handling, fractions, and geometry. 4. Create activities for teaching geometry in early childhood – Gr 3 using the Van Hiele teaching sequence (lesson plan).	

5. Apply the five strands of mathematical proficiency in designing teaching and learning activities.
6. Create teaching and learning materials on spatial relations (movement, location, and position) and data handling.
7. Design lesson plans and present lessons on fractions, spatial relations (movement, location, and position), and data handling through micro-teaching.
8. Create an e-portfolio for this course.

Module Content

Computation-fraction: fractions, Problem Solving: create and solve story problems computation, measurement (mass, length, area, time, money) data handling, fractions, and geometry. Geometry: Create teaching and learning materials for shape and space (movement, location, and position); Van Hiele teaching phases; Data handling: collecting data; organising data; interpreting data: Lesson Planning (Problem solving approach): Strands of Mathematical Proficiency.

Learning and Teaching Strategies/Activities

Presentations, online forums and chats forums, Lectures and microteaching.

Student Assessment Strategies

Continuous assessment, 60%: online tests and quizzes; assignments; e-portfolio; class presentations

Summative assessment, 40%: written examination, 75 marks, 2h paper

Minimum 2 Assessment tasks

PART B: MODULE DESCRIPTOR:	
Module Title: Teaching Practicum 1	
Module Code	E3700IP
NQF Level	7
Notional Hours	360
Contact hours	12 weeks
Additional learning requirements	Placement in the schools
NQF Credits	36
Prerequisite	Teaching Practicum Preparation E3622CP
Compulsory/Elective	Compulsory
Semester Offered	Core Semester, Year 3
Module Purpose	
The purpose of this module is to equip students with theoretical knowledge and experiences pertaining to approaches, methods, strategies and techniques gained through contact sessions to real-life classroom situations. It allows students to apply theory to practice in aspects such as, learner-centred approach, lesson preparation, application of teaching/learning resources, social environment of the school and motivation of learners.	
Overarching Learning Outcome	
Students will be able to apply theoretical skills to the realities of classrooms in Namibia as they observe and participate in different facets of learning, teaching and management.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Participate in all activities of teaching practicum. 2. Observe planning and preparation in terms of classroom profile as well as learner profile. 3. Observe experienced teachers and reflect upon their experiences, thereby developing their own theory of professional practice. 4. Design and implement lesson plans, effectively facilitating classroom activities of how students learn and the implications for teaching. 5. Plan lessons using knowledge of content, resources and effective teaching and assessment strategies. 6. Communicate the role of the Namibian Professional Standards for Teaching. 7. Seek and apply constructive feedback from mentors to improve teaching practice. 8. Develop effective relationship building skills within the teaching profession.	

Module Content

Orientation using WIL manual: Teaching Practice; WIL stakeholders, The school ethos: vision, mission, goals values, & expectation; existing laws in teaching profession, Understanding learners: strength, needs, & experiences. Managing my classroom: structure, routine, rules. Lesson planning: collaborate, feedback, reflection. Learning resources: locating resources, creating materials. My philosophy of teaching: approaches, methods, techniques, & strategies. Year planning:

learning programme & activities. Construct assessment tools: formal, & informal. Master content. Keep portfolio: reflective practitioner.

Learning and Teaching Strategies/Activities

This will be Work Integrated Learning (WIL). Facilitation will continue online through discussion forum, information sharing, and assessment tasks.

Student Assessment Strategies

Continuous assessment, 100%: practicum portfolio, internally moderated.

PART B: MODULE DESCRIPTOR:	
Module Title:	Language, Literacy and Learning Support
Module Code	E3723CL
NQF Level	7
Notional Hours	90
Contact hours	(4h + 1h prac)/w
Additional learning requirements	Use of diagnostic assessment tools in early literacy development
NQF Credits	9
Prerequisite	English Language and Literacy Studies E3663CE Namibian language and literacy studies
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
Module Purpose	
The purpose of this module is to build theoretical understanding, approaches and principles of learning Support theory, and to enable students to identify learners with reading and writing difficulties so that they can offer extra support and intervention strategies to these learners. It also exposes students to various teaching methods and material development that ensure that all learners are able to make progress and achieve according to their potential. The module will focus on both English and Namibian Languages.	
Overarching Learning Outcome	
Students will be able to analyse needs and systematically design, develop, produce, adapt and evaluate learning and teaching resources to support children of different abilities, in both English and Namibian languages.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Identify learning needs; reasons behind difficulties in learning; and organisation of learning support. 2. Identify barriers to learning through appropriate diagnostic assessment, and develop learning support for learners displaying reading and writing challenges. 3. Apply theory of language learning and acquisition and multiliteracy development in young children to develop their ability to understand, speak and write English as a first additional language and other languages in their multilingual repertoire. 4. Analyse ministerial documents pertaining to language and learning support. 5. Diagnose difficulties in language skills and create intervention programs that address the needs of learners. 6. Create reading programmes suitable to children with diverse needs. 7. Evaluate criteria for assessing learners' reading after analysing assessment guidelines in official documents, e.g. Early Childhood and Junior Primary school syllabi. 8. Use standardised assessment tools for reading and writing to diagnose and monitor children's literacy development. 9. Analyse current language research and identify critical areas emanating from research. 10. Evaluate own competence for preparedness for literacy instruction in a reflective journal.	

Module Content

Barriers to learning: learning support, reading level of children/texts, diagnostic assessment, miscue analysis, language skills difficulties; Complexities of teaching early reading & writing skills in English and Namibian languages: Strategies to manage reading and writing difficulties by adapting the syllabus to the needs of the learners; Namibian Language in Education Policy (2003) (analysis of the language policy); Multiliteracy Strategies: Multimodality - use of gestures, drawings, images, body language, signs and eye contact; Translanguaging: and code switching; Multi and mono grade teaching; Assessments strategies; Pedagogical content knowledge (PCK); Current language research in both English and

Namibian languages: literacy development and instruction; reading and writing trajectories; longitudinal studies; research in opaque and transparent orthographies; research in home literacy environment.

Learning and Teaching Strategies/Activities

Lectures, demonstration, Problem-based learning as well as by using case studies.

Student Assessment Strategies

Continuous Assessment, 60% weighting:

Examination, 40% weighting: Written examination, 100 marks, 3h

PART B: MODULE DESCRIPTOR:	
Module Title:	Learning Support in Numeracy
Module Code	E3743CS
NQF Level	7
Notional Hours	90
Contact hours	(4h +1h prac.)/w
Additional learning requirements	Use of diagnostic tools in Numeracy
NQF Credits	16
(Co-requisites) Prerequisite	Numeracy Studies 2A & 2B E3651CN & E3652CN
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
Module Purpose	
The purpose of this module is to diagnose mathematical learning difficulties and apply intervention strategies for learning support to enhance numeracy skills. Students will further develop an e-portfolio to document a reflective journal which records their learning developmental process. Multi-grade teaching as well as micro-teaching will form an integral part of this module.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills on how to diagnose mathematical learning difficulties and provide learning support to enhance numeracy skills.	
Specific Learning Outcomes	
Upon completion of this module, students should be able to: 1. Analyse theories about teaching and learning Mathematics and apply strategies for learning support in the Mathematics classroom. 2. Discuss Multi-grade teaching and Realistic Mathematics Education. 3. Apply an understanding of mathematical learning difficulties in JP on broad concepts of learning support. 4. Integrate suitable Artificial Intelligence (AI) and ICT- assistive technologies in a mathematics classroom. 5. Apply differentiation strategies in Mathematics through teaching and assessments (Bloom taxonomy). 6. Create standardised assessment tools for Numeracy and Mathematics to diagnose and monitor children's with learning difficulties in Mathematics. 7. Apply intervention strategies to address the identified mathematical learning difficulties among learners. 8. Analyse current learning support in Mathematics research and identify critical findings emanating from research. 9. Demonstrate learning support abilities through differentiated planning and teaching Mathematical skills (Micro Teaching). 10. Create an e-portfolio for the module.	

Module Content

Theories for teaching and learning Mathematics (Concrete Representational Abstract, Zoltan Dienes, Constructivism (Piaget), Social-cultural theory); Multi-grade teaching (strategies, cons & pros) and realistic mathematics education; Learning support in mathematics: gifted and talented, Mathematics learning difficulties dyscalculia, differentiated instructions, parental involvement and tiered lesson planning); ICT-assistive technologies in a mathematics classroom: Assessments for Mathematics and Bloom taxonomy.

Learning and Teaching Strategies

Activities discussions, debates, online forums and chats forums (virtual), lectures and micro-teaching

Student Assessment Strategies

Formative assessment 50%: e-tests, quizzes and assignments, e-portfolio, presentations, Reflective journal

Summative assessment 50%: written examination 100 marks, 3h paper.

PART B: MODULE DESCRIPTOR:	
Module Title: Education for Sustainable Development	
Module Code	E3733CS
NQF Level	7
Notional Hours	160
Contact hours	(4h+2h prac)/w
Additional learning requirements	Field trips to the Gobabeb Research Centre
NQF Credits	16
Prerequisite	Environmental Education for Sustainability II E3612CS
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
Module Purpose	
The purpose of this module is to enhance students' in-depth analysis and application of Sustainable Development Goals (SDGs) in relation to cross-curricular themes at Junior Primary phase. Pedagogical skills on how to teach Environmental Education for Sustainability at Early Childhood and Junior Primary phase will form an integral part of this module.	
Overarching Learning Outcome	
Students will be able to apply Sustainable Development Goals (SDGs) in cross-curricular theme integration at Early Childhood Education and Junior Primary phases and carry out an environmental change project.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain and interpret Sustainable Development Goals (SDGs) and link them to national goals such as the NDP3, Vision 2030, Harambee Prosperity Plan. 2. Analyse the Environmental Education School syllabus themes and sub-themes and link it to the SDGs. 3. Apply SDGs in teacher education as well as school curriculum for example, greening and bluing the curriculum. 4. Apply skills to include cross-curricular themes and topics of integration at ECE and Junior Primary phases. 5. Design materials and teaching aids to teach these learning outcomes in a learner-centred way according to the thematic approach by consulting the ECE and Junior Primary Syllabus for specific grades. 6. Present Environmental Education lessons, peer-assess fellow students and write constructive reflections for their portfolio. 7. Plan, develop and implement a small-scale sustainable environmental change project appropriate at ECEJP phases. 8. Evaluate own and peers' sustainable environmental change project.	

Module Content

Sustainable Development Goals (SDGs): 17 SDGs: No poverty, Zero hunger, Good health and well-being, Quality education, Gender equality, Clean water and Sanitation, Affordable and Clean Energy, Decent work and Economic growth, Industry, Innovation and Infrastructure, Reduced inequalities, Sustainable cities and communities, Responsible consumption and production, Climate action, Life below water, Life on land, Peace and justice, Strong institutions, Partnerships for the goals; Environmental Education School syllabus themes and sub-themes: The Social Environment: myself, my family, my culture, my school, my community; The Natural Environment: Plants, Animals, The weather; Health, Safety and Nutrition: Healthy, Safety, Nutrition: nutrition and food groups, common childhood diseases and prevention, hygiene, sanitation, influences of family, culture, friends and Media, ethics, safety at school. Greening and bluing the curriculum; Climate Change; The 3Rs: Reduce, Reuse, Recycle; Steps of an environmental Change Project: planning, development, implementation and evaluation.

Learning and Teaching Strategies/Activities

Tests, projects, role plays, experiments and presentations, Project-Based Learning

Student Assessment Strategies

- Continuous Assessment 100%:
- 2 Tests, Weighting 25% each = 50 %
- Change Project 50%

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Research	
Module Code	E3773AR
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
Module Purpose	
The purpose of the module is to equip education students with research skills to become knowledgeable about research types and techniques.	
Overarching Learning Outcome	
The students will be able to conduct different types of research and use appropriate research techniques to solve research problems in the school.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss types and purposes of educational research. 2. Identify and formulate research problems. 3. Compile a research literature review. 4. Discuss various research paradigms, research approaches, research designs, data collection research methods and sampling procedures. 5. Plan, design and conduct research investigations in education including pilot studies. 6. Evaluate different data analysis techniques.	

Module Content

Aspects of research: sources of topics for scientific educational research; formulation of a research problem; writing a research proposal; basic reading techniques for literature review; research methodology (research paradigms, research approaches, research designs and data collection research methods); data collection and sampling; data analysis; analysing and presenting qualitative data; analysing and presenting quantitative data; issues of interpretation and quality; The concept of Project Based Learning (PBL) and its theoretical foundations: 21st century skills (Learning skills, Literacy skills and Life skills) relevant to PBL; Inquiry-based learning for learning projects; Authentic learning, teaching and community problems; Effective driving questions; Project implementation and reflective practice; PBL as a pedagogical approach in the classroom.

Learning and Teaching Strategies/Activities

Lectures, Group Discussions, Project-Based Learning

Student Assessment Strategies

Continuous Assessment (CA) contributes 60 %

Examination 40%

PART B: MODULE DESCRIPTOR:	
Module Title: Religious and Moral Education	
Module Code	E3762IR
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisite)/Pre-requisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to impart students with knowledge and skills on Religious and Moral Education school syllabus and develops competencies to teach the subject at primary school level. It promotes social values such as tolerance, respect, and co-existence needed to contribute to a more coherent society.	
Overarching Learning Outcome	
Students will be able to apply morals, values and positive attitudes needed for character formation as well as knowledge and competence to teach the Religious and Moral Education school syllabus.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss how to teach religious and non-religious ethics in a diverse classroom setting and apply relevant pedagogical content knowledge. 2. Explain concepts pertaining to Religious and Moral Education. 3. Apply Kohlberg's Social Constructivist's theory by developing positive social behaviour and emotional intelligent behaviour based on Moral development. 4. Apply critical thinking problem solving skills in social, moral, emotional and cognitive engagements. 5. Develop a comprehensive view of religious and non-religion perspectives of ethics and generate positive inclusive positive values. 6. Identify various methods to help learners develop constructive social values needed in the making of a functional civil society. 7. Analyse ways to promote tolerance and respect of diverse religious, ethical and cultural views. 8. Model the promotion of African value systems and encourage learners to embrace the positive aspects.	

Module Content

Religious Education concepts: e.g. norms, values, sacred places, emotional intelligence, character formation, Religious identity; Awareness of the beliefs, principles and practices of Christianity and other belief systems; Positive and negative values: social roles and the importance of value formation in children, happiness, respect, helping one another, consideration of others' feelings, tolerance, harmony etc. renewing and protecting human values in families; emotional intelligence behaviour; Creating personal values: Emotional intelligence benefits, exploration of personal values from within a person.

Learning and Teaching Strategies/Activities

lectures, demonstrations, role play, presentations, , videos, article analysis, material designing, peer tutoring

Student Assessment Strategies

- Continuous Assessment: 60%
- Examination, 40% (75 marks, 2 hours paper)

PART B: MODULE DESCRIPTOR:	
Module Title: ECEC and Pre-Primary Teaching I	
Module Code	E3732CP
NQF Level	7
Notional Hours	90
Contact hours	(4h + 2h prac.)/ w
Additional learning requirements	On-site visits to Pre-Primary classrooms/ kindergartens, portfolios
NQF Credits	9
Prerequisite	Fundamentals of Early Childhood Development E3531CE
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to expand on the knowledge and skills from the Fundamentals of Early Childhood Education covered in year 1 and to further implement the concepts, principles, diversities, philosophies and practice of Early Childhood Education. Play pedagogy will form an integral part of this module. Micro-teaching and development of teaching and learning aids suitable for ECE and Pre-Primary classrooms will form an integral part of this module.	
Overarching Learning Outcome	
Students will be able to apply in-depth skills and expertise of Early Childhood concepts, principles, diversities and philosophies essential to the global and Namibian context.	
Specific Learning Outcomes	
1. On completing the module, students should be able to: 2. Compare philosophies and theories of Early Childhood Education. 3. Apply knowledge and skills that enhances children's holistic development. 4. Interpret global, national documents and the Namibian policy on Early Childhood Education. 5. Apply play pedagogy and relevant approaches to Early Childhood Education including Pre-Primary grade. 6. Develop and use assessment activities appropriate for Early Childhood Education including Pre-Primary grade. 7. Design intervention strategies to meet the needs of marginalised, vulnerable and a. children with special needs in Early Childhood Education 8. Explore the concepts of self and identity development of a young child within a cultural setting. 9. Design and evaluate Early Childhood Education (including Pre-Primary grade) programmes and teaching and learning resources (including e-Resources). 10. Evaluate the role of community, parents and relevant stakeholders in Early Childhood Education.	

Module Content

The Namibian Curriculum Principles that underpins Early Childhood Education; Evaluation of Philosophies and theories of Early Childhood Education; Childhood Education: Holistic development of young children: developmental milestones of young children (age of 0-8 years old); Early Childhood Education programs and curriculums and explain concepts and skills to be developed for whole child development; Analysis of Global, national documents and Namibian policy on Early Childhood Education: United Nations Conventions, Sustainable Development Goals and national documents e.g. Constitution, National Development Plan 5 (NDP5), Child Care and protection Act 3 of 2015, Harambee Prosperity and Protection (HPP 2), National Agenda for Children 2018- 2022, Sector Policy on Inclusive Education of 2013 etc; Namibian Early Childhood Development policy on the right of a child: Evaluate Namibian standards for Early Childhood Centres (2012); statistics on Early Childhood Education prevalence in Namibia: Play pedagogy: Perceptual development activities in Pre-Primary: Role of stakeholders in ECEC; Intervention strategies

Learning and Teaching Strategies/Activities

Learning simulations, Gamification, Lectures, Demonstration, Learning circles, Flipped classroom, video tutorials

Student Assessment Strategies

Continuous assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Junior Primary Teaching I	
Module Code	E3732CJ
NQF Level	7
Notional Hours	90
Contact hours	(4h + 2h prac.)/w
Additional learning requirements	On-site visits to JP classrooms; Observation of JP lessons
NQF Credits	9
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to develop knowledge and understanding of the philosophy underlying Pre-Primary and Junior Primary education in Namibia. Micro-teaching and development of teaching and learning aids suitable for Junior Primary classrooms will form an integral part of this module.	
Overarching Learning Outcome	
Students will be able to apply in-depth skills and expertise of the principles, philosophies, theories, and policies that underpin Junior Primary (JP) including Pre-Primary in planning and executing JP lessons during micro-teaching sessions.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explore theories, policies and concepts underpinning the Junior Primary phase. 2. Evaluate the impact of Junior Primary theories and policies on teaching and learning. 3. Observe Junior Primary lessons on-site including Pre-Primary lessons. 4. Model correct Junior Primary handwriting. 5. Plan JP lessons including Pre-Primary and implement the plans during micro teaching sessions. 6. Design teaching and learning aids suitable for use in a JP classroom, including Pre-Primary.	

Module Content

Theories and policies underpinning JP teaching and learning: Sociocultural theory of Lev Vygotsky, Cognitive Constructivist Theory of Jean Piaget, etc.; The relationship between Vygotsky and Piaget's theory and implications to pedagogy; Conceptual understanding of theory, policy, micro teaching, and principles: Policy Frameworks and Acts on JP in Namibia: Impact of JP frameworks on teaching and learning; Lesson planning and micro teaching; Handwriting; Pre-Primary Syllabus; Grade 1-3 Syllabus.

Learning and Teaching Strategies/Activities

Lectures, Presentations, Practicals, Collaborative learning groups, learning simulations; Flipped classroom

Student Assessment Strategies

Continuous assessment: 100%

PART B: MODULE DESCRIPTOR	
Module Title: Life Skills and Inclusive Education I	
Module Code	E3762AI
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	A compulsory practical attachment during SBS
NQF Credits	8
(Co-requisite)	Inclusive Responsive Teaching (E3742AI)
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with skills and competencies to respond effectively to the learning and psycho-social needs of all learners, including those with barriers to learning. It empowers teachers with and /or refer some learners with more profound needs to other professionals.	
Overarching Learning Outcome	
Students will be able to apply skills, attitudes and competencies that are aligned and responsive to the needs of all learners, including learners with barriers to learning.	

Specific Learning Outcomes

On completing the module, students should be able to:

1. Reflect on their own childhood and school experiences with regard to diversity management and position their experiences based on the notion of inclusivity in education.
2. Discuss the linkages between the disciplines of Inclusive Education and Life Skills.
3. Apply theories related to Inclusive Education and Life Skills to identify and address the needs, support and or refer learners, their families and communities to more advanced services.
4. Review the various forms of diversity that occur in school settings and identify barriers to learning that are likely to arise from such forms of diversity.
5. Identify a particular specialization within Inclusive Education and complete a project on the identified category.
6. Discuss the identification, assessment and intervention processes for learners with special educational needs/ barriers to learning.
7. Analyse the Inclusive Education Sector Policy as well as other Sector Policies to educational settings.
8. Apply different forms of support for learners with special educational needs/ barriers to learning.
9. Carry out SBS at an institution that will allow daily contact with learners with barriers to learning, their teachers, parents/ caregivers and community and complete an attachment task at such identified institution

Module Content

Inclusive Education based on SBS and the Practical Attachment: Own childhood and school experiences with regard to diversity exposure and management; Education Sector Policy on Inclusive Education, guiding principles, implementation strategies, its provisions and challenges and its implications for the education sector; theoretical frameworks and discourses relevant to Inclusive Education and Life Skills: Brofenbrenner, Piaget, Kumashiro, Maslow, etc.; Special educational needs: identification and support strategies, including resources, teaching and learning strategies, curriculum adaptation, classrooms management, etc.; assessment process and apply assessment adaptation to each barrier; methods for intervention; Overview of different Barriers to Learning and Special Educational Needs; Gifted Learners (CKH + Guest Lecturer): theories related to giftedness; support and teaching strategies for gifted learners including curriculum issues; Emotional and Behavioural Difficulties; Visual Difficulties/ Disabilities theories related to the above barrier; Hearing Difficulties/ Disabilities; Intellectual Difficulties/ Disabilities; Other Barriers Identified from Current Issues in Education: Sexual Orientation, Child Abuse and Neglect, Impacts of Abject Poverty Early, Unintended Pregnancies; Bullying (including cyber-bullying); Ethnic Minority and Stigmatisation); Learner-parenthood and Stigmatisation; Rural-Urban background divide; Gender inequalities; Personal philosophies of education in relation to the support of learners with special needs/ learners with barriers to learning and their inclusion in schools and society.

Learning and Teaching Strategies/Activities

School-Based Attachments, Case Scenarios, Projects, Article Analysis, Lectures Presentations.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

PART B: MODULE DESCRIPTOR	
Module Title: School leadership and Management I	
Module Code	E3762AL
NQF Level	7
Notional Hours	80
Contact hours	(4h) /w
Additional learning requirements	Seminars
NQF Credits	8
Prerequisite	Learner and the Learning Environment E3651AL
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce prospective students to the concepts and the importance of leadership. Students will differentiate the work of the principals as a leader, manager and administrator. They will further apply styles of leadership contingent on the situation as well as different leadership theories and applicable to school setting.	
Overarching Learning Outcome	
Students will be able to exhibit appropriate leadership skills in schools.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the different management approaches. 2. Discuss the importance of good leadership. 3. Distinguish between leaders and managers. 4. Evaluate different leadership styles. 5. Analyse characteristics of school leaders. 6. Exhibit suitable skills in school leadership.	

Module Content

Theories in Educational Leadership and Management: ethical Leadership; situational leadership; scientific management approach; bureaucratic approach; systems management; contingency theory; The educator as a leader: Functions of leaders and managers; School Leadership and Management styles: autocratic leadership style; pacesetter leadership style; democratic leadership style; coaching leadership style; laissez-faire leadership style, authoritative management style; consultative management style; delegative management style; persuasive management style; collaborative management style; Characteristics of school leaders; Professional School Leadership Skills: critical thinking and problem solving; teamwork and collaboration; strong work ethic; oral and written communication skills; leadership skills; time management skills; Steps in Capacity Building: engage stakeholders on capacity building; assess capacity needs and assets; formulate a capacity development response; implement a capacity development response; evaluate capacity development; School leadership and management values supporting educational transformation: standards for student learning; belief in human capacity; commitment to equity; belief in professional support; moral development.

Learning and Teaching Strategies/Activities

Lectures, discussions, workshop/seminar presentations; Collaborative/cooperative/group; Flipped classroom

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Technology I	
Module Code	E3762AT
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	ICT for Educators E3651EL
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to develop students' advanced skills in the use of technology in 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 technology can be used to enhance education in a broader spectrum as well as for professional development, educational management and school administration and marketing.	
Overarching Learning Outcome	
Students will be able to apply advanced skills in educational technology necessary to facilitate teaching and learning as well as to manage and administer school programmes.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Analyse educational technology theories. 2. Examine the Namibian ICTs in Education policy and strategies. 3. Craft an Acceptable Use Policy (AUP) for a school. 4. Evaluate and apply emerging technologies into teaching and learning. 5. Integrate Web 2.0 & 3.0 technologies. 6. Discuss the impact of ICTs on education and development.	

Module Content

The concept Educational technology: definition, the present and future of educational technology; Developing a wiki or blog with annotated bibliography on educational technology theories: modernisation; technology determinism; human capital productivity, constructivism, sociocultural, behaviourism, cognitivist; New Technological Pedagogical approach: TPACK and Technology Integrated Planning (TIP); the Namibian ICTs in Education policy and strategies: Policy content and its relevance to 2014 Namibian technological realities; Discourses by UNESCO, Human Capital theory, World Bank, etc.; digital divide; Ethical and legal issues when integrating ICTs in education: digital citizenship in schools from a global perspective; social networking and learning; how social media can be a learning technology; Cyber safety and privacy; Copyright and ethical use of online resources; Ethical content sharing on social media; Acceptable Use Policy (AUP) for a school: Case studies in Namibian context; ICTs for effective school management: Learner assessment records; Data bank of past assessment tools; School census and 14th day statistics; Soft copies of government forms; Emerging technologies: smartboards, cell phones; tablet, mobile apps; augmented reality; gamification; coding; social media, etc.

Learning and Teaching Strategies/Activities

Lectures, Demonstration, Presentations, Problem-based learning, Projects, Case Studies, Practicals.

Student Assessment Strategies

Students will be assessed via online tests, assignments and projects.

- Continuous Assessment: 40%
- Examination: 60%, 100 marks, 3hour paper

PART B: MODULE DESCRIPTOR:	
Module title: Curriculum Studies I	
Module Code	E3762AC
NQF Level	7
Notional Hours	80
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	Learner and the Learning Environment E3651 AL
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with knowledge, skills and understanding of curriculum development process and how a curriculum is assessed in the school system.	
Overarching Learning Outcome	
Students will be able to apply knowledge, skills and understanding on how curriculum is developed and assessed.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Discuss curriculum approaches to curriculum development and their implications to teachers and learners. 2. Explain the curriculum design process. 3. Relate models of curriculum development and students' own experience of curriculum in their formal education. 4. Apply a model of curriculum to assess the strengths and weaknesses of their major subject areas. 5. Apply skills of how curriculum is assessed in the Namibian context. 6. Analyse curriculum documents from other education programmes locally and globally. 7. Evaluate the curriculum development process in Namibia.	

Module Content

Curriculum approaches to curriculum development and their implications for teachers and learners: behavioural, academic, experiential, technological, naturalistic and humanistic; Curriculum design process: concept of curriculum design, principles in curriculum design process, types of curriculum designs: subject-centred design, learner-centred design, core design; Models of curriculum development and their applications to the Namibian context; Curriculum development process in Namibia at primary and secondary level; Understanding how curriculum is assessed: principles of assessment, alignment of learning, teaching and assessment; analysing the link between subject specific objectives and assessment, creating assessment item questions, marking assessment tasks, reporting and recording learner performance; setting examination question papers and marking assessment, interpreting assessment results: percentages, ordering and ranking, frequency distribution, graphing data and measure of central tendency.

Learning and Teaching Strategies/Activities

Interactive lectures, class and online discussions, individual learning, pair-share activities and group discussions.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: Literacy and Learning I	
Module Code	E3762CL
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	On-site visits to JP classrooms
NQF Credits	8
Co-requisite	Language, Literacy and Learning Support (E3723CL)
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with knowledge and skills on various learning theories that can be applied to instruction in literacy.	
Overarching Learning Outcome	
Students will be able to apply the various learning theories in the instruction of literacy within a multicultural context.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Outline the meaning and purpose of literacy and learning. 2. Explain the concepts of bilingualism and multilingualism. 3. Discuss the theories of literacy. 4. Summarise an overview of learning theories from various theoretical perspectives. 5. Contrast theories of literacy in bilingual and multilingual contexts. 6. Evaluate the literacy skills of learners in a multilingual context.	

Module Content

Definition of literacy: Definition of learning: Bilingualism; Multilingualism; Theories of literacy: social constructivist, maturationist, emergent literacy theory; Learning theories: Behavioural/ Conditioning theories, Cognitive theories; Theories of literacy in bilingual and multilingual contexts: Literacy skills; Grade level skills as identified in the syllabus; Literacy tests.

Learning and Teaching Strategies/Activities

Lectures, Presentations and student-lecturer evaluations

Student Assessment Strategies

Continuous Assessment 60%

Examination 40%

PART B: MODULE DESCRIPTOR	
Module Title: Sport Management I	
Module Code	E3762IP
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	Integrated Physical Education (E3602CP)
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to provide students with the foundation required for school sport organisers, managers and leaders, with the focus on Sport Coaching as well as its management and its impact on good governance of school sport.	
Overarching Learning Outcome	
Students will be able to utilise information, knowledge and expertise about principles of becoming an effective type of coaching leader, applying effective teaching-coaching principles, communicate and motivate trainers effectively.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Discuss the relevant qualifications, competencies, roles, and qualities of a coach.	

2. Discuss society's objectives for sport programmes and the compatibility of the coaches' objectives with society.
3. Distinguish between the different coaching styles and communication.
4. Define what constitutes healthy coach-athlete relationships, sources of power and boundaries.
5. Apply the role of the coach in child development, physical activity and health and well-being, as well as the impact of physical activity on character building.
6. Outline the key factors of scientific training principles that should be borne in mind when designing a physical conditioning programme.
7. Evaluate the value of nutrition during training and competition and the balance between energy intake and expenditure.
8. Determine reason for the cause of sport injuries, and identify the most suitable and specific treatment methods, based on the nature of the most common sport injury types.
9. Report on school sport coaching observations and free service delivery.

Module Content

Introduction to Coaching and Training: Philosophy of coaching, types of coaches, the nature of coaching and management functions of the coach; Coaching Objectives and Coaching Styles: Coaching style and communication, steps in communication, evaluating communication and reasons for ineffective communication; Power and Ethics in Coaching; Power and leadership, using power positively; Children and Sport: Children and sport participation, child growth and development, the mind of a child and the role of parents and coaches in sport; The Science of Coaching: How the body functions, fitness for sport and physical training, the coaches' role in physical training and training principles; Energy and energy fitness, physiology of energy systems, energy demands, measuring energy fitness, designing an energy fitness programme; Basic Nutrition and Fitness: Main reasons for sport injuries, basic management of injuries and injury prevention; Psychological Aspects in Sport: Athletes and individuality, motivation, self-confidence and goal setting skills, managing psychic energy (emotional control), stress management and techniques, effective communication.

Learning and Teaching Strategies/Activities

lectures, discussions, individual, pair and group and practical activities

Student Assessment Strategies

Continuous Assessment: 60%

Examination 40%: (75 marks duration of 2 hours)

MODULE DESCRIPTOR	
Module Title: Teaching Practicum II	
Module Code	E3851IP
NQF Level	8
Notional Hours	360
Contact hours	12 weeks
Additional learning requirements	WIL and further learning
NQF Credits	36
Pre-requisite	Teaching Practicum I E3700CP
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to create opportunity for students to apply the theoretical knowledge and experiences pertaining to approaches, methods, strategies and techniques gained through contact sessions to real-life classroom situations. It allows students to apply theory to practice in aspects such as, learner-centred approach, lesson preparation, application of teaching/learning resources, social environment of the school and motivation of learners.	
Overarching Learning Outcome	
Students will apply skills for effective learning and teaching as well as the ability to enact those principles in a school environment.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Apply knowledge and an understanding of learning environments that promote fairness, respect and care to encourage learning. 2. Apply content knowledge within/ and across curriculum teaching areas. 3. Employ a wide variety of teaching methodologies and delivery modes appropriate to specific learners and their environments. 4. Design instructional plans and various modes of assessment aligned with learning outcomes.	

5. Create and use a variety of teaching and learning resources including ICT to address learning goals.
6. Use a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes.
7. Model behaviour that uphold the values of teaching profession by exhibiting qualities such as caring attitude, respect and integrity.

Module Content

Orientation using WIL manual: On-site education; WIL stakeholders, The school ethos: vision, mission, goals values, & expectation; existing laws in teaching profession, Understanding learners: strength, needs, & experiences. Managing my classroom: structure, routine, rules. Lesson planning: collaborate, feedback, reflection. Learning resources: locating resources, creating materials. My philosophy of teaching: approaches, methods, techniques, & strategies. Year planning: learning programme & activities. Construct assessment tools: formal, & informal. Master content. Keep portfolio: reflective practitioner.

Learning and Teaching Strategies/Activities

Presentations, peer-review, supervisor evaluation

Student Assessment Strategies

Continuous assessment, 100%: practicum portfolio

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Research Project	
Module Code	E3873AR
NQF Level	8
Notional Hours	160
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	(Research Proposal U5880SP) Educational Research E3773AR
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
Module Purpose	
The purpose of this module is to provide students with an opportunity to apply their research knowledge and skills by selecting a topic, collecting data and completing a research report.	
Overarching Learning Outcome	
Students will be able to conduct research and produce a research report.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss concepts related to Educational Research. 2. Apply Educational research designs and methodologies. 3. Design educational research tools and techniques. 4. Illustrate a set of data in tabular and graphical form. 5. Classify reviews as per the variables of study. 6. Critique results as per the objectives of the study and with reference to reviewed literature. 7. Evaluate research hypothesis, data, tools. 8. Construct a research proposal and research report.	

Module Content:

Carrying out a research project: Designing research instruments: Generating Data: Data analysis and Interpretation: Writing a Research Report.

Student Assessment Strategies:

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: School and Community	
Module Code	E3862AC
NQF Level	8
Notional Hours	90
Contact hours	(4h)/w
Additional learning requirements	Participate in online workshop/conference (School and Community); school leader shadowing (can include HOD, deputy-principal or principal), interview community leaders involved in schools
NQF Credits	9
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to develop teacher leadership competence through exploring the teacher's role in the school as a living, diverse organisation as well as their role in connecting the school to the broader community.	
Overarching Learning Outcome	
Students will be able to foster connections between the school and the community/society and establish its effect on the school, teacher and learners' performance.	
Specific Learning Outcomes	
On completing of the module, students should be able to: 1. Critique a local school's mission and vision statements. 2. Evaluate the school's strategic and continuous improvement plans and its connection to the local community. 3. Identify the school's curriculum initiatives, learner management and support systems. 4. Assess the support of the school-wide learner-centred culture. 5. Determine the connection between the school, family and community in enhancing learner performance. 6. Review school's organisational leadership, learners' support and community inclusion. 7. Prepare a final plan to encourage community participation in the school's activities.	

Module Content

Education, society and school culture: the rootedness of education in the philosophical; socio-cultural, historical; legal and political context of Namibia and beyond; the Education ACT in Namibia; socialisation as a function of schools; challenges society/communities place on schools and vice versa; global issues that concern schools (climate change, pandemics, poverty; all forms of abuse etc.; Organisational and instructional leadership practices: Leadership and management styles that establish positive school culture Namibian research, Education Act and its position on leadership practices in the school including the role of the school board; Managing the school, classroom, learners/learning and support system: school culture, school improvement, local schools mission and vision statements, their strategic plans, their teaching and learning support system; National Professional Standards for Teachers in Namibia; evaluate schools in Namibia's improvement plans and how it is connected to their communities; Establishing a school-wide learner-centred culture: school culture and learner-centredness; critically examine the body of research in Namibia on learner-centred education and school culture, design a school culture measurement tool; collect data on a specific school's culture for a class presentation; Family and community support to enhance school and learner performance: Community support and engagement in schools in Namibia, what does the Education Act say about this (role of the school board; community members, NGO's, etc.) develop instrument to collect data from community members on school involvement; present data in group discussions; prepare a plan to encourage community participation in school activities.

Learning and Teaching Strategies/Activities

Learning and teaching will take place through different methods such as lecture methods, collaborative group, facilitating group work, discussions and workshop presentations, Complex problem-based learning, flipped classroom by reading through the assigned materials ahead of time as well as analysing the body of research on learner-centred education, school and instructional leadership before attending class. Self-directed learning will also through designing data collection tools, collecting data, and making presentations on findings. Practice-based learning through the conducting of data collection on certain topics and presenting the findings.

Student Assessment Strategies

Continuous Assessment: 100%

Module Title: ECEC and Pre-Primary Teaching II	
Module Code	E3832CP
NQF Level	8
Notional Hours	200
Contact hours	(4h + 2h prac.)/w
Additional learning requirements	On-site visits to Pre-Primary classrooms, kindergartens, portfolios
NQF Credits	20
Prerequisite	Pre-Primary Teaching I E3732CP
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with expertise in teaching at Early Childhood Development and Junior Primary phase. The modules builds on ECE + Pre-Primary Teaching I and advances skills from that module.	
Overarching Learning Outcome	
Students will be able to apply in-depth skills and expertise with regards to Early Childhood Education and Care as well as Pre-Primary teaching principles and practices.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Employ expertise in teaching the 0-6 years children, following the principles and know-how a. of teaching at Early Childhood Education and the Pre-Primary year. 2. Discuss important aspects of child care e.g. health, nutrition, safety, feeding. 3. Distinguish between different types of kindergartens and Early Childhood Centres. 4. Evaluate Early Childhood Education programmes and teaching and learning resources (including E-Resources). 5. Design intervention strategies to meet the needs of marginalised, vulnerable and children with special needs in senior primary 6. Education. 7. Explore the concepts of self and identity development of a young child within a cultural a setting. 8. Collaborate with and influence community, parents and relevant stakeholders in Early Childhood Education. 9. Evaluate ECD centres using national ECD standards.	

Module Content

Childcare aspects: health, nutrition, safety, feeding, establishing routine, 1000 days, stunting, outdoor activities, Different types of kindergartens: Assessment activities appropriate for Early Childhood Education; Observation skills and assessment of young children; Marginalised, vulnerable and children with special needs in ECE: Intervention strategies to for marginalised, vulnerable and children with special needs in ECE; Self and identity development of a young child within a cultural setting; Concepts of self and identity development in young children; the role of culture in identity development; language policy and importance of using mother tongue in Early Childhood Education; Early Childhood Education programmes and teaching and learning resources (including E-Resources); Theme Planning / integration in Early Childhood Education; Daily programs; ICT Integration; The role and influence of community, parents and relevant stakeholders in Early Childhood Education: Involvement of different stakeholders; parental involvement; community; work ethics of ECD Centre Managers, teachers

Learning and Teaching Strategies/Activities

lecturing method, *'flipping the classroom'*, *'learning circles'*, experiential learning' / *'on-site learning'*

Student Assessment Strategies

Continuous assessment 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Junior Primary Teaching II	
Module Code	E3832CJ
NQF Level	8
Notional Hours	200
Contact hours	(4h +2)/w
Additional learning requirements	On-site visits to JP classrooms; Micro-teaching
NQF Credits	20
Prerequisite	Junior Primary Teaching I E3732CJ
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to enhance students' essence of being a professionally-trained Junior Primary (JP) teacher including Pre-Primary grade, by empowering them with competencies to teach the Junior Primary learner.	
Overarching Learning Outcome	
Students will be able to apply advanced skills of teaching at Junior Primary phase in terms of effective teaching approaches, the school readiness program, as well as organising, managing and executing lessons in the Junior Primary classroom (including Pre-Primary grade).	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Select and evaluate appropriate School Readiness programs for JP classrooms. 2. Assess and evaluate own, peers as well as learners' handwriting skill. 3. Plan lessons to teach JP learners. 4. Carry out assessment at JP including Pre-Primary grade. 5. Display appropriate arrangement of a JP classroom environment. 6. Apply innovate ways of managing a JP class including Pre-Primary grade. 7. Create an e-portfolio for assessment purposes.	

Module Content

School readiness: as a concept, its purpose and School Readiness Programs in use in Namibia and globally; Activities that support the school readiness program; Characteristics of the child who is School Ready; Handwriting skills: Teaching handwriting in JP; Lesson planning and implementation thereof: Weekly plans /overview; lesson plans; Continuous assessment in JP; Different forms of assessment in JP; recording CA in JP; The concept of micro teaching and its significance; Learning through play and its significance; Differentiated Instruction and its significance; Initial reading and writing: Tools that promote the development of initial reading and writing skills, e.g., Emergent literacy, EGRA reading tool, the reading corner, games, handwriting patterns; Classroom management: See the JP Policy Guide.

Learning and Teaching Strategies/Activities

Lectures, demonstrations, practicals, presentations; material development

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: Life Skills and Inclusive Education II	
Module Code	E3812AI
NQF Level	8
Notional Hours	180
Contact hours	(4h)/w
Additional learning requirements	One compulsory field trips / excursions (outside the normal practicals); one attachments
NQF Credits	18
(Co-requisites) Prerequisite	Life Skills and Inclusive Education I E3762AI
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to empower teachers with the necessary attitudes and skills to deal with classroom diversity of any nature based on learners' physiological, mental, socio-economic and any other characteristics that might render learners at-risk from participating and learning in the education setting.	
Overarching Learning Outcome	
Students will be able to identify and accept diversity in education and effective responses to diversity by employing inclusive education and social justice principles.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Define inclusive education, its key principles, values and processes. 2. Explain key features of, and continuously create an <u>inclusive learning environment</u>. 3. Identify barriers to participation, learning and resources to support all learners within schools and by extension, within families and using ICT tools to support all learners in inclusive settings. 4. Create Professional Learning Communities to foster collaboration within and beyond school communities. 5. Use reflective techniques expected to develop intervention plans through a range of activities aimed towards enhancing participation. 6. Foster collaborations within the school community.	

Module Content

Comprehensive definition of inclusive education, its key principles, values and processes: Diversity in education: Barriers to participation and learning arising within schools; National and international policy frameworks: develop priorities and plan interventions to support diversity teaching (e.g. curricula adaptations, design of differentiated lessons); alternative learning practices, techniques, materials, and associated assessment tools to review achievement and development; use of ICT to support all learners in inclusive settings; Collaboration within the school community (teachers, students, parents/carers) an inclusive learning environment; barriers to participation, learning and resources to support all learners within schools and by extension, within families and using ICT tools to support all learners in inclusive settings; Professional Learning Communities (teachers, teaching assistants, students, parents/carers, professionals, para-professionals); Reflective techniques to develop intervention plans through a range of activities (e.g. case studies, hands-on activities) aimed towards enhancing participation, learning and achievement of inclusive mainstream education for all students, specifically for disadvantaged learners, including orphaned and vulnerable children, learners affected by abject poverty, learners from indigenous communities, those with special educational needs and migrant background, thereby fostering social inclusion.; Ethics of forming and participating in staff support groups to identify challenges teachers face, offload in a safe and professional space and develop coping strategies in order to remain caring, inclusive and responsive teachers for all learners.

Learning and Teaching Strategies/Activities

Lectures, tutorials, case scenarios, projects, field trips, and reflection activities.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: School Leadership and Management II	
Module Code	
Module Code	E3812AL
NQF Level	8
Notional Hours	180
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	18
Prerequisite	School Leadership and Management I E3762AL
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to enable students to gain knowledge and skills in address leadership challenges faced in Namibian secondary schools.	
Overarching Learning Outcome	
Students will be able to exhibit appropriate leadership skills in schools.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Describe the values and dispositions supporting educational transformation. 2. Discuss the effective management of educational institutions. 3. Apply practical skills in school leadership and management. 4. Apply critical thinking pertaining to leadership and management issues. 5. Evaluate professional values in leadership and management as required of prospective educator. 6. Illustrate the capacity to contribute to educational leadership and management debate. 7. The relate the influence of e-leadership on school management and administration. 8. Facilitate school engagements with community.	

Module Content

Values and dispositions supporting educational transformation: Effective management of educational institutions: School leadership: Skills in school leadership and management: Values in leadership and management: E-leadership on school management and administration: School engagements with community.

Learning and Teaching Strategies/Activities

Lecture methods, Facilitating group work, Self-directed learning

Student Assessment Strategies

Continuous Assessment (CA): 100%

PART B: MODULE DESCRIPTOR:

Module Title: Educational Technology II

Module Code E3812AT

NQF Level 8

Notional Hours 180

Contact hours (4h)/w

Additional learning requirements None

NQF Credits 18

Prerequisite Educational Technology I E3762AT

Compulsory/Elective Elective

Semester Offered 2

Module Purpose

The purpose of this module is to develop students' advanced skills in the use of technology in 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 technology can be used to enhance education in a broader spectrum as well as for professional development, educational management and school administration and marketing.

Overarching Learning Outcome

Students will be able to apply advanced skills in Educational Technology necessary to facilitate teaching and learning as well as to manage and administer school programmes.

Specific Learning Outcomes

On completing the module, students should be able to:

1. Explain the ethical and legal issues when integrating ICTs in education.
2. Create e-Learning lessons, resources and assessments.
3. Use ICTs for assessment, evaluation and decision making.
4. Create a school website using a school web service.
5. Create a learning e-portfolio.
6. Use ICTs for effective school management.

Module Content

Integrate Web 2.0 & 3.0 technologies (e.g. wikis, blogs, user-created online content, APPs and other social media) into teaching and learning; Critically discuss the impact of ICTs on education and development using a blog; Create a full e-learning lesson created including assessments and resources using one of the various online software (e.g. Edmodo, Schoology, EDU2.0 etc); Use ICTs for assessment, evaluation and decision-making; Create a school web-site using a school web service; Use a blogging software (e.g. WordPress: <http://wordpress.com/>; Weebly: <http://www.weebly.com/>; Create an e-portfolio by linking the following products to your personal learning blog:

Learning and Teaching Strategies/Activities

Lectures, Demonstration, Presentations, Problem-based learning, Projects

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%, 100 marks, 3h paper

PART B: MODULE DESCRIPTOR:	
Module Title: Curriculum Studies II	
Module Code	E3812AC
NQF Level	8
Notional Hours	180
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	18
(Co-requisites) Prerequisite	Curriculum Studies I E3762AC
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose: The purpose of this module is to provide students with an in-depth understanding of theories and models of curriculum planning, design, change and innovation and implementation.	
Overarching Learning Outcome: Students will be able to apply in-depth knowledge and understanding of theories and models curriculum planning, design, change and innovation and implementation and how their applications to the Namibian school system.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the meaning of a curriculum model. 2. Discuss the differences between prescriptive and descriptive curriculum models. 3. Analyse steps in curriculum designing. 4. Compare Saylor's categorization of curriculum design to the Namibian school curriculum designs. 5. Explain the characteristics of centralised and decentralised curriculum designs. 6. Discuss the differences between centralised and decentralised patterns of curriculum designs. 7. Analyse the patterns of curriculum design in Namibia. 8. Evaluate curriculum change and innovative approaches. 9. Reflect on factors affecting curriculum implementation.	

Module Content

Models of Curriculum Planning: Meaning of curriculum models, types of curriculum models (prescriptive: traditional and contemporary models), descriptive model: situational model; Understanding Curriculum Design: revisiting meaning and definitions of curriculum design, steps in curriculum designing, Saylor's categorisation of curriculum design, patterns of curriculum designs (centralised curriculum designing, centralised curriculum designing, centrally coordinated curriculum designing); Theories and models of curriculum changes and innovation: Overview of meaning and conception of change and innovation, models of change and innovation, theory of diffusion and models of dissemination of curriculum change and innovations, school curriculum reforms in Namibia; Studies in curriculum implementation: conceptions of curriculum implementation, factors influencing Curriculum Implementation, basic education curriculum implementation in Namibia.

Learning and Teaching Strategies/Activities

Lectures, class and online discussions, pair share activities, group discussions

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: Literacy and Learning II	
Module Code	E3812CL
NQF Level	8
Notional Hours	180
Contact hours	(4h)/w
Additional learning requirements	On-site visits to JP classrooms, Occupational Therapy and Educational Psychologists practices as well carrying out assessments at the Assessment Centre at Khomasdal Campus
NQF Credits	18
Prerequisite	Literacy and Learning I E3762CL

Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with specialised knowledge and skills in literacy and learning difficulties as part of interventions to overcome these difficulties.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills to become a literacy specialist that will move beyond the acquisition of knowledge to the application of skills.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Identify specific reading and writing difficulties; 2. Evaluate the Namibian multilingual context; 3. Assess interventions for the literacy difficulties; 4. Report on intervention strategies for a literacy difficulty; 5. Apply skills in baseline and diagnostic as well as longitudinal assessment of children's literacy development; 6. Reflect on their own growth and process in the subject area of literacy and learning.	

Module Content

Literacy in a multilingual context: theory of multiliteracy; cultural impact and multi literacy in the Namibian context; Reading difficulties in Junior Primary learners: Application of knowledge from Literacy and Learning I: visits to JP classrooms; Writing difficulties in Junior Primary learners: Application of knowledge from Literacy and Learning I :visits to JP classrooms; Interventions to reading and writing difficulties (suggestions based on observations): visits to practices; Baseline, diagnostic and longitudinal assessment of children in literacy development; Report writing; Reflective journal of growth in literacy and learning

Learning and Teaching Strategies/Activities

Demonstrations, practicals, carry out assessments on children at the Assessment Centre

Student Assessment Strategies

Continuous Assessment: 100%

Students will submit a report and reflective journal, indicating the assessments carried out in the semester.

PART B: MODULE DESCRIPTOR	
Module Title: Sport Management II	
Module Code	E3812IP
NQF Level	8
Notional Hours	180
Contact hours	(4h)/w
Additional learning requirements	Obtaining of an officiation or coaching certificate, under the auspices of one of the following National Sport Associations, affiliated to the Namibia Sports Commission: Athletics Namibia; All Namibia Netball Association; Namibia Football Association;
NQF Credits	18
Prerequisite	Sport Management I E3762IP
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to provide students with the foundation for school sport organisers, managers and leaders, with the focus on Sport Organisation and Administration. It enables students to build a personal model of coaching, organisation and administration based on practice, as well as leadership and management skills that can be used in the workplace.	
Overarching Learning Outcome	
Students will be able to explore learning opportunities through which information, knowledge and expertise is shared about principles of managing groups of people, which requires an organisational structure to function smoothly as typified by sport for young people.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss the current Sport Administration system in Namibia, as well as its umbrella bodies encompassing a number of sports. 2. Distinguish between the needs of individuals, groups, teams and task needs based on principles of leadership and leadership development. 3. Explain what constitutes project planning with a focus on school sports events. 4. Identify the different encompassing sport office procedures. 5. Discuss how to establish a school or community sports club. 6. Apply different policies and regulations pertaining to organising and conducting tournaments as well as the different types of sport programmes and tournaments. 7. Report on school sports event observations and free service delivery. 8. Participate in the attending of and successfully obtain an officiation or coaching certificate, under the auspice of selected National Sport Associations.	

Module Content

Sport Structures: Administration, Namibia Sports Act, Controlling Bodies, National Federations, International Federations, School Sport; Leadership: Leadership development, Individuals, groups, teams and task needs, Motivation, Delegation, Conflicts, consensus and confrontations, Volunteers; Planning: Types of planning, Project planning, Monitoring and evaluation, Development planning; Administration: General office procedures, Communication, Meetings, Basic financial management, Marketing and media, Sponsorship and fundraising; Starting a Club: Creating a club, Membership recruitment, Legal Issues; Organising and Conducting Tournaments: Programmes of events, Types of events, Programme policies and regulations, Designing tournaments, Round-robin tournament, Single-elimination tournament, Seeding's or ratings, The pool system.

Learning and Teaching Strategies/Activities

Discussions, individual, pair and group and practical activities

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

Written examination: (100 marks, 3 hours)

B.2.2 BACHELOR OF EDUCATION (PRE-PRIMARY AND LOWER PRIMARY) (HONOURS) ([Phasing out No New Intake in 2026])

B.2.2.1 CURRICULUM FRAMEWORK 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	ESP3690	Equal to 2 weeks	6	(2)	None
English for Teachers 1	EET3589	2 + 2hp per week	5	4	Pre-requisite LCE 3419 (English Communication and Study Skills) and LEA 3519 (English for Academic Purpose)
Childhood Learning	PSP3721	2 + 1hp per week	7	8	Pre-requisite PSP 3622 (Child Development)
Inclusive Education 1	PSP3741	2 + 1hp per week	7	8	None
Integrated Media and Technology Education 2	CFP3729	2 + 1hp per week	7	8	Pre-requisite CFP3622 (Integrated Media and Technology Education 1)
English Language Education 2	LEP3600	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	MSP3600	2 + 1hp per week	6	(8)	None
Numeracy and Mathematics Education 2	MMP3600	2 + 1hp per week	6	(8)	Pre-requisite MMP3500 (Numeracy and Mathematics Education 1)
Physical and Health Education 2	MPP3721	2 + 3hp per week	7	8	None
Arts Education 1	LAP3620	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	ESP3690	Equal to 2 weeks	6	(2)	None
English for Teachers 2	EET3609	2 + 2hp per week	6	8	Co-requisite EET 3589 (English for Teachers 1)
Science of Teaching	CFP3769	2 + 1hp per week	7	8	None
Curriculum Studies	CFP3749	2	7	8	None
Educational Foundations 1	FM 3622	2	6	8	None
English Language Education 2	LEP3600	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	MSP3600	2 + 1hp per week	6	(8)	None
Numeracy and Mathematics Education 2	MMP3600	2 + 1hp per week	6	(8)	Pre-requisite MMP 3500 (Numeracy and Mathematics Education 1)
Arts Education 1	LA 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	ESP3790	Equal to 4 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Educational Research	CFP3781	3	7	12	None
Assessment and Evaluation of Learning	CFP3721	2 + 1hp per week	7	8	None
Religious and Moral Education	LRP3721	2 + 1hp per week	7	8	None
English Language Education 3	LEP3700	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	MMP3700	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	ESP3790	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	PSP3702	2 + 1hp per week	7	8	None
Educational Management	FMP3702	2	7	8	None
English Language Education 3	LEP3700	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	EMSP3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Educational Foundations 2	FMP3742	2	7	8	None
Numeracy and Mathematics Education 3	MMP3700	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	ESP3891	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	PSP3800	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 Re-search) and CFP 3782 (Project Based Learning)
English Language Education 4	LED3800	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 (The School reserves the right to use quotas to determine number of students allowed per career specialisation)					
One Elective from list below:					
Assessment and Evaluation	CFD3880	6 for 7 week	8	(12)	60 % in Pre-requisite CFP 3721 (Assessment and Evaluation of Learning)
School Leadership and Management	FMD3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Educational Technology	CFD3890	6 for 7 week	8	(12)	60 % in Pre-requisite CFP 3729 (Integrated Media and Technology Education 2)
Inclusive Education 2	PSD3880	6+2 hrs/week practical for 7 weeks	8	(12)	60 % in Pre-requisite PSP 3741 (Inclusive Education 1)
Life Skills	PSD3890	6 for 7 week	8	(12)	60 % in Pre-requisite PSP 3702 (Guidance and Counselling 1)
Curriculum Planning and Development	CCD3880	6 for 7 week	8	(12)	60 % in Pre-requisite CFP 3749 (Curriculum Studies)
Sport Organisation and Administration	MPD3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Arts and Culture Development and Organisation.	LID3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP3702 (Educational management)
Early Childhood and Pre-Primary Education	EED3880	6 + 2hours practical per week 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)
Advanced Sign language (Compulsory for all students)	PLD3880	6 for 7 weeks	8	(12)	Sign language 1 and 2

who have selected Sign language Education as their language of choice)					
Total				64	
SEMESTER 2 (64 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Professional and Community Development	FMP3822	2	8	8	None
Guidance and Counseling 2	PSP3800	1 + 1 hp every week	8	(4)	Pre-requisite PSP 3702 (Guidance and Counseling 1)
First Aid Education	MFA3699	2/ 3 days	6	None credit bearing	None
Learning Support in Reading and Writing	PSP3822	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	LLP3822	4 + 2hp every week	8	8	None
Literacy Development	LLP3842	2 + 2hp every week	8	8	None
Learning Support in the Mathematics Classroom	MMD3800	2 + 1 hour practical every week	8	(8)	MMP 3700 (Numeracy and Mathematics Education 3)
English Language Education 4	LED3800	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	CFD3880	6 for 7 week	8	(12)	60 % in Pre-requisite CFP 3721 (Assessment and Evaluation of Learning)
School Leadership and Management	FMD3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Educational Technology	CFD3890	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	PSD3880	6 for 7 week	8	(12)	60 % in Pre-requisite PSP 3741 (Inclusive Education 1)
Life Skills	PSD3890	6 for 7 week	8	(12)	60 % in Pre-requisite PSP 3702 (Guidance and Counselling 1)
Curriculum Planning and Development	CCD3880	6 for 7 week	8	(12)	60 % in Pre-requisite CFP 3749 (Curriculum Studies)
Sport Organisation and Administration	MPD3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)

Arts and Culture Development and Organisation.	LID3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP3702 (Educational Management)
Early Childhood and Pre-Primary Education	EED3880	6 + 2hours practical per week for 7 weeks			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 week	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

B.2.2.2 COURSE DESCRIPTORS

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:	EET3589
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)

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, C1 5, 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%

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)

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, 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:	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:	2nd 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:	1 st & 2 nd 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:	1st & 2nd 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:	1st and 2 nd semester, Year 2
National Professional Standard Competencies:	C 1, C 2, C 3, C 6, C 7, C8, 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)

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, C8, 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*, C25
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 PROFICIENCY EDUCATION 2A	
Code:	LSP 3611
NQF Level:	6
Semester Offered:	1st 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)

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, C 7, C 10, C 11, 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.

B.3.1 BACHELOR OF EDUCATION IN SENIOR PRIMARY EDUCATION HONOURS (91BESP)**B.3.1.1 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

B.3.1.2 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.

B.3.1.3 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.

B.3.1.4. 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.

B.3.1.5 ARTICULATION OPTIONS

Students can articulate into the Master of Education (Level 9).

B.3.1.6 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.

B.3.1.7 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

B.3.1.8 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

B.3.1.9 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%.

B.3.1.10 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.

B.3.1.11 CAREER OPPORTUNITIES

- Primary school teacher

B.3.1.12 IMPLEMENTATION STRATEGY

The first year of the new programme will be implemented in January 2024. The third and fourth year will be implemented in 2026 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	2024	2024	2026	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

**B.3.1.11 CURRICULUM FRAMEWORK
NORMAL ENROLMENT MODE**

YEAR 1

Code	Course Title	NQF level	Credits	Contact hours per week (L / P / T)	Co-/Pre-requisite
Core Semester Core Semester					
U3403FS	Skills Portfolio	4	0	L(2h)/week	None
U3583AL	Academic Literacy I	5	8	L(4h)/week	None
U3420SE	Sustainability and Environmental Awareness	4	2	L(2h)/week	None
U3420EM	Ethics and Morality	4	2	L(2h)/week	None
U3583DD	Digital Literacy	5	8	L(2h)/week	None
E3540CH	School Specific Core: Humanity and Compassion	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
*Elective Support Subjects: (Student choose one elective support module)					
E3501IP	*Physical Education 1A or	5	8	L + P (4h + 2h prac)/week	None
E3501IA	*Arts and Culture Education 1A or	5	8	L + P (4h + 2h prac)/week	None
E3501IR	*Religious and Moral Education 1A	5	8	L (4h)/ week	None
E3511IB	Becoming a Teacher	5	12	L(4h)/week	None
Total Credits Semester 1					48
Semester 2					
	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)
E3542CE	Education for Sustainable Development	5	7	L (4h)/week	None
*Elective Support Subjects: (Student choose one elective support module)					
E3502IP	*Physical Education 1B	5	8	L (4h + 2h prac)/week	Physical Education 1A (Co-requisite)
E3502IA	*Arts and Culture Education 1B	5	8	L (4h + 2h prac)/week	Arts Education 1A (Co-requisite)

E3502IR	*Moral and Religious Education 1B	5	8	L (4h)/week	Moral and Religious Education 1A (Co-requisite)
Total Credits Semester 2					43
Total Year 1					115

YEAR 2

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites
Core Semester					
U3683AL	Academic Literacy II	6	8	L(4h)/week	Academic Literacy I Pre-requisite
U3420CN	National and Global Citizenship	4	2	L(2h)/week	None
U3420RT	Entrepreneurial Skills	4	2	L(2h)/week	None
U3520LP	Leadership Skills	5	2	L(2h)/week	None
U3420PJ	Project Management Skills	5	2	L(2h)/week	None
U3520TH	Introduction to Critical Thinking	5	2	L(2h)/week	None
E3600CA	School Specific Electives- Aesthetics and Creativity	6	6	L (2h)/week	None
E3600CM	Multicultural Studies	6	6	L (2h)/week	None
Total Credits Core Semester					24
Semester 1					
	School Subject 1 2A (See list of codes for subject combinations)	6	16	L + P (4 h + 2h prac)/week	School Subject 1 1B Pre-requisite
	School Subject 2 2A (See list of codes for subject combinations)	6	16	L + P (4 h + 2h prac)/week	School Subject 2 1B Pre-requisite
E3651AL	Learner and Learning Environment	6	14	L (4h)/week	None
*Elective Support Subjects: (Student choose one elective support module)					
E3621IP	Physical Education	6	8	L (4h + 2 prac)/week	Physical Education 1B Pre-requisite
E3621IA	Arts and Culture Education	6	8	L (4h + 2 prac)/week	Arts Education 1B Pre-requisite
E3621IR	Religious and Moral Education	6	8	L (4h)/week	Moral and Religious Education 1B Pre-requisite
Total Credits Semester 1					54
Semester 2					

	School Subject 1 2B (See list of codes for subject combinations)	6	16	L + P (4h + 2h prac)/week	School Subject 1 2A (Co-requisite)
	School subject 2 2B (See list of codes for subject combinations)	6	16	L + P (4h + 2h prac)/week	School Subject 2 2A (Co-requisite)
E3612CP	ICT in Teaching and Learning	6	16	L + P (4h + 2h prac)/week	None
E3622CP	Teaching Practicum Preparation	6	8	L(4h)/week	None
Total Credits Semester 2					56
Total Credits Year 2					134

YEAR 3

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites
	Core Semester				
E3700CP	Teaching Practicum I	7	36	12 weeks (360 notional hours) ⁹	Teaching Practicum Preparation Pre-requisite
Total Credits Core Semester					36
Semester 1					
	School subject 1 3 (See list of codes for subject combinations)	7	16	L (4h + 2h prac)/week	School Subject 1 2B Pre-requisite
	School subject 2 3 (See list of codes for subject combinations)	7	16	L (4h + 2h prac)/week	School Subject 2 2B Pre-requisite
E3773AR	Educational Research	7	16	L (4h)/week	None
Total Credits Semester 1					48
Semester 2					
	School Subject 1 3 (See list of codes for subject combinations)	7	16	L (4h + 2h prac)/week	School Subject 1 3A (Co-requisite)
	School Subject 2 3 (See list of codes for subject combinations)	7	16	L (4h + 2h prac)/week	School Subject 2 3A (Co-requisite)
E3742AI	Inclusive Responsive Teaching	7	8	L (4h)/week	None
E3702AP	Project Based Learning	7	8	L (4h)/week	None
Specialization Studies: (students choose one area of specialization)					
E3762AI	Life Skills and Inclusive Education I	7	8	L (4h)/week	None

⁹ 6 hours for teaching and 2 hours for extra-mural activities and lesson preparation per day.

E3762AL	School Leadership and Management, I	7	8	L (4h)/week	Learner and Learning Environment Pre-requisite
E3762AT	Educational Technology I	7	8	L (4h)/week	ICT for Educators Pre-requisite
E3762IM	Mathematics Education I	7	8	L (4h)/week	Mathematics 2B Pre-requisite
E3762IS	Science Education I	7	8	L (4h)/week	Natural Science and Health Education 2B Pre-requisite
E3762AC	Curriculum Studies I	7	8	L (4h)/week	Learner and Learning Environment Pre-requisite
E3762IP	Sports Management I	7	8	L (4h)/week	Physical Education
Total Credits Semester 2					48
Total Credits Year 3					132

YEAR 4

Module name	Module code	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites
Core Semester					
Research Proposal	U5880SP	8	14	L(4h)/week	Educational Research Pre-requisite
Design-thinking	U5880QD	8	8	L (2h)/week	None
Total Credits Core Semester					22
Semester 1					
Educational Research Project	E3873AR	8	16	L (2h)/week	None
Teaching Practicum II	E3851CP	8	36 ¹⁰	12 weeks (360 notional hours)	Teaching Practicum I Pre-requisite
Total Credits Semester 1					52
Semester 2					
School and Community	E3862AC	8	9	L(4h)/week	None
Teaching and Learning Resources	E3842IT	8	9	L (4h)/week	None
Comprehensive Sexuality Education	E3822AS	8	9	L (4h)/week	None
Specialisation Electives (a student should select one area of specialisation from the modules below):					

¹⁰ Total credits for Teaching Practicum II is increased with 16 credits to give students maximum time on service learning and their lecturers ample opportunity to evaluate them. The professional modules and the research project will be facilitated via online.

Life Skills and Inclusive Education II	E3812AI	8	18	L+ P (4h+2h)/week	Life Skills and Inclusive Education I Pre-requisite
School Leadership and Management II	E3812AL	8	18	L+ P (4h+2h)/week	School Leadership and Management I Pre-requisite
Educational Technology II	E3812AT	8	18	L+ P (4h+2h)/week	Educational Technology I Pre-requisite
Mathematics Education II	E3812IM	8	18	L+ P (4h+2h)/week	Mathematics Education I Pre-requisite
Science Education II	E3812IS	8	18	L+ P (4h+2h)/week	Science Education I Pre-requisite
Curriculum Studies II	E3812AC	8	18	L+ P (4h+2h)/week	Curriculum Studies I Pre-requisite
Sports Management II	E3812IP	8	18	L+ P (4h+2h)/week	Sports Management I Pre-requisite
Total Credits Semester 2					45
Total credits YEAR 4					119
Total Credits for the Programme					506

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						
U3403FS	Skills Portfolio		4	0	L(2h)/week	None
U3583AL	Academic Literacy I		5	8	L(4h)/week	None
U3420SE	Sustainability and Environmental Awareness		5	2	L(2h)/week	None
U3583DD	Digital Literacy		5	8	L(2h)/week	None
E3540CH	School Specific Core: Humanity and Compassion		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
E3511CL	Learner and Learning Environment		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)
E3542CE	Education for Sustainable Development		5	7	L (4h)/week	
E3552AC	Communication Skills for Educators		5	12	L (4h)/week	None
E3503IP	Elective Support Subjects: (Student choose one elective support module) Physical Education 1B		5	8	L (4h + 2h prac)/week	IPE 3542 Physical Education 1A (Co-requisite)
E3502IA	Arts and Culture Education 1B		5	8	L (4h + 2h prac)/week	IAE 3542 Arts Education 1A (Co-requisite)
E3502IR	Moral and Religious Education 1B		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

B.3.1.12 PROGRAMME STRUCTURE

QUALIFICATION CODE	SUBJECT COMBINATION	CAMPUS OFFERED	OFFERING TYPES
91BSMN	Mathematics Education & Natural Science and Health Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses	FullTime Only
91BSDM	Mathematics Education & Design and Technology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses	FullTime Only
91BSHM	Mathematics & Home Ecology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses	FullTime Only
91BSDN	Natural Science and Health Education & Design and Technology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses	FullTime Only
91BSHN	Natural Science and Health Education & Home Ecology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses	FullTime Only
91BSAN	Natural Science and Health Education & Agriculture Education	Hifikepunye Pohamba, Katima Mulilo, Rundu Campuses	FullTime Only
91BSMA	Mathematics & Agriculture Education	Hifikepunye Pohamba, Rundu and Katima Mulilo Campus	FullTime Only
91BSSE	Social Science Education & English	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses	FullTime and PartTime
91BSSW	Social Science Education & Oshikwanyama	Hifikepunye Pohamba Campus	FullTime and PartTime
91BSSO	Social Science Education & Oshindonga	Hifikepunye Pohamba	FullTime and PartTime
91BSSH	Social Science Education & Otjiherero	Khomasdall Campus	FullTime and PartTime
91BSSK	Social Science Education & Khoekhoegowab	Khomasdall Campus	FullTime and PartTime
91BSSA	Social Science Education & Afrikaans	Khomasdall Campus	FullTime and PartTime
91BSSZ	Social Science Education & Silozi	Katima Mulilo Campus	FullTime and PartTime
91BSSM	Social Science Education & Romanyo	Rundu Campus	FullTime and PartTime
91BSST	Social Science Education & Timbukushu	Rundu Campus	FullTime and PartTime
91BSSR	Social Science Education & Rukwangali	Rundu Campus	FullTime and PartTime
91BSEO	English & Oshikwanyama	Hifikepunye Pohamba, Khomasdal Campuses	FullTime and PartTime
91BSEW	English & Oshindonga	Hifikepunye Pohamba, Khomasdal Campuses	FullTime and PartTime
91BSSS	Social Science Education & Sign Language ¹¹	Khomasdall Campus (will not be offered in 2026 & 2027)	FullTime and PartTime
91BSSN	Social Science Education & Setswana	Khomasdall Campus	FullTime and PartTime
91BSEA	English & Afrikaans	Khomasdall Campus	FullTime and PartTime
91BSEG	English & German	Khomasdall Campus	FullTime and PartTime
91BSEZ	English & Silozi	Katima Mulilo Campus	FullTime and PartTime

¹¹ Sign language will be offered in alternate years starting in 2024, because we have flooded the market.

91BSEM	English & Rumanyo	Rundu Campus	FullTime and PartTime
91BSET	English & Thimbukushu	Rundu Campus	FullTime and PartTime
91BSER	English & Rukwangali	Rundu Campu	FullTime and PartTime
91BSEJ	English & Ju!'hoansi	Khomasdal Campus	FullTime and PartTime
91BSEN	English and Setswana	Khomasdal Campus	FullTime and PartTime
91BSES	English & Sign Language	Khomasdal Campus	FullTime and PartTime

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 1A	E3501IP	L + P (4h + 2h prac)/week	5	7	None
SEMESTER 2					
Physical Education 1B	E3502IP	L + P (4h + 2h prac)/week	5	7	Physical Education 1A co-requisite
YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Physical Education	E 3621IP	L + P (4h + 2h prac)/week	6	8	Physical Education 1B Pre-requisite

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 co-requisite
YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Arts and Culture Education	E3641IA	L + P (4h + 2h prac)/week	6	8	Arts Education 1B Pre-requisite

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)/week	5	7	None
SEMESTER 2					
Religious and Moral Education 1B	E3502IR	L + P (4h)/week	5	7	Religious and Moral Education 1A
YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Religious and Moral Education	E3622IR	L + P (4h)/week	6	8	Religious and Moral Education 1B Pre-requisite

Professional Subjects

Module Name	Module Code
Year 1	
Skills Portfolio	U3403FS
Academic Literacy I	U3583AL
Digital Literacy	U3583DD
Ethics and Morality	U3420EM
Sustainability and Environmental Awareness	U3420SE
School Specific Core: Humanity and Compassion	E3540CH
Becoming a Teacher	E3511IB
Education for Sustainability	E3562AS
Communication Skills for Educators	E3552AC
YEAR 2	
Academic Literacy II	U3683AL
National and Global Citizenship	U3420CN
Entrepreneurial Skills	U3420RT
Introduction to Critical Thinking	U3520TH
Leadership Skills	U3520LP
Project Management Skills	U3420PJ
Specific School Electives (year 2, semester 1) students elect one	
Aesthetics and Creativity	E3600CA
Multicultural Studies	E3600CM
Learner and Learning Environment	E3651AL
ICT in Teaching and Learning	E3612CI
Teaching Practicum Preparation	E3622CP
Year 3	
Teaching Practicum I	E3700CP
Educational Research	E3773AR
Inclusive Responsive Teaching	E3742AI
Project Based Learning	E3702AP
Year 4	
Research Proposal	U5880SP
Design-thinking module	U5880QD
Educational Research Project	E3873AR
Teaching and Learning Resources	E3842IT
Teaching Practicum II	E3851CP

School and Community	E3862AC
Comprehensive Sexuality Education	E3822AS

Specialisation Studies (**students elect one**)

YEAR 3					
SEMESTER 2					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Life Skills and Inclusive Education I	E3762AI	L (4h)/week	6	8	None
School Leadership and Management I	E3762AL				Learner and Learning Environment Pre-requisite
Educational Technology I	E3762AT				ICT in Teaching and Learning Pre-requisite
Mathematics Education I	E3762IM				Mathematics Education 2B Pre-requisite
Science Education I	E3762IS				Natural Science and Health Education 2B Pre-requisite
Curriculum Studies I	E3762AC				Learner and Learning Environment Pre-requisite
Sports Management I	E3762IP				Physical Education Pre-requisite
YEAR 4					
SEMESTER 2					
Course Title	Code	Periods	NQF level	Credits	Pre-requisite
Life Skills and Inclusive Education II	E3812AI	L + P (4h + 2h prac)/week	8	20	Life Skills and Inclusive Education I
School Leadership and Management II	E3812AL				School Leadership and Management I
Educational Technology II	E3812AT				Educational Technology I
Mathematics Education II	E3812IM				Mathematics Education I
Science Education II	E3812IS				Science Education I
Curriculum Studies II	E3812AC				Curriculum Studies I
Sports Management II	E3812IP				Sport Management I

Compulsory Major Subjects (students elect two)
Referred to as school subject 1 and school subject 2.

Language Education

Module Code	Module Name	NQF Level	Credits	Contact hours per (L/P/T)	(Co-requisite)/Pre-requisite
Year 1					
Year Modules: (Semester 1 and 2)					
E3513IE	English Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None
E3513IG	German Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None
E3513IO	Oshindonga Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None

E3513IW	Oshikwanyama Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None
E3513II	Otjiherero Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None
E3513IK	Khoekhoegowab Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None
E3513IT	Setswana Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None
E3513IF	Afrikaans Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None
E3513IU	Rumanyo Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None
E3513IL	Rukwangali Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None
E3513IB	Thimbukushu Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None
E3513IZ	Silozi Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None
E3513IC	Sign Language Education: Language Development and Grammar	5	28	L + P (4h + 2h prac)/week	None

Year 2

Semester 1

E3621IE	English Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	English Language Education: Language Development and Grammar Pre-requisite
E3621IG	German Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	German Language Education: Language Development and Grammar Pre-requisite
E3621IO	Oshindonga Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	Oshindonga Language Education: Language Development and Grammar Pre-requisite
E3621IW	Oshikwanyama Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	Oshikwanyama Language Education: Language Development and Grammar Pre-requisite
E3621II	Otjiherero Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	Otjiherero Language Education: Language Development and Grammar Pre-requisite
E3621IK	Khoekhoegowab Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	Khoekhoegowab Language Education: Language Development and Grammar Pre-requisite
E3621IT	Setswana Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	Setswana Language Education: Language Development and Grammar Pre-requisite

E3621IF	Afrikaans Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	Afrikaans Language Education: Language Development and Grammar Pre-requisite
E3621IU	Rumanyo Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	Rumanyo Language Education: Language Development and Grammar Pre-requisite
E3621IL	Rukwangali Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	Rukwangali Language Education: Language Development and Grammar Pre-requisite
E3621IB	Thimbukushu Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	Thimbukushu Language Education: Language Development and Grammar Pre-requisite
E3621IZ	Silozi Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	Silozi Language Education: Language Development and Grammar Pre-requisite
E3621IC	Sign Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	Sign Language Education: Language Development and Grammar Pre-requisite
E3621IJ	Jul'hoansi Language Education 2A: Phonology, Listening and Speaking	6	16	L + P (4h + 2h prac)/week	English Language Education: Language Development and Grammar Pre-requisite
Semester 2					
E3622IE	English Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	English Language Education 2A: Phonology, Listening and Speaking Co-requisite
E3622IG	German Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	German Language Education 2A: Phonology, Listening and Speaking Co-requisite
E3622IO	Oshindonga Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Oshindonga Language Education 2A: Phonology, Listening and Speaking Co-requisite
E3622IW	Oshikwanyama Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Oshikwanyama Language Education 2A: Phonology, Listening and Speaking Co-requisite
E3622II	Otjiherero Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Otjiherero Language Education 2A: Phonology, Listening and Speaking Co-requisite
E3622IK	Khoekhoegowab Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Khoekhoegowab Language Education 2A: Phonology, Listening and Speaking Co-requisite
E3622IT	Setswana Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Setswana Language Education 2A: Phonology, Listening and Speaking Co-requisite
E3622IF	Afrikaans Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Afrikaans Language Education 2A: Phonology, Listening and Speaking Co-requisite
E3622IU	Rumanyo Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Rumanyo Language Education 2A: Phonology, Listening and Speaking Co-requisite
E3622IL	Rukwangali Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Rukwangali Language Education 2A: Phonology, Listening and Speaking Co-requisite

E3622IB	Thimbukushu Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Thimbukushu Language Education 2A: Phonology, Listening and Speaking Co-requisite
E3622IZ	Silozi Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Silozi Language Education 2A: Phonology, Listening and Speaking Co-requisite
E3622IC	Sign Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Sign Language Education 2A: Phonology, Listening and Speaking Pre-requisite
E3622IJ	Ju!'hoansi Language Education 2B: Analysis and Teaching of Literature	6	16	L + P (4h + 2h prac)/week	Ju!'hoansi Language Education 2A: Phonology, Listening and Speaking Co-requisite
Year 3					
Semester 1					
E3773IE	English Language Education 3	7	16	L + P (4h + 2h prac)/week	English Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IG	German Language Education 3	7	16	L + P (4h + 2h prac)/week	German Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IO	Oshindonga Language Education 3	7	16	L + P (4h + 2h prac)/week	Oshindonga Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IW	Oshikwanyama Language Education 3	7	16	L + P (4h + 2h prac)/week	Oshikwanyama Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773II	Otjiherero Language Education 3	7	16	L + P (4h + 2h prac)/week	Otjiherero Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IK	Khoekhoegowab Language Education 3	7	16	L + P (4h + 2h prac)/week	Khoekhoegowab Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IT	Setswana Language Education 3	7	16	L + P (4h + 2h prac)/week	Setswana Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IF	Afrikaans Language Education 3	7	16	L + P (4h + 2h prac)/week	Afrikaans Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IU	Rumanyo Language Education 3	7	16	L + P (4h + 2h prac)/week	Rumanyo Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IL	Rukwangali Language Education 3	7	16	L + P (4h + 2h prac)/week	Rukwangali Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IB	Thimbukushu Language Education 3	7	16	L + P (4h + 2h prac)/week	Thimbukushu Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IZ	Silozi Language Education 3	7	16	L + P (4h + 2h prac)/week	Silozi Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IC	Sign Language Education 3	7	16	L + P (4h + 2h prac)/week	Sign Language Education 2B: Analysis and Teaching of Literature Pre-requisite
E3773IJ	Ju!'hoansi Language Education 3	7	16	L + P (4h + 2h prac)/week	Ju!'hoansi Language Education 2B: Analysis and Teaching of Literature Pre-requisite

Semester 2					
E3773IE	English Language Education 3	7	16	L + P (4h + 2h prac)/week	English Language Education 2B Pre-requisite
E3773IG	German Language Education 3	7	16	L + P (4h + 2h prac)/week	German Language Education 2B Pre-requisite
E3773IO	Oshindonga Language Education 3	7	16	L + P (4h + 2h prac)/week	Oshindonga Language Education 2B Pre-requisite
E3773IW	Oshikwanyama Language Education 3	7	16	L + P (4h + 2h prac)/week	Oshikwanyama Language Education 2B Pre-requisite
E3773II	Otjiherero Language Education 3	7	16	L + P (4h + 2h prac)/week	Otjiherero Language Education 2B Pre-requisite
E3773IK	Khoekhoegowab Language Education 3	7	16	L + P (4h + 2h prac)/week	Khoekhoegowab Language Education 2B Pre-requisite
E3773IT	Setswana Language Education 3	7	16	L + P (4h + 2h prac)/week	Setswana Language Education 2B Pre-requisite
E3773IF	Afrikaans Language Education 3	7	16	L + P (4h + 2h prac)/week	Afrikaans Language Education 2B Pre-requisite
E3773IU	Rumanyo Language Education 3	7	16	L + P (4h + 2h prac)/week	Rumanyo Language Education 2B Pre-requisite
E3773IL	Rukwangali Language Education 3	7	16	L + P (4h + 2h prac)/week	Rukwangali Language Education 2B Pre-requisite
E3773IB	Thimbukushu Language Education 3	7	16	L + P (4h + 2h prac)/week	Thimbukushu Language Education 2B Pre-requisite
E3773IZ	Silozi Language Education 3	7	16	L + P (4h + 2h prac)/week	Silozi Language Education 2B Pre-requisite
E3773IC	Sign Language Education 3	7	16	L + P (4h + 2h prac)/week	Sign Language Education 2B Pre-requisite
E3773IJ	Ju!'hoansi Language Education 3	7	16	L + P (4h + 2h prac)/week	Ju!'hoansi Language Education 2B Pre-requisite

Social Science Education

Module Code	Module Name	NQF Level	Credits	Contact hours per week (L/P/T)	(Co-requisite)/Pre-requisite
Year 1					
Semester 1					
E3511IS	Social Science Education 1A	5	14	L + P (4h + 2h prac)/week	None
Semester 2					
E3512IS	Social Science Education 1B	5	14	L + P (4h + 2h prac)/week	Social Science Education 1A Co-requisite
Year 2					
Semester 1					
E3621IS	Social Science Education 2A	6	16	L + P (4h + 2h prac)/week	Social Science Education 1B Pre-requisite
Semester 2					
E3622IS	Social Science Education 2B	6	16	L + P (4h + 2h prac)/week	Social Science Education 2A Co-requisite
Year 3					
Semester 1					
E3773IS	Social Science Education 3	7	16	L + P (4h + 2h prac)/week	Social Science Education 2B Pre-requisite
Semester 2					

E3773IS	Social Science Education 3	7	16	L + P (4h + 2h prac)/week	Social Science Education 2B Pre-requisite

Mathematics Education

Module Code	Module Name	NQF Level	Credits	Contact hours per week (L/P/T)	(Co-requisite)/Pre-requisite
Year 1					
Semester 1					
E3511IM	Mathematics Education 1A	5	14	L + P (4h + 2h prac)/week	None
Semester 2					
E3512IM	Mathematics Education 1B	5	14	L + P (4h + 2h prac)/week	Mathematics Education 1A Co-requisite
Year 2					
Semester 1					
E3621IM	Mathematics Education 2A	6	16	L + P (4h + 2h prac)/week	Mathematics Education 1B Pre-requisite
Semester 2					
E3622IM	Mathematics Education 2B	6	16	L + P (4h + 2h prac)/week	Mathematics Education 2A Co-requisite
Year 3					
Semester 1					
E3773IM	Mathematics Education 3	7	16	L + P (4h + 2h prac)/week	Mathematics Education 2B Pre-requisite
Semester 2					
E3773IM	Mathematics Education 3	7	16	L + P (4h + 2h prac)/week	Mathematics Education 2B Pre-requisite

Natural Science & Health Education

Module Code	Module Name	NQF Level	Credits	Contact hours per week (L/P/T)	(Co-requisite)/Pre-requisite
Year 1					
Semester 1					
E3511IN	Natural and Health Education 1A	5	14	L + P (4h + 2h prac)/week	None
Semester 2					
E3512IN	Natural and Health Education 1B	5	14	L + P (4h + 2h prac)/week	Natural and Health Education 1A Co-requisite
Year 2					
Semester 1					
E3621IN	Natural and Health Education 2A	6	16	L + P (4h + 2h prac)/week	Natural and Health Education 1B Pre-requisite
Semester 2					
E3622IN	Natural and Health Education 2B	6	16	L + P (4h + 2h prac)/week	Natural and Health Education 2A Co-requisite
Year 3					
Semester 1					
E3773IN	Natural and Health Education 3	7	16	L + P (4h + 2h prac)/week	Natural and Health Education 2B Pre-requisite

Semester 2					
E3773IN	Natural and Health Education 3	7	16	L + P (4h + 2h prac)/week	Natural and Health Education 2B Pre-requisite

Home Ecology Education

Module Code	Module Name	NQF Level	Credits	Contact hours per week (L/P/T)	(Co-requisite)/Pre-requisite
Year 1					
Semester 1					
E3511IH	Home Ecology Education 1A	5	14	L + P (4h + 2h prac)/week	None
Semester 2					
E3512IH	Home Ecology Education 1B	5	14	L + P (4h + 2h prac)/week	Home Ecology Education 1A Co-requisite
Year 2					
Semester 1					
E3621IH	Home Ecology Education 2A	6	16	L + P (4h + 2h prac)/week	Home Ecology Education 1B Pre-requisite
Semester 2					
E3622IH	Home Ecology Education 2B	6	16	L + P (4h + 2h prac)/week	Home Ecology Education 2A Co-requisite
Year 3					
Semester 1					
E3773IH	Home Ecology Education 3	7	16	L + P (4h + 2h prac)/week	Home Ecology Education 2B Pre-requisite
Semester 2					
E3773IH	Home Ecology Education 3	7	16	L + P (4h + 2h prac)/week	Home Ecology Education 2B Pre-requisite

Agriculture Education

Module Code	Module Name	NQF Level	Credits	Contact hours per week (L/P/T)	(Co-requisite)/Pre-requisite
Year 1					
Semester 1					
E3511IA	Agriculture Education 1A	5	14	L + P (4h + 2h prac)/week	None
Semester 2					
E3512IA	Agriculture Education 1B	5	14	L + P (4h + 2h prac)/week	Agriculture Education 1A Co-requisite
Year 2					
Semester 1					
E3621IA	Agriculture Education 2A	6	16	L + P (4h + 2h prac)/week	Agriculture Education 1B Pre-requisite
Semester 2					
E3622IA	Agriculture Education 2B	6	16	L + P (4h + 2h prac)/week	Agriculture Education 2A Co-requisite

Year 3					
Semester 1					
E3773IA	Agriculture Education 3	7	16	L + P (4h + 2h prac)/week	Agriculture Education 2B Pre-requisite
Semester 2					
E3773IA	Agriculture Education 3	7	16	L + P (4h + 2h prac)/week	Agriculture Education 2B Pre-requisite

Design & Technology Education

Module Code	Module Name	NQF Level	Credits	Contact hours per week (L/P/T)	(Co-requisite)/Pre-requisite
Year 1					
Semester 1					
E3511ID	Design and Technology Education 1A	5	14	L + P (4h + 2h prac)/week	None
Semester 2					
E3512ID	Design and Technology Education 1B	5	14	L + P (4h + 2h prac)/week	Design and Technology Education 1A Co-requisite
Year 2					
Semester 1					
E3621ID	Design and Technology Education 2A	6	16	L + P (4h + 2h prac)/week	Design and Technology Education 1B Pre-requisite
Semester 2					
E3622ID	Design and Technology Education 2B	6	16	L + P (4h + 2h prac)/week	Design and Technology Education 2A Co-requisite
Year 3					
Semester 1					
E3773ID	Design and Technology Education 3	7	16	L + P (4h + 2h prac)/week	Design and Technology Education 2B Pre-requisite
Semester 2					
E3773ID	Design and Technology Education 3	7	16	L + P (4h + 2h prac)/week	Design and Technology Education 2B Pre-requisite

B.3.1.13 MODULE DESCRIPTORS

YEAR 1

MODULE DESCRIPTOR	
Module Title: Skills Portfolio	
Module Code	U3403FS
NQF Level	N/A
Notional Hours	N/A
Contact hours	N/A
Additional learning requirements	None
NQF Credits	NCB
Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester, Semesters 1 & 2
Schedule Review Date	TBC
Module Coordinator and Contact Details	Full name, email, and office contact number
Module Purpose	
The purpose of this module is to determine, develop and maintain individual students' academic motivation, needs and strengths for effective learning ensuring academic success.	
Overarching Learning Outcome	
Upon successful completion of this module, students should be able to apply skills relevant to their academic journey at the University in terms of successful attainment of professional and personal goals.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Apply motivational theories to demonstrate positive attitudes in their professional and academic life. 2. Identify and manage needs and factors that may negatively impact their academic work including the design of action plans to motivate and guide them. 3. Identify and make use of the different learning styles to promote learning in a more efficient manner using various study methods and skills. 4. Manage time effectively 5. Design and make use of various test taking and examination preparation strategies. 6. Identify and use tools to improve and maintain Mental Health and wellbeing. 7. Apply the dynamics of interpersonal communication. 8. Manage their finances. 9. Identify violence as a social problem in the Namibian context to manage and prevent the occurrence thereof in their life. 10. Recognize the importance of skills training and upgrading in career planning and development to improve their classroom experiences. 11. Create a career plan, set clear, realistic and attainable career goals and engage in activities to enhance their CVs.	

Module Content

UNIT 1: Academic Planning and Goal Setting

Individual Needs and Values; Steps in Reaching a Personal Vision; Proactive Approach Towards Learning; Self-Regulated Learning; Personal and Academic Goal Setting; Receptiveness to Learning; Exploring Self-Development and Self-Awareness.

UNIT 2: Attitude and Motivation

Understanding Motivation; Personal Attitudes, Behaviors and Interests; Self-Reflective Process; Approaches to Dealing with Negative Factors; Class Attendance and Participation; Procrastination; Self-Reliance; Discipline; Accountability; Healthy Habits.

UNIT 3: Learning styles

Understanding Personal Approaches to Learning; Dynamics of The Learning Process; Learning Styles and Strategies.

UNIT 4: Study Methods and Skills

Study Habits and Strategies; Learning Styles and Techniques; Effective Study Methods and Skills; Note Taking; Memory and Reading Skills; Critical Thinking.

UNIT 5: Time Management

Effective Time Management; Planning; Decision-making; Prioritization; Setting Boundaries; Time for Self – care; Procrastination.

UNIT 6: Assessment Preparation

In class exercise; Test and Examination preparation; Organizing academic workload; Setting daily study goals; Staying physically active; Study groups.

UNIT 7: Mental well-being

Understanding mental health; Signs and indicators of poor mental health; commonly experienced mental health challenges; psychosocial stressors; Seeking professional help; Coping strategies.

UNIT 8: Interpersonal Communication

Effective Communication Skills; Verbal and Non-Verbal Communication; Listening Skills; Problem Solving; Assertiveness; Negotiation Skills; Practicing Empathy in Communication; Self-Confidence; Receptiveness to Feedback; Building Trust; Teamwork; Leadership; Public Speaking Skills.

UNIT 9: Financial matters and management

Financial Literacy; Budgeting; Available Finance Options and Assistance; Managing Financial Resources.

UNIT 10: Student Violence

Types of Violence; Individual Roles in Violence; Myths, Forms; Consequences of Violence; Prevention Measures; Seeking for Help.

UNIT 11: Career Planning and Development

Defining and Selecting Career Goals; Career Exploring Different Strategies; Soft Skills Training.

Learning and Teaching Strategies/Activities

Online teaching; Self-study on theoretical foundations and concepts of the Skills Portfolio module
Discussion forums (peer review): reflecting on own contexts, experiences and sharing perspectives
Inquiry: carrying out research to explore and understand scenarios and problems relating to self
Portfolio writing: writing reflective learning journals related to the Skills Portfolio module

Student Assessment Strategies

100% continuous assessment
Reflective journal on each unit (portfolio)

MODULE TITLE: SUSTAINABILITY AND ENVIRONMENTAL AWARENESS	
Module Code	U3420SE
NQF Level	4
Notional Hours	20
Contact hours	1 x 2h per week for 6 weeks for the first 3 weeks followed by mini-project for the remainder of semester (total of 10 hours on this aspect)
Mode of Delivery	Blended: Face to face and Online
Additional learning requirements	Mini-project to create awareness, champion environmental cause or address an environmental issue in their immediate environment
NQF Credits	2
(Co-requisites)	None
Prerequisite	
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1 or 2
Scheduled Review Date	TBC
Module coordinator and Contact Details	TBC
Module Purpose	
The purpose of this module is to conscientise UNAM students across all disciplines about the finite nature of natural resources and make them appreciate that every human action inevitably has an impact on the environment. Student will internalise environmental awareness and sustainability as both existential imperative and a moral obligation. .	
Overarching Learning Outcome	
Consciously apply principles of reusing and recycling materials as to reduce individual contribution to waste generation in their private, academic and professional lives.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Recognise risks to environmental sustainability posed by the manner of resource use and wastage 2. Initiate campaigns to create awareness about local, national and global environmental issues including climate change and unsustainable economic activities 3. Practice simple inexpensive interventions as solutions to unsustainable practices through efficient resource use, reuse and recycling	

Module Content

Sustainability: finite nature of elements constituting the Earthly environment, resilience and fragility of the natural environment; three distinct perspectives on sustainability: sustained yield of resources, sustained abundance and diversity of species and ecosystems, sustained economic and social development key themes in defining sustainability: (i) the human perspective, (ii) considerations of fairness and (iii) issues of scale concepts of inter- and intra-generational equity (fair and just distribution of resources), sustainable community. Natural resources: role of soil, water and minerals in supporting life on Earth; health and interdependence of ecosystems within the biosphere; dependence of human beings on natural resources for sustenance and livelihoods. Solutions to environmental sustainability challenges: simple inexpensive interventions aimed at reducing wastage of resources and generation of wastes through exhaustive use, reuse, recycling and refurbishing of products.

Learning and Teaching Strategies/Activities

1. Lectures: A blended learning mode will be used
2. Class discussions and debate: Students will debate the pros and cons of development projects with reference to their impact on environment to enhance communication, critical thinking and presentation skills.
3. Mini project: Students will be assigned to a mixed group based on criteria that ensures that groups comprise students from different academic disciplines. A group will then pick an environmental issue in their environment they would tackle through either clean-up operations, advocacy campaigns, awareness raising initiative, educational projects, community engagement or any other approach. Students will spend the last three weeks of the core semester carrying out the mini project.

Student Assessment Strategies

The module will be evaluated using 100% continuous assessment. Student will be assessed based on class discussions and debates on striking a balance between socio-economic development and environmental sustainability citing real life major national projects. Students will be placed in groups based on a logical criterion that ensures mixing interspersing of students from academic discipline and programmes in each group. Groups will be expected to take on a particular environmental issue plaguing their immediate surroundings to highlight and champion. Each group will tackle one issue through either cleanup campaign, awareness raising campaigns, community education campaigns, advocacy or devising a simple solution to the problem. A minimum pass mark for the module is 50%.

MODULE TITLE: ETHICS AND MORALITY	
Module Code	U3420EM
NQF Level	4
Notional Hours	20
Contact hours	2 hours per week – supplemented by online learning
Mode of delivery	Blended: Face to face and online
Additional learning Requirements	None
NQF Credits	2
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core semester 1 or 2
Scheduled Review Date	TBC
Module coordinator and Contact Details	TBC
Module Purpose	
The purpose of this course is to enable students to identify, evaluate and apply ethical principles in handling everyday choices and actions in personal life, studies and the workplace.	
Overarching Learning Outcome	
By the end of this module students should be able to apply ethical and moral principles in their daily life, studies and the workplace.	
Specific Learning Outcomes	

On completing the module, students should be able to:

1. Use ethical principles in perspective of personal life, studies and workplace.
2. Apply fundamental ethical principles and meaning in personal life, studies and the workplace.
3. Critically assess the relationship between theory and practice in ethics and morality.
4. Evaluate the relationship between taking moral responsibility and being ethical, and how this applies to one's own life and decision-making.
5. Identify ethical risks in personal life, studies and workplace that can lead to unethical behavior.

Module Content

Ethical principles in perspective: Why is the principle of ethics necessary and significant? Ethics and the notion of ethical behavior related to value systems in the organizational setting in the 21st century. Fundamental ethical principles: Meta-ethics implies the nature of ethics and moral reasoning. Discussions and reasoning around the role of for example self-interest are examples of meta-ethical discussions. Normative ethics guides the individual on how to determine the content of moral behavior. Applied Ethics are related to specific realms of human action and how to address challenges within those realms. Psychological Egoism is a metaethical theory of motivation and related to self-interest and forms part of the first stage of moral development.

Ethical egoism is a normative theory that states that our actions ought to be done from the perspective of self-interest. The moral concept of virtue and constructive evaluation of "virtue" ethics related to virtues found in a particular society or culture. Moral responsibility comprises of causality (cause and effect), knowledge (the facts, information and the skills acquired by the person through education or experience) and freedom (freedom of speech and acts). Applied ethics focusing on domain-specific areas for example science, health, business, education and engineering. Common ethical risks in personal life, studies and in the workplace that can lead to unethical behavior.

Learning and Teaching Strategies/Activities

Student learning in this module will be supported by provision of subject knowledge, engaging students in class discussions, and individual awareness and action portfolios. It will expose students to real life situations through formal lectures, guest lectures, literature reviews and case studies. Students will engage in active and participatory learning and reasoning. Study material will include journal articles, case studies, videos, PowerPoint presentations, as well as handouts for students' reflection.

Student Assessment Strategies

100% Continuous Assessment

MODULE TITLE: DIGITAL LITERACY	
Module Code	U3583DD
NQF Level	5
Notional Hours	80
Contact hours	Semester 0: 4 hours /week; Semester 1: 2 hours/week Semester 2: 2 hours/week
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1
Scheduled Review Date	TBC
Module coordinator and Contact Details	Mr Erkkie Haipinge ehaipinge@unam.na Tel: +264 612064906
Module Purpose	

The purpose of this module is to equip students with competencies to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for learning, employment and entrepreneurship.
Overarching Learning Outcome
Students should be able to apply digital literacy skills for effective learning across the curriculum and for successful attainment of their personal and professional goals.
Specific Learning Outcomes
On completing the module students should be able to: 1. Use ICT-based devices, basic productivity software, a web browser and search engines, email and other digital communication services 2. Carry out digital productivity activities such as download and upload materials to the internet or cloud or institutional shared spaces, and use digital tools to fit learning 3. Discover, organise and manage relevant digital information using relevant search engines, indexes or tag clouds, and evaluate digital information trustworthiness and relevance 4. Access and make sense of messages in a range of digital media, and appreciate how digital messages are designed 5. Design new digital materials, make decisions and solve problems and adopt new digital tools for learning 6. Participate in a range of digital communication media, work in digital teams and projects, and participate in a range of online networks 7. Identify, choose and participate in digital learning opportunities 8. Manage and maintain digital profiles suitable for different networks that consider digital reputation

Module content

Digital Proficiency: ICT-based devices (laptops, tablets, smartphones, desktop computers, digital instruments and equipment); a mouse, keyboard, touch screen, voice control and other forms of input; screens, audio headsets and other forms of output; digital capture devices; University digital learning systems and a range of personal digital services such as social media, cloud storage services, sharing sites

Digital Productivity: Basic productivity software (text editing, presentation, spreadsheets, image editing); email and other digital communication services; Internet or cloud or institutional shared spaces for Organising, managing and backing up digital files; software/apps and services suitable for learning-related tasks; digital tools fit learning and managing learning time

Information Literacy: search engines, indexes or tag clouds; wikis, blog posts, scholarly journals, e-books and the open web; file spaces and folders, bookmarks, reference management software and tagging; copyright, and digital citizenship issues

Data and Media Literacy: Digital data using spreadsheets and other media; data security and privacy; digital media messages – text, graphics, video, animation, audio and multimedia

Digital Creation and Innovation: digital materials (video, audio, stories, presentations, infographics); new digital tools for learning in digital settings

Digital Communication, Collaboration and Participation: digital communication; differences between media, norms of communicating in different spaces; false or damaging digital communications; collaborative tools and online environments; online networks

Digital Learning and Development: digital learning opportunities; digital learning resources; digital tools/materials for organising, planning and reflecting on learning (mind-mapping, note-taking, e-portfolio/ learning journal/ blog)

Digital Identity and Wellbeing: online profiles for different networks (personal, professional, academic); digital reputation; managing personal data and privacy; digital CV or portfolio of work; digital technologies for personal development; online etiquette; wellbeing and safety online; internet addiction; cyberbullying and other damaging online behaviour.

Learning and Teaching Strategies/Activities

Lectures: presentation on concepts and other theoretical foundations of Digital Literacy

Discussion forums: reflecting on own contexts and sharing perspectives

Collaborative learning: group learning and activities carried as part of projects

Inquiry: carrying out of research to explore and understand scenarios and problems

Projects: carry out projects on digital literacy

Presentations and demonstrations: presentation of outcomes of projects (products, processes, impact)

Portfolio writing: writing reflective learning journals related to digital literacy

Student Assessment Strategies

1. Collaborative assessment tasks
 - 1.1 Digital productivity: *cloud based collaborative digital media creation using cloud platforms*
 - 1.2 Project: Digital communication, collaboration and participation/ Digital Wellbeing
2. Individual assessment tasks
 - 2.1 Assignment: information literacy assignment
 - 2.2 Test x 2
3. Practical
 - 3.1 Digital proficiency
 - 3.2 Data and Media literacy

No written examination

PART B: MODULE DESCRIPTOR:	
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
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.	
Overarching Learning Outcome	
Students will be able to apply relevant skills about how humanness and compassion drives human beings' personal experiences, doing good acts towards fellow human beings and attitudes to cultivate meaning in life.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the relationship between humanity and compassion. 2. Describe the key value of compassion. 3. Explore and employ appropriate conducts which will model our young generation to have good morals and values. 4. Discuss how to build and increase humanness and compassion qualities for a meaningful existence and civilized society. 5. Evaluate and adopt several life circumstances that improve life qualities positively at different levels.	

Module Content

The meaning of humanity and compassion: the value of compassion; emulating appropriate conducts which ensure humanness: building and increase humanness and compassion qualities: adopting several life circumstances that

improve life qualities: equipping students with relevant information that compassion is naturally evolved and adaptive attribute; gathering evidence that without compassion; survival and flourishing of our species would have been doubtful.

Learning and Teaching Strategies/Activities

Surveys, case studies, lectures,

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: Learner and Learning Environment	
Module Code	E3651AL
NQF Level	6
Notional Hours	140
Contact hours	(4 h + 4h prac)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
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	
Overarching Learning Outcome	
Students will be able to create a learning and teaching environment that recognises and supports the diversity of all learners in development and learning, supported by a dynamic curriculum.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Define the diversity of Namibian learners as a departure point to delivering a dynamic and responsive curriculum. 2. Explain the physical, cognitive, moral, personality/emotional and language and speech development of learners in the Namibian context. 3. Identify developmental factors that either promote or inhibit this development and provide strategies within the curriculum that will respond to these factors. 4. Interpret behavioural, cognitive, social, constructivist, metacognitive and motivation learning theories in the Namibian context. 5. Apply skills of learning theories to promote critical thinking skills in learners in the Namibian classroom. 6. Discuss factors that inhibit successful learning and critical thinking skills and provide strategies in the curriculum that will respond to these factors. 7. Assess learners with learning difficulties, and develop intervention strategies that respond to these learning difficulties. 8. Evaluate the role that classroom procedures, behaviour management, and organisation of the learning environment play in enhancing the development and learning of Namibian learners.	

Module Content

The diversity of Namibian learner: age; academic ability; home language; exposure to school language (if different) and English; difficulties and dis/abilities; personality traits; home background; socio-economic status; cultural background; exposure to books, television, internet, social media (age-related); race and ethnicity; gender; sexual orientation; religious upbringing; etc. and its impact on teaching and learning in Namibian classrooms; Development of learners in the Namibian context: physical; cognitive; moral; personality/emotional and language and speech development theories; development factors that promote or inhibit optimal development; strategies within the curriculum that will respond to these factors; How learners learn in the Namibian classroom: behavioural; cognitive; social, constructivist, metacognitive and motivation learning theories; applying the learning theories to promote critical thinking skills in learners; Learning difficulties and disabilities: identify, assess and develop intervention strategies that respond to learning difficulties; reading and mathematical difficulties; Classroom procedures: behaviour management; and organisation of the learning environment in the primary school classrooms.

Learning and Teaching Strategies/Activities

Flipped Classroom; brainwriting; jigsaw; Real-time reactions

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: Physical Education 1A	
Module Code	E3501IP
NQF Level	5
Notional Hours	80
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	1
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.	
Overarching Learning Outcome	
Students will be able to promote Physical Education, Physical Activity and sport development as part of a global agenda at a primary school level.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss the contribution of Physical education and Sport in the development of the child. 2. Design learning experiences for learners through the medium of movement discovery and the built up of a comprehensive movement vocabulary. 3. Discuss the contribution of Physical Education, Physical Activity and Sport in the development of the child. 4. Conduct lessons and organize learners in individual, pair, and group activities. 5. Design learning experiences for learners through the medium of movement discovery and the built up of a comprehensive movement vocabulary. 6. Promote participation in physical activity to improve health and physical fitness. 7. Apply the physical skills necessary for the enjoyment of and participation in a variety of sports. 8. Carryout gymnastic movements. 9. Perform simple rhythmic movement sequences incorporating basic movement skills and patterns.	

Module Content

Physical Fitness: preparatory activities, cardiorespiratory activities, muscular strength and endurance activities, flexibility activities; Gymnastics: tumbling, balancing activities, simple sequences; Athletics: sprints; Games: competition in small and large group activities; Sport Skills: Moving and stopping unsupported objects without implements.

Learning and Teaching Strategies/Activities

Class participation; Practicals

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Arts and Culture Education 1 A	
Module Code	E3501IA
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 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.	
Overarching Learning Outcome	
Students will be able to apply the knowledge and skills of a variety of techniques in Drama, Music and Visual Art as a basis for teaching Arts Education in the Senior Primary phase.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Apply creative thinking through art appreciation skills by using the correct art terminology such as the art elements and art principles. 2. Draw a balanced art program is and understand the importance of art materials and skills and apply a variety of art techniques. 3. Analyse the importance of Music Education and how to teach it in Namibian schools. 4. Apply music concepts in their musical activities. 5. Apply music skills in their musical activities. 6. Discuss the importance of unison and voice parts in singing. 7. Apply effective choral techniques in singing. 8. Create percussion instruments from found material. 9. Construct percussion instruments playing techniques and be able to utilize them. 10. Evaluate the role of drama in the development of a child's identity.	

Module Content

Visual Arts: Philosophy of Art: Importance of Arts Education for the Human Mind and Body, Importance of Arts Education for the Child's development; Psychology of Arts Education: Understanding how the child's mind develops artistically as it grows and why this must be nurtured; Drawing: Starch Drawing, Chalk and Sugar Water Drawing, Wax Crayon Engraving Drawing, Wax Crayon Transfer Drawing and Wax Crayon Resist Drawing, pencil drawing. Music: Musical participation: Experiences in creating, listening, and performing; Musical awareness and appreciation: Experiences in valuing the contribution of musicians in the past and present in various culture; Musical understanding: Experiences in understanding musical concepts; Musical technology: Experiences in using and applying technologies. Drama: Discuss drama as a social building block in children: Explore the power that drama has on children to build social skills and to bring people together. Explain how drama is enhanced by music in groups, where it becomes a very powerful force. Explain how drama moves one's spirit and creates a feeling of togetherness amongst people; The role of drama in the development of a child's identity; Explain how drama education aim to facilitate personal, family and cultural identity construction. Explain how children start developing a sense of who they are in the world through drama. Explain the importance children needing a sense of identity to see themselves as part of the wider community through drama. Explain how drama contributes to children's sense of belonging through their participation in group activities. Explain why Making drama requires teamwork and cooperation - working towards a common goal. Explain the importance of when children contribute to the dramatic process, they feel like part of the group; Five main aims of performing arts in classrooms: Increase possibilities of multi-sensory learning. Stimulating cognitive development. Enhancing physical skills and coordination. Enhancing social and emotional development. Developing the child's communication skills; Drama is a form of communication: Performing arts activities (including Drama) children learn how to communicate in a variety of ways. How Spoken language skills are enhanced in the arts especially in the dramatic art; What is multi-sensory: Our five senses (sight, smell, touch, sound, taste). Discuss the Multi-sensory activities that provides more learning opportunities. Discuss the broader the sensory input, the more impact a learning experience has and the other longer it is remembered. Explain how Multi -sensory learning encourages diverse pathways of learning, because not everyone learns best via vision or hearing only. Explain how Arts education stimulates multiple senses because, music, drama and dance are by nature very active and almost demand participation. Explain the importance to incorporate music, dance and drama into the different learning areas because the performing arts greatly enhance children's ability to learn and remember concepts and skills; How Dance enhances physical development: Explain why movement is essential for development and growth. When children use their bodies, in the learning experience, explain how it becomes rich and valuable in the entire body experiences through learning. Explain how active physical involvement greatly enhances children's learning. Dancing and moving are physical exercises; explain how they support the development of gross motor skills through performing arts. Explain how Children improves coordination and balance and strengthens their muscles while moving to music. Explain how dance relaxes the body and mind.

Learning and Teaching Strategies/Activities

Tutorials, Face-to-Face learning and demonstrations.

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Religious and Moral Education 1A	
Module Code	E3501IR
NQF Level	5
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	1
Module Purpose	
The purpose of this module is to introduce students to major world religions and the moral philosophies they advocate.	
Overarching Learning Outcome	
Students will be able to assess how religious beliefs inform moral perspectives and social action.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Evaluate the religious and philosophical foundations of religion. 2. Discuss the relationship between religion and morality. 3. Identify the similarities found in various religious traditions that are helpful for social progress. 4. Define key religious concepts that inform moral formation. 5. Explain the role religion plays in a diverse and secular state. 6. Apply basic philosophy to analyse religious moral claims in diverse social settings. 7. Apply basic academic skills of bringing up a morally educated learner.	

Module Content

Knowledge of basic philosophy of religion: ethics, moral theories, moral formation, ethical reasoning, secularism; Key religions and ethics: Jewish ethics, Christian ethics, Islamic ethics, Buddhist ethics, Hindu ethics, Chinese ethics and African ethics; Social and ethical issues: poverty, violence, social justice, marginalised persons, corruption, abortion, sexual minorities, gender-based violence; Positive Values: respect, tolerance, emotional intelligence, peace, caring; Pedagogical methods: moral formation, modelling positive values, preparing the whole person for life.

Learning and Teaching Strategies/Activities

Lectures, presentations, videos, material designing, micro teaching

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Becoming a Teacher	
Module Code	E3511IB
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 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.
Overarching Learning Outcome
Students will be able to promote learning in Namibian primary schools.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Identify the roles of a primary school teacher. 2. Describe the characteristics of an effective primary school teacher. 3. Apply knowledge and skills of time-tabling process, interpreting primary school curriculum and syllabi. 4. Discuss the characteristics of a primary school learner. 5. Apply and uphold the professional code of conduct for primary school teachers. 6. Create teaching and learning materials that fit for primary school learners. 7. Apply skills on how to identify, select and organize and sequence teaching and learning experience pertaining to subject specializations.

Module Content

Roles of a primary school teacher: Being a primary school Teacher; managing a secondary school classroom; reasons for becoming a primary school teacher: The concept teaching: Teaching as a career; Attributes of good teaching; Challenges teachers face in Namibia and in the world: How can teachers acquire the knowledge they need? Teaching and professionalism; Reflective teaching: Understanding and applying the concept; reflective teaching; reasons for reflecting on practice; Reflective action versus routine action; the learner's practical and emotional needs: teaching as a two-way process; Teacher-learner relationship and equal opportunities; Classroom management; Discipline and problem-solving; Instruction or facilitation? Emotional intelligence: The concept 'emotional intelligence; The power of managing emotions; Teaching is a work of heart, Passionate teaching; Important domains of emotional intelligence; Relational teaching; Emotional needs in the class.

Learning and Teaching Strategies/Activities

Collaborative learning, discussions, lectures

Student Assessment Strategies

Continuous Assessment: 100%.

PART B: MODULE DESCRIPTOR:	
Module Title: Education for Sustainability	
Module Code	E3562AS
NQF Level	5
Notional Hours	70
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	7
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to enhance students' understanding, skills, dispositions, theoretical understanding, practical dimensions, values and competencies regarding teaching of cross-curricular themes in the Senior Primary phase.	
Overarching Learning Outcome	
Students will be able to apply the themes in the Environmental Education school syllabus and apply the skills to the Sustainable Development Goals (SDGs).	
Specific Learning Outcomes	
On completing the module, students should be able to:	

1. Define and explain concepts related to environmental awareness and sustainable development.
2. Explain the purpose of Environmental Studies as a subject in the Senior Primary phase.
3. Define key concepts related to thematic teaching and integration.
4. Discuss the importance of environmental awareness in Senior Primary phase.
5. Interpret the Sustainable Development Goals (17 goals) in relation to the Environmental Studies school curriculum.
6. Evaluate the human impact on the environment.

Module Content

Environment, sustainable development and SDGs: the concepts environment, environmental awareness; sustainable development; dimensions of Environment (political, social, economic and biophysical), conservation, the 3Rs; Purpose of Environmental Studies as a subject in school; Sustainable Development Goals (17 goals); Thematic teaching and strategies of teaching ESD; spider web or thematic scheme of work; Cross-curricular themes and topics of integration: the social environment: social groups, social institutions, economic activities, functions of the public service of Namibia; the natural environment: plants, animals, the weather; Health, Safety and Nutrition: health, safety, nutrition; Strategies for teaching ESD: projects, experiments, games, role plays, dramatisation, discussions, events, field trips, nature table/interests corner, observations, investigations/inquiry-based.

Learning and Teaching Strategies/Activities

Lecturing methods, group work, practicals and designing teaching aids

Student Assessment Strategies

Continuous assessment: 60%:

Examination: Written examination 40%, 100 marks

PART B: MODULE DESCRIPTOR:	
Module Title: Arts and Culture Education 1B	
Module Code	E3502IA
NQF Level	5
Notional Hours	80
Contact hours	(4h + 2h prac) /w
Additional learning requirements	None
NQF Credits	8
(Co-requisites)	Arts and Culture Education 1A
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce students to the principles, philosophies, theories and practice of Arts in Senior Primary phase. This module develops the student's understanding of Arts concepts and enables the student to apply techniques in the art forms Music & Dance and Visual Art.	
Overarching Learning Outcome	
Students will be able to apply knowledge and an understanding of the principles, philosophies, theories and practice of Arts in Senior Primary phase; essential in the Namibian context.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Apply creativity and creative thinking by demonstrating art appreciation skills by using the correct art terminology such as the art elements and art principles. 2. Apply different methods of Art assessment. 3. Compose percussion instrumental pieces. 4. Perform percussion instrumental pieces of varying lengths. 5. Stage a music performance with song, percussion and movement. 6. Construct a music lesson plan for appropriate levels. 7. Apply micro teaching techniques in music. 8. Explain why and how integration of music and other subjects is important and be able to apply integration. 9. Utilize organizational skills for choral, percussion and dance performances. 10. Apply ways to increase appreciation for music, dance and drama.	

Module Content

Visual Arts: Painting with Powder Paint and Water-based Acrylics; Mixed Media Collage: Different methods to collage with found objects, found paper, etc.; Printing: Stamping, Finger painting, Textile Printing, etc. with Water-based Acrylics. Music: Musical participation: Experiences in creating, listening and performing; Musical awareness and appreciation: Experiences in valuing the contribution of musicians in the past and present in various culture; Musical understanding: Experiences in understanding musical concepts; Musical technology: Experiences in using and applying technologies. Drama: How Dance enhances physical development: Explain why movement is essential for development and growth. When children use their bodies, in the learning experience, explain how it becomes rich and valuable in the entire body experiences through learning. Explain how active physical involvement greatly enhances children's learning. Dancing and moving are physical exercises; explain how they support the development of gross motor skills through performing arts. Explain how Children improves coordination and balance and strengthens their muscles while moving to music. Explain how dance relaxes the body and mind.

Importance of arts in society: Explain how to become aware of arts in the community. Explain to broaden your knowledge of arts by observing, listening. Explain how to have fun with the arts by responding. Explain how to perform in or outside the classroom by participating. Explain how to support the arts. Talk about the arts and responses to the arts by Reflecting; Importance of mime: telling a story using only your face and body. Discuss mime as an ancient form of performance by adults from many parts of the world. Explain how mime includes 'clowns' and more serious performers who paint an expression on their faces and then act out stories without words.

Discuss why we say mime is a drama form involving the Presentation of ideas or feelings through movement and "pretend" objects, without dialogue; Types of miming: Occupational mimes, Character mimes, Emotional mimes; Mirror Image Technique: Explain how to mirror somebody to face a person and then do exactly what she/he is doing (imitate) as though the person is looking into the mirror. Explain how a mirror image is actually an opposite, so if I lift my left hand, the child must lift the right, so that it seems to be on the same side; Portfolio: Compile a portfolio that shows conceptual understanding of Drama activities in schools as well as practical skills in applying principles and developing learning areas.

Learning and Teaching Strategies

Tutorials, Face-to-Face learning demonstrations and Blended learning

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Religious and Moral Education 1B	
Module Code	E3502IR
NQF Level	5
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisite)	Religious and Moral Education 1A
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to provide students with the background on African Traditional Religion (ATR) and its impact moral formation in Namibia.	
Overarching Learning Outcome	
Students will be able to evaluate the role and importance of African Traditional Religion and culture in moral formation and education.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Analyse key similarities in African cultures. 2. Explain the integrated nature of African spirituality to all of life. 3. Evaluate African cultural values. 4. Define ubuntu and related terms as ethical frameworks in Africa. 5. Explain the concept of decolonization in religious and cultural thought. 6. Critically evaluate ATR socio-cultural claims and their role in our social progress. 7. Apply the knowledge they acquired to help promote helpful African values.	

Module Content

Knowledge of basic African philosophy of religion: morality, being, epistemology, personhood; Key religious views: God, ancestors, spiritual realm, death, after-life, rituals, prayers, spiritual leaders/guides, divinations; Socio-cultural issues: role of women, family, art, illness, health, birth, initiations, witchcraft, magic, festivals, celebrations, spiritual leaders, cultural rites, community, nature; Positive Values: respect, tolerance, peace, hospitality, reconciliation, caring; Pedagogical aims: narrative pedagogy, classroom as a community, generate social experiences.

Learning and Teaching Strategies/Activities

Lectures, demonstrations, presentations, videos, micro teaching, peer tutoring.

YEAR 2

MODULE TITLE: NATIONAL AND GLOBAL CITIZENSHIP	
Module Code	U3420CN
NQF Level	4
Notional Hours	20
Contact hours	Up to 1 contact lecture periods per week for 6 Weeks
Mode of Delivery	Blended: Face to face and Online
Additional learning requirements	Each student will be required to work on a personal project which will include a site visit
NQF Credits	2
(Co-requisites)	None (University Core Module)
Prerequisite	
Compulsory/Elective	Compulsory
Semester Offered	Core Semester
Scheduled Review Date	TBC
Module coordinator and Contact Details	Dr Romanus Shivoro rshivoro@unam.ng ; Ext. 3378
Module Purpose The purpose of this Module is to equip UNAM students with knowledge to understand the interconnectedness of local and global issues. Students will become acquainted with perspectives on, global citizenship, globalization and civic engagement. The module will enable students to reflect on issues affecting their communities and the world by providing a platform where students can meet and learn from one another and from external sources of information. It will guide students to determine how they can contribute to bring positive changes in their communities in relation to the Sustainable Development Goals. Furthermore, it will provide knowledge and understanding of cultural diversity and intercultural communication to enable students to become thoughtful stewards in a globalized world.	
Overarching Learning Outcome Students demonstrate understanding of global citizenship and initiate action towards the betterment of local, national and global conditions, as informed and responsible citizens with a civic duty in their personal and professional lives.	

Specific Learning Outcomes

On completing the module students should be able to:

1. Explain the importance of national Constitution;
2. Express understanding of National and Global Citizenship;
3. Participate in community engagement activities as part of community upliftment;
4. Express understanding of globalization;
5. Apply intercultural communication skills; and
6. Interpret SDGs to initiate personal action towards contribution of their achievement.

Strategies/Activities

Student learning in this module will be supported by provision of subject knowledge; engaging students in class discussions, and individual awareness and action portfolios. It will expose students to real life situation through formal lectures, guest lectures, experiential activities such as engaging local civic organizations; Students will engage in active and participatory learning in which they generate ideas and share their knowledge on a topic. Material will include journal articles, videos, PowerPoint presentations, as well as handouts for students' reflection.

Student Assessment Strategies

Continuous assessment of 100% - Assessment will be done by completing online pop-up quizzes; and developing their online portfolios of personal action as response to tasks assigned in class.

MODULE TITLE: ENTREPRENEURIAL SKILLS	
Module Code	U3420RT
NQF Level	4
Notional Hours	20 notional hours
Contact hours	1 x 2h per week for 6 weeks
Mode of Delivery	Blended: Face to face and online
Additional learning requirements	None
NQF Credits	2
(Co-requisites)	None
Prerequisite	
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1 or 2
Scheduled Review Date	TBC
Module coordinator and Contact Details	TBC
Module Purpose	
To inculcate an entrepreneurial skills within the student that enables them to solve real-life problems.	
Overarching Learning Outcome	
To apply entrepreneurial skills in creating wealth and uplifting the student's well-being.	
Specific Learning Outcomes	

On completing the module students should be able to:

1. Explain the meaning of entrepreneurship
2. Explain the entrepreneurship concepts
3. Apply entrepreneurial activity and innovation to solve real-life problems
4. Outline entrepreneurship success stories in the global context
5. Develop a start-up business plan
6. Apply entrepreneurship skills for wealth creation and uplifting of their standard of living.

Module Content

Definition and scope of entrepreneurship and entrepreneur; Entrepreneur's environment; Characteristics of entrepreneurs; Basic concepts of entrepreneurship; Forms of entrepreneurship; The role of entrepreneurship; The entrepreneurial process; The entrepreneurial mindset; Decision-making skills; Creativity, innovation and entrepreneurship; Critical thinking skills; Problem solving skills; Business and personal goal-setting skills; Negotiation skills, Communication skills, Assertiveness skills, Interpersonal skills, Cognitive skills; Transferable skills, Practical application of entrepreneurial skills; Starting a new business; Managing a business start-up; Growing an entrepreneurial venture; Marketing skills; Managing people; Record keeping; networking skills; Time management skills; Change management skills; Entrepreneurship success stories in the global context. Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: face to face and online lectures, and tutorials.

Student Assessment Strategies

The module will be assessed using 100% continuous assessment.

MODULE TITLE: LEADERSHIP SKILLS	
Module Code	U3520LP
NQF Level	5
Notional Hours	20
Contact hours	1 x 2h per week for 6 weeks
Mode of Delivery	Blended: Face to face and online
Additional learning requirements	None
NQF Credits	2
(Co-requisites)	None
Prerequisite	
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1 or 2
Scheduled Review Date	TBC
Module coordinator and Contact Details	TBC
Module Purpose	
To inculcate leadership skills within the student to enable them to undertake leadership roles across their facets of personal, professional and academic lives.	

Overarching Learning Outcome
To apply leadership skills for successful attainment of their personal, professional and academic goals.
Specific Learning Outcomes
On completing the module students should be able to: 1. Explicate the meaning of leadership 2. Describe leadership concepts 3. Compare and contrast various leadership styles 4. Identify and explain the functions of leaders in organisations 5. Apply leadership styles suitable for various organizational contexts 6. Apply leadership skills for successful attainment of personal, professional and academic goals

Module Content

Definition and scope of leadership; History and origins of leadership; Types of leadership; Leadership versus management skills; Leader (master of self, effective manager of people, active visionary); manager; Not all leaders are managers; Not all managers are leaders; Authority versus leadership; Power versus leadership; Principles of leadership (ability, adaptive, action, empowerment, creativity, problem solving, shared); Are leaders born or made?; Characteristics of a good leader; Functions of leaders in organizations; Leading for the future; Mentoring skills; The 21st century leader; Ethical leadership skills; Responsible leadership skills.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: face to face and online lectures, and tutorials.

Student Assessment Strategies

The module will be assessed using 100% continuous assessment.

MODULE TITLE: PROJECT MANAGEMENT SKILLS	
Module Code	U3420PJ
NQF Level	5
Notional Hours	20
Contact hours	2 hour lecture per week for the first two week <i>and</i> field-based practical for the remaining four weeks.
Mode of Delivery	Blended: face-to-face and online
Additional learning Requirements	The field-based practical to be undertaken in the immediate environment of the Student
NQF Credits	2
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1 or 2
Scheduled Review Date	TBC

Module coordinator and Contact Details	TBC
Module Purpose	
The purpose of this module is to develop the basic project management skills of the students.	
Overarching Learning Outcome	
Apply project management skills in their private, academic and professional life	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Articulate the phases of project life cycle 2. Use project management approach in their private, academic and professional life 3. Formulate SMART indicators for monitoring and evaluating the progress of their projects 4. Apply teamwork skills in a project settings	

Module Content

This module consist of two components: *The first component* is a two week theory covering the concepts (project vs programme) and the phases of project life cycle (project initiation and planning: work breakdown, development of SMART indicators, estimation of activity duration, efforts, and costs, scheduling of activities, identification of critical path, setting of milestones, stakeholder identification and categorization, stakeholder engagement, initial risk identification, and development of the initial project plan; project implementation & management: forming the project team, managing people, resources allocation, responsibilities allocation, quality assurance, leadership style and project liaison; project monitoring and control: progress reporting and communication, quality control, time management, budget and cost management, risk management and mitigation; project closure and evaluation: project evaluation, project auditing process and the closure process, and final project report). *The second component* is a four week field-based practical where students participate in a real-life project in their immediate environment. Students are strictly required to apply the project management approach during the field-based practical.

Learning and Teaching Strategies/Activities

The learning will be carried out through the following teaching methods: -

- Lectures: these will be carried out via face to face and online mode (blended method)
- Field-based practical: students will be divided in groups and assigned a project to which they must apply project life cycle approach to facilitate acquisition of practical skills in project management.

Student Assessment Strategies

Student assessment will be 100% continuous assessment based on weekly project progress reports (50%) and the final project report (50%). A minimum pass mark for the module is 50%.

MODULE TITLE: INTRODUCTION TO CRITICAL THINKING	
Module Code	U3520TH
NQF Level	5
Notional Hours	20 notional hours
Contact hours	1 hour practical session per week interfaced with limited online engagement
Mode of Delivery	Blended: Face to face and online
Additional learning requirements	None
NQF Credits	2
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1
Scheduled Review Date	TBC
Module coordinator and Contact Details	TBC
Module Purpose	
Empower students to apply critical thinking skills in class, work place, society and hence become life- long critical thinkers.	
Overarching Learning Outcome	
Students should be able to apply critical thinking skills in class, self –reflect, form well- structured arguments, demonstrate problem solving skills, produce reflective learning essays and develop life-long critical thinking practices.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Explain what critical thinking is and the importance of critical thinking 2. Identify the core skills associated with critical thinking 3. Distinguish the difference between deductive and inductive reasoning 4. Construct a logically sound and well-reasoned argument 5. Identify the various fallacies that can arise through the misuse of logic 6. Practice using critical thinking skills and techniques in real life situation 7. Identify personal situations where critical thinking can be used 8. Select tools for using critical thinking skills in problem solving and decision making 9. Reflect and analyse an issue or problem comprehensively	

Module Content

The module will cover: Definition of critical thinking: striving for understanding; to have an inquisitive yet open-minded and flexible approach to exploring ideas, the ability to evaluate information and draw clear conclusions based on the evidence at hand. Core critical thinking skills: explain, infer, analyse, evaluate, problem solving, self-reflect. deductive and inductive reasoning: inductive reasoning- move from the specific to the general, deductive reasoning-moving from the general to specific. Construction of argument: construct statements that combine reasoning with evidence to support an assertion or argument. Problem analysis: define problem, determine the root causes of problem, develop alternative solutions to problem, implement solution, evaluate outcome. Reflective learning: asking open questions, reflect on answers, writing reflective learning essays, thinking about other's answers, asking 'why' questions. Understanding fallacies: what is a fallacy? description of various fallacies, identifying a fallacy in an argument, explaining a fallacy to an opponent in an argument.

Learning and Teaching Strategies/Activities

The module will be facilitated through the following learning activities: blended instruction, online learning videos, online games and quizzes, group activities. Learning content to be facilitated through deductive, interactive and engaging methods.

Student Assessment Strategies

100% Continuous assessment (1 reflective learning essay, 1 problem solving activity).

PART B: MODULE DESCRIPTOR:	
Module Title: Aesthetics and Creativity	
Module Code	E3600CA
NQF Level	6
Notional Hours	60
Contact hours	2h/w
Additional learning requirements	None
NQF Credits	6
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	Core Semester 2
Module Purpose	
The purpose of this module is to introduce students to the value and understanding of aesthetics and creativity as it pertains to appreciation of arts and beauty in their learning and social environment and through it form a love for nature, social awareness, and cultural identity	
Overarching Learning Outcome	
Students will be able to identify new ways of looking at, listening to, moving in and speaking of their everyday experiences adapt it to in the classroom.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Apply creativity and creative thinking by demonstrating art appreciation by using the correct art terminology such as art elements and art principles. 2. Analyse the importance of diverse cultural appreciation through traditional art materials and skills. 3. Apply basic art techniques and procedures by creating individual artwork in Drawing, painting. 4. Respond to a wide range of music, including various genres and styles from different periods, cultures and ethnic groups, both live and recorded. 5. Evaluate sensitivity to music through making physical, verbal, emotional or cognitive responses. 6. Describe differences between sounds and silences, showing a sense of pulse and various music elements. 7. Apply the musical skills that enrich musical understanding and are necessary for creative expression. 8. Apply relaxation, peace, and enjoyment for cultivating musical philosophy in the school community and social environment. 9. Discuss the critical awareness and critical thinking of the importance of assessing art and the importance of art in learning. 10. Explain various dramatic activities that will enhance self-expression and constructive thinking through miming, body movement.	

Module Content

Stages of development in art; Elements of art; Stages of development in music and movement; Elements of music; Learning Goals for Aesthetics and Creative Expression; Strategies for art: Using themes, using stimuli, using art masterpieces, Providing a variety of art materials; Strategies for music and movement: Using a variety of music, dances and sound sources, using rhymes, chants and songs, using movement and musical games, using body percussion and musical instruments, using props, Making music an integral part of routines and transitions; Philosophy of Art: Importance of Arts for the Human Mind and Body, Importance of Arts for the student's development.; Psychology of Arts Education: Understanding how the mind develops artistically as it grows and why this must be nurtured; Importance of Music: The role and importance ; Listening and responding: Exploring sounds; listening and responding to music; Composing and Storytelling: Improvising and creating; talking about ; Performing Rhymes: Song singing; early literacy; playing instruments; Choreography and free movement: elements of dance; Role plays: How to become different characters through dramatization through self-expressiveness; with or without words during role plays; Improvisation: Learn to demonstrate how to create an inviting and creative environment to encourage imaginative play; Body awareness and body experience: Enhance body awareness experience through play, singing, miming.

Learning and Teaching Strategies/Activities

Tutorials, Face-to-Face learning demonstrations and Blended learning.

Student Assessment Strategies

- Continuous Assessment: 100%
- 1 TEST – 50
- 1 ASSIGNMENT - 50

PART B: MODULE DESCRIPTOR: SCHOOL CORE ELECTIVE	
Module Title: Multicultural Studies	
Module Code	E3600CM
NQF Level	6
Notional Hours	100
Contact Hours	2L/w
Additional learning requirements	Video or podcast production
NQF Credits	10
(Co-requisite) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Co-Semester
Module Purpose	
The purpose of this module is to sensitise students to the various meanings of culture and equip them with competencies that will enable them to interact appropriately and effectively whenever encountering representatives of the various cultural groups in Namibia but also to apply these competencies in situations with foreign cultural groups.	
Overarching Learning Outcome	
Students should be able to able to interact in multicultural contexts in the globalised world.	
Specific Learning Outcomes	
On completion of this module, students should be able to: 1. Discuss various concepts of culture. 2. Discuss the differences between inter-, multi- and transculturalism. 3. Debate respect, tolerance and acceptance of cultural diversity in their individual, societal as well as work context. 4. Apply effective intercultural communication skills and strategies to act competently in intercultural situations.	

Module Content

Culture: familiarisation with various culture models; various concepts of culture; stereotypes; norms and values; Intercultural Competence: effective and in an appropriate communication skill.

Learning and Teaching Strategies

Lectures, online content and exercises, written assignments, group work, class discussions and presentations.

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Physical Education	
Module Code	E3621IP
NQF Level	6
Notional Hours	80
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisite) Prerequisite	Physical Education 1B
Compulsory/Elective	Elective
Semester Offered	1
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.	
Overarching Learning Outcome Students will be able to evaluate the importance of teaching Physical Education in the Senior Primary School.	
Specific Learning Outcomes On completing of the module, students should be able to: 1. Discuss the socio-cultural aspects of Physical Education and Sport. 2. Identify strategies used to develop an understanding of the structure of the human body. 3. Apply strategies used to develop an understanding of the structure of the human body. 4. Construct learning opportunities where learners gain insight in moving and stopping body mass, moving and stopping unsupported or supported objects without implements. 5. Design appropriate learning experiences by planning and constructing suitable phase appropriate lesson plans. 6. Apply strategies for assisting and supporting learners while learning new physical skills.	

Module Content

Socio-cultural aspects of Physical Education and Sport: Teaching Methods of Physical Education: suggestions to teachers, general organization and class control, considerations when teaching games, terminology, planning, orientation to school PE syllabus, teachers guide, lesson plans and assessment strategies; Sport Skills: moving and stopping of supported objects without implements, moving and stopping of supported objects with implements, moving and stopping of unsupported objects with implements, participation in games; strategies for assisting and supporting learners.

Learning and Teaching Strategies/Activities

Lectures, discussions and practical

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Arts and Culture Education	
Module Code	E3621IA
NQF Level	6
Notional Hours	80
Contact hours	(4h + 2h prac)/w
Additional learning requirements	Field Trips to Concerts and Exhibitions.
NQF Credits	8
Prerequisite	Arts and Culture Education 1B
Compulsory/Elective	Elective
Semester Offered	1
Module Purpose The purpose of this module is to develop the student's understanding of Arts concepts and enables the student to apply techniques in the art forms Music & Dance and Visual Art.	
Overarching Learning Outcome Students will be able to apply knowledge and skills on a variety of techniques and skills in Drama, Music and Visual Art as a basis for teaching Arts Education in the Senior Primary phase.	

Specific Learning Outcomes

On completing the module, students should be able to:

1. Outline the importance and value of art therapy through arts education.
2. Apply puppetry techniques and develop skills in teaching it to children.
3. Analyse three-dimensional puppetry techniques.
4. Create Arts with the integration of a topic from a school subject.
5. Develop heighten aesthetic awareness and sensitivity.
6. Apply techniques of visualization.
7. Compose music based on personal experiences, feelings and ideas.
8. Develop their awareness of the role of sounds and music in the environment and everyday life.
9. Evaluate early discovery of the connection between music and emotion.

Module Content

Visual Arts:

Philosophy of puppetry: Importance of puppetry for the Child's development; Puppetry techniques: Assortment of puppetry techniques, e.g., hand puppet; Create Arts with the integration of a topic from a school subject: Material Culture, Human Rights, Road Safety, HIV/AIDS, etc. to make puppets, children's literature. Music: Musical Participation: Discuss forms of writing or composing music; Create and write/compose a piece of song; Musical Awareness and Appreciation: Demonstrate the ability to create and apply music skills (Singing (intonation, solo and choir), movement, creativity, listening, notation and playing instruments (piano, recorder, percussion; Musical Understanding: Teaching methodologies such as the philosophies of Orff, Suzuki, Gordon and etc.; Being able to apply the basics of choreography and free moment by using the elements of dance; Musical Technology: Creating homemade instruments; Choral singing; Ensemble playing and the directing of it. Drama: Themes: Stories, Rhymes, Body images, Awareness, Experience, Voice, Improvisation, Role play; Movements in characterization: Discuss how children live themselves into a character, dramatizing it with their own expensiveness. Discuss how Role plays can be done with or without props, costumes, and masks. Discuss how children can invite 4-6-year-old children to enter a pretend situation, for example by telling a story and then asking them which character they want to play; Pedagogical Knowledge: Compare the pre-primary and grade one syllabus regarding content, assessment, approach to learning drama activities; Drama programs: Collect and compare different daily programs for drama activities. Evaluate and select the best one. Mention the criteria applied to select it. The purpose of theme planning for drama activities; Drama scripts: Age appropriate, Consult the Pre-Primary or Primary Syllabus, and explain concepts and skills to be developed in each learning area.; Storytelling: Discuss how to enhance story telling when using puppets in classroom. Discuss how to use roleplaying when using puppets in classroom. Discuss how to enhance communication and expression in using puppets. Discuss how children can express feelings when using puppets in classroom. Discuss how to combine a handcraft with a performing art; Portfolio: Drama activities in schools as well as practical skills in applying principles and developing learning areas.

Learning and Teaching Strategies/Activities

Tutorials, Face-to-Face learning demonstrations and oral presentations.

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Religious and Moral Education	
Module Code	E3621IR
NQF Level	6
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	1
Module Purpose	
The purpose of this module is to equip students with moral and ethical issues from both religious and non-religious perspectives.	
Overarching Learning Outcome	
Students will be able to evaluate moral and ethical issues in the Namibian context.	
Specific Learning Outcomes	

On completing the module, students should be able to:

1. Explain the key religious and non-religious moral development theories.
2. Identify ethical issues pertaining to the Namibian society.
3. Discuss the structures and practices that inform our social knowledge and theoretical frameworks.
4. Explain the role and dynamic of culture on moral development.
5. Critically engage modern dialogues of minority groups and the ensuing ethical.
6. Apply the various theories of ethics from religious and non-religious views to promote social cohesion and values.

Module Content

Key religious and non-religious moral development theories: Moral development, morality, ethical theories, identity, religion, culture, social-psychology; minority groups; theories of ethics from religious and non-religious views: cultural relativism, community, gender issues, feminist thought; positive social values, moral training, moral education; ethical issues pertaining to the Namibian society: Structures and practices:

Learning and Teaching Strategies/Activities

Lectures, demonstrations, presentations, videos, article analysis, material designing, peer tutoring.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (60 marks, 2 hours paper)

PART B: MODULE DESCRIPTOR:	
Module Title: ICT in Teaching and Learning	
Module Code	E3612CI
NQF Level	6
Notional Hours	160
Contact hours	(4h +1h prac)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce students to the effective use of ICTs and other teaching media in their teaching as well as to be able to effectively communicate using a variety of standard technologies and non-digital media.	
Overarching Learning Outcome	
Students will be able to apply Namibian ICTs in Education (ICTED) standards and good pedagogical approaches in their teaching, as well as to help their learners gain information-literacy skills relevant in the 21 st century.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Describe the functions and purposes of digital technologies in the classroom and apply skills in using digital technologies. 2. Discuss the ICTs in Education (ICTED) standards specified for all Namibian teachers. 3. Articulate and identify how the ICT policy implementation is shaping classroom practice. 4. Apply practical competencies in using presentation software, word processing and spreadsheet. 5. Evaluate pedagogical approaches to use ICT and applicable strategy that supports the teaching of curriculum objectives. 6. Create and integrate a variety of both non-digital and digital teaching aids in the subject area aligned to a syllabus topic.	

Module Content

ICTs in Education (ICTED) standards: Digital technologies and the Internet: internet, social media, online games, mobile/tablets, learning management systems, video conferencing technologies, ICT teaching approaches; Non-digital & digital teaching aids; Cell phone policy: Appropriate use of digital technologies; Boolean search; 21st century skills: Verbal and non-verbal communication skills.

Learning and Teaching Strategies/Activities

Lectures, Demonstrations, Role play, Presentations, Problem-based learning.

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Teaching Practicum Preparation	
Module Code	E3662TP
NQF Level	6
Notional Hours	80
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 2
Module Purpose	
The purpose of this module is to prepare students for Teaching Practicum that will take place in the following year.	
Overarching Learning Outcome	
Students will be able to link theory to practice in a primary school classroom.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Identify and explain activities of teaching practicum. 2. Analyse context in terms of school community, the teacher's action zone, and conditions of learning. 3. Apply integration of technology in teaching. 4. Discuss classroom observation, planning and preparation in terms of classroom and learner profile. 5. Describe the professional standards of teachers in Namibia. 6. Create a portfolio for sources and samples of teaching aids.	

Module Content

Teaching Practicum: Purpose of Teaching Practice; code of conduct; placement approach; teaching practicum assessment (portfolio evidence). WIL approach: experiential learning; and reflective practice. Developing your own theory of practice: approaches; methods; strategies; and techniques. Observation: School and learning environment; 21st Century technology; Instruction; Assessment.

Learning and Teaching Strategies/Activities

Self-study, online learning activities, and school-based activities.

Student Assessment Strategies

Continuous assessment: 100%

YEAR 3

PART B: MODULE DESCRIPTOR:	
Module Title: Teaching Practicum I	
Module Code	E3700CP
NQF Level	7
Notional Hours	360
Contact hours	12 w
Additional learning requirements	None
NQF Credits	36
(Co-requisites) Prerequisite	Teaching Practicum Preparation

Compulsory/Elective	Compulsory
Semester Offered	Core Semester
Module Purpose	
The purpose of this module is to create opportunity for students to apply the theoretical knowledge and experiences pertaining to approaches, methods, strategies and techniques gained through contact sessions to real-life classroom situations.	
Overarching Learning Outcome	
Students will be able to analyse the realities of classrooms in Namibia as they observe and participate in different facets of learning, teaching and management.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Apply activities of teaching practicum. 2. Plan and prepare a classroom profile as well as learner profile. 3. Apply professional standards for teachers in Namibia, thereby developing their own theory of professional practice. 4. Design and implement lesson plans, effectively facilitating classroom activities of how students learn and the implications for teaching. 5. Create lessons using knowledge of content, resources and effective teaching and assessment strategies appropriate to the subject area of specialization. 6. Evaluate constructive feedback from mentors to improve teaching practice. 7. Apply effective relationship building skills within the teaching profession.	

Module Content

Orientation using WIL manual: Teaching Practice; WIL stakeholders; Professional standards for teachers in Namibia: the school ethos: vision, mission; goals values; & expectation; existing laws in teaching profession; understanding learners: strength; needs; & experiences; Managing my classroom: structure; routine; rules; Lesson planning: collaborate; feedback; reflection; Learning resources; locating resources; creating materials; My philosophy of teaching: approaches; methods; techniques;& strategies; Year planning: learning programme & activities; Construct assessment tools: formal, & informal; Master content: Keep portfolio; reflective practitioner.

Learning and Teaching Strategies/Activities

Discussion forum, information sharing, and assessment tasks.

Student Assessment Strategies

Continuous assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Inclusive Responsive Teaching	
Module Code	E3742AI
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to prepare teachers who will be able to provide all learners with the most appropriate learning environments and opportunities for them to best achieve their potential.	
Overarching Learning Outcome	

Students will be able to evaluate humanity values that promotes the identification and removal of barriers to teaching and learning.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Define inclusive education within a broad perspective of diversity, its key principles, and values. 2. Identify barriers to learning within a Namibian, continental and global context. 3. Discuss the process of inclusion. 4. Identify situations leading to barriers to learning. 5. Apply skills and knowledge which addresses barriers to participation, learning and resources to support all learners within schools and by extension, within families and communities. 6. Apply ICT tools to support all learners in inclusive setting. 7. Develop intervention strategies for learners experiencing barriers to learning.

Module Content

Inclusive education: perspective of diversity; key principles, and values; barriers to learning: Namibian, continental and global context; inclusion: barriers to participation; learning and resources; ICT tools: intervention strategies for learners; Intervention strategies.

Learning and Teaching Strategies/Activities

Class and online discussions, individual learning, pair share activities.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40 %

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Research	
Module Code	E3773AR
NQF Level	7
Notional Hours	160
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	
The purpose of this module is to equip students with research skills to become knowledgeable about research types and techniques.	
Overarching Learning Outcome	
Students will be able to conduct different types of research and use appropriate research techniques to solve research problems in the school.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss types and purposes of educational research. 2. Identify and formulate research problems. 3. Compile a systematic research literature review. 4. Discuss various research paradigms, research approaches, research designs, data collection research methods and sampling procedures. 5. Plan, design and conduct research investigations in education including pilot studies. 6. Evaluate different data analysis techniques.	

Module Content

Aspects of research: sources of topics for scientific educational research; formulation of a research problem: writing a research proposal: basic reading techniques for literature review: research methodology (research paradigms, research approaches, research designs and data collection research methods); data collection and sampling: data analysis; analysing and presenting qualitative data; analysing and presenting quantitative data; issues of interpretation and quality.

Learning and Teaching Strategies/Activities

Lectures, Class discussions, Projects, Group Discussions

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: Project Based Learning	
Module Code	E3702AP
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce students to active and authentic learning pedagogical and learning methods that enhance students' development of knowledge and skills related to their teaching areas of specialisation as well as 21 st century skills through engaging projects set around challenges and problems they may face in the real world, both in schools and communities.	
Overarching Learning Outcome	
Student will be able to apply the 21 st century competencies in the form of learning, literacy and life skills through learning projects, and transfer them to their own teaching in order to produce learners capable of participating meaningfully in the 4 th industrial revolution.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Critically reflect on their own learning approaches in order to enhance self-directed and collaborative learning. 2. Identify challenges and plan learning projects to address problems they have identified- in their areas of practice or communities they live. 3. Apply systematic research principles to their inquiry process using driving questions; 4. Illustrate the cross-disciplinary connections among subject areas. 5. Apply 21st century learning, literacy and life skills such as the 4 Cs of critical thinking, collaboration, creativity and communication, as well as technology and media skills, flexibility, initiative and productivity. 6. Analyse in-depth inquiry through exploring authentic problems with the aim of finding informed solutions. 7. Evaluate the use appropriate media technologies collaborate with each other and share project products with potential beneficiaries. 8. Present their work to their peers and the public audience for scrutiny and feedback. 9. Apply project based learning as a pedagogical method in their own teaching.	

Module Content

The concept of Project Based Learning and its theoretical foundations: 21st century skills (Learning skills, Literacy skills and Life skills) relevant to PBL; Inquiry-based learning for learning projects: Authentic learning, teaching and community problems; Effective driving questions; Project implementation and reflective practice; PBL as a pedagogical approach in the classroom.

Learning and Teaching Strategies/Activities

Lectures, Inquiry-based learning, Collaborative Learning,

Student Assessment Strategies

Continuous assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Curriculum Studies I	
Module Code	E3762AC
NQF Level	7
Notional Hours	80
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	8
(Core-requisite) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with knowledge, skills and understanding of the curriculum development process and how curriculum is assessed in the school system.	
Overarching Learning Outcome	
Students will be able to implement and assesses the curriculum in their classrooms.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Discuss curriculum approaches to curriculum development and their implications to teachers and learners. 2. Compare various types of curriculum designs. 3. Discuss various models of curriculum development and their relevance to the curriculum development process in Namibia. 4. Evaluate curriculum development process in Namibia. 5. Assess the strengths and weaknesses of their major subject areas. 6. Explain the nature of curriculum implementation as a change process. 7. Analyse factors affecting curriculum implementation. 8. Evaluate how curriculum is assessed in the Namibian context.	

Module Content

Curriculum approaches to curriculum development and their implications for teachers and learners: behavioural; academic; experiential; technological; naturalistic and humanistic; pragmatic and/or vocational approach; Curriculum Design: concept of curriculum design; principles in curriculum design process; types of curriculum designs; subject-centred design; learner-centred design; core design; Models of curriculum development and their applications to the Namibian context: Models of Tyler; Stenhouse and Hilda Taba; Curriculum development process in Namibia at primary and secondary level: History of curriculum reform and development in Namibia; syllabus development process; Curriculum implementation: Understanding how curriculum is assessed: revisiting principles of assessment; linking syllabus; teaching and learning; and assessment; analysing the link between subject specific objectives and assessment; creating assessment item questions; marking assessment tasks; reporting and recording learner performance; setting examination question papers and marking assessment; interpreting assessment results; percentages; ordering and ranking; frequency distribution; graphing data and measure of central tendency.

Learning and Teaching Strategies/Activities

Lectures, class and online discussions, analysis of curriculum documents and presentations.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: Life Skills and Inclusive Education I	
Module Code	E3762AL
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	2

Module Purpose
The purpose of this module is to equip students with skills and competencies to respond effectively to the learning- and psycho-social needs of all learners, including those with barriers to learning.
Overarching Learning Outcome
Students will be able to apply knowledge, skills, attitudes and competencies that are aligned and responsive to the needs of all learners, including those learners with barriers to learning.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Reflect on their own childhood and school experiences with regard to diversity management and position their experiences based on the notion of inclusivity in education. 2. Discuss the linkages between the disciplines of inclusive education and Life Skills. 3. Apply theories related to Inclusive Education and Life Skills to identify and address the needs. 4. Review the various forms of diversity that occur in school settings and identify barriers to learning that are likely to arise from such forms of diversity. 5. Identify a particular specialization within Inclusive Education and complete a project on the identified category. 6. Discuss the identification, assessment and intervention processes for learners with special educational needs/ barriers to learning. 7. Apply the Inclusive Education Sector Policy as well as other Sector Policies to educational settings. 8. Identify special educational needs and circumstances affecting learners in and outside school which may lead from their exclusion from education. 9. Apply different forms of support for learners with special educational needs/ barriers to learning.

Module Content

Inclusive Education based on SBS and the Practical Attachment:

Own childhood and school experiences with regard to diversity exposure and management; Education Sector Policy on Inclusive Education, guiding principles, implementation strategies, its provisions and challenges and its implications for the education sector; theoretical frameworks and discourses relevant to Inclusive Education and Life Skills: Brofenbrenner, Piaget, Kumashiro, Maslow, etc.; Special educational needs: identification and support strategies, including resources, teaching and learning strategies, curriculum adaptation, classrooms management, etc.; assessment process and apply assessment adaptation to each barrier; methods for intervention; Overview of different Barriers to Learning and Special Educational Needs; *Gifted Learners* (CKH + Guest Lecturer); theories related to giftedness; support and teaching strategies for gifted learners including curriculum issues: *Emotional and Behavioural Difficulties*; *Visual Difficulties/ Disabilities* theories related to the above barrier; *Hearing Difficulties/ Disabilities*; *Intellectual Difficulties/ Disabilities*; Other Barriers Identified from Current Issues in Education: Sexual Orientation, Child Abuse and Neglect, Impacts of Abject Poverty Early, Unintended Pregnancies; Bullying (including cyber-bullying); Ethnic Minority and Stigmatisation); Learner-parenthood and Stigmatisation; Rural-Urban background divide; Gender inequalities; Personal philosophies of education in relation to the support of learners with special needs/ learners with barriers to learning and their inclusion in schools and society.

Learning and Teaching Strategies/Activities

School-Based Attachments, Case Scenarios, Projects, Article Analysis, Presentations.

Student Assessment Strategies

- Continuous Assessment: 60%
- Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: School Leadership and Management I	
Module Code	E3762AL
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	Learner and Learning Environment
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	

The purpose of this module is to introduce to the prospective students the concepts and the importance of leadership. Differentiate the work of the principals as a leader, manager and administration.
Overarching Learning Outcome
Students will be able to exhibit appropriate leadership skills in schools.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Explain the different management approaches. 2. Appreciate the importance of good leadership. 3. Explain what leaders and managers really do. 4. Apply different leadership styles 5. Explain the characteristics of school leaders. 6. Exhibit skills in school leadership.

Module Content

Theories in Educational Leadership and Management: ethical Leadership; situational leadership; scientific management approach; bureaucratic approach; systems management; contingency theory; The educator as a leader: Functions of leaders and managers: School Leadership and Management styles: autocratic leadership style; pacesetter leadership style; democratic leadership style; coaching leadership style; laissez-faire leadership style, authoritative management style; consultative management style; delegative management style; persuasive management style; collaborative management style; Characteristics of school leaders; Professional School Leadership Skills: critical thinking and problem solving; teamwork and collaboration; strong work ethic; oral and written communication skills; leadership skills; time management skills; Steps in Capacity Building: engage stakeholders on capacity building; assess capacity needs and assets; formulate a capacity development response; implement a capacity development response; evaluate capacity development; School leadership and management values supporting educational transformation: standards for student learning; belief in human capacity; commitment to equity; belief in professional support; moral development.

Learning and Teaching Strategies/Activities

Lecture, Facilitating group work, discussions and workshop presentations

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Technology I	
Module Code	E3762AT
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	ICT for Educators
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose for this module is to equip students with advanced skills in the use of technology in the teaching and learning process as well as the role that ICTs play in the larger educational and national context.	
Overarching Learning Outcome	

Students will be able to apply advanced skills in educational technology necessary to facilitate teaching and learning as well as to manage and administer school programmes.

Specific Learning Outcomes

On completing the module, students should be able to:

1. Analyse educational technology theories.
2. Critically examine the Namibian ICTs in Education policy and strategies.
3. Design an Acceptable Use Policy (AUP) for a school.
4. Evaluate and apply emerging technologies (e.g., Smartboards, cell phones) into teaching and learning.
5. Integrate Web 2.0 & 3.0 technologies (e.g., wikis, blogs, user-created online content) into teaching and learning.
6. Critically discuss the impact of ICTs on education and development.

Module Content

The concept Educational technology: definition, the present and future of educational technology; Developing a wiki or blog with annotated bibliography on educational technology theories: modernisation; technology determinism; human capital productivity, constructivism, sociocultural, behaviourism, cognitivist; New Technological Pedagogical approach: TPACK and Technology Integrated Planning (TIP); the Namibian ICTs in Education policy and strategies: Policy content and its relevance to 2014 Namibian technological realities; Discourses by UNESCO, Human Capital theory, World Bank; digital divide; Ethical and legal issues when integrating ICTs in education: digital citizenship in schools from a global perspective; social networking and learning; how social media can be a learning technology; Cyber safety and privacy; Copyright and ethical use of online resources; Ethical content sharing on social media; Acceptable Use Policy (AUP) for a school: Case studies in Namibian context; ICTs for effective school management: Learner assessment records; Data bank of past assessment tools; School census and 14th day statistics; Soft copies of government forms; Emerging technologies: smartboards, cell phones; tablet, mobile apps; augmented reality; gamification; coding; social media.

Learning and Teaching Strategies/Activities

Lectures, Demonstration, Presentations, Problem-based learning, Projects, Case Studies, Practicals.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

PART B: MODULE DESCRIPTOR:

Module Title: Mathematics Education I

Module Code E3762IM

NQF Level 7

Notional Hours 80

Contact hours (4h)/w

Additional learning requirements None

NQF Credits 8

Prerequisite Mathematics 2B (School subject)

Compulsory/Elective Elective

Semester Offered 2

Module Purpose

The purpose of this module is to introduce students to the field of mathematics education. It integrates technology in the classroom assessment and evaluation.

Overarching Learning Outcome

Students will be able to use technology as a tool in the assessment and evaluation of mathematics. Students will further understand what digital learning resources are and ways in which these can enhance learning.

Specific Learning Outcomes

On completing the module, students should be able to:

1. Define assessment and describe several types of assessment.
2. Analyse assessment for learning in a digital world.
3. Investigate the tools and software used for teaching and learning mathematics.
4. Evaluate the use of technology as tools of teaching and assessment.
5. Identify digital learning resources and ways in which they can assist learners to learn.
6. Use technology in designing assessment tools.
7. Differentiate between reliability and validity of assessment.
8. Apply different categories or levels of questioning (Blooms' taxonomy).

Module Content

Assessment: describe several types of assessment; assessment for learning in a digital world; Technology in mathematics: tools and software used for teaching and learning mathematics; use technology as tools of teaching and assessment; digital learning resources: ways in which these can assist students to learn; technology in designing assessment tools; reliability and validity of assessment: categories or levels of questioning (Blooms' taxonomy).

Learning and Teaching Strategies/Activities

Online lectures, blended learning, Projects, Carry out and design assessment tools

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%.

PART B: MODULE DESCRIPTOR:	
Module Title: Science Education I	
Module Code	E3762IS
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	Natural Science and Health Education 2B (School Subject)
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with skills of investigating factors affecting science assessment in Namibia.	
Overarching Learning Outcome	
Students will be able to explore contemporary issues in science education and teaching science within their own context and the context of the learners.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Apply knowledge and an understanding of categories or levels of questioning. 2. Discuss conventional and alternate assessment models. 3. Differentiate between different types of tests. 4. Distinguish between reliability and validity. 5. Apply knowledge and an understanding of standardized test/teacher-made tests in terms of reliability and validity. 6. Design test items and analyse them. 7. Formulate criteria for evaluation of projects and assignments.	

Module Content

Categories or levels of questioning: Assessment of student learning and assessment for learning; computer and technology-based assessment and standardized testing practices; conventional and alternate assessment models; types of tests. criteria for evaluation of projects and assignments.

Learning and Teaching Strategies/Activities

Lectures, Demonstrations and Presentations.

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Curriculum Studies I	
Module Code	E3762AC
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	Learner and the Learning Environment
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with knowledge, skills and understanding of curriculum development process and how curriculum is assessed in the school system.	
Overarching Learning Outcome	
Students will be able to apply knowledge, skills and understanding on how curriculum is developed and assessed.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Discuss curriculum approaches to curriculum development and their implications to teachers and learners. 2. Describe curriculum design process. 3. Discuss models of curriculum development and students' own experience of curriculum in their formal education. 4. Use a model of curriculum to assess the strengths and weaknesses of their major subject areas. 5. Discuss curriculum development process in Namibia. 6. Apply knowledge, skills and understanding how curriculum is assessed in the Namibian context.	

Module Content

Curriculum approaches to curriculum development and their implications for teachers and learners: behavioural, academic, experiential, technological, naturalistic and humanistic; Curriculum design process: concept of curriculum design, principles in curriculum design process, types of curriculum designs: subject-centred design, learner-centred design, core design; Models of curriculum development and their applications to the Namibian context: Curriculum development process in Namibia at primary and secondary level; Understanding how curriculum is assessed: principles of assessment, alignment of learning, teaching and assessment; analysing the link between subject specific objectives and assessment, creating assessment item questions, marking assessment tasks, reporting and recording learner performance; setting examination question papers and marking assessment, interpreting assessment results: percentages, ordering and ranking, frequency distribution, graphing data and measure of central tendency.

Learning and Teaching Strategies/Activities

Lectures, class and online discussions, pair share activities, group discussions, analysis of curriculum documents and presentations.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: Sports Management I	
Module Code	E3762IP
NQF Level	7
Notional Hours	80
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	Physical Education
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with the foundation required for school sport organisers, managers and leaders, with the focus on Sport Coaching as well as its management and its impact on good governance of	

school sport, founded on a systematised body of knowledge, based on scientific principles that a coach can turn to in order to obtain valid and reliable coaching know-how.
Overarching Learning Outcome
Students will be able to apply teaching-coaching principles, communicate and motivate trainers effectively.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Discuss the relevant qualifications, competencies, roles, and qualities of a coach 2. Apply knowledge about society's objectives for sport programmes and the compatibility of the coaches' objectives with society 3. Distinguish between the different coaching styles and communication 4. Define what constitutes healthy coach-athlete relationships, sources of power and boundaries 5. Apply knowledge and an understanding about the role of the coach in child development, physical activity and health and wellbeing, as well as the impact of physical activity on character building 6. Outline the key factors of scientific training principles that should be borne in mind when designing a physical conditioning programme 7. Evaluate the value of nutrition during training and competition and the balance between energy intake and expenditure 8. Identify the cause of sport injuries, and identify the most suitable and specific treatment methods, based on the nature of the most common sport injury types 9. Communicate effectively with young trainers with cognition of the psychological aspects of sports training report on school sport coaching observations and free service delivery.

Module Content

Introduction to Coaching and Training: Philosophy of coaching; types of coaches; the nature of coaching and management functions of the coach; Coaching Objectives and Coaching Styles: Coaching style and communication; steps in communication, evaluating communication and reasons for ineffective communication; Power and Ethics in Coaching: Power and leadership; using power positively; Children and Sport: Children and sport participation; child growth and development, the mind of a child and the role of parents and coaches in sport; The Science of Coaching: How the body functions; fitness for sport and physical training; the coaches' role in physical training and training principles; Energy and energy fitness; physiology of energy systems; energy demands; measuring energy fitness; designing an energy fitness programme; Basic Nutrition and Fitness: Main reasons for sport injuries; basic management of injuries and injury prevention; Psychological Aspects in Sport: Athletes and individuality; motivation; self-confidence and goal setting skills; managing psychic energy (emotional control); stress management and techniques; effective communication.

Learning and Teaching Strategies/Activities

Discussions, lectures, pair and group and practical activities

Student Assessment Strategies

- Continuous Assessment: 60%
- Examination: 40%.

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Research Project	
Module Code	E3873AR
NQF Level	8
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	(Research Proposal) Educational Research
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	
The purpose of this module is to provide students with an opportunity to apply their research knowledge and skills by selecting a topic, collecting data and completing a research report.	
Overarching Learning Outcome	
Student will be able to conduct research and produce a research report.	
Specific Learning Outcomes	
On completing this module, students should be able to: 1. Discuss concepts related to Educational Research. 2. Apply Educational research designs and methodologies. 3. Design educational research tools and techniques. 4. Illustrate a set of data in tabular and graphical form. 5. Classify reviews as per the variables of study. 6. Critic results as per the objectives of the study and with reference to reviewed literature etc.; 7. Evaluate research hypothesis, data, and tools. 8. Write a research proposal and research report.	

Module Content:

Carrying out a research project: Designing research instruments: Generating Data: Data analysis and Interpretation: Writing a Research Report.

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: School and Community	
Module Code	E3862AC
NQF Level	8
Notional Hours	90
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	9
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with leadership competence through exploring the teacher's role in the school as a living, diverse organisation as well as their role in connecting the school to the broader community.	
Overarching Learning Outcome	
Students will be able to analyse the connection between the school and the community/society and explain its effect on the school, teacher and learners' performance.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Critique a local school's mission and vision statements.	

2. Evaluate the school's strategic and continuous improvement plans and its connection to the local community.
3. Identify the school's curriculum initiatives, learner management and support systems;
4. Assess the support of the school-wide learner-centred culture.
5. Determine the connection between the school, family and community in enhancing learner performance.
6. Analyse the school's organizational leadership, learners' support and community inclusion.
7. Prepare a final plan to encourage community participation in the school's activities.

Module Content

Education, society and school culture: the rootedness of education in the philosophical; socio-cultural, historical; legal and political context of Namibia and beyond; the Education ACT in Namibia; socialisation as a function of schools; challenges society/communities place on schools and vice versa; global issues that concern schools (climate change, pandemics, poverty; all forms of abuse etc.; Organisational and instructional leadership practices: Leadership and management styles that establish positive school culture Namibian research, Education Act and its position on leadership practices in the school including the role of the school board; Managing the school, classroom, learners/learning and support system: school culture, school improvement, local schools mission and vision statements, their strategic plans, their teaching and learning support system; National Professional Standards for Teachers in Namibia; evaluate schools in Namibia's improvement plans and how it is connected to their communities; Establishing a school-wide learner-centred culture: school culture and learner-centredness; critically examine the body of research in Namibia on learner-centred education and school culture, design a school culture measurement tool; collect data on a specific school's culture for a class presentation; Family and community support to enhance school and learner performance: Community support and engagement in schools in Namibia, what does the Education Act say about this (role of the school board; community members, NGO's, etc.) develop instrument to collect data from community members on school involvement; present data in group discussions; prepare a plan to encourage community participation in school activities.

Learning and Teaching Strategies/Activities

Lectures, Demonstrations, Presentations.

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Comprehensive Sexuality Education	
Module Code	E3822AS
NQF Level	8
Notional Hours	90
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	9
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module purpose is to enhance students' comprehensive sexuality knowledge and understanding.	
Overarching Learning Outcome	
Students will be able to apply knowledge, skills and values to make responsible choices about their sexual and social relationships in a world affected by HIV.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Explain the scope of sexuality education and its importance. 2. Reflect on puberty and adolescence journey and identify knowledge and skills gap. 3. Discuss puberty and adolescence reproductive health knowledge. 4. Analyse values, attitudes and beliefs on the teaching of comprehensive sexuality education. 5. Apply learner-centred approaches to facilitate reproductive health knowledge, rights and values 6. Develop a comprehensive sexuality education intervention programme in schools. 7. Identify appropriate community and government services for reproductive health.	

Module Content

Sexuality Overview: Reflecting on the term "sexuality" as an umbrella term that covers the many aspects of who we are as sexual beings; Circles of Sexuality model: Sensuality, Intimacy, Sexual Identity, Sexual Health and Reproduction, Sexualisation; The UNFPA Operational Guidance for Comprehensive Sexuality Education: A Focus on Human Rights and Gender; Adolescent Social and Emotional Development: Defining adolescence and puberty; Going through the stage of adolescent development; Reviewing adolescent and teen brain development; Recalling one's own social and emotional experience of adolescence; Tips for facilitating activities with young people; Sexual and Reproductive Anatomy and Physiology: Reviewing male and female sexual and reproductive body parts and their functions; Reviewing hormones and chromosomes and their role in physical development; Reviewing the physical changes of puberty; Fertility, Pregnancy and Reproduction: Information on fertilization and how pregnancy happens; Pregnancy options, including abortion (country-specific laws, emphasis on the dangers of unauthorized abortion, baby dumping, etc.; Information about and reflection on feelings relating to issues relating to adoption; Pregnancy prevention information – contraceptive methods and how they work; Preventing STIs and HIV: Information about STIs and HIV; Country-specific data on STIs and HIV; General information on testing and treatment; Identification of behaviours that have no, low or high risk for STI/HIV transmission; Gender: Definitions of biological sex and gender; Connections between gender role stereotypes and sexual and reproductive health; Information about and definitions of unhealthy and abusive relationships; Country-specific examples of violence against women and their implications for sexual and reproductive health; Relationships: Definitions of romantic love; Sternberg's Triangular Theory of Love; Differentiating between passive, assertive and aggressive communication; Impact of age differences in male-female relationships; The SMART Decision-Making Model.

Learning and Teaching Strategies/Activities

Self-study elements, online learning activities, discussions, tutorials, and school-based activities.

Student Assessment Strategies

Continuous assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Teaching and Learning Resources	
Module Code	E3842IT
NQF Level	8
Notional Hours	90
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	9
Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce students to active and authentic learning pedagogical and learning resources that enhance students' development of knowledge and skills related to their teaching areas of specialization as well as 21 st century skills through engaging in the design and use of instructional materials for presentation and transmission of educational information.	
Overarching Learning Outcome	
Students will be able to apply 21 st century competencies by acquiring skills in the use projected and non-projected media, specimens, charts, models and transfer them to their own teaching.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Design and use teaching and learning resources. 2. Create concrete teaching and learning aids using recycled materials. 3. Compose lessons which will arouse the learners' interests and curiosities. 4. Apply teaching strategies which will enhance students' ability to recall what they have learnt. 5. Present lessons with enthusiasm. 6. Apply various strategies to support and promote learner participation during class interaction.	

Module Content

Teaching and learning resources: manipulatives; designing worksheet; interactive posters; word search puzzles and games; Lesson Plan: advantages; phases of the lesson; engaging approach to lesson plan; prior knowledge; reflection on the lesson taught; Teaching Strategies: philosophies of teaching; PPP technique; learning styles; learning domains; Learner participation: learner-learner interaction; cooperative learning; peer tutoring; learner as a teaching and learning resource.

Learning and Teaching Strategies/Activities

On a blended mode, Discussions, case studies, debates, presentations, discussion forums.

Student Assessment Strategies

Continuous Assessment:100%

PART B: MODULE DESCRIPTOR:	
Module Title: Life Skills and Inclusive Education II	
Module Code	E3812AS
NQF Level	8
Notional Hours	180
Contact hours	(4h + 2h prac)/w
Additional learning requirements	A compulsory practical attachment during SBS
NQF Credits	18
Prerequisite	Inclusive Education and Life Skills Education I
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to develop a students' understanding, skills and attitudes regarding the school subject Life Skills in all its aspects and components.	
Overarching Learning Outcome	
Students will be able to provide effective, relevant and appropriate life skills education to learners in schools as well as manage all administrative and collaboration issues related to the subject of life skills.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Examine childhood experiences, school experiences and personality to in order to identify issues related to their past and personality. 2. Relate concepts, aims, principles, and challenges to Life Skills programmes in schools. 3. Evaluate ethical issues in Life Skills. 4. Apply different approaches for guidance and counselling. 5. Describe different teaching methods used in a Life Skills Programme. 6. Illustrate competency in the management of progress assessment and record-keeping as related to Life Skills. 7. Describe the elements needed for a successful career education programme and develop skills to assist learners in their career development. 8. Apply strategies to support Namibian secondary school learners to cope with these challenges. 9. Describe methods for networking with families and agencies in the larger community to support learner's learning and well-being.	

Module Content

Comprehensive definition of inclusive education: its key principles, values and processes; Diversity in education (in Namibia and globally); and identify the barriers to participation and learning arising within schools; national and international policy frameworks to develop priorities and plan interventions to support diversity teaching (e.g. curricula adaptations, design of differentiated lessons); alternative learning practices, techniques, materials, and associated assessment tools to review achievement and development; use of ICT to support all learners in inclusive settings; Collaboration within the school community (teachers, students, parents/carers) an inclusive learning environment: barriers to participation, learning and resources to support all learners within schools and by extension, within families and using ICT tools to support all learners in inclusive settings; Professional Learning Communities (teachers, teaching assistants, students, parents/carers, professionals, para-professionals) Reflective techniques: to develop intervention plans through a range of activities (e.g. case studies, hands-on activities) aimed towards enhancing participation, learning and achievement of inclusive mainstream education for all students, specifically for disadvantaged learners, including orphaned and vulnerable children, learners affected by abject poverty, learners from indigenous communities, those with special educational needs and migrant background, thereby fostering social inclusion.; Ethics of forming and participating in staff support groups to identify challenges teachers face: offload in a safe and professional space and develop coping strategies in order to remain caring, inclusive and responsive teachers for all learners.

Learning and Teaching Strategies/Activities

Lectures, tutorials, projects, presentations, case scenarios and reflective practice.

Student Assessment Strategies

- Continuous Assessment: 60%
- Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: School Leadership and Management II	
Module Code	E 3812AL
NQF Level	8
Notional Hours	180
Contact hours	(4h+ 2h prac)/w
Additional learning requirements	None
NQF Credits	18
Pre-requisite	School Leadership and Management I
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to enable students to analyse leadership challenges due to the rising expectations for schools and schooling in a century characterised by technological innovation, migration and globalization, and to improve the delivery of education across the school system.	
Overarching Learning Outcome	
Students will be able to exhibit appropriate leadership skills in schools.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Apply theoretical and practical skills in school leadership and management. 2. Exhibit critical thinking pertaining to leadership and management issues. 3. Evaluate professional ethics and values of an educator. 4. Participate in educational leadership and management debates. 5. Evaluate the role of indigenous in a modern school. 6. Analyse the influence of e-leadership on school leadership and administration.	

Module Content

The educator as a leader: functional task of the educator as a leader; leadership model for the educator; the long-term leadership task of the educator; envisioning; communication of vision, value management; the development and empowerment of learners; the short-time leadership role of the educator; Theories in Educational Leadership and Management: transformational leadership; transactional leadership; ethical Leadership; servant leadership; situational leadership; trait theory; behavioural theory; contingency theory; scientific management approach; bureaucratic approach; systems management; contingency theory; total quality management; Practical skills in School leadership and Management: vision; courage; integrity; humility; strategic planning; focus; cooperation; flexibility; technical skills, human or interpersonal skills, conceptual skills; communication skills, decision-making skills; problem solving skills; time management skills, Delegation, planning skills; organizational skills; School Leadership and Management styles: autocratic leadership style; pacesetter leadership style; democratic leadership style; coaching leadership style; laissez-faire leadership style, transformational leadership style; transactional leadership style; authoritative management style; consultative management style; declarative management style; persuasive management style; collaborative management style; Critical thinking skills: Observation; analysis; interpretation; inference; explanation; self-regulation; open-mindedness; communication; problem solving; Professional School Leadership Skills: critical thinking and problem solving; teamwork and collaboration; strong work ethic; oral and written communication skills; leadership skills; time management skills; Steps in Capacity Building: engage stakeholders on capacity building; assess capacity needs and assets; formulate a capacity development response; implement a capacity development response; evaluate capacity development; School leadership and management values supporting educational transformation: standards for student learning; belief in human capacity; commitment to equity; belief in professional support; moral development; What is school leadership? Various definitions of school leadership and functions of school leaders.

Learning and Teaching Strategies/Activities,

Lectures, discussions and workshop presentations, collaborative group work

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Technology II	
Module Code	E3812AT
NQF Level	8
Notional Hours	180
Contact hours	(4h+2h)/w
Additional learning requirements	None
NQF Credits	18
Prerequisite	Educational Technology I
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to develop students' advanced skills in the use of technology in the teaching and learning process as well as the role that ICTs play in the larger educational and national context.	
Overarching Learning Outcome	
Students will be able to apply advanced skills in educational technology necessary to facilitate teaching and learning as well as to manage and administer school programmes.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the ethical and legal issues when integrating ICTs in education. 2. Create e-Learning lessons, resources, and Assessments. 3. Use ICTs for assessment, evaluation and decision making. 4. Create a school website using a school web service. 5. Create a learning e-Portfolio. 6. Use ICTs for effective school management.	

Module Content

Integrate Web 2.0 & 3.0 technologies (e.g. wikis, blogs, user-created online content, APPs and other social media) into teaching and learning: Critically discuss the impact of ICTs on education and development using a blog: Create a full e-learning lesson created including assessments and resources using one of the various online software (e.g. Edmodo, Schoology, EDU2.0 etc); Use ICTs for assessment, evaluation and decision-making: Create a school web-site using a school web service: Use a blogging software (e.g. WordPress: <http://wordpress.com/>; Weebly: <http://www.weebly.com/>; Create an e-portfolio by linking the following products to your personal learning blog:

Learning and Teaching Strategies/Activities

Lectures, Demonstration, Presentations, Problem-based learning, Projects, Case Studies, Practicals.

Student Assessment Strategies

- Continuous Assessment: 60%
- Examination: 40% (100 marks, 3-hour paper)

PART B: MODULE DESCRIPTOR:	
Module Title: Science Education II	
Module Code	E3812IS
NQF Level	8
Notional Hours	180
Contact hours	(4h + 2h prac)/w

Additional learning requirements	None
NQF Credits	18
Prerequisite	Science Education I
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with creative, critical, and innovative enquiry skills and the professional knowledge/expertise in linking science with the world outside the classroom.	
Overarching Learning Outcome	
Students will be able to apply a critical stance in relation to contemporary issues in science education and teaching science within their own context and the context of the learners.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. apply a critical understanding of the concepts and theories that underpin contemporary issues in science education relevant to professional practice. 2. Evaluate the impact that contemporary issues in educational policy have on science education in particular and professional practice more generally. 3. Conduct relevant research relating to a contemporary science educational issue. 4. undertake a critical and systematic analysis of a relevant contemporary issue in related to science education and present an analysis in a clear and consistent format. 5. communicate effectively in module, enhancing through collaboration both individual and group insights. 6. Examine scientific principles relevant for teaching Science in Primary Schools	

Module content

Contemporary issues in science education and teaching science within their own context and the context of the learners. In doing so, the module explores contemporary science education issues that relate science education and teaching and learning practice germane to science and science education from a wider socio-cultural perspective; critical and systematic analysis; scientific principles relevant for teaching Science in primary Schools; impact contemporary issues in educational policy in science education.

Learning and Teaching Strategies/Activities

Discussions, presentations, investigations

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education II	
Module Code	E3812IM
NQF Level	8
Notional Hours	180
Contact hours	(4h+ 2h prac)/w
Additional learning requirements	None
NQF Credits	18
Prerequisite	Mathematics Education I
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce undergraduate students to the philosophies and learning theories in Mathematics at an advanced level.	
Overarching Learning Outcome	
Students will be able to critically analyse some fundamental philosophies and learning theories in Mathematics.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Apply an in-depth understanding of knowledge of philosophies and learning theories in Mathematics. 2. Critically analyse and reflect upon the philosophies and learning theories of Mathematics and relate these to classroom practice and research. 3. Evaluate strengths and limitations as well as current problems between the learning philosophies and learning theories and their place in Mathematics as a field of study. 4. Apply philosophies and learning theories in Mathematics.	

5. Identify and choose the philosophies and learning theories related to their research topics in the field of Mathematics.
6. Carry out presentations and desktop studies on the philosophies and learning theories of Mathematics based on extensive reading.

Module Content

Logical Empiricism: Logical Empiricism and logic; Implications, single double; Forms (Manifestations of) of Logical Empiricism; Tenets of Logical Empiricism; Pioneers of Logical Empiricism; Contributions of Ayer (1910-1989); Hermeneutics: What is hermeneutics; Main idea; Main ideas of Hermeneutics; The basic teaching of hermeneutics; A brief History of Hermeneutics (Pioneers of Hermeneutics); Problem solving and Hermeneutics; The hermeneutic circle; Systems Theory: What is systems theory?; Main ideas of systems theory; History of systems theory; Advantages of systems theory; Disadvantages of systems theory; Types of systems (Open and Closed); Systems theory and problem solving; Feminism: What Feminism is all about; Main ideas of feminism; Waves of feminism; Feminism in the contemporary world (African, liberal, Radical, Marxist, Green and Echo, European and Existentialism); Freud's method; The impact of Freud method to Feminism; Criticism of the Freud Method; Oedipus Complex (Implication for men and women); Feminism and Problem solving; Phenomenology: What is Phenomenology; Main ideas of phenomenology; Phenomenology and truth; Phenomenology and modern society; Phenomenology and problem solving; Phenomenology and Morality; Critical Theory: What is Critical Theory; Main ideas of Critical Theory; History of Critical Theory; Critical Theory and Philosophy; Critical Theory and Moral Truth; Contemporary Critical Theory; Critical Theory and Education; Critical Theory and Problem solving; African Philosophy: African Philosophy; Main ideas of African Philosophy; Dominant perspectives in African Philosophy; African Philosophy and Colonialism; What is means to be African; Fourfold classification scheme for African Philosophy; Critical Rationalism: What Critical Rationalism is; Main ideas of Critical Rationalism; History of Critical Rationalism; Critical Rationalism and values; Reasoning Processes: (Valid and invalid arguments, Explanation, The problem of induction, Statements belonging to different categories, Open Debate); Critical Rationalism and Problem solving; Postmodernism: What Postmodernism; Post modernism and mathematics/science; The grand narrative; Postmodernism and the question of who we are; Philosophies and learning theories to use in Learning Mathematics: Realistic Mathematics/Science Education (RME); Critical Mathematics/Science Education (CME); Indigenous Knowledge System in Mathematics; Ethno-mathematics/Science; Zone of Proximal Development: Vygotsky, Tolman & Bandura; Constructivism: Piaget; Gestalt; Robert Gagne; Associationistic: Pavlov; Guthrie; Estes; Functionalistic: Skinner; Hull; Thorndike.

Learning and Teaching Strategies/Activities:

Lectures; Blended learning and Pretentions (by facilitator and/or students)

Student Assessment Strategies

Continuous assessment 60%
Final examination 40% (3 h)

PART B: MODULE DESCRIPTOR:	
Module Title: Curriculum Studies II	
Module Code	E3812AC
NQF Level	8
Notional Hours	180
Contact hours	(4h+ 2h prac)/w
Additional learning requirements	None
NQF Credits	18
Prerequisite	Curriculum Studies I
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose: The purpose of the module is to provide students with in-depth understanding of theories and models of curriculum planning, design, change and innovation and implementation.	
Overarching Learning Outcome: Students will be able to apply in-depth knowledge and understanding of theories and models curriculum planning, design, change and innovation and implementation and how their applications to the Namibian school system.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Explain the meaning of a curriculum model. 2. Explain the differences between prescriptive and descriptive curriculum models. 3. Analyse steps in curriculum designing.	

4. Compare Saylor's categorization of curriculum design to the Namibian school curriculum designs.
5. Explain the characteristics of centralised and decentralized curriculum designs.
6. Discuss the differences between centralised and decentralised patterns of curriculum designs.
7. Analyse the patterns of curriculum design in Namibia.
8. Define curriculum change and innovation.
9. Discuss the relationship and differences between change and innovation.
10. Discuss factors affecting curriculum implementation.

Module Content

Models of Curriculum Planning: Meaning of curriculum models, types of curriculum models (prescriptive: traditional and contemporary models), descriptive model: situational model; Understanding Curriculum Design: revisiting meaning and definitions of curriculum design, steps in curriculum designing, Saylor's categorisation of curriculum design, patterns of curriculum designs (centralised curriculum designing, centralised curriculum designing, centrally coordinated curriculum designing); Theories and models of curriculum changes and innovation: Overview of meaning and conception of change and innovation, models of change and innovation, theory of diffusion and models of dissemination of curriculum change and innovations, school curriculum reforms in Namibia; Studies in curriculum implementation: conceptions of curriculum implementation, factors influencing Curriculum Implementation, basic education curriculum implementation in Namibia

Learning and Teaching Strategies/Activities

Lectures, class and online discussions, pair share activities, group discussions.

Student Assessment Strategies

Continuous assessment: 60%

Final examination: 40% (3 h)

PART B: MODULE DESCRIPTOR	
Module Title: Sports Management II	
Module Code	E3812IP
NQF Level	8
Notional Hours	180
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	18
Prerequisite	Sports Management I
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to provide students with the foundation for school sport organisers, managers, and leaders, with the focus on Sport Organisation and Administration, enabling participants to build a personal model of coaching, organisation and administration based on practice, as well as leadership and management skills that can be used in the workplace.	
Overarching Learning Outcome	
Students will be able to create learning opportunities through which information, knowledge and expertise is shared about principles of managing groups of people.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Discuss the current Sport Administration system in Namibia, as well as its umbrella bodies encompassing a number of sports. 2. Distinguish between the needs of individuals, groups, teams and task needs based on principles of leadership and leadership development. 3. Explain what constitutes project planning with a focus on school sports events. 4. Identify the different encompassing sport office procedures. 5. Explain how to establish a school or community sports club. 6. Analyse policies and regulations pertaining to organising and conducting tournaments as well as the different types of sport programmes and tournaments. 7. Report on school sports event observations and free service delivery. 8. Participate in the attending of and obtain successfully an officiation or coaching certificate, under the auspice of selected National Sport Associations.	

Module Content

Sport Structures: Administration; Namibia Sports Act; Controlling Bodies; National Federations; International Federations; School Sport; Leadership: Leadership development; Individuals; groups; teams and task needs; Motivation; Delegation; Conflicts; consensus and confrontations; Volunteers; Planning: Types of planning; Project planning; Monitoring and evaluation; Development planning; Administration: General office procedures, Communication, Meetings, Basic financial management, Marketing and media, Sponsorship and fundraising; Starting a Club: Creating a club; Membership recruitment; Legal Issues; Organising and Conducting Tournaments: Programmes of events; Types of events; Programme policies and regulations; Designing tournaments; Round-robin tournament; Single-elimination tournament; Seeding's or ratings; The pool system.

Learning and Teaching Strategies/Activities

discussions, individual, pair and group and practical activities.

Student Assessment Strategies

- Continuous Assessment: 60%
- Examination: 40%
- Written examination (100 marks duration of 3 hours)

MODULE DESCRIPTOR	
Module Title: Teaching Practicum II	
Module Code	E3851CP
NQF Level	8
Notional Hours	360
Contact hours	12 weeks
Additional learning requirements	WIL and further learning
NQF Credits	36
Pre-requisite	Teaching Practicum I
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to create opportunity for students to apply the theoretical knowledge and experiences pertaining to approaches, methods, strategies and techniques gained through contact sessions to real-life classroom situations. It allows students to apply theory to practice in aspects such as, learner-centred approach, lesson preparation, application of teaching/learning resources, social environment of the school and motivation of learners.	
Overarching Learning Outcome	
Students will be able to apply skills for effective learning and teaching as well as the ability to enact those principles in a school environment.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Apply knowledge and an understanding of learning environments that promote fairness, respect and care to encourage learning. 2. Apply content knowledge within/ and across curriculum teaching areas. 3. Employ a wide variety of teaching methodologies and delivery modes appropriate to specific learners and their environments. 4. Design instructional plans and various modes of assessment aligned with learning outcomes. 5. Create and use a variety of teaching and learning resources including ICT to address learning goals. 6. Use a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes. 7. Model behaviour that uphold the values of teaching profession by exhibiting qualities such as caring attitude, respect and integrity.	

Module Content

Orientation using WIL manual: On-site education; WIL stakeholders, The school ethos: vision, mission, goals values, & expectation; existing laws in teaching profession, Understanding learners: strength, needs, & experiences. Managing my classroom: structure, routine, rules. Lesson planning: collaborate, feedback, reflection. Learning resources: locating resources, creating materials. My philosophy of teaching: approaches, methods, techniques, & strategies. Year planning: learning programme & activities. Construct assessment tools: formal, & informal. Master content. Keep portfolio: reflective practitioner.

Learning and Teaching Strategies/Activities

Presentations, peer-review, supervisor evaluation

Student Assessment Strategies

Continuous assessment, 100%: practicum portfolio

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education 1A	
Module Code	E3511IM
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to introduce students to pedagogical aspects of senior primary school mathematics and guides them to develop analytical insight into the nature of mathematics.	
Overarching Learning Outcome	
The student will be able to apply and analyse various computational strategies and mental arithmetic skills on whole numbers, numbers with different bases, place values and problems involving exponents and radicals.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss the historical development of numbers and characteristics of different number systems. 2. Identify different types of number bases and convert numbers from one base to another. 3. Calculate sums and differences of numbers in bases other than base 10. 4. Solve mathematical problems involving exponents and radicals. 5. Express very small and very large numbers in scientific notation. 6. Differentiate between real and imaginary numbers; rational and irrational number. 7. Identify and apply the commutative, associative, and distributive laws of operations. 8. Solve number problems using mental calculations. 9. Describe how to help learners develop the conceptual understanding of whole number place value. 10. Carry out computational estimations with whole numbers.	

Module Content

History of numbers: development of numbers and characteristics of different number systems. Number Bases: types of number bases: bases 2, 3, 4, 5, 8, 10 & 16; addition and subtraction using different number bases; converting between bases. Number Systems: operations with integers: negative integers, natural numbers, zero, and directed numbers; scientific notation (standard form); laws of exponents and radicals; number types- real and imaginary numbers; rational and irrational numbers. Number Sense: four basic operations (addition, subtraction, multiplication and division) with numbers in base ten; meanings for the four basic operations; the commutative, associative, and distributive laws of operations; identity elements real numbers. Mental Arithmetic and Place Value: strategies for mental computation; whole number place value; whole number computation strategies; learner-invented strategies for whole number computation. Estimation with whole numbers.

Learning and Teaching Strategies/Activities

Lectures, Presentations, Practical activities

Student Assessment Strategies (each semester)

- Continuous Assessment: 60%
- Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education 1B	
Module Code	E3512IM
NQF Level	5
Notional Hours	140
Contact hours	(4h+2h prac)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites)	(Mathematics Education 1A)
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of the module is to introduce students to pedagogical aspects of Grade 4 -7 mathematics and fosters an appreciation for the rationale and effective approaches of teaching mathematics.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills to critically analyse current issues around mathematics education in Namibian senior primary school.	
Specific Learning Outcomes	
On completing of the module, students should be able to: 1. Discuss pedagogical understanding of school mathematics. 2. Explain of why the teaching of mathematics is important. 3. Discuss the nature of mathematics. 4. Prove knowledge of the theoretical underpinnings of mathematics education. 5. Apply deductive and inductive reasoning in mathematical problem-solving. 6. Justify problem solving as an important process in mathematics education. 7. Describe the importance of mathematics as a medium of communication. 8. Discuss the connections between mathematics, culture and society. 9. Discuss challenges of teaching mathematics in schools. 10. Describe the historical development of mathematics education in Namibia.	

Module Content

Nature of mathematics; mathematics as a language; communication in mathematics; challenges experienced in mathematics instruction in Namibia; types of knowledge; views of school mathematics; rationale of mathematics teaching; reasoning; inductive reasoning and deductive reasoning; conceptual understanding and procedural fluency; conceptual development teaching models; mathematics in culture and society; history of mathematics education in Namibia. Aspects of number concepts, fractions and geometry will be integrated in the topics of mathematical reasoning and problem-solving.

Learning and Teaching Strategies/Activities

Lectures, Presentations (by facilitator and/or students), Practical activities.

Student Assessment Strategies (each semester)

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education 2A	
Module Code	E3621IM
NQF Level	6
Notional Hours	160
Contact hours	(4h + 2p)/w
Additional learning requirements	None
NQF Credits	16
Prerequisite	Mathematics Education 1 (A and B)
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	

The purpose of this module is to enable students to develop a deep understanding of principles underlying computational strategies and common algorithms used in computations involving fractions, decimals and percentages.
Overarching Learning Outcome
Students will be able to solve mathematical problems involving fractions, decimals and percentages using various models and common algorithms, and justify the computational strategies employed.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Represent fractions in different forms. 2. Simplify fractions to their simplest terms. 3. Determine equivalent fractions. 4. Convert between different types of fractions without a calculator. 5. Order and compare fractions, decimals and percentages. 6. Carry out the four basic operations involving fractions, decimals, percentages and mixed numbers. 7. Apply fractions, decimals and percentages to everyday life situations. 8. Solve word problems involving fractions, decimals and percentages and mixed numbers. 9. Solve, express and simplify algebraic fractions. 10. Solve problems involving ratio and proportion.

Module Content

Fractions- historical development of fractions; types of fractions; different representations of fractions; simplifying fractions; equivalent fractions; conversions between types of fractions; Decimals-four basic operations on decimals; Percentages-link between fractions and percentages; four basic operations on percentages; Applications of fractions, decimals and percentages to everyday life situations (recipes, profit & loss, discount, simple & compound interest); solve word problems involving fractions, decimals and percentages Algebraic fractions- express and simplify algebraic fractions; manipulating algebraic fractions; equations involving algebraic fractions; Ratio- different types of ratios (part-to-part, part-whole, quotient, rates; problems involving ratios; three strategies for calculating ratios (within, between and cross multiplication); Proportion-direct and inverse proportion; Lesson planning- design lesson plans, learning and assessment activities. Classroom assessment activities.

Learning and Teaching Strategies/Activities

Lectures, Presentations (facilitator & students).

Student Assessment Strategies (each semester)

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education 2B	
Module Code	E3622IM
NQF Level	6
Notional Hours	160
Contact hours	(4h+2p)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisite)	(Mathematics Education 2A)
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to help students to develop a deep understanding of underlying principles and computational methods used in measurement and mensuration and, data handling. Additionally, it aims to introduce students to lesson planning and presentation in mathematics.	
Overarching Learning Outcome	
Students will be able to solve mathematical problems involving measurement and mensuration and, draw graphs to represent data, justify the computational strategies used and plan and present mathematics lessons.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Convert between SI units of perimeter, area, volume, capacity, temperatures and time concept; 2. Explain strategies for teaching measurement concepts; 3. Collect, organise and represent (graph) data appropriately;	

4. Calculate and apply the descriptive statistics correctly;
5. Plan lessons on number concepts and fractions with accompanying teaching aids and classroom assessment activities;
6. Present mathematics lessons in microteaching;
7. Apply various assessment strategies in micro-teaching lessons.

Module Content

Measurement and Mensuration; the measurement; Interpret; convert; compare and order measures from one SI unit to another; Estimate; measure and compare familiar objects in the metric units of length (km, m, cm, mm); mass (t, kg, g, mg), and capacity (kl, ml, l) + express these metric units in decimals, mensuration, Estimate; measure and calculate perimeters; Use squared paper and geoboard to determine the area of regular and irregular figures, Calculate the area of given 2-D shapes (triangle, quadrilaterals, polygons), Determine volume by packing containers with blocks; Data handling: Collect and describe data; organise data using frequency tables, tally charts; represent data using graphs (pictograms, line graphs, bar graphs); Use descriptive statistics (mean, median, mode, range, variance, standard deviation, skewness, and cumulative frequency curve) to interpret data, summarise and report. Lesson planning; Assessment in mathematics education.

Learning and Teaching Strategies/Activities

Lectures, Presentations, Projects, Carry out and design simple experiments.

Student Assessment Strategies (each semester)

- Continuous Assessment: 60%
- Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education 3	
Module Code	E3773IM
NQF Level	7
Notional Hours	320
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	32
Co-requisites Prerequisite	Mathematics Education 2A & 2B
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
Module Purpose	
The purpose of this module is to equip students with the necessary skills for lesson planning, assessment and designing own schemes of work for Grade 4 – 7 mathematics. To equip students' knowledge and skills to investigate selected issues affecting learning of mathematics in senior primary school and equip them with current best practices to teach mathematics effectively.	
Overarching Learning Outcome	
Students will be able to plan and present lessons, develop a scheme of work for a given topic in the Grade 4 – 7 syllabus and discuss strategies for teaching money and finance and, geometry in senior primary school. Students will also be able to diagnose and address learning difficulties in mathematics instruction, plan and present mathematics lessons and develop relevant interventions for remedial teaching.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Interpret the Grade 4–7 mathematics syllabus to guide lesson planning, assessment, and instructional decision-making. 2. Create comprehensive schemes of work aligned with the curriculum requirements for Grades 4–7. 3. Plan and present effective mathematics lessons, including topics such as measurement, mensuration, data handling, money and finance, geometry, sequences, and equations, supported by appropriate teaching aids and classroom assessment activities. 4. Demonstrate micro-teaching competence by presenting well-structured mathematics lessons and employing learner-centred teaching methodologies. 5. Apply a variety of assessment strategies (diagnostic, formative, and summative) in both classroom and micro-teaching settings for Grades 4–7. 6. Sketch and interpret graphs of linear and quadratic functions to support conceptual understanding and classroom demonstrations.	

7. Solve mathematical problems involving money and finance, geometry, measurement, sequences, and equations confidently and accurately.
8. Identify, diagnose, and analyse learning difficulties and common misconceptions encountered by primary school learners in mathematics.
9. Design and apply appropriate intervention and remedial strategies to address identified learning difficulties and misconceptions in primary mathematics classrooms.
10. Develop summative assessment tasks and classroom-based activities appropriate for Grades 4–7 to assess learners' understanding across various mathematics topics.

Module Content

Money and finance: Geometry: define and apply geometrical concepts such as point, angle; line, line segment, ray, chord, arc, circle, sector, tangent, secant, circumference, parallel lines, perpendicular lines, angles associated with parallel lines and angles in circles (tangent & radius, two tangents, angle at centre, angles in same segment, angle in semicircle, cyclic quadrilaterals, angle in alternate segment). Lesson planning and presentation: Assessment in mathematics education: tests, projects; Interpreting: Grade 4 -7 mathematics syllabus. Scheme of work. Number patterns and sequences: Equations: solve linear and quadratic equations; Graphs of functions: sketch graphs of linear and quadratic functions. Lesson planning and presentation: Assessment in mathematics education: formative, summative, continuous; Learning difficulties in mathematics: types of learning difficulties; identifying and diagnosing mathematical learning difficulties; appropriate intervention strategies; The effect of misconceptions on mastering mathematics content, strategies for eliminating common misconceptions; Remedial teaching in mathematics education: Differentiated teaching in mathematics: low-achieving learners; gifted learners.

Learning and Teaching Strategies

Lectures, Presentations, Projects, Carry out and design simple experiments.

Student Assessment Strategies (each semester)

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Natural Science and Health Education 1 A	
Module Code	E3511IN
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 Purpose	
The purpose of this module is to introduce students to the nature of natural sciences and equip students with scientific skills.	
Overarching Learning Outcome	
Students will be able to classify and apply scientific skills in their teaching of natural science in a primary school classroom.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Classify living and non-living things. 2. Apply the skills to use a microscope and make scientific drawings. 3. Explain the levels of biological organization of living organisms. 4. Describe appropriate scientific skills. 5. Discuss the importance of water in biological systems. 6. Compare different biological classification systems between life cycles of different plants- and animals.	

Module Content

Living and Non-living Things: difference between living and non-living things; basic plant- and animal cell structure and functions (*details not required*); variation among plants and their life cycles; flowering and non-flowering plants (mosses, ferns, conifers monocotyledonous and dicotyledonous plants); variation among animals and their life cycles (insects, fish, amphibians, reptiles, birds, mammals); Levels of biological organization and classification: Five-kingdoms system; Six-kingdoms system; three-domains system; artificial- and natural classification systems; Microscopy: parts and functions of

a compound light microscope; scientific drawing skills; Scientific Processes: basic scientific skills, scientific methods and attitudes; interpretation of basic statistics (mean, mode, median, range, normal distribution curve); Water: properties; importance; purification pollution; Teaching methodology: designing interactive posters; preparation of flash cards.

Learning and Teaching Strategies

Lectures: Presentations and carry out simple experiments.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Natural Science and Health Education 1B	
Module Code	E3512IN
NQF Level	5
Notional Hours	140
Contact hours	(4h+2p)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	(Natural Science and Health Education 1A)
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce students to the nature of natural sciences and equip students with scientific skills.	
Overarching Learning Outcome	
Students will be able to demonstrate scientific skills in their teaching.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss appropriate scientific skills. 2. Describe the three states of matter. 3. Draw the atomic structure of an atom. 4. Classify changes as either physical or chemical. 5. Name and write formulae of chemical compounds. 6. Measure physical quantities such as mass, length and volume. 7. Describe the momentum of a body and the principle of conservation of momentum.	

Module Content

Matter: states of matter; atoms; water; air; physical and chemical changes; Estimating and Measurement: estimate and measure (length, mass, volume, density, time and temperature); calculate the area of regular and irregular shaped objects; convert units of length, mass, volume, area and time; Energy: types of energy; renewable and non-renewable sources of energy; sunlight and formation of shadows; energy conversions and the law of energy conservation; Chemical bonding: types of chemical bonding; chemical bonding diagrams; naming and writing formulae of chemical compounds; balance chemical reactions; Motion and Moments: types of motion; Newton's laws of motion; forces; elastic and inelastic collisions; differences between work and moments; calculate the moment of a force; Teaching methodology: designing interactive posters; preparation of flash cards.

Learning and Teaching Strategies

Lectures: Presentations and carry out simple experiments.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Natural Science and Health Education 2 A	
Module Code	E3621IN
NQF Level	6
Notional Hours	160
Contact hours	(4hrs+2p)/w
Additional learning requirements	None
NQF Credits	16
Co-requisite Prerequisite	Natural Science and Health Education 1A &B
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to introduce students to basic chemistry and physics concepts and solve problems involving calculations.	
Overarching Learning Outcome	
Students will be able to apply scientific skills in their teaching.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Describe exothermic and endothermic reactions and draw energy diagrams. 2. Classify substances as either acids or bases. 3. Solve pH and pOH problems. 4. Describe factors affecting the rate of chemical reactions. 5. Compare types of pressure to real life examples. 6. Calculate simple problems on pressure. 7. Analyse general wave properties and wave theory. 8. Design teaching aids.	

Module Content

Energetics in chemical reactions: exothermic and endothermic reactions; (heat of reaction and activation energy, energy diagrams); Hess law; Acids and bases: characteristics and properties of acids and bases; Bronsted-Lowry and Arrhenius theories; reactions of acids and bases; pH and pOH calculations; Rates of chemical reactions: Factors affecting the rate; collision theory; catalysts and inhibitors; le Chatelier Principle; Waves: duality wave-particle; transverse and longitudinal waves and their properties; principle of superposition; light waves; (reflection, refraction, diffraction, converging and diverging lenses, electromagnetic spectrum); sound waves; Pressure: types (surface, hydrostatic, atmospheric); calculations; Preparation of teaching aids: Interactive poster, worksheet, words search, flash cards, lesson plans preparation.

Learning and Teaching Strategies

Lectures, presentations, and carry out simple experiments.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Natural Science and Health Education 2B	
Module Code	E3622IN
NQF Level	6
Notional Hours	160
Contact hours	(4hrs+2p)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	(Natural Science and Health Education 2A)
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to introduce students to a basic understanding of plants and animals and to appreciate the importance of a healthy lifestyle.	
Overarching Learning Outcome	

Students will be able to teach ecological concepts as well as basic health education topics in a primary school classroom.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Identify different parts of a plant externally and internally. 2. Describe movement of water and dissolved minerals upwards in a plant. 3. Discuss the basic principles of transpiration and photosynthesis. 4. Classify animals into phyla and classes. 5. Discuss the importance of a healthy lifestyle. 6. Outline the causes and impact of diseases (STI, Malaria, TB, COVID-19). 7. Explain the importance of community health, social health and personal health. 8. Design food chains and food webs. 9. Discuss positive and negative influences of humans on the ecosystem. 10. Create lesson plans for Natural Science and Health Education.

Module Content

Plants: external and internal structure of different parts (roots; shoots, leaves, flowers); movement of water, dissolved minerals and organic products; transpiration; photosynthesis; Animals: body plans; classification; similarities and differences between animal groups; Health Education: PHC; community health, social health; personal health; healthy lifestyle; family structures; diseases; (TB, STI, Malaria, COVID-19); health and safety of a child at school and at home; Ecology: basic ecological concepts; ecosystems; positive and negative human impacts on the ecosystems; plant- and animal adaptations.

Learning and Teaching Strategies

Lectures, presentations and carry out simple experiments.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR	
Module Title: Natural Science and Health Education 3	
Module Code	E3773IN
NQF Level	7
Notional Hours	320
Contact hours	(4h)/w + (2 prac)/w
Additional learning requirements	None
NQF Credits	32
(Co-requisite and Pre-requisites)	Natural Science and Health Education 2A and 2B
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
Module Purpose	
The purpose of this module is to equip students with knowledge and skills to interpret and teach Natural Science and Health Education content.	
Overarching Learning Outcome	
Students will be able to communicate foundational concepts of physical science (electricity, magnetism, stoichiometry) and biological science (human body systems, basic genetics) effectively to primary school learners.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Solve basic stoichiometry problems. 2. Construct electric circuits. 3. Draw simple organic compounds. 4. Discuss properties of a magnet. 5. Create electrolysis half equations. 6. Calculate half-life for radioactive isotopes. 7. Discuss the anatomy and physiology of the different systems of the human body. 8. Explain the structure of DNA and its relationship to genes and chromosomes, and distinguish between the processes of mitosis and meiosis. 9. Apply basic Mendelian genetics. 10. Develop comprehensive instructional strategies for Natural Science and Health Education, including drafting lesson plans, evaluating diverse teaching methods, and designing effective teaching aids.	

Module Contents

Stoichiometry: Balancing of reaction equations; solving stoichiometry problems; theoretical and actual yields, molecular and empirical formulas; Electrolysis: Electrolysis of water, copper sulphate and sodium chloride; uses of electrolysis; Basic organic chemistry: nomenclature of organic compounds (alkanes, alkenes, alkynes, alcohol and carboxylic acids); simple organic reactions (esterification, saponification); hydrocarbons (saturated and unsaturated); Electricity: static electricity (electrostatics); current electricity (electric circuits, charges, measuring and calculations of electric current); Magnetism: magnetic and non-magnetic substances; magnetic field and magnetic lines of force; permanent and non-permanent magnets; Radioactivity: radioactive isotopes, radioactive decay and half-life; half-life calculations; uses of radioactive isotopes. Teaching methodology: microteaching; creative worksheets; science card/board games.

Anatomy and physiology of the systems of the human body: identification, structure and function of support; digestive; respiratory; circulatory; excretory; reproductive; nervous; lymphatic; endocrine systems; Mendelian genetics: basic genetics concepts and terminology; structure and replication of DNA; cell division processes, no detail required; inheritance of gender; Mendelian monohybrid crosses; dominance; codominance/incomplete dominance; multiple alleles; sex linkage; Natural selection evolution: no detail required; Teaching methodology: microteaching; creative worksheets; biological card/board games.

Learning and Teaching Strategies

Lectures, presentations, and carry out simple experiments.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Home Ecology Education 1A	
Module Code	E3511IH
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Pre-requisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to equip students with knowledge and skills to interpret and teach the Home Ecology contents.	
Overarching Learning Outcome	
Students will be able to apply food and nutrition knowledge and craftwork skills to teach Home Ecology as a school subject.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain Home Ecology and its components. 2. Discuss the role of Home Ecology in sustainable development. 3. Define the human nutrition concepts. 4. Discuss the essential human nutrition. 5. Analyse the macro and micronutrients in human life. 6. Distinguish between the macro and micronutrients. 7. Describe the four Namibian basic food groups. 8. Apply craftwork techniques to make products from recycled materials.	

Module Content

Introduction to Home Ecology: four components of Home Ecology; the role of home ecology and sustainable development (4Rs) Essential human and nutrition: nutritional concepts, micro, macro-nutrients, various dietary components; sources of different nutrients; functions of different nutrients; excessive and deficiency of nutrients in the human body; The four basic food groups: Cereals and grain; Fruits and vegetables; meat; fish; eggs, milk and legumes; Craftwork techniques: weaving; beadwork; plaiting.

Learning and Teaching Strategies

Lectures, presentations, and Practical activities.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Home Ecology Education 1B	
Module Code	E3512IH
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Pre-requisite	(Home Ecology Education 1A)
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of the module is to equip students with knowledge and skills to interpret and teach the Home Ecology contents.	
Overarching Learning Outcome	
Students will be able to apply food and nutrition knowledge and craftwork skills to teach Home Ecology as a school subject.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Critique the relevance of the Namibian food and nutrition guidelines. 2. Justify the roles and the relationship between nutrition and different diseases (chronic and infectious). 3. Explain the importance of food safety and food hygiene in the household. 4. Suggest ways to maintain food hygiene and safety. 5. Analyse a food log. 6. Evaluate the factors influencing individuals' food choices. 7. Discuss different Namibia food customs and traditions. 8. Apply craftwork techniques to design household craft items.	

Module Contents

The Namibian Food and nutrition guidelines: food log; good eating and living habits; table manners; health individual; junk food; Infectious: HIV/AIDS; COVID-19; TB; Chronic diseases: high blood pressure; heart diseases; Cardiovascular Diseases (CVD)/cholesterol; cancer; diabetes mellitus; obesity etc.; Food safety: food hygiene; food packing and storage; food spoilage; food preparation and handling; cross-contamination; Food customs: factors influencing food choices; Namibia food traditions. Craftwork techniques: plaiting and paper arts.

Learning and Teaching Strategies

Lectures, presentations and practical activities.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Home Ecology Education 2A	
Module Code	E3621IH
NQF Level	6
Notional Hours	160
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	16
Co-requisite Pre-requisite	Home Ecology Education 1A and 1B
Compulsory/Elective	Compulsory

Semester Offered	1
Module Purpose	
The purpose of this module is to equip students with knowledge and skills to effectively interpret and teach the Home Ecology contents.	
Overarching Learning Outcome	
Students will be able to apply knowledge related to family, household resource management, and craftwork skills to effectively teach Home Ecology and apply the knowledge in real-life situations.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Differentiate between different types of family. 2. Evaluate the role and importance of families. 3. Discuss the different developmental stages within the life cycle. 4. Justify the importance of communication within the family and beyond. 5. Suggest effective ways to make decisions, manage stress and resolve conflicts within the family. 6. Design appropriate teaching aids. 7. Apply craftwork techniques (Needlework skills), embroidery, tacking techniques, running stitches, double stitches and fasteners).	

Module Content

Types of families; the lifecycle of the family; developmental stages; stress management; conflict resolution and decision making; Family and household: family roles; statuses and responsibilities; family relationships; family values and goals; Communication within and outside the family; netiquette; Craftwork techniques: Needlework skills: embroidery; tacking techniques; running stitches; double stitches and fasteners. Teaching methods: the Home Ecology syllabus; Teaching Aids.

Learning and Teaching Strategies

Lectures, presentations, and practical activities

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Home Ecology Education 2B	
Module Code	E3622IH
NQF Level	6
Notional Hours	160
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Pre-requisite	Home Ecology Education 2A
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is equip students with knowledge and skills to effectively interpret and teach the Home Ecology contents.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills related to family, household resource management, and craftwork skills to effectively teach Home Ecology and apply the knowledge in real-life situations.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Discuss ways to manage and conserve the household resources. 2. Justify reasons to conserve the household utilities. 3. Explain the principles of ergonomics (work-study) in the household. 4. Discuss the basic design/art principles and elements. 5. Evaluate the use of design/art elements and principles in craft products. 6. Apply craftwork techniques (Needlework skills), embroidery, tacking techniques, running stitches, double stitches and fasteners).	

7. Design teaching aids.
8. Design a scheme of work and lesson plans for Home Ecology.

Module Content

Household utilities: water; fuel and electricity; household ventilation; household safety and the principles of work-study in the household; Ergonomics (work-study): principles of ergonomics; The art/design elements: (in craftwork; interior design and in fashion) lines; textures; space; forms; shapes; value; colour; The art/design principles: (in craftwork, interior design and fashion); balance; unity; harmony; pattern; emphasis; etc.; The colour scheme: colour wheel; Craftwork techniques: drawing; painting and wirework; Teaching methods: teaching aids; lesson plans; scheme of work.

Learning and Teaching Strategies

Lectures, presentations, and practical activities.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Home Ecology Education 3	
Module Code	E3773IH
NQF Level	7
Notional Hours	320
Contact hours	(4h) + 2 h prac/w
Additional learning requirements	None
NQF Credits	32
Pre-requisite	Home Ecology Education 2A and 2B
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	
The purpose of this module is to equip students with knowledge and skills to interpret and teach the Home Ecology contents.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills in consumer education, financial management, entrepreneurial and business planning knowledge and craftwork when teaching Home Ecology as a school subject effectively and apply the skills in real-life situations.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss consumer education and the factors that influence consumer behaviour and purchasing decisions in the context of household resource management. 2. Discuss financial management and budgeting for household resources and small business operations. 3. Compare and contrast payment methods in the context of household resource management. 4. Analyse entrepreneurial opportunities and compile comprehensive business plans for families and small enterprises. 5. Summarise the procedures for registering businesses in Namibia. 6. Identify various ways to finance businesses. 7. Create craft products using sustainable techniques and recyclable materials. 8. Evaluate market needs and design, as well as implement marketing strategies to promote craft products. 9. Interpret the Senior Primary Home Ecology school syllabus. 10. Develop lesson plans and teaching aids; apply various teaching methods to facilitate learning; assess learning techniques; and reflect on effective teaching practices.	

Module Content

Consumer education: consumer rights; consumer responsibilities; goods and services; Factors influencing consumer behaviour: needs; wants; advertisements; packaging and labelling; pricing and shop layout; Family and business financial management: budgeting and saving; transactions; know your currency; the ATM; Entrepreneurship: motivations and opportunities; Characteristics and success factors of ideal entrepreneurs; benefits of entrepreneurship to the economy; Challenges faced by entrepreneurs; Types of business: micro; small; medium; and large enterprise; Forms of business: Sole proprietorship; partnership; close cooperation; public company (Pty, LTD); private company (LTD) registering and dissolving a business; running and managing small and family business; Challenges of running a family business; Business Planning; components of a business plan; Sourcing for capital /finance for business; micro-lenders; Marketing; market

research; market plan; marketing research; market models (6ps); Teaching methods of Home Ecology: Lesson planning; teaching strategies; teaching aids; Craftwork techniques; knitting and clay work; wire work; weaving; plaiting; knotting.

Learning and Teaching Strategies

Lectures, presentations and practical activities.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

Module assessment criteria: One theory Assignments (25%), practical with minimum of 6 projects (25%) and Two tests 2 x 25%=50%)

PART B: MODULE DESCRIPTOR:	
Module Title: Language Development and Grammar (English and Namibian Languages)	
Module Code	E3513IE
NQF Level	5
Notional Hours	280
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	28
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	
The purpose of this module is to introduce language teachers to the important areas of grammar such as the sound systems, word structure, sentence and phrase structure, structure of meaning and parts of speech.	
Overarching Learning Outcome	
Student will be able to apply the grammatical structures of the language correctly in teaching.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss the study of grammar. 2. Discuss the general morphological features of the language. 3. Explain the function of parts of speech in sentences. 4. Explain the sentence structure of the language (Syntax). 5. Discuss the semantic concepts of the language. 6. Discuss and employ dictionaries and other available reference works.	

Module Content

Introduction to grammar: importance of grammar; types of grammar (generative and prescriptive grammar); grammatical rules of the language; the main branches of grammar; phonology (the study of speech sound); morphology (the structure of words); (syntax-the structure of sentences); and semantics (the structure of meaning); deductive and inductive teaching styles of grammar; morphological features of the language: (morphology; simple, compound and complex words, bound and free morphemes; affixes: prefixes; suffixes and infixes); function of parts of speech in sentences: parts of speech (word classes); nouns; pronouns; articles and adjectives; verbs; verb tenses and adverbs; conjunction and prepositions; interjections; lexical categories; using punctuations and other rules of mechanics; (capitalization, italics, quotation marks, hyphenation, abbreviations etc.); sentence structure of the language (Syntax); recognizing basic elements of sentences; sentence sense; word order; positioning modifiers carefully; syntax; constituents in sentences and how they interlink, e.g., identify subject; object and predicate; phrases and clauses; adjectival and adverbial clauses; types of sentences (simple, compound, complex and compound-complex); kinds of sentences (declarative, interrogative, exclamatory and imperative); direct and indirect speech and vice versa; active and passive voice and vice versa; semantic concepts of the language: semantics; lexical and phrasal semantics; connotative and denotative (literal and figurative meaning); homophones; homonyms; synonyms; antonyms and polysemous words; commonly confused words in a language; idioms; idiomatic expressions; sayings; adages and proverbs; dictionaries and other available reference works: kinds of dictionary; using a dictionary effectively; use of other available reference works effectively.

Learning and Teaching Strategies

Lectures, Presentations, Projects, e-portfolios.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Phonology, Listening and Speaking (English and Nam Languages)	
Module Code	E3621IE
NQF Level	6
Notional Hours	160
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisite) Prerequisite	Introduction to Grammar
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to introduce students to develop a theoretical and practical understanding of phonology, oral, listening and speaking skills and the ability to apply techniques, strategies and teaching aids necessary to teach listening and speaking skills. Microteaching and portfolio development in line with the faculty's microteaching policy is required for this module.	
Overarching Learning Outcome	
Student will be able to apply principles of articulatory phonetics, human communication, listening and speaking as integral part of cross-curricular issues, numerous activities taught to practice microteaching sessions, preparing teachers to enter 21-century classes.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss the sound system of the language. 2. Describe and apply the development of skills in auditory perception and discrimination. 3. Explain the importance of teaching listening and speaking skills. 4. Explain what communicative competence and communication skills. 5. Select and analyse a variety of relevant and appropriate texts to use in listening exercises. 6. Design and apply methods and teaching aids. 7. Explain criteria for assessing oral proficiency and oral presentations of learners. 8. Design learning plans and sessions.	

Module Content

Acquire knowledge and an understanding of the sound system of the language: phonetics and phonology; IPA; phonological rules of the language; organs of articulation; production of speech sounds; articulation; place and manner of articulation of consonants; vowels (monophthongs and diphthongs); and glides; voiced and voiceless sounds; sounds and words written in phonetic symbols; minimal pairs; syllables and chunks/clusters; suprasegmentally features); describe and apply the development of skills in auditory perception and discrimination: describe and apply the development of listening attentively and responding appropriately; (features of real-world listening input, pragmatics and multicultural communication); explain the importance of teaching listening and speaking skills: (Instructional communication vs social communication; Elements of communication sender; encoding; decoding; message; feedback; medium; explain what communicative competence and communication skills include (differentiate between fluency and accuracy in oral communication); Paralinguistic cues in communication; oral and aural communication- language proficiency); select and analyse a variety of relevant and appropriate texts to use in listening exercises for example: factual texts; songs; rhymes and poems; short stories and folktales; Design and apply methods and teaching aids: facilitate the development of listening and speaking skills; (Use learner-centred techniques effectively in the classroom; e.g. role-play; language games); Explain criteria for assessing oral proficiency and oral presentations of learners: Design learning plans and sessions: according to the principles of contemporary teaching methodologies in a contextual and integrated manner.

Learning and Teaching Strategies

Lectures, Presentations, Projects, e-portfolios.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: ANALYSIS AND TEACHING OF LITERATURE (English and Nam Languages)	
Module Code	E3622IE
NQF Level	6
Notional Hours	160
Contact hours	(4h+2h prac)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to enable students to develop a theoretical understanding of selecting, analysing and appreciating literature.	
Overarching Learning Outcome	
Students will be able to apply an in-depth theoretical understanding of literature; and the ability to evaluate examples/ texts and to apply critical reading skills.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Define theoretical underpinnings for children and youth literature. 2. Give an overview of literature in particular children's and youth literature genres. 3. Discuss the importance of reading literature. 4. Discuss features of different literature genres. 5. Apply Literary and Critical analysis of different literature genres. 6. Apply literature teaching methods such as reader guidance methods and assess literature activities. 7. Evaluate the suitability of literary texts for use in the classroom and discuss suitable criteria for youth literature. 8. Discuss strategies to promote a reading culture amongst learners. 9. Design learning plans and sessions as well as learning support activities. 10. Apply knowledge about the development of children's literature in Namibia from the pre-independence to the post-independence eras.	

Module Content

Children and youth literature: importance of reading and promoting a culture of reading literature; various genres and categories of literature genres: identify and describe features of various literature genres; critical reading; critical analysis of various literature genres; using technology to advance reading literature: e-Books and podcasts; extensive and intensive reading of literary texts; censoring and selecting appropriate literary texts; designing assessment activities: designing lesson plans; presentations of lesson plans designed; support offered to struggling and emergent readers; story telling: discuss types of stories (legends, myths, fairy tales, fables, poems, songs); strategies/techniques for story telling (visualisation, prediction, role plays).

Learning and Teaching Strategies

Lectures, Designing, Presentations, Problem-based learning, Projects, critical reading and writing.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title:	Language Education 3 [English and Namibian Languages]
Module Code	E3773IE
NQF Level	7
Notional Hours	320
Contact hours	(4h) + 2 h prac/w
Additional learning requirements	None
NQF Credits	32
Pre-requisite	Language Education 2A and 2B
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	
The purpose of this module is to enable students to develop a theoretical understanding of literacy, reading and writing, their development and instructional practices at senior primary phase. It will equip students with the necessary content and pedagogical knowledge (CPK) and 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.	
Overarching Learning Outcome	
Students will be able to construct knowledge of the skill of reading, writing, vocabulary, spelling and apply effective instructional and assessment practices of these language skills. Students will be able to use appropriate language and styles in writing, present in writing coherent and logical organization of ideas and create theoretically based lessons and practical activities on reading and writing for a variety of purposes. Students should further be able to produce learning and teaching resources, learning sessions as well as conduct relevant assessment of the reading and writing skills at senior primary phase.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Define the theoretical concept of literacy, and the skills of reading and writing. 2. Describe the developmental stages of reading and writing (Emergent Literacy). 3. Discuss theories related to reading development and the teaching of reading. 4. Discuss theories related to writing development and the teaching of writing. 5. Devise ways to integrate vocabulary in reading and writing. 6. Interpret the Namibian Senior Primary English school syllabus content on reading and writing. 7. Apply various approaches, methodologies and strategies to facilitate teaching and assessment in reading, writing and reflect on effective teaching practices. 8. Design clear, integrated and standard-based lesson plans and sessions on reading and writing. 9. Develop teaching and learning resources for reading and writing. e learning; assess learning techniques. 10. Identify, explain and interpret possible causes and interventions of learning difficulties for example dyspraxia, dyslexia and dysphasia and dysgraphia.	

Module Content

Literacy: literacy, visual literacy, interrelatedness of reading and writing. Theories: emergent literacy theory, bottom-up information processing theory, top-down information processing theory, interactive model theory, genre theory, Cognitive Process theory of Writing; Sociocultural theory of Writing; Ecological Theory. Reading development: different types of reading (extensive, intensive reading, read aloud, independent reading, guided reading, reading factual texts/content subject material etc.) oral reading fluency, accuracy, speed, reading comprehension skills, viewing, reading programmes. Writing development: transcriptional (handwriting) and compositional/expressive skills, spelling development, presenting, genre theory/transactional writing, directed writing, continuous writing; creative writing, identifying the appropriate audience; register and style; features of writing, syntax. Vocabulary: active and passive vocabulary, opaque and transparent words, 3 tiers of vocabulary, contextual clues, readability index. Syllabus: reading instruction and assessment, skills integration, cross-curricular teaching of reading and writing, challenges of teaching reading in different communities. Teaching Approaches and Methodologies: Communicative Language Teaching, Genre approach, process writing, Language Experience Approach. Lesson Plans: thematic teaching, integrated lesson, micro- lesson presentation, constructing assessment tasks on different cognitive levels. Learning Support in Reading and Writing. Response to Intervention strategies, instructions to support learners who struggle with reading and writing using the Language Experience, theory- based accommodations for learning disabilities and difficulties.

Course Delivery Method:

The module will be offered in a variety of methods: face to face mode for, blended learning and hybrid mode through lectures, tutorials, micro-teaching and practical activities.

Student Assessment Strategies

ASSESSMENT CRITERIA:

Student Assessment Strategies

- Continuous Assessment: 60%
- Examination: 40% (100 marks duration of 3 hours)

Assessment Type	Number	Weight
Assignments	2	30%
Tests	2	40%
Presentations/Projects	2	30%
Total		100%

Other conditions might be attached to assessment, such as (online) activities completion, classroom attendance, and minimum percentage score required (in exam or CA) to pass the course.

PART B: MODULE DESCRIPTOR:	
Module Title:	Design and Technology 1A
Module Code	E3511ID
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2h prac)/per week
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to introduce students to Design and Technology as a school subject, Technology and Design concepts and equip students with Design and Technological skills.	
Overarching Learning Outcome	
Students will be able to apply safety rules and regulations (NOSA) in laboratories and to demonstrate basic practical skills.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Define Technology and Design 2. Discuss the terms such as Ergonomics, Aesthetics and Anthropometric data. 3. Apply safety rules and regulations (NOSA) in the laboratories. 4. Handle tools and equipment safely applying the safety rules. 5. Apply basic practical skills e.g., cutting, filing, drilling and grinding. 6. Draw freehand sketches and formal drawings, isometric and orthographic, applying the SANS code. 7. Outline the design process and apply it in the development of the Design Folio.	

Module Content

Technology and Design concepts: Definitions, examples and applications of Ergonomics, Aesthetics and Anthropometric data. Safety rules and regulations in a laboratory (NOSA). Design process: Safety rules and safe handling of tools and equipment. Safe working skill with tools and machines. Freehand sketches and formal drawings.

Learning and Teaching Strategies

Lectures, demonstration and practical.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title:	Design and Technology 1B
Module Code	E3512ID
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites)	(Design and Technology 1A)
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce students to Design and Technology as a school subject, Technology and Design concepts and equip students with Design and Technological skills.	
Overarching Learning Outcome	
Students will be able to apply safety rules and regulations (NOSA) in laboratories and to demonstrate basic practical skills.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Define Technology and Design 2. Discuss terms such as Ergonomics, Aesthetics and Anthropometric data. 3. Apply safety rules and regulations (NOSA) in the laboratories. 4. Handle tools and equipment safely applying the safety rules. 5. Apply basic practical skills e.g., cutting, filing, drilling and grinding. 6. Draw freehand sketches and formal drawings, isometric and orthographic, applying the SANS code. 7. Outline the design process and apply it in the development of the Design Folio.	

Module Content

Freehand sketching of tools: joints and models according to SANS code; Formal drawings using instruments applying: the SANS code, isometric and orthographic. Writing the different steps of the design process. Tools and equipment: freehand sketches and formal drawings.

Learning and Teaching Strategies

Lectures, demonstration and practical.

Student Assessment Strategies

- Continuous Assessment: 60%
- Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title:	Design and Technology 2A
Module Code	E3621ID
NQF Level	6
Notional Hours	160
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	16
Pre-requisite	Design and Technology 1A & 1B
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to introduce and develop student's knowledge of Resistant materials, Production methods National business climate, employment and opportunities for entrepreneurship, marketing and financial concepts.	
Overarching Learning Outcome	
Students will be able to identify Resistant materials and its uses, production methods and how to CAD and CAM, businesses in Namibia with the financial concepts and Entrepreneurship.	
Specific Learning Outcomes	
On completing the module, students should be able to:	

1. Identify methods of wasting, shaping and joining of wood, metal and plastic.
2. Describe the production methods: batch production, mass production and once-off production (prototype).
3. Explain CAD and CAM, the advantages and disadvantages in technology.
4. Compile a Design Folio applying the design process.
5. Define and discuss the advantages and disadvantages of sole traders, partnerships, companies, franchises and the different financial concepts.
6. Discuss skills to start a business taking business ethics into account.
7. Explain the importance of marketing and apply marketing research to a business plan.
8. Distinguish between Entrepreneurship and Employment creation relationships (the quality, success, opportunity, benefits, risks and challenges of an entrepreneur).
9. Draw up a simple Business Plan.

Module Content

Resistant materials: wood, metal and plastic; Production methods: batch, mass and once-off productions; CAD and CAM; Design folio. Methods of wasting: shaping and joining of wood, metal and plastic; Business Plan: Advantages and disadvantages of sole traders, partnerships, companies, franchises.

Learning and Teaching Strategies

Lectures, demonstration and practical.

Student Assessment Strategies

- Continuous Assessment: 60%
- Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title:	Design and Technology 2B
Module Code	E3622ID
NQF Level	6
Notional Hours	160
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	Design and Technology 1A & 1B
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce and develop student's knowledge of Resistant materials, Production methods National business climate, employment and opportunities for entrepreneurship, marketing and financial concepts.	
Overarching Learning Outcome	
Students will be able to identify Resistant materials and its uses, production methods and how to CAD and CAM, businesses in Namibia with the financial concepts and Entrepreneurship.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Identify methods of wasting, shaping, and joining of wood, metal and plastic. 2. Describe the production methods: batch production, mass production and once-off production (prototype). 3. Explain CAD and CAM, the advantages, and disadvantages in technology. 4. Compile a Design Folio applying the design process. 5. Define and discuss the advantages and disadvantages of sole traders, partnerships, companies, franchises, and the different financial concepts. 6. Discuss skills to start a business taking business ethics into account. 7. Explain the importance of marketing and apply marketing research to a business plan. 8. Distinguish between Entrepreneurship and Employment creation relationships (the quality, success, opportunity, benefits, risks, and challenges of an entrepreneur). 9. Draw up a simple Business Plan.	

Module Content

Sole proprietors; Partnerships; Companies; Franchises; Starting a business; Business ethics; Marketing; Financial concepts; Entrepreneurship. Entrepreneurship and Employment creation relationships: (the quality, success, opportunity, benefits, risks, and challenges of an entrepreneur.

Learning and Teaching Strategies

Lectures, demonstration and practical.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title:	Design and Technology 3
Module Code	E3773ID
NQF Level	7
Notional Hours	320 (160 in Semester 1 + 160 in Semester 2)
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	32
Prerequisite	Design and Technology 2A & 2B
Compulsory/Elective	Compulsory
Semester Offered	1st and 2nd semester, Year 3
Module Purpose	
The purpose of this module is to introduce and develop students to the technological aspects of Design and Technology and equip students with knowledge and skills in the world of Technology.	
Overarching Learning Outcome	
Students will be able to identify structures, mechanisms, levers and linkages, pulley and belt drives, resistant materials, forms, and sources of electricity and energy to be used in a technological world.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Apply different methods of wasting, shaping, and joining of wood, metal and plastic. 2. Create an artefact/model using metal, wood or plastic. 3. Describe the different types, properties and uses of resistant materials. 4. Elaborate on the extraction, fabrication and machining of resistant materials. 5. Differentiate between the three types of levers with the definitions of VR, MA. 6. Calculate using moments to determine acting forces. 7. Explain the use of levers, in real life with practical examples. 8. Distinguish between natural and man-made structures and its properties with regards to application in the practical sense. 9. Distinguish between the various types of pulley systems, chain and sprocket systems and solve formalistic calculations. 10. Discuss various uses of electricity and electrical components in daily life and distinguish between different types of energy and power generation.	

Module Content

Wasting, shaping, and joining of wood, metal and plastic: Wasting, shaping and joining of wood via sanding, planning, cutting sawing, machining to create common wood joints. Shaping and joining of metal product via welding, grinding, drilling to create metal products via realising model. Plastic wasting, shaping and joining methods utilising epoxy gluing, cutting, shaping and riveting. All metal, wood and plastic tools and machinery as well as their usage and safety rules. Resistant materials: types; properties and uses; wood, plastic and metal; Properties of softwood and hardwood timbers; Timber processing; Timber Seasoning; Manufactured boards; Thermoplastics and thermoset plastics; Ceramics and Composites; Mechanical properties of materials; Metal Processing; Metal Fabrication; Plastic Fabrication; Machining. Structures and forces: Identify Natural and Man-made structures and its properties. Types of Forces acting upon structures triangulations; Centre of gravity; Frame Structures; Shell Structures; Loads that can act on a structure; Tension; Compression; Shear force; Bending; Twisting; Levers: Types of levers; Moments; Acting forces; equilibrium and balance in levers. First Class Levers; Second Class Levers; Third Class Levers; Gear and Linkage: Mechanisms; Gears and gear trains; Cam and follower mechanisms; Rack and pinion; Linkages. Pulley systems: Chain and sprocket systems; belt systems; RPM calculations and gear rotation calculations; Velocity ratio.

Energy; Forms and Sources of Energy; Heat/thermal energy; Light energy; Magnetic energy; Renewable and non-renewable energy; Potential and kinetic energy; Solar Power; Wind energy; Biomass energy; Tidal energy
Electricity. Uses of electricity. Electrical components, basic electrical safety and systems. Types of circuits; Series connections; Parallel connections; Alternating current [AC] and Direct current [DC]; Calculating current; Measuring potential difference (voltage) and current; Measuring current; Resistance; Calculating resistance – Ohm's Law;
Electronics: Resistors; Capacitors; Diodes; Transistors; Potentiometers; Light Emitting Diodes (LEDs); Switches; Breadboards.

Learning and Teaching Strategies

Lectures, demonstration and practical.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Social Science Education 1A	
Module Code	E3511IS
NQF Level	5
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	field trips / excursions / group work / project etc.
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to examine the key themes, concepts, and ideas in geography and to develop a	
Overarching Learning Outcome	
Students will be able to apply a multidisciplinary perspective in exploring a wide-ranging series of phenomena's:	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Describe the rationale of Geography. 2. Explain the geographic concept of "region." and describe the characteristics of each of the region. 3. Analyse significant geographic features of regions of the world and describe their cultural, economic, political, physical characteristics and analyse the characteristics of different biomes and their impact on animal and plant life. 4. Recognize aspects of World Geography (Outstanding physical features). 5. apply geographic concepts to understanding population, natural resources, climatology, climate change managements from a local and regional context. 6. Identify the main types of natural disasters in the world and explain the causes and the effects of natural disasters. 7. Examine the Solar system and name the planets of solar system, outline the rotation of the Earth and its effects. 8. Describe the revolution of the Earth and its effects. 9. Assess the effects of seasons on plants and animals.	

Module Content

What is Geography: Main divisions of Geography, why do we study Geography, the physical features of Namibia, SADC and world: Outstanding Physical Features of the World, Continents and Oceans, Outstanding Mountain Ranges of the

World, Outstanding Rivers in the World, How Climate Influences the Natural Vegetation in The World, Compare the physical features of Namibia with those of the rest of Southern Africa. Weather and climate: distinguish between the different components of weather, explain the factors that influence weather, climate change, weather instruments, synoptic system, explain the formation of different types of rain, Explore the relationship between rainfall and vegetation, climate, and indigenous knowledge systems, between rainfall and vegetation will be understood, identify, explain various terms used, frequently, population: appreciate reports and discussions on the world population., state the purpose of the World Population Day, describe the Namibian population, identify the sources of population data, components of demography, and demographic variables, and also explained population structure, explain the meaning of demographic transition, describe phases of demographic transition, relate economic development to patterns of population growth, natural resources: Explain the importance of our natural resources, Distinguish between renewable and non-renewable resources, Analyse the contribution of natural resources and tourism to the country; the influence of politics in environmental management, Major Environmental Concerns in Namibia, natural disasters: Earthquakes, Volcanic Eruption, Flood, Drought, Hurricane and Typhoons; causes and the effects of natural disasters. Solar System: definition of solar system; planets of our solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune; distinguish between stars, planets and moons; position of our solar system as part of Milky Way, astronomy and indigenous knowledge (how our forefathers used the stars, moon, sun etc. to predict weather conditions, Movement and phases of the moon: the movement and the phases of the moon (New moon, First quarter moon, Full moon and last quarter moon); distinguish between meteors, meteorites and comets. Movement of the Earth: Basic shape of the Earth; rotation of the Earth: day and night; revolution of the Earth: the four seasons of the year such as summer, autumn (fall), winter and spring; the effect of seasons on plants and animals.

Learning and Teaching Strategies

Lectures, projects, discussions.

Student Assessment Strategies

- Continuous Assessment: 60%
- Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:

Module Title: Social Science Education 1 B

Module Code	E3512IS

NQF Level	5

Notional Hours	160

Contact hours	(4h)/w

Additional learning requirements	None

NQF Credits	16

(Co-requisites) Prerequisite	None

Compulsory/Elective	Compulsory

Semester Offered	1

Module Purpose

The purpose of this module is to introduces students to the early history of Namibia and Southern Africa modern nations of Zimbabwe, Angola, Botswana, Lesotho, Zambia, Eswatini, Mozambique, Malawi and South Africa with their historical roots and antecedents up to the period of coordinated struggles of southern African peoples in ending colonialism. Draw detailed historical contexts to the role and legacies of the League of Nations, the galaxies of the United Nations systems. Scrutinizes the development of Post-Colonial Southern African countries.

Overarching Learning Outcome

Students will be able to assess a broad overview of Namibian history and southern Africa from the development of early human societies to the period of post-contact era.

Specific Learning Outcomes
On completing the module, students should be able to: 1. Explain the rationale for studying history. 2. Present a decolonized discourse necessary to understand a range of pre-contact Namibian societies. 3. Analyse major social, political, and cultural developments in Namibia from the emergence of pastoralism to the beginnings of contact era. 4. Familiarize students with the different methodologies and forms of evidence utilized by historians of pre-contact Namibia, including historical linguistics, archaeology, environmental history and historical anthropology. 5. Discuss the role of the League of Nations in maintaining peace in the world and Compare the effectiveness of the United Nations Organization with that of the League of Nations in maintaining peace in the world. 6. Recognize the reasons for and the consequences of the colonization of Africa. 7. Discuss the impact of the Berlin Conference on the African people, culture, government, and customs and Name European countries that established colonies in Africa. 8. Compare the decolonization of countries in Southern Africa to understand how these countries became independent and their situation after independence.

Module Content

What is history: history and prehistory, why do we study history, how do we study history, views on history, objectivity and subjectivity, time in history, distinguish between primary and secondary sources in history: Identify different types of historical sources. Explain the theory of evolution and the idea of creation that explain human origin: Explain the development of humankind in Africa, and how it moved to other parts of the world, Discuss the technological stages of Stone Age and Iron Age, discuss evidence of Stone Age period in Namibia, Namibia's prehistory (rock art, stone tools, pottery and bones) cosmologies, Explain the reasons for migrations into Southern Africa, especially Namibia, Indicate the main routes of migration into Namibia before and during the 19th century, Explore the traditional economic activities and political structures of the different cultural groups in Namibia, Identify and discuss major events during German and South African rule in Namibia, Compare the main features of German and South African rule in Namibia, Discuss the transition from colonial rule (final steps) to independence in Namibia. The League of Nations: organisation, structure and membership, Why was the League of Nations (LON) created, what did the covenant of the LON do, which very important country did not join the LON, Was Germany allowed to be a member of the LON, Which two important European countries were members of the LON, what was the LON, Paris peace conference, disputes solved by the LON, Efforts by the League of Nations, Why Did the League of Nations Fail, Structure, Functions and Powers of the UN and Its Main Organs, united nations successes and failures, The 'Scramble for Africa', The significance of the Berlin Conference, Reasons for colonization, implications for Non-Settler Colonies and Settlers colonies, struggles against colonialism across the Southern African regions, coverage on independence and post-independence scenarios.

Learning and Teaching Strategies

Lectures, presentations (peer teaching), cooperative learning, projects, discussions, case studies.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Social Science Education 2A	
Module Code	E3621IS
NQF Level	6
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	Group work / project etc.
NQF Credits	16
(Co-requisites) Prerequisite	1B

Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with knowledge and skills to be able to analyse African civilizations, also known as classical African civilizations or Ancient African empires mapping the formation of satellites pre-colonial African kingdoms and Empires.	
Overarching Learning Outcome	
Students will be able to map a chronological understanding of the transatlantic slave trade in Southern Africa and its impact on region.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Identify the Geographic location of Ancient African kingdoms, empires as well as the current geopolitical map of the African continent. 2. Discuss in detail why the selected case studies of pre-colonial African kingdoms and Empires are treated as civilized societies. 3. Critique common misrepresentations of Africa and learn the, the diversity of Africa (peoples, land, vegetation, cultures, arts, oral traditions, languages, religions, political systems, sciences, and technologies). 4. Compare developments of diverse civilizations across the continent and state various ways in which African peoples have interacted with one another and beyond. 5. Explain the contributions of African to the development and history of civilization. 6. Apply the role of African history and its relevance to contemporary issues effecting African people, particularly African females. 7. Interpret development of slave trade in Southern Africa and recognize major terms, concepts and themes in slave trade studies. 8. Evaluate the impact of the slave trade on Southern African communities and appreciate African resistance of the slavery trade including their documented courageousness in the Americas. 9. Analyse survivalist methodologies of slaves and the global pressures towards abolition. 10. Outline the economic gains and activities birthed by the complexities of the slave trade.	

Module Content

Civilization: meaning, civilization in general, what does uncivilized mean to you, is there such a thing as uncivilized people\ society, etc, who decide what is a civilized or an uncivilized society? Civilized in relation to what (civilization as a relative concept), mapping pre-contact Africa territorial location, size, countries, ethnic groups, population, value systems, cultural exchange. What make you an African (race, colour, origin, identity, culture, customs, beliefs, tradition, do you think early African societies were civilized \ uncivilized? What are some of the characteristics of early Africa civilizations? In what ways did early civilized \ uncivilized African societies advanced or retarded, economic, social, political, religious and cultural welfare of different African societies and people? Aspects satellite African civilizations: Aztec are examined beginning with peoples, land, vegetation, cultures, arts, oral traditions, languages, religions, political systems, sciences and technologies structures are investigated at all these levels, The rise of pre-contact African slavery system, the role of African institutions in the slave trade; The encounter of European, and African peoples in the seventeenth century: the development of slavery in the Atlantic economy, the nature of the transatlantic slave trade, the consequences and its impact of slavery in Southern Africa: the resistance of slavery and emancipation, the expansion of slave trade, African slave conditions in America, the problems and separation of slaves, and the experience hunger, sexual exploitation, shipboard disease and mortality, the development of the plantation complex in the Atlantic islands and Americas, and abolition and slave emancipation. Its creation and its economic links to Europe and continuing legacy of the transatlantic slavery trade.

Learning and Teaching Strategies

Lectures, presentations (peer teaching), cooperative learning, case studies.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Social Science Education 2B	
Module Code	E3622IS
NQF Level	6
Notional Hours	160
Contact hours	(4)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	1A
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to enable students to evaluate the rationales for, and evolution of, the changing of settlement, urbanisation trends and migration in Namibia. Advance, in-depth insight into practical Geography and complement learning of geography as a prerequisite knowledge for subject management for educators.	
Overarching Learning Outcome	
Students will be able to evaluate physical environmental features for rational decision making.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss the origin and development of settlement, urbanization and migration in Namibia. 2. Analyses the paradoxes of these phenomena. 3. Synthesize the classification of rural- urban settlements according to function and urban hierarchies. 4. Discuss shortcoming of settlement, urbanization and migration development in Namibia. 5. Outline the basic human environmental physical features and space. 6. Assess the concept of geographical data acquisition techniques and its scale representation. 7. Scrutinize the various types of maps and their basic interpretation elements. 8. Explain the basic principle of map making and utilization. 9. Exposure to map interpretation and development of inferences for rationale decision.	

Module Content

Settlements: (Sitting factors of rural settlements, Rural settlement patterns, Evolution rural settlement, Functions of rural settlement, Morphology of rural settlements, The central place theory, The rural urban fringe: settlements, resource use, environment and development. Urban settlements (Sitting factors, Patterns of urban settlements, Functions of urban settlement, Morphology of urban settlements, The concept of the urban field, urban morphology, the central Business District CBD, the inner-city and sub urban homes. Urban-rural interactions, planning rural and urban settlements, Rural and urban settlement challenges, Urbanization: Causes of urbanization, Amenities, Effects of urbanization, How can we address this rapid urbanization, Migration: Emigration-Immigration- Pattern of migration before independence not documented, Labour migration (mines, commercial farms) known Migration in Namibia was mostly internal, migration post-independence, female migration, mass migration, migration as tool for empowerment, international migration. Map: distinguish between different types of maps, calculate distance using different types of maps; determine directions on a map; interpret different types of map legends. determine location on maps using lines of latitude and longitude; design different types of graphs and charts using the data provided; identify height and landforms on topographical maps; predict basic weather patterns by using synoptic weather charts.

Learning and Teaching Strategies

Lectures, presentations (peer teaching), projects

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:

Module Title: Social Science Education 3

Module Code E3773IS

NQF Level 6

Notional Hours 320

Contact hours (4h + 2h prac)/w

Additional learning requirements None

NQF Credits 32

(Co-requisites) Prerequisite Social Science Education 2A and 2B

Compulsory/Elective Compulsory

Semester Offered 1 & 2

Module Purpose

The purpose of this module is to equip students with relevant information regarding different forms of government structures post-contact era to develop student's interest in aspects of the Namibian constitution including amendment matters together with bill of rights, promote sustainable living in neighbourhoods cohesively. And students will be equipped with advanced knowledge, skills, and analysis of primary health care (PHC).

Overarching Learning Outcome

Students will be able to interpret constitutionalism order needed to sustain cohesive modelled societies and diversity of cultures in a context of the Namibian classroom. Furthermore, students will be able to promote primary health care, tourism and regional integration scholarship and perspectives from a global to a national context.

Specific Learning Outcomes

On completing the module, students should be able to: 1. Differentiate between different forms of government and acquire knowledge and an understanding the functioning structures of the Namibian government post-contact era.

Analyse aspects of the Namibian constitution and discuss it in terms of human rights, fundamental freedoms, civic rights, and responsibilities

1. Explain the importance of and the symbolism behind National symbols in Namibia
2. Analyse the development of the industrial revolution and impacts.
3. Evaluate the issue of technology for development and welfare
4. Define primary health care (PHC) and appraise the role of health promotion, anticipatory health and other preventative health strategies.
5. Discuss HIV and AIDS in Namibia, covid-19, sexual transmitted diseases, and health hazards.
6. Explain key concepts in regional integration in Africa and discuss the trends and challenges of regional integration in Africa.
7. Analyse concepts of sustainable development and the major issues affecting sustainable development.
8. Apply a high level of competence in knowledge on principles of sustainable tourism development.
9. Critique Namibia's and Africa's position and opportunities in the international tourism economy.

Module Content

Explain the functioning: executive, legislative and judicial branches of the Namibian government, Determine what the Namibian government stipulates about political parties and elections, Distinguish between the functions of the central, regional and local government in Namibia, Evaluate the importance of a constitution for a country, a constitution and its importance, Origin and components of the Namibian constitution, Relation of Namibian constitution with Universal Declaration of Human Rights, Discuss what the Namibian Constitution says about human rights and fundamental freedoms, Definition of human rights, Classification of human rights, Related articles on human rights (Chapter 3 Constitution), Fundamental freedoms (Article 20) and relations with Universal Declaration of Human Rights, Enforcement of Human rights and freedoms, Explain the importance of and the symbolism behind our National symbols in Namibia,

Definition of national symbols, Examples of Namibian National symbols(national anthem, national flag with national colors, National Seal, National Coat of Arms, motto), Description of each symbol and its meaning, The importance of national symbols to a country, Reflect about living in neighbourhoods: Define the concepts local and global neighbourhood, Links with other countries and continents, Discuss the moral values and rights relevant to living in local and global neighbourhoods. The Industrial Revolution/Industrialization: Roots of the Industrial Revolution , The Commercial Revolution, European rulers encourage trade, Rise of Entrepreneurs and capitalism, New industries form: cloth, mining printing, shipbuilding, cannons and muskets, Enclosure Movement: fenced properties allow farmers to experiment, Social implications of the Industrial Revolution, Urbanization and Life in the Late Nineteenth Century, Define the concepts information, communication and technology, Outline the development of communication since early times to the present 4th Industrial Revolution, Outline the development of technology since early times to the present. Explore the contribution of technology to the living standards of people, mass communication.

Definitions of Primary Health Care: The Alma-Ata Declaration, Principles of Primary Health Care, Components of Primary Health Care, the purpose, components, and techniques related to the health history and physical examination, Health Care Organizations, The Need for Medical Care, Levels of Health Care, Channels for Receiving Health Care Services. The impact of HIV/AIDS, covid-19 in Namibia, cares, stock of health care systems in Namibia, virus in workplace, home, colleges, HIV/AIDS variant, pep far, most common health hazards, Suggestions for controlling/preventing health hazards. COVID-19 and other diseases implications: What is regional economic integration, objective with regional economic integration, to what regional economic blocs do Namibia currently belong, SADC, the restructuring of SADC in 2001, objectives, Should Namibia remain a member, SACU, CMA, ACP, COMESA, development of highways corridors, Introduction to the concept of Sustainable Development (SD) ; World Summit on Sustainable Development, 2002: Rio +20): The environmental and economic aspects of SD. We will assess what the main issues and challenges affecting SD at the local, regional and global levels are? We will discuss "how things got to be this way"/why did we need SD? The issues will also be examined within the context of the Millennium Development Goals (MDGs) Bringing all the issues together: SD at the local (campus), regional and global levels. What are some of the programs, projects and other initiatives being practiced? Sustainable tourism: concepts, sustainability and its application in tourism industry, principles of sustainable tourism development, ecotourism as a tool for sustainable tourism, Tourism impacts: economic, environmental and socio-cultural impacts; tourism impact assessment, Tourism industry's response to sustainability principles: sustainability practices in tourism industry (e.g. hospitality industry, aviation industry, etc.); case studies and examples of various regions, Tourism policy: tourism policy trends, structure, content and formulation, Tourism planning: principles for tourism planning, sustainability and planning implications.

Learning and Teaching Strategies

Lectures, presentations (peer teaching), discussions, case studies.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Agriculture Education 1A	
Module Code	E35311A
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to equip students with the professional and technical competences needed to function effectively.	
Overarching Learning Outcome	
Students will be able to analyse the history of Agriculture and its importance.	
Specific Learning Outcomes	
On completing the module, students should be able to learn:	
1. Explain the history of agriculture. 2. Discuss the branches of agriculture. 3. Evaluate the importance of agriculture education.	

4. Analyse the environmental influences on agriculture practices.
5. Discuss the land tenure system applicable in Namibia.
6. Outline the impact of HIV/AIDS on agricultural practices in Namibia.

Module Content

History of agriculture, branches of agriculture, importance of agriculture, importance of agriculture education; component of agriculture education; concept of agricultural education in Namibia; importance of teaching agriculture in school, components of agricultural education, environmental influences on agricultural practices, principles of land tenure systems in Namibia, HIV/AIDS on agriculture.

Learning and Teaching Strategies

Lectures and tutorials

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Agriculture Education 1B	
Module Code	E3532/A
NQF Level	5
Notional Hours	140
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites)	Agriculture Education 1A
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with advance professional and technical competences needed to function effectively.	
Overarching Learning Outcome	
Students will be able to classify different types of soil and evaluate the importance of soil fertility.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain soil fertility and the role of fertilizers. 2. Classify soil and major and micro nutrients. 3. Apply the knowledge of the Nitrogen cycle. 4. Discuss different soil zones of Namibia. 5. Analyse the Soil Ph. 6. Judge the importance of soil conservation.	

Module Content

Soil fertility and fertilizers, soil classification; soil erosion; soil formation; soil drainage and irrigation. Soils zones of Namibia, soil fertility; major and micronutrients, Nitrogen cycle; Soil pH, soil conservation, teaching methodology; micro teaching; technical, pedagogical, subject content and general knowledge.

Learning and Teaching Strategies

Online forums and chats forums (virtual) and Lectures and tutorials.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Agriculture Education 2A	
Module Code	E36211A
NQF Level	6
Notional Hours	180
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	18
(Co-requisites) Prerequisite	None Agriculture Education 1A and 1B
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to equip students with advance professional and technical competences needed to function effectively.	
Overarching Learning Outcome Students will be able to classify crops based on: uses, life cycle, morphology and also apply knowledge of crop protections in terms of weeds, diseases, and pests, prevention and control.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Apply suitable methods to propagate different crops by various methods. 2. Discuss crop protection. 3. Analyse the environmental factors affecting agricultural production in Namibia. 4. Describe crop classifications based on their uses and life cycle. 5. Explain the terminologies used in crop production. 6. Apply strategies to grow crops and perform various fields operations from preplanning to harvest.	

Module Content

Agro-allied or agro-based industries: meaning of agro-allied industries; raw materials used in each industry; relationship between agriculture and industries; environmental factors affecting agricultural production: meaning of environment / environmental factors; meaning of climate and the different climatic factors influencing agriculture production; meaning of bio and biotic factors influencing agriculture production; meaning of edaph and edaphic factors influencing agriculture production; inter-relationship among living things, classification of crops based on their uses: classification of crops based on their uses, cereal crops: e.g. Maize, rice, millet, guinea corn, wheat, barley and oats; pulses (legumes): e.g. Cowpea, soya beans, groundnut, lima bean and pigeon pea.; vegetable crops: e.g. Cauliflower, spinach, spring onions, cabbage, lettuce, tomato. Spices: e.g., Ginger, pepper, garlic, onion; roots and tuber crops: e.g., Sweet potato, beet, Irish potato, cassava, carrots; fruit crops: e.g., orange, banana, pineapples, mango, paw paw, and cashew.; oil crops: oil palm, groundnut, melon, coconut, sunflower-fibre crops: cotton, sisal, hemp, kenaf.; latex crops: e.g.: rubber, classification of crops based on their life cycle: annual crops: e.g.: maize, rice, cowpea, millet, vegetables, cotton and groundnut. Biennial crops: e.g.: pepper, ginger, cassava, carrots; perennial: e.g.: orange, cocoa, apple, avocado, rubber, oil palm. Classification crops based on their morphology: dicotyledonous crops: e.g.: all legumes, pepper, carrot and all perennial fruit crops. Monocotyledonous crops: e.g.: all cereals; difference between monocotyledonous and dicotyledonous crops, terminologies used in crop production, agronomic or cultural activities; cultivars / varieties; mulching; seed rate; supplying; thinning; weeding; nursery; transplanting; mulching/ shading; staking; pruning; pest; furrow; area of a farmland; plant population; planting population / planting distance / on the row / between row; insitu planting. Crop protection:., weeds, and weeds control; pests of crops and control; diseases of crops.

Learning and Teaching Strategies/Activities

Online forums and chats (virtual), lectures, tutorials, and practical gardening activities.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title: Agriculture Education 2B	
Module Code	E3622IA
NQF Level	6
Notional Hours	180
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	18
(Co-requisites)	Agriculture Education 2A
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose The purpose of this module is to equip students with advance professional and technical competences needed to function effectively.	
Overarching Learning Outcome	
Students will be able to acquire knowledge on plant anatomy and physiology and apply various teaching methods in agriculture lessons.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Apply knowledge of plant anatomy and physiology. 2. Discuss the principles of plant growth. 3. Draft a report on plant breeding. 4. Analyse land reclamation protocols in Namibia. 5. Discuss the concept of forest management. 6. Evaluate the impact of deforestation on agriculture. 7. Apply different methods for the teaching of agriculture in primary schools.	

Module Content

Plant anatomy and physiology: principles of plant growth: Plant breeding (genetics): Land reclamation: Forest Management: deforestation: teaching methods used in agriculture: qualities of an agriculture science teacher; assessments; scheme of work; lesson plan and preparation.

Learning and Teaching Strategies

Online fora and chats (virtual), assignments, note-taking, and referencing and research project, Lectures, tutorials and practical gardening activities.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

PART B: MODULE DESCRIPTOR:	
Module Title:	Agriculture Education 3
Module Code	E3773IA
NQF Level	7
Notional Hours	320
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	32
(Co-requisites) Prerequisite	<i>Agriculture Education 2A and 2B</i>
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
Module Purpose	
The purpose of this module is to train students to acquire content knowledge, agricultural economics, and positive attitude in caring for farm animals in Namibia such as cattle, goats, and sheep.	
Overarching Learning Outcome	
Students will be able to instil in their learner's knowledge of different farm animals found in Namibia and value of livestock nutrition and evaluate the importance of agricultural economics and extension.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Identify different farm animals. 2. Apply knowledge and understanding of the anatomy and physiological processes of farm animals. 3. Discuss the livestock production systems, health, and nutrition. 4. Distinguish between livestock breeding, pasture, and range management. 5. Analyse the role of marketing in range management. 6. Design Teaching Aids and assessment tasks in Agriculture Education. 7. Evaluate the basic economic principles in agriculture. 8. Apply knowledge of agricultural technology/farm mechanisation and technology. 9. Discuss the importance of biotechnology. 10. Justify the role of agricultural market and extension.	

Module Content

Different farm animals found in Namibia: principles of livestock production; livestock anatomy and physiology; digestive system (ruminant and non-ruminant animals); livestock production systems (beef, dairy, mutton, poultry, pig, goat); reproductive system in farm animals; livestock nutrition: livestock breeding (monohybrid inheritance; selection; livestock diseases; pasture and range management: beef cattle- breeds, characteristics of beef cattle, handling of beef cattle, role of beef cattle, recording keeping and marketing. Teaching Aids and Assessment Tasks: Design an interactive poster; develop games for use in an agriculture classroom, create a worksheet as a reinforcement task in class, create an objective test after end of a topic.

Agricultural economics and extension: basic economic principles; farm management; farm budgeting; farm records and accounts; agricultural marketing; agricultural extension; Agricultural technology: farm mechanisation; farm tools and machinery; water supply systems and maintenance; technology and introduction to biotechnology.

Learning and Teaching Strategies/Activities

Online forums and chats forums (virtual), lectures and tutorials.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40% (100 marks duration of 3 hours)

B.3.2 BACHELOR OF EDUCATION (UPPER PRIMARY) (HONOURS) (10BEUP) (Phasing out, No New-intake in 2026)
B.3.2.1 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			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)
Sports Organisation and Administration	MPD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite MU3702 (Educational Management)
Arts and Culture Development and Organisation	LID 3880	6 for 7 weeks + 1hp	8	(12)	60 % in Pre-requisite MU3702 (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			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)
Sports 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	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	6 for 7 weeks + 1hp		(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.

B.3.2.2 COURSE DESCRIPTORS

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, C 11, C 12*)
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, C 10, C 11, C 12*, 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 and1B)	
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:	1 st 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 and 1B)
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 student 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 week	every	5	(16)	None	
SEMESTER 2							
Integrated Natural Science and Health Education 1	MSU 3510	4+2hp week	every	5	(16)	None	
YEAR 2							
SEMESTER 1							
Integrated Natural Science and Health Education 2	MSU 3610	4+2hp week	every	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 week	every	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 week	every	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 week	every	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 ad 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

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 ia an integral part of the course.

ELECTIVE

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 2nd 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, C 10, C 11, C 12, C 14, C 15, C 16, 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 + 1 hp 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 + 1 hp 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).

B.4.1 BACHELOR OF EDUCATION IN SECONDARY EDUCATION HONOURS (LEVEL 8) DEGREE (91BESS)**B.4.1.1 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.

B.4.1.2 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.

B.4.1.3 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.

B.4.1.4 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, Rumanjo, 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.

B.4.1.5 ARTICULATION OPTIONS

Students may articulate into relevant postgraduate diplomas and masters' programmes for examples, master's degree in education.

B.4.1.6 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.

B.4.1.7 QUALITY ASSURANCE ARRANGEMENTS-MORE DETAILS

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

B.4.1.8 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.

B.4.1.9 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.

B.4.1.10 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 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 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 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 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 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 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 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 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 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 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 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 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 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 2 nd year credits.
2. English and Oshindonga	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 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 2 nd year credits.
3. English and Oshikwanyama	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 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 2 nd year credits.
4. English and French	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 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 2 nd year credits.
5. English and German	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 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 2 nd year credits.
6. English and Portuguese	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 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 2 nd year credits.
7. English and Khoekhoegowab	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 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 2 nd year credits.
8. English and Otjiherero	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 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 2 nd year credits.
9. English and Setswana	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 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 2 nd year credits.
10. English and Silozi	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 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 2 nd year credits.

11. English and Thimbukushu	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 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 2 nd year credits.
12. English and Rukwangali	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 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 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 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 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 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 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 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 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 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 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: (50 Credits). Students are allowed to advance to the 3 rd year provided they do not carry more than 48 credits of 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 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 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 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 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 2 nd year credits.
6. Biology 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	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

	provided they do not carry more than 48 credits of 2 nd year credits.	do not carry more than 40 credits of 2 nd year credits.
7. 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 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 2 nd year credits.
8. 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 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 2 nd year credits.

Year 3 to Year 4: All second- and third-year credits / All second-year credits and at least 120 – 130 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%.

B.4.1.11 REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 500 – 577, and who have met the requirements of the programme.

B.4.1.12 CURRICULUM FRAMEWORK

NORMAL ENROLLMENT MODE

YEAR 1

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 1 Core Semester (5-6 weeks)						
U3403FS	Skills Portfolio	4	0	2L/w	None	C
U3583AL	Academic Literacy I	5	8	4L/w	None	C
U3583DD	Digital Literacy	5	8	2L/w	None	C
U3420EM	Ethics and Morality	4	2	2L/w	None	C
U3420SE	Sustainability and Environmental Awareness	4	2	2L/w	None	C
School Specific Core						
E3540CH	Humanity and Compassion	5	4	2L/w	None	C
Total Credits Core Semester						24
Year 1 Semester 1						
(see list of codes for subject combinations)	School Subject. 1 A	5	12(14)	4L + 1T/w (4L + 3P/w)	None	C
(see list of codes for subject combinations)	School Subject. 2 A	5	12(14)	4L /w (4L + 3P/w)	None	C

subject combinations)						
(see list of codes for subject combinations)	School Subject. 2 B	1	5	12(14)	4L + 1T/w (4L + 3P/w)	None C
E3511IB	Becoming a Teacher		5	12	4L/w	None C
Total Credits Semester 1						48 – 54
Year 1 Semester 2						
(see list of codes for subject combinations)	School Subject. 1 A	1	5	12(14)	4L + 1T/w (4L + 3P/w)	School Subject. 1 A Pre-requisite C
(see list of codes for subject combinations)	School Subject. 1 B	1	5	12(14)	4L/w (4L + 3P/w)	School Subject. 2 1 A Pre-requisite C
(see list of codes for subject combinations)	School Subject. 2 A	1	5	12(14)	4L/w (4L + 3P/w)	School Subject. 2 1 Pre-requisite C
(see list of codes for subject combinations)	School Subject. 2 B	1	5	12(14)	4L/w (4L + 3P/w)	School Subject. 2 1 B Pre-requisite C
E3562AS	Education Sustainability for		5	7	L (4h)/week	None C
Total Credits Semester 2						48 - 56
Total Credits YEAR 1						120 - 134
YEAR 2						
Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 2 Core Semester						
U3683AL	Academic Literacy II	6	8	4L/w	Academic Literacy I	C
U3420CN	National and Global Citizenship	4	2	1L/w		C
U3420RT	Entrepreneurial Skills	4	2	2L/w		C
U3520TH	Introduction to Critical Thinking	5	2	1L/w	None	C
School Electives (Student choose one of the two)						
E3600CA	Aesthetics and Creativity	6	6	2L/w	None	E
E3600CM	Multicultural Studies	6	6	2L/w	None	E
Total Credits Core Semester						20

Year 2 Semester 1							
(see list of codes for subject combinations)	School Subject. 1 2A	6	14 (16)	4L/w (4L + 3P/w)	Sch. Subj 1 1B Pre-requisite	C	
(see list of codes for subject combinations)	School Subject. 1 2B	6	14 (16)	4L/w (4L + 3P/w)	Sch. Subj 1 1B Pre-requisite	C	
(see list of codes for subject combinations)	School Subject. 2 2A	6	14 (16)	4L/w (4L + 3P/w)	School Subject. 2 1B Pre-requisite	.C	
(see list of codes for subject combinations)	School Subject. 2 2B	6	14 (16)	4L/w (4L + 3P/w)	School Subject. 2 1B Pre-requisite	.C	
E3651AL	Learner and Learning Environment	6	16	4L/w	None	C	
Total Credits Semester 1						56 – 62	
Year 2 Semester 2							
(see list of codes for subject combinations)	School Subject. 1 2C	6	14 (16)	4L/w (4L + 3P/w)	School Subject. 1 2A Pre-requisite	C	
(see list of codes for subject combinations)	School Subject. 2 2C (see list of codes for subject combinations)	6	14 (16)	4L/w (4L + 3P/w)	School Subject. 2 2B Pre-requisite	C	
E3612CI	Information Communication Technology (ICT) in Teaching and Learning	6	16	4L/w (4L+3p/w)	None	C	
E3622CP	Teaching Practicum Preparation	6	8	2L/w	None	C	
Total Credits Semester 2						52 – 56	
Total credits YEAR 2						128 – 138	
YEAR 3							
Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)	
Year 3 Core Semester							
U3420PJ	Project Management Skills	5	2	2L/w		C	
E3780AP	Project Based Learning	7	8	2h/w		C	
(see list of codes for Teaching Practicum I)	Teaching Practicum I	7	36	L+P (360h) to continue for 6 weeks in semester 1 of year 3	Teaching Practicum Preparation	C	

Total Credits for Core Semester						46
Year 3 Semester 1						
(see list of codes for subject combinations)	School Subject 1	7	16(18)	4L/w (4L + 3P/w)	School Subject. 1 3A Pre-requisite	C
(see list of codes for subject combinations)	School Subject 2	7	8 (9)	2L/w (2L + 1P/w)	School Subject. 2 3A Pre-requisite	C
E3763AR	Educational Research	7	16	2L/w	None	C
(See list of subject combinations)	Teaching Methodology of school Subject1	7	9	2L + 2P /w	School Subject. 1 (Co-requisite)	C
(See list of subject combinations)	Teaching Methodology of school Subject 2	7	9	2L + 2P/w	School Subject. 2 (Co-requisite)	C
Total Credits Semester 1						58 – 61
Year 3 Semester 2						
(see list of codes for subject combinations)	School Subject 1	7	16(18)	4L/w (4L + 3P/w)	School Subject 1 in semester 1, Year 3 Pre-requisite	C
(see list of codes for subject combinations)	School Subject 2	7	8 (9)	2L/w (2L + 1P/w)	School Subject 2 in semester 1, Year 3 Pre-requisite	C
(See list of subject combinations)	Teaching Methodology of school Subject1	7	9	2L + 2P/w	School Subject. 1 (Co-requisite)	C
(See list of subject combinations)	Teaching Methodology of school Subject 2	7	9	2L + 2P/w	School Subject. 2 (Co-requisite)	C
E3763AR	Educational Research	7	16	2L/w	None	C
E3742AI	Inclusive Responsive Teaching	7	8	2L/w	None	C
Specialisation studies: (Students choose one area of specialisation)						
E3762AL	School Leadership and Management I	7	8	4L/w	Learners and learning Environment Pre-requisite	E
E3762AT	Educational Technology I	7	8	4L/w	None	E
E3762AM	Mathematics Education I Only for Mathematics Major students	7	8	4L/w	Mathematics 2B school subject Pre-requisite	E
E3752CA	Arts Management I	7	8	4L/w	None	E
E3762AS	Science Education I	7	8	4L/w		E

	Only for SCIENCE Major students					
E3762AI	Life Skills and Inclusive Education I	7	8	4L/w	None	E
E3762IP	Sports Management I <i>(This module is a school subject in the Combination of Biology and Physical Education only)</i>	7	8	4L/w	Physical and Sport Education Pre-requisite <i>(This module is a school subject in the Combination of Biology and Physical Education)</i>	E
E3762AC	Curriculum Studies I	7	8	4L/w	None	E
Total Credits Semester 2						74 – 77
Total credits YEAR 3						178 -184
YEAR 4						
Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 4 Core Semester (5-6 weeks)						
E3880AP	Educational Research Proposal	8	14	4L/w	Education Research Pre-requisite	C
U5880QD	Design Thinking	8	8	2L/w	None	C
U3520LP	Leadership Skills	5	2	2L/w	None	C
Total Credits Semester 0						24
Year 4 Semester 1						
E3843AR	Educational Research Project	8	8	2L/ w	Educational Research Proposal Co-Requisite	C
(see list of codes for Teaching Practicum II)	Teaching Practicum II	8	36	360h	Teaching Practicum I Pre-requisite Teaching Methodology of school Subject 1 & 2 Pre-requisite	C
Total Credits Semester 1						44
Year 4 Semester 2						
E3843AR	Educational Research Project	8	8	2L/w	Research Proposal (Co-requisite)	C
E3822AS	Comprehensive Sexuality Education	8	9	2L/w	None	C
E3802AP	School and Community	8	9	2L/w	None	C

E3842IT	Teaching and Learning Resources	8	9	2L/w	None	C
Specialisation Electives (a student should select one area of specialisation from the modules below): <i>Stick to what you take in the third year</i>						
E3852AL	School Leadership and Management II	8	18	4L +1T/w	School Leadership and Management I Pre-requisite	E
E3852AT	Educational Technology II	8	18	4L +1T/w	ICT in Teaching and Learning Pre-requisite	E
E3852AI	Life skills and Inclusive Education II	8	18	4L +1T/w	Life skills and Inclusive Education I Pre-requisite	E
E3852AM	Mathematics Education II	8	18	4L +1T/w	Mathematics Education I Pre-requisite	E
E3852CA	Arts Management II	8	18	4L +1T/w	Arts Management I Pre-requisite	E
E3852AS	Science Education II	8	18	4L +1T/w	Science Education II Pre-requisite	E
E3852AC	Curriculum Studies II	8	18	4L +1T/w	Curriculum Studies I Pre-requisite	E
E3852IP	Sports Management II	8	18	4L +1T/w	Sports Management I Pre-requisite	E
Total Credits Semester 2						53
Total credits YEAR 4						121
Total Credits for Programme						547 – 577

B.4.1.13 SCHOOL SUBJECT COMBINATIONS AND CAMPUSES WHERE IT IS 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 Campus
SCIENCES GROUPING		
91BEBA	Biology & Agriculture	Katima Mulilo , Main Campus & Hifikepunye Pohamba Campus
91BEMP	Mathematics & Physics	Katima Mulilo, Main Campus & Hifikepunye Pohamba Campus
91BEMC	Mathematics & Chemistry	Main Campus & Hifikepunye Pohamba Campus
91BEBM	Biology & Mathematics	Katima Mulilo Campus, Main Campus & Hifikepunye Pohamba Campus
91BEMU	Mathematics & Computer Science	Main Campus
91BEEC	Biology & Chemistry	Main Campus & Hifikepunye Pohamba Campus
91BEHH	Biology and Home Economics	Main Campus
91BEBP	Biology and Physical Education	Main Campus & Hifikepunye Pohamba Campus
HUMANITIES GROUPING		
SOCIAL SCIENCE		
91BEHG	History & Geography	Main Campus & Rundu Campus
LANGUAGES		
91BEEW	English & Oshikwanyama	Main Campus & Hifikepunye Pohamba Campus
91BEEA	English & Afrikaans	Main Campus
91BEEH	English & Otjiherero	Main Campus
91BEEO	English & Oshindonga	Main Campus & Hifikepunye Pohamba Campus
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
91BEEM	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					
Code	Course Title	NQF level	Credits	Contact hours per week (L / P / T)	Co-/Pre-requisite
U3420EM	Ethics and Morality	5	4		None
U3420SE	Sustainability and Environmental Awareness	5	4		None
School electives					
E3540EC	Ethics and Diversity	5	4		None
E3540CH	Humanity and Compassion	5	4		None
YEAR 2					
Core Semester (5-6 weeks)					
Core electives					
Code	Course Title	NQF level	Credits	Contact hours per week (L / P / T)	Co-/Pre-requisite
U3420CN	National Global Citizenship	6	2		None
U3420RT	Entrepreneurship	6	2		None
U3520TH	Critical Thinking		2		None
School electives					
E3600CA	Aesthetics and Creativity	6	2		None
E3600CM	Multiculturalism Studies	6	2		None
YEAR 3					
Core Semester (5-6 weeks)					
Code	Course Title	Credits	NQF level	Contact hours per week (L / P / T)	Co-/Pre-requisite
U3480PJ	Project Management	7	8		
U3780AP	Project Based Learning	7	8		
E3770	Teaching Practicum I	7	36	12weeks (120 notional hours)	
Semester 2					
Specialisation (electives)					
Code	Course Title	Credits	NQF level	Contact hours per week (L / P / T)	Co-/Pre-requisite
E3712AL	School Leadership and Management I	16	7	4L/w	The learning environment Pre-requisite
E3712AT	Educational Technology I	16	7	4L/w	ICT in Teaching and Learning Pre-requisite
E3712AM	Mathematics Education I	16	7	4L/w	Mathematics 3B Pre-requisite
E3712AC	Curriculum Studies I	16	7	4L/w	Curriculum and planning Pre-requisite
E3712AI	Life Skills and Inclusive Education I	16	7	4L/w	Inclusive responsive teaching Pre-requisite
E3712IP	Sports Management I	16	7	4L/w	Learner and Learning Environment and

					Physical and Sports education 2 E3622IP Pre-requisites
YEAR 4					
Core Semester (5-6 weeks)					
Core electives					
Code	Course Title	Credits	NQF level	Contact hours per week (L / P / T)	Co-/Pre-requisite
E3870AP	Educational Research Proposal	14	8	L(2h/w)	Educational Research 3B Pre-requisite (C)
E3860AT	Design Thinking		8	L(2h/w)	(C)
	Teaching Practicum II (code listed on page on the next page)	36	8		
Semester 2					
(Specialisation electives)					
Code	Course Title	Credits	NQF level	Contact hours per week (L / P / T)	Co-/Pre-requisite
E3852AL	School Leadership and Management II	18	8	4L+1T/w	School Leadership and Management I Pre-requisite
E3852AT	Educational Technology II	18	8	4L+1T/w	Educational technology I Pre-requisite
E3852AM	Mathematics Education II	18	8	4L+1T/w	Mathematics 3B Pre-requisite
E3852AC	Curriculum Studies II	18	8	4L+1T/w	Curriculum Studies I Pre-requisite
E3852AI	Life Skills and Inclusive Education II	18	8	4L+1T/w	Life Skills and Inclusive Education I Pre-requisite
E3851IP	Sport Organisation II	18	8.	4L+1T/w	Sports Organisation II Pre-requisite

LIST OF CODES FOR TEACHING PRACTICUM I IN SCHOOL SUBJECTS

Code	School subject combination	Credits
E3731AA	Accounting / Business Studies	36
E3731ET	Accounting / Economics	36
E3751AE	Accounting / Entrepreneurship	36
E3751AB	Economics / Business Studies	36
E3731EE	Economics and Entrepreneurship	36
E3771AB	Business Studies / Entrepreneurship	36
E3731EB	Biology /Chemistry	36
E3751EB	Biology / Physical Education	36
E3731AB	Biology / Agriculture	36
E3711AB	Biology/ Home Economics	36
E3771EB	Mathematics / Biology	36
E3751EM	Mathematics / Physics	36
E3731AC	Mathematics / Chemistry	36
E3731EC	Mathematics / Computer Science	36
E3711AP	Physics / Computer Science	36
E3731AG	History / Geography	36
E3731EA	English / Afrikaans	36
E3771AO	English / Oshindonga	36
E3771AW	English / Oshikwanyama	36
E3771EP	English / Portuguese	36
E3771AR	English / Rumanyo	36
E3771EF	English / French	36
E3731EG	English / German	36
E3731AK	English / Khoekhoegowab	36
E3731ES	English / Silozi	36
E3751AO	English / Otjiherero	36
E3751ER	English / Rukwangali	36
E3751ET	English / Timbukushu	36
E3771AS	English / Setswana	36
E3771ES	English / Namibian Sign Language	36
E3711AJ	English / Ju!'Hoansi	36

LIST OF CODES FOR TEACHING PRACTICUM II IN SCHOOL SUBJECTS

Code	School subject combination	Credits
E3831AE	Accounting / Economics	36
E3851AE	Accounting / Entrepreneurship	36
E3831AX	Economics and Entrepreneurship	36
E3871AB	Business Studies / Entrepreneurship	36
E3831AA	Accounting / Business Studies	36
E3851AB	Economics / Business Studies	36
E3831AB	Biology / Agriculture	36
E3831AM	Mathematics / Physics	36
E3811AP	Physics / Computer Science	36
E3831AC	Mathematics / Chemistry	36
E3811AB	Mathematics / Biology	36
E3851AP	Biology / Physical Education	36
E3851AC	Mathematics / Computer Science	36
E3871AC	Biology /Chemistry	36
E3851AH	Biology/ Home Economics	36
E3831AG	History / Geography	36
E3811AW	English / Oshikwanyama	36
E3811AO	English / Oshindonga	36
E3811AA	English / Afrikaans	36
E3811AH	English / Otjiherero	36
E3811AK	English / Khoekhoegowab	36
E3811AF	English / French	36

E3811AS	English / Setswana	36
E3811AG	English / German	36
E3811AP	English / Portuguese	36
E3811AZ	English / Silozi	36
E3811AN	English / Namibian Sign language	36
E3811AT	English / Timbukushu	36
E3811AR	English / Rukwangali	36
E3811AM	English / Rumanyo	36
E3811AJ	English / Ju!'hoansi	36

LIST OF TEACHING METHODOLOGIES OFFERED IN THE B. Ed

Code	Course	Credits
E3703AZ	Teaching Methods of Setswana	18
E3703AA	Teaching Methods of Accounting	18
E3703EB	Teaching Methods of Biology	18
E3703AC	Teaching Methods of Computer Studies	18
E3703AD	Teaching Methods of Home Economics	18
E3703AE	Teaching Methods of English	18
E3703AF	Teaching Methods of French	18
E3703AG	Teaching Methods of Geography and Development Studies	18
E3703EG	Teaching Methods of Agriculture	18
E3703AH	Teaching Methods of Economics	18
E3703AI	Teaching Methods of Afrikaans	18
E3703AB	Teaching Methods of Business Studies	18
E3703AJ	Teaching Methods of Ju!'Hoansi	18
E3703AL	Teaching Methods of Physical Education	18
E3703AM	Teaching Methods of German	18
E3703AO	Teaching Methods of Otjiherero	18
E3703AP	Teaching Methods of Portuguese	18
E3703AQ	Teaching Methods of Arts	18
E3703AR	Teaching Methods of Rukwangali	18
E3703AS	Teaching Methods of Namibian Sign Language	18
E3703AT	Teaching Methods of Chemistry	18
E3703ET	Teaching Methods of Mathematics	18
E3703AU	Teaching Methods of Thimbukushu	18
E3703AV	Teaching Methods Entrepreneurship	18
E3703AW	Teaching Methods of Oshikwanyama	18
E3703AX	Teaching Methods of Rumanyo	18
E3703AY	Teaching Methods of Physics	18
E3703AZ	Teaching Methods of Silozi	18
E3703GH	Teaching Methods of History	18
E3703HA	Teaching Methods of Oshindonga	18
E3703AK	Teaching Methods of Khoekhoegowab	18

B.4.1.14 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)
Calculus I	S3511MC	4L 2T	5	12		C
Linear Algebra I	S3511ML	4L 2T	5	12		C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Calculus II	S3512MC	4L2T	5	12		C
Sets and Logic	S3512MS	4L 2T	5	12	None	C
Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Statistics and	E3651AP	4L 1T	6	14		C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Mathematical	S3612MA	4L +1T	6	14	S3512MC	C
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Set theory	S3701MS	4L +1T	7	16	S3512MS	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Complex Function	S3712MF	4L +1T	7	16	S3612MA	C
				110		

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	
General Physics II	S3512PG	4L + 3P + 1/2T	5	14	None	C
Introductory Analytical and Organic Chemistry	S3532CG	4L + 3P	5	14	None	C
Year 2						
Semester 1						

Course	Code	Periods	Level	Credits	Pre-requisite	
Waves and Optics	S3611PW	4L + 3P	6	16	(S3511PG: General Physics I, S3512PG: General Physics II)	C
Electronics	S3611PE	4L + 3P	6	16	S3512PG: General Physics II)	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Dynamics	S3612PD	4L + 3P	6	16	(S3511PG: General Physics I, S3512MC: Calculus II)	C
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Modern Physics	S3711PM	4L + 3P	7	18	S3611MC: Calculus III	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Thermal Physics	S3702PT	2L + 11/2P	7	9	None	C
				101		

Chemistry

Year 1						
Semester 1						
Course	Code	Periods	NQA Level	Credits	Pre-requisite	Compulsory/Elective
Introductory Physical and Inorganic Chemistry	S3531CG	4L + 1P	5	14	None	C
General Physics I	S3511PG	4L + 3P + ½T	5	14	None	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Introductory Analytical and Organic Chemistry	S3532CG	4L + 1P	5	14	None	C
Laboratory Techniques and Skills	S3532CP	4L + 1P	5	14	None	C
Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Analytical Chemistry I	S3631CA	4L + 1P	6	16	S3531CG and S3532CG	C
Organic Chemistry I	S3631CO	4L + 1P	6	16	S3531CG and S3532CG	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Physical Chemistry I	S3632CP	4L + 1P	6	16	S3532CG, S3511PG and S3511MC	C
Inorganic Chemistry I	S3632CI	4L + 1P	6	16	S3531CG and S3532CG	C
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Organic Chemistry II	S3731CO	4L + 1P	7	18	S3631CO	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Industrial Chemistry for Educators	E3732CY	4L + 1P	7	18	None	C

	156	

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
Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Object-Oriented Programming	E3631AI	4L+3P	6	16	E3522AP	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Programming Design and Development	E3642AD	4L+3P	6	8	E3522AP	C
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Data Presentation and Algorithms	E3731AD	4L+3P	7	18	E3632AO	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Data Organisation and Processing	E3712AO	4L+3p	7	18	None	C
				102		

Agriculture

Year 1						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
General Agriculture	E3551AA	4L+3P	5	14	None	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Basic Soil Science	E3512AS	4L+3P	5	14	None	
Agricultural Technology	E3512AT	4L+3P	5	14	None	
Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Agriculture Economics and Extension	E3631AE	4L+3P	6	16	None	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Crop Production	E3632AC	4L + 3P	6	18	None	

Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Livestock Husbandry	E3751AH	4L+3P	7	18	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Community-Based Natural Resource Management	E3752AN	4L + 3P	7	14	None
				108	

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
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Climatology	S5512EC	4L,2P	5	14	None
Geomorphology	S3512VG	4L,2P	5	14	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Settlement Geography	E3632AS	4L,2P	6	16	
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Population and Demographic Geography	E3711AD	4L,2P	7	18	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Social and Cultural Geography	E3712EC	4L,2P	7	18	None
				122/156	

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

Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Household Management II	AC3611E	4L	6	16	None	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Principles of Food Preparation I	AC3612E	4L+1P	6	16	None	
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Principles of Food Preparation II	AC3713E	2L+1P	7	18	AC3612E	
Nutrition and Wellness	AC3733E	2L	7	18	AC3512E	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
				106		

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
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Anatomy and Physiology	AB3611E	4L+1P	6	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Motor Learning and Motor Development	AB3612E	4L+1P	6	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Sport Science	AB3711E	4L+1P	7	18	AB3611E
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Movement Skills II Applied Human Movement And Sport Science	AB3712E	4L+1P	7	18	AB3612E
				110	

Year 1						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Foundations of Biochemistry and Biology	S3511BB	4L+3P	5	14	None	C
Introductory Physical and Inorganic Chemistry	S3531CG	4L+3P	5	14	None	E

or Introduction to Ecology [For the Bio and Chem]	S3511EE					
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Diversity of Life	S3512ED	4L+3P	5	14	None	C
Introduction to Genetics	S3502TM	2L+1/2P	5	7	None	C
Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre/CO-requisite	
Structural Biochemistry	S3611BB	4L	6	14	S3511BB	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre/CO-requisite	
Plant form and Function	S3612EP	4+3P	6	16	S3511BB S3512ED	C
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre/CO-requisite	
Immunology and Enzymology	E3771AI	4L + 1/2P	7	17	(S3611BB)	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Animal Physiology	E3762AA	2L	7	8	S3511BB	C
				104		

Humanity, Society, and Development

History

Year 1						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
History, Images, Concepts and tools	H3511HH	4L	5	12	None	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Introduction to Historical Studies	H3532HH	4L	5	12	None	
Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Namibia 19 th /20 Century	H3612HH	4L	6	14	None	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Namibia 1920-1990	E3652HN	4L	6	14	H3612HH	
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
World History 20 th Century	E3751HW	4L	7	16	None	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Themes in South African History	E3712HS	4L	7	16	None	
				84		

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
Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Afrikaans Linguistics	H3613YA	4L	6	14	H3511YA	C
Afrikaans Narratives and Drama	H3633YA	4L	6	14	H3511YA	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Afrikaans Linguistics	H3613YA	4L	6	14	H3511YA	C
Afrikaans Narratives and Drama	H3633YA	4L	6	14	H3511YA	C
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Afrikaans Poetry	H3711YA	4L	7	16	H3511YA	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Applied Linguistics in Afrikaans	H3722YA	2L	7	8	H3511YA, H3532YA and H3611YA	C
				76		

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
Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Intermediate Language Usage	H3611YF	4L	6	14	H3511YF H3532YF	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Advanced Language Usage	H3632YF	4L	6	14	H3511YF or H3532YF	C

Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Basic Linguistics in French	H3701YF	2L	7	8	H3511YA	C
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	Compulsory (C) / Elective (E)
Applied Linguistics in French	H3722YF	2L	7	8	H3511YF or H3532YF plus H3611YF or H3632YF	C
				68		

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
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
English Morphology and Syntax	H3611YE	4L	6	14	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Selection of Drama and Prose in English	H3632YE	4L	6	14	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Creative Writing in English	H3711YE	4L	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in English	H3722YE	2L	7	8	None
				76	

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	
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Khoekhoegowab	H3611YK	4L	6	14	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Khoekhoegowab	H3612YK	4L	6	14	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Khoekhoegowab	H3711YK	4L	7	16	None

Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Applied Linguistics in Khoekhoegowab	H3722YK	2L	7	8	None	
				76		

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 Requirements
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
German writing and presentation	H3611YG	4L	6	14	H3511YG/H3532YG
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
German Literacy Concepts	H3632YG	4L	6	14	H3511YG/H3532YG
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Namibian German Perspectives	H3701YG	2L	7	8	H3532YG, + H3611YG/H3632YG
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in German	H3722YG	2L	7	8	H3532YG, + H3611YG or H3632YG
				68	

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	
Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Intermediate Language Usage in Context	H3611YP	4L	6	14	H3511YP OR H3532YP	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Advanced Language Usage in Context	H3632YP	4L	6	14	H3511YP OR H3532YP	
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Introduction to Literary Analysis	H3711YP	4L	7	16	H3511YP OR H3532YP, H3611YP	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Text Analysis	H3732YP	4L	7	16	H3511YP OR H3532YP, + H3611YP	
				84		

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 Oshindonga or Oral Literature of Oshikwanyama	E3532AO E3532AW	4L	5	12	(Subject specific requirements)
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Oshindonga or Poetry of Oshikwanyama	E3631AO E3631AW	4L	6	14	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Oshindonga or Phonology and Morphology of Oshikwanyama	E3632AO E3632AW	4L	6	14	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Oshindonga or Syntax of Oshikwanyama	E3711AN E3711AK	4L	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in Oshindonga or Applied Linguistics in Oshikwanyama	E3732AO E3732AW	2L	7	8	None
				76	

Otjiherero

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Language and Culture	H3511YH	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
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Otjiherero	H3611YH	4L	6	14	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Otjiherero	H3632YH	4L	6	14	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Otjiherero	H3711YH	4L	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in Otjiherero	H3722YH	2L	7	8	None

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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
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Silozi	E3651AZ	4L	6	14	E3511AZ OR E3531AZ
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Silozi	E3672AZ	4L	6	14	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Silozi	E3711AZ	4L	7	16	E3672AZ
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in Silozi	E3732AZ	4L	7	8	E3711AZ
				76	

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
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Setswana	E3651AS	4L	6	14	E3511AS OR E3531AS
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Setswana	E3672AS	4L	6	14	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Setswana	E3711AS	4L	7	16	E3672AS
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in Setswana	E3732AS	4L	7	8	E3711AS
				76	

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

Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Poetry of Thimbukushu	E3651AT	4L	6	14	E3511AT OR E3531AT	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Phonology and Morphology of Thimbukushu	E3672AT	4L	6	14	None	
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Syntax of Thimbukushu	E3711AT	4L	7	16	E3672AT	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Applied Linguistics in Thimbukushu	E3732AT	4L	7	8	E3711AT	
				76		

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
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Rukwangali	E3651AR	4L	6	14	E3511AR OR E3531AR
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Rukwangali	E3672AR	4L	6	14	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
SYNTAX OF RUKWANGALI	E3711AR	4L	7	16	E3672AR
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in Rukwangali	E3732AR	4L	7	8	E3711AR
				76	

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	
Year 2						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Poetry of Rumanyo	E3651AM	4L	6	14	E3511AM OR E3531AM	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Phonology and Morphology of Rumanyo	E3672AM	4L	6	14	None	
Year 3						
Semester 1						
Course	Code	Periods	Level	Credits	Pre-requisite	
Syntax of Rumanyo	E3711AM	4L	7	16	E3672AM	
Semester 2						
Course	Code	Periods	Level	Credits	Pre-requisite	
Applied Linguistics in Rumanyo	E3732AM	4L	7	8	E3711AM	

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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)
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Namibia Sign Language	H3611YQ	4L	6	14	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Namibian Sign Language	H3632YQ	4L	6	14	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Namibian Sign Language	H3711YQ	4L	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in Namibian Sign Language	H3722YQ	2L	7	8	None
				76	

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	E3532AJ	4L	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Poetry of Ju!'hoansi	E3651AJ	4L	6	14	E3511AJ OR E3531AJ
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Ju!'hoansi	E3672AJ	4L	6	14	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Syntax of Ju!'hoansi	E3711AJ	4L	7	16	E3772AJ
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in Ju!'hoansi	E3732AJ	4L	7	8	E3711AJ
				76	

Faculty of Law, Commerce, and Governance

Business Studies

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Principles of Accounting	C2531FF	4h/w	5	12	None
Business Analytics	G3571MA	4h/w	5	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Principles of Management	G3572MP	4h/w	5	12	None
E-Commerce	G3572MC	4h/w	5	12	None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Organisational Behaviour A	G3661MO	4h/w	6	14	None
Business Research Methodology	G3762MR	4h/w	6	14	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Entrepreneurship	G3661ME	4h/w	6	14	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Marketing Management A	G3761MM	2h/w +2h tutorials/w	7	8	G3661MO/ G3662MO
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Marketing Management B	G3762MM	2h/w + 2h tutorial/w	7	8	Co-requisite G3761MM
				106	

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
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 2	C3613FF	4h/w/1t	6	14	C3511FF and C3512FF
Managerial Accounting 1	C3613FM	4h/w/1t	6	14	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 2	C3613FF	4h/w/1t	6	14	C3511FF and C3512FF
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 3	C3713FF	4h/w/1t	7	16	C3613FF
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 3	C3713FF	4h/w/1t	7	16	C3613FF
				110	

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
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Intermediate Microeconomics 2	G3611EA	4h/w	6	14	G3512EA
Intermediate Macro Economics 2	G3611EB	4h/w	6	14	G3511EB
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Intermediate Microeconomics 2	G3612EA	4h/w	6	14	G3611EA/G3611EB
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
International Economics	G3711EI	4h/w	7	16	3612EA/ 3612EB
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Economics	G3712EF	4h/4	7	16	3612EA/3612EB
				110	

Entrepreneurship

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Principles of Financial Accounting	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 or Creative and Innovative Entrepreneurial Ventures (for students taking Business Studies and Entrepreneurship)	G3572MC E3572AI	4h/w 4h/w	5 5	12 12	None None
Business Management or Foundation of Entrepreneurship (for students taking Business Studies and Entrepreneurship)	G2572DM E3572AE	2 h/w 2 h/w	5 5	6 6	None None
Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Business Law and Ethics	G3661ML	2h/w 2Tutorials p/w	6	8	None
Organizational Behaviour A or Organisational Management (for students taking Business Studies and Entrepreneurship)	G3661MO G2671DO	4h/w 4h/w	6 6	14 14	None None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Wealth Creation Entrepreneurship	G2662NW	2h/w 2Tutorials p/w	6	8	None

Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Operations Management A (only compulsory for students majoring in Business Studies and Entrepreneurship)	G3761MO	2h/w2 tutorials per week for 14 weeks	7	8	None
OR					
Marketing Management A (Students having other subject combinations (other than Business Studies), with Entrepreneurship can take this option)	G3761MM	2h/w2 tutorials per week for 14 weeks	7	8	Pre-requisites G3661MO
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Operations Management B (Compulsory for students majoring in Business Studies and Entrepreneurship only)	G3762MO	2h/w2 tutorials per week for 14 weeks	7	8	Co-requisites G3761MO
OR					
Marketing Management B (Students having subject combinations with Entrepreneurship can take this option)	G3762MM	2h/w2 tutorials per week for 14 weeks	7	8	Co-requisites G3761MM
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**B.4.1.15 COURSE DESCRIPTORS (SYLLABI) : BACHELOR OF EDUCATION IN SECONDARY
YEAR 1**

(See framework from serving school: Humanities, Commerce, Allied Health & Sciences)

PART B: MODULE DESCRIPTOR:	
Module Title: Ethics and Diversity Studies	
Module Code	E3540CE
NQF Level	5
Notional Hours	20
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	2
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	Core Semester 1
Module Purpose	
The purpose of this module is to expand students horizon on how various religions, especially African Traditional Religions, cultures and philosophies inform ethics and moral paradigms. The current module is intentionally developed to promote certain social values, for example, tolerance, respect, and co-existence needed to contribute to a more coherent society.	
Overarching Learning Outcome	
Student will be able to evaluate the role religious, non-religious, cultural and philosophical thought frameworks play in moral and social development.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Apply knowledge about ethics to different learning contexts. 2. Develop critical thinking problem solving skills in social, moral, emotional, and cognitive engagements. 3. Evaluate views of religious and non-religion perspectives of ethics and generate positive inclusive positive values. 4. Apply various methods to help learners develop constructive social values needed in the making of a functional civil society. 5. Dramatize ways to promote tolerance and respect of diverse religious, ethical and cultural views. 6. Analyse African value systems and encourage learners to embrace the positive aspects.	

Module Content

Ethics: meaning, types, dilemma; Critical thinking and problem-solving skills: social, moral, emotional and cognitive engagements; religious and non-religion perspectives: views of religious Perspectives; views of non-religion perspectives; ethics; positive inclusive positive values; African value systems: constructive social values; promotion of African value; encourage positive aspects: methods to help learners develop constructive social values.

Learning and Teaching Strategies/Activities

Lectures, demonstrations, role plays, presentations, projects, videos, article analysis.

Student Assessment Strategies

- Continuous assessment, 60%
- Projects, tests, assignments
- Examination, 40%

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 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.	
Overarching Learning Outcome	
Students will be able to apply relevant skills about how humanness and compassion drives human beings' personal experiences, doing good acts towards fellow human beings and attitudes to cultivate meaning in life.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the meaning of humanity and compassion and explore how compassion is good for us health and for the world. 2. Explain the relationship between humanity and compassion. 3. Describe the key value of compassion. 4. Explore and employ appropriate conducts which will model our young generation to have good morals and values. 5. Explain matters of the heart and embrace common humanity benefits. 6. Discuss how to build and increase humanness and compassion qualities for a meaningful existence and civilized society. 7. Evaluate and adopt several life circumstances that improve life qualities positively at different levels.	

Module Content

The meaning of humanity and compassion, the value of compassion, emulating appropriate conducts which ensure humanness, building and increase humanness and compassion qualities, adopting several life circumstances that improve life qualities: equipping students with relevant information that compassion is naturally evolved and adaptive attribute; gathering evidence that without compassion, survival and flourishing of our species would have been doubtful.

Learning and Teaching Strategies/Activities

Surveys, case studies, lectures,

Student Assessment Strategies

Continuous Assessment (CA): 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Becoming a Teacher	
Module Code	E3511IB
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 Purpose	
The purpose of the module is to enable students to acquire knowledge/understanding and skills needed to be an efficient school teacher who is able to handle the 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.	
Overarching Learning Outcome	
Students will be able to apply skills and knowledge to promote learning in Namibian schools.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Identify the roles of a school teacher. 2. Describe the characteristics of an effective school teacher. 3. Discuss how to manage a school classroom, 4. Apply knowledge and skills of time-tabling process, interpreting school curriculum and syllabi. 5. Analyse the characteristics of a school learner. 6. Discuss the concept of reflective teaching in a school setting. 7. Apply and uphold the professional code of conduct for school teachers, 8. Create teaching and learning materials that fits the school learners 9. Apply skills on how to identify, select and organize and sequence teaching and learning experience pertaining to subject specializations.	

Module Content

Roles of a school teacher. Being a school Teacher: Character matters.

managing a school classroom, reasons for becoming a school teacher: The concept teaching: Teaching as a career; Attributes of good teaching; Challenges teachers face in Namibia and in the world.; How can teachers acquire the knowledge they need? Teaching and professionalism. Reflective teaching: Understanding and applying the concept: reflective teaching; reasons for reflecting on practice; Reflective action versus routine action. The learner's practical and emotional needs: Teaching is a two-way process; Teacher-learner relationship and equal opportunities; Classroom management; Discipline and problem-solving; Instruction or facilitation? Emotional intelligence: The concept 'emotional intelligence; The power of managing emotions; Teaching is a work of heart, Passionate teaching; Important domains of emotional intelligence; Relational teaching; Emotional needs in the class.

Learning and Teaching Strategies/Activities

Collaborative learning.: discussions, tutorials, practical application of content; Visits to nearby schools to observe teaching in primary school; Keep a journal for reflections: Growth and development.

Student Assessment Strategies

CA 100%.

Assignments, tests, projects.

Module Title: Academic Literacy IA	
Module Code	U2583AL
NQF Level	5
Notional Hours	80
NQF Credits	8
Prerequisite	None
Contact Hours	Semester 0: 4 hours /week; Semester 1: 2 hours/week Semester 2: 2 hours/week
Compulsory/Elective	Compulsory
Semester Offered	0,1&2
Module Purpose	
The purpose of Academic Literacy IA is to introduce students to sources of information required to contribute to academic discourse to enhance their receptive and productive language skills through exposure to different academic genres.	
Overarching Learning Outcome	
Students should be able to apply information searching techniques with academic skills necessary to fulfil tasks and cope with academic reading, listening, speaking and writing demands at university level.	
Specific Learning Outcomes	
On completing the Module students should be able to:	
1. Identify potential sources of information 2. Articulate the need of information and behavioral approaches. 3. Identify required skillset to solve academic tasks or work. 4. Develop concept mapping and task-based learning themes. 5. Integrate summaries, paraphrases and quotations to avoid plagiarism. 6. Apply features of academic writing and other academic conventions in own writing. 7. Apply patterns of text organization to academic writing. 8. Summarise main ideas or relevant parts of texts. 9. Apply appropriate reading comprehension strategies. 10. Illustrate the correct use of vocabulary and grammar in speaking and writing.	

Module Content

The module will cover study skills, reading (including extensive reading), listening, speaking, writing, referencing, and language usage and text organisation.

Learning and teaching strategies

The course will be facilitated through, but not limited to, the following learning activities:

Blended instruction: Face-to-face and online

Tests and assignments

Tutorials/ Academic support

Presentations

Student assessment strategies

Assessment will be based on Continuous Assessment.

Module Title: Academic Literacy IB	
Module Code	U3583AL
NQF Level	5
Notional Hours	80
NQF Credits	8
Prerequisite	None
Contact Hours	Semester 0: 4 hours /week; Semester 1: 2 hours/week Semester 2: 2 hours/week
Compulsory/Elective	Compulsory
Semester Offered	0,1&2
Module Purpose The purpose of Academic Literacy IB is to introduce students to sources of information and to academic literacy practices in a university setting.	
Overarching Learning Outcome Students should be able to apply information searching techniques with academic skills necessary to fulfil tasks and cope with academic reading, listening, speaking and writing demands at university level.	
Specific Learning Outcomes On completing the Module students should be able to: 1. Articulate the need of information and behavioral approaches. 2. Identify required skillset to solve academic tasks or work. 3. Develop concept mapping and task-based learning themes. 4. Practice academic integrity to avoid plagiarism. 5. Apply features of academic writing and other academic conventions in own writing. 6. Use patterns of text organization to academic writing. 7. Summarise main ideas or relevant parts of texts. 8. Read and critique academic texts. 9. Apply appropriate reading comprehension strategies. 10. Use information from listening materials to complete writing and speaking tasks.	

Module Content

The module will cover study skills, reading, listening, speaking and writing, referencing, language usage and text organisation.

Learning and teaching strategies

The course will be facilitated through, but not limited to, the following learning activities:

- Blended instruction: Face-to-face and online
- Tests and assignments
- Tutorials/ Academic support
- Oral presentations

Student assessment strategies

Assessment will be based on Continuous Assessment.

Module Title: Academic Literacy II	
Module Code	U3683LA
NQF Level	6
Notional Hours	80
NQF Credits	8
Contact Hours	Semester 0: 4 hours/week Semester 2: 2 hours/week
Prerequisite	Academic Literacy I
Compulsory/Elective	Compulsory
Semester Offered	Core Semester, 1&2
Module Purpose The purpose of Academic Literacy II is to enhance students' reading, research, presentation and writing skills as demanded by different university disciplines. The course also aims to develop students' critical and analytical thinking skills.	
Overarching Learning Outcome	

Students will be able to effectively communicate in academic discourse to meet the requirements in their respective academic disciplines.	
Specific Learning Outcomes	
On completing the module students should be able to:	
1.	Apply appropriate receptive and productive skills in various academic discursive modes and situations
2.	Read and interpret specific texts
3.	Critique various types of academic texts for a specific purpose
4.	Synthesise information from different texts into a coherent essay
5.	Summarise and paraphrase texts for academic purposes
6.	Edit and proofread written work using technology
7.	Write for specific purposes
8.	Substantiate arguments
9.	Participate in academic presentations.

Module content

The module is designed for students enrolled in a bachelor's degree, which requires them to do basic research, read and listen to specific academic material, produce specific written texts and give academic presentations. The module thus, focuses on enhancing academic reading, academic vocabulary, writing, listening and speaking.

Learning and teaching strategies/activities

The course will be facilitated through, but not limited to, the following learning activities:

- Blended instruction: Face-to-face and online
- Integrated and/or collaborative instruction
- Tests and assignments, tutorials and presentations

Student assessment strategies

The module will be continuous assessment based.

Assessment will include written tests, individual and group assignments, portfolio assessments and oral presentations.

MODULE DESCRIPTOR	
Module Title: Skills Portfolio	
Module Code	U3403FS
NQF Level	N/A
Notional Hours	N/A
Contact hours	N/A
Additional learning requirements	None
NQF Credits	NCB
Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester, Semesters 1 & 2
Schedule Review Date	TBC
Module Coordinator and Contact Details	Full name, email, and office contact number
Module Purpose	
The purpose of this module is to determine, develop and maintain individual students' academic motivation, needs and strengths for effective learning ensuring academic success.	
Overarching Learning Outcome	
Upon successful completion of this module, students should be able to apply skills relevant to their academic journey at the University in terms of successful attainment of professional and personal goals.	
Specific Learning Outcomes	

On completing the module students should be able to:

1. Apply motivational theories to demonstrate positive attitudes in their professional and academic life.
2. Identify and manage needs and factors that may negatively impact their academic work including the design of action plans to motivate and guide them.
3. Identify and make use of the different learning styles to promote learning in a more efficient manner using various study methods and skills.
4. Manage time effectively
5. Design and make use of various test taking and examination preparation strategies.
6. Identify and use tools to improve and maintain Mental Health and wellbeing.
7. Apply the dynamics of interpersonal communication.
8. Manage their finances.
9. Identify violence as a social problem in the Namibian context to manage and prevent the occurrence thereof in their life.
10. Recognize the importance of skills training and upgrading in career planning and development to improve their classroom experiences.
11. Create a career plan, set clear, realistic and attainable career goals and engage in activities to enhance their CVs.

Module Content

UNIT 1: Academic Planning and Goal Setting

Individual Needs and Values; Steps in Reaching a Personal Vision; Proactive Approach Towards Learning; Self-Regulated Learning; Personal and Academic Goal Setting; Receptiveness to Learning; Exploring Self- Development and Self-Awareness.

UNIT 2: Attitude and Motivation

Understanding Motivation; Personal Attitudes, Behaviors and Interests; Self-Reflective Process; Approaches to Dealing with Negative Factors; Class Attendance and Participation; Procrastination; Self-Reliance; Discipline; Accountability; Healthy Habits.

UNIT 3: Learning styles

Understanding Personal Approaches to Learning; Dynamics of The Learning Process; Learning Styles and Strategies.

UNIT 4: Study Methods and Skills

Study Habits and Strategies; Learning Styles and Techniques; Effective Study Methods and Skills; Note Taking; Memory and Reading Skills; Critical Thinking.

UNIT 5: Time Management

Effective Time Management; Planning; Decision-making; Prioritization; Setting Boundaries; Time for Self – care; Procrastination.

UNIT 6: Assessment Preparation

In class exercise; Test and Examination preparation; Organizing academic workload; Setting daily study goals; Staying physically active; Study groups.

UNIT 7: Mental well-being

Understanding mental health; Signs and indicators of poor mental health; commonly experienced mental health challenges; psychosocial stressors; Seeking professional help; Coping strategies.

UNIT 8: Interpersonal Communication

Effective Communication Skills; Verbal and Non-Verbal Communication; Listening Skills; Problem Solving; Assertiveness; Negotiation Skills; Practicing Empathy in Communication; Self-Confidence; Receptiveness to Feedback; Building Trust; Teamwork; Leadership; Public Speaking Skills.

UNIT 9: Financial matters and management

Financial Literacy; Budgeting; Available Finance Options and Assistance; Managing Financial Resources.

UNIT 10: Student Violence

Types of Violence; Individual Roles in Violence; Myths, Forms; Consequences of Violence; Prevention

Measures; Seeking for Help.

UNIT 11: Career Planning and Development

Defining and Selecting Career Goals; Career Exploring Different Strategies; Soft Skills Training.

Learning and Teaching Strategies/Activities

Online teaching; Self-study on theoretical foundations and concepts of the Skills Portfolio module Discussion forums (peer review); reflecting on own contexts, experiences and sharing perspectives Inquiry: carrying out research to explore and understand scenarios and problems relating to self Portfolio writing: writing reflective learning journals related to the Skills Portfolio module

Student Assessment Strategies

100% continuous assessment

Reflective journal on each unit (portfolio)

Module Title: Digital Literacy	
Module Code	U3583DD
NQF Level	5
Notional Hours	80
Contact hours	Semester 0: 4 hours /week; Semester 1: 2 hours/week Semester 2: 2 hours/week
Additional learning requirements	None
NQF Credits	8
Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1
Scheduled Review Date	TBC
Module coordinator and Contact Details	Mr Erkkie Haipinge ehaipinge@unam.na Tel: +264 61 2064906
Module Purpose	
The purpose of this module is to equip students with competencies to access, manage, understand, integrate, communicate, evaluate and create information safely and appropriately through digital technologies for learning, employment and entrepreneurship.	
Overarching Learning Outcome	
Students should be able to apply digital literacy skills for effective learning across the curriculum and for successful attainment of their personal and professional goals.	
Specific Learning Outcomes	
On completing the module students should be able to:	
Use ICT-based devices, basic productivity software, a web browser and search engines, email and other digital communication services	
1. Carry out digital productivity activities such as download and upload materials to the internet or cloud or institutional shared spaces, and use digital tools to fit learning 2. Discover, organise and manage relevant digital information using relevant search engines, indexes or tag clouds, and evaluate digital information trustworthiness and relevance 3. Access and make sense of messages in a range of digital media, and appreciate how digital messages are designed 4. Design new digital materials, make decisions and solve problems and adopt new digital tools for learning 5. Participate in a range of digital communication media, work in digital teams and projects, and participate in a range of online networks 6. Identify, choose and participate in digital learning opportunities 7. Manage and maintain digital profiles suitable for different networks that consider digital reputation	

Module Content

Digital Proficiency: ICT-based devices (laptops, tablets, smartphones, desktop computers, digital instruments and equipment); a mouse, keyboard, touch screen, voice control and other forms of input; screens, audio headsets and other forms of output; digital capture devices; University digital learning systems and a range of personal digital services such as social media, cloud storage services, sharing sites

Digital Productivity: Basic productivity software (text editing, presentation, spreadsheets, image editing); email and other digital communication services; Internet or cloud or institutional shared spaces for Organising, managing and backing up digital files; software/apps and services suitable for learning-related tasks; digital tools fit learning and managing learning time

Information Literacy: search engines, indexes or tag clouds; wikis, blog posts, scholarly journals, e-books and the open web; file spaces and folders, bookmarks, reference management software and tagging; copyright, and digital citizenship issues

Data and Media Literacy: Digital data using spreadsheets and other media; data security and privacy; digital media messages – text, graphics, video, animation, audio and multimedia

Digital Creation and Innovation: digital materials (video, audio, stories, presentations, infographics); new digital tools for learning in digital settings

Digital Communication, Collaboration and Participation: digital communication; differences between media, norms of communicating in different spaces; false or damaging digital communications; collaborative tools and online environments; online networks

Digital Learning and Development: digital learning opportunities; digital learning resources; digital tools/materials for organising, planning and reflecting on learning (mind-mapping, note-taking, e-portfolio/ learning journal/ blog)

Digital Identity and Wellbeing: online profiles for different networks (personal, professional, academic); digital reputation; managing personal data and privacy; digital CV or portfolio of work; digital technologies for personal development; online etiquette; wellbeing and safety online; internet addiction; cyberbullying and other damaging online behaviour.

Learning and Teaching Strategies/Activities

Lectures: presentation on concepts and other theoretical foundations of Digital Literacy

Discussion forums: reflecting on own contexts and sharing perspectives Collaborative learning: group learning and activities carried as part of projects Inquiry: carrying out of research to explore and understand scenarios and problems

Projects: carry out projects on digital literacy

Presentations and demonstrations: presentation of outcomes of projects (products, processes, impact)

Portfolio writing: writing reflective learning journals related to digital literacy

Student Assessment Strategies

1. Collaborative assessment tasks

1.1 Digital productivity: *cloud based collaborative digital media creation using cloud platforms*

1.2 Project: Digital communication, collaboration and participation/ Digital Wellbeing

2. Individual assessment tasks

2.1 Assignment: information literacy assignment

2.2 Test x 2

3. Practical

3.1 Digital proficiency

3.2 Data and Media literacy

No written examination

Module Title: Entrepreneurial Skills	
Module Code	U3420RT
NQF Level	4
Notional Hours	20 notional hours
Contact hours	1 x 2h per week for 6 weeks
Mode of Delivery	Blended: Face to face and online
Additional learning requirements	None
NQF Credits	2
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory

Semester Offered	Core Semester 1 or 2
Scheduled Review Date	TBC
Module coordinator and Contact Details	TBC
Module Purpose	
To inculcate an entrepreneurial skills within the student that enables them to solve real-life problems.	
Overarching Learning Outcome	
To apply entrepreneurial skills in creating wealth and uplifting the student's well-being.	
Specific Learning Outcomes	
On completing the module students should be able to:	
1. Explain the meaning of entrepreneurship	
2. Explain the entrepreneurship concepts	
3. Apply entrepreneurial activity and innovation to solve real-life problems	
4. Outline entrepreneurship success stories in the global context	
5. Develop a start-up business plan	
6. Apply entrepreneurship skills for wealth creation and uplifting of their standard of living.	

Module Content

Definition and scope of entrepreneurship and entrepreneur; Entrepreneur's environment; Characteristics of entrepreneurs; Basic concepts of entrepreneurship; Forms of entrepreneurship; The role of entrepreneurship; The entrepreneurial process; The entrepreneurial mindset; Decision-making skills; Creativity, innovation and entrepreneurship; Critical thinking skills; Problem solving skills; Business and personal goal-setting skills; Negotiation skills, Communication skills, Assertiveness skills, Interpersonal skills, Cognitive skills; Transferable skills, Practical application of entrepreneurial skills; Starting a new business; Managing a business start-up; Growing an entrepreneurial venture; Marketing skills; Managing people; Record keeping; networking skills; Time management skills; Change management skills; Entrepreneurship success stories in the global context.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: face to face and online lectures, and tutorials.

Student Assessment Strategies

The module will be assessed using 100% continuous assessment.

Module Title: Leadership Skills	
Module Code	U3520LP
NQF Level	5
Notional Hours	20
Contact hours	1 x 2h per week for 6 weeks
Mode of Delivery	Blended: Face to face and online
Additional learning requirements	None
NQF Credits	2
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1 or 2
Scheduled Review Date	TBC
Module coordinator and Contact Details	TBC
Module Purpose	
To inculcate leadership skills within the student to enable them to undertake leadership roles across their facets of personal, professional and academic lives.	
Overarching Learning Outcome	
To apply leadership skills for successful attainment of their personal, professional and academic goals.	
Specific Learning Outcomes	
On completing the module students should be able to:	
1. Explicate the meaning of leadership	
2. Describe leadership concepts	
3. Compare and contrast various leadership styles	
4. Identify and explain the functions of leaders in organisations	
5. Apply leadership styles suitable for various organizational contexts	
6. Apply leadership skills for successful attainment of personal, professional and academic goals	

Module Content

Definition and scope of leadership; History and origins of leadership; Types of leadership; Leadership versus management skills; Leader (master of self, effective manager of people, active visionary); manager; Not all leaders are managers; Not all managers are leaders; Authority versus leadership; Power versus leadership; Principles of leadership (ability, adaptive, action, empowerment, creativity, problem solving, shared); Are leaders born or made?; Characteristics of a good leader; Functions of leaders in organizations; Leading for the future; Mentoring skills; The 21st century leader; Ethical leadership skills; Responsible leadership skills.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: face to face and online lectures, and tutorials.

Student Assessment Strategies

The module will be assessed using 100% continuous assessment.

Module Title: Ethics and Morality	
Module Code	U3420EM
NQF Level	4
Notional Hours	20
Contact hours	2 hours per week – supplemented by online learning
Mode of delivery	Blended: Face to face and online
Additional learning Requirements	None
NQF Credits	2
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core semester 1 or 2
Scheduled Review Date	TBC
Module coordinator and Contact Details	TBC
Module Purpose	
The purpose of this course is to enable students to identify, evaluate and apply ethical principles in handling everyday choices and actions in personal life, studies and the workplace.	
Overarching Learning Outcome	
By the end of this module students should be able to apply ethical and moral principles in their daily life, studies and the workplace.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Use ethical principles in perspective of personal life, studies and workplace. 2. Apply fundamental ethical principles and meaning in personal life, studies and the workplace. 3. Critically assess the relationship between theory and practice in ethics and morality. 4. Evaluate the relationship between taking moral responsibility and being ethical, and how this applies to one's own life and decision-making. 5. Identify ethical risks in personal life, studies and workplace that can lead to unethical behavior.	

Module Content

Theoretical approaches towards ethical decision making:

Ethical principles in perspective: Why is the principle of ethics necessary and significant? Ethics and the notion of ethical behavior related to value systems in the organizational setting in the 21st century. Fundamental ethical principles: Meta-ethics implies the nature of ethics and moral reasoning. Discussions and reasoning around the role of for example self-interest are examples of meta-ethical discussions. Normative ethics guides the individual on how to determine the content of moral behavior. Applied Ethics are related to specific realms of human action and how to address challenges within those realms. Psychological Egoism is a metaethical theory of motivation and related to self-interest and forms part of the first stage of moral development. Ethical egoism is a normative theory that states that our actions ought to be done from the perspective of self-interest. The moral concept of virtue and constructive evaluation of "virtue" ethics related to virtues found in a particular society or culture. Moral responsibility comprises of causality (cause and effect), knowledge (the facts, information and the skills acquired by the person through education or experience) and freedom (freedom of speech and acts). Applied ethics focusing on domain-specific areas for example science, health, business, education and engineering. Common ethical risks in personal life, studies and in the workplace that can lead to unethical behavior.

Learning and Teaching Strategies/Activities

Student learning in this module will be supported by provision of subject knowledge; engaging students in class discussions, and individual awareness and action portfolios. It will expose students to real life situations through formal lectures, guest lectures, literature reviews and case studies. Students will engage in active and participatory learning and reasoning. Study material will include journal articles, case studies, videos, PowerPoint presentations, as well as handouts for students' reflection.

Student Assessment Strategies

100% Continuous Assessment

Module Title: Introduction to Critical Thinking	
Module Code	U3520TH
NQF Level	5
Notional Hours	20 notional hours
Contact hours	1 hour practical session per week interfaced with limited online engagement
Mode of Delivery	Blended: Face to face and online
Additional learning requirements	None
NQF Credits	2
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1
Scheduled Review Date	TBC
Module coordinator and Contact Details	TBC
Module Purpose	
Empower students to apply critical thinking skills in class, work place, society and hence become life- long critical thinkers.	
Overarching Learning Outcome	
Students should be able to apply critical thinking skills in class, self –reflect, form well- structured arguments, demonstrate problem solving skills, produce reflective learning essays and develop life-long critical thinking practices.	
Specific Learning Outcomes	
On completing the module students should be able to:	
1. Explain what critical thinking is and the importance of critical thinking 2. Identify the core skills associated with critical thinking 3. Distinguish the difference between deductive and inductive reasoning 4. Construct a logically sound and well-reasoned argument 5. Identify the various fallacies that can arise through the misuse of logic 6. Practice using critical thinking skills and techniques in real life situation 7. Identify personal situations where critical thinking can be used 8. Select tools for using critical thinking skills in problem solving and decision making 9. Reflect and analyse an issue or problem comprehensively	

Module Content

The module will cover: Definition of critical thinking: striving for understanding; to have an inquisitive yet open-minded and flexible approach to exploring ideas, the ability to evaluate information and draw clear conclusions based on the evidence at hand. Core critical thinking skills: explain, infer, analyse, evaluate, problem solving, self-reflect. deductive and inductive reasoning: inductive reasoning- move from the specific to the general, deductive reasoning-moving from the general to specific. Construction of argument: construct statements that combine reasoning with evidence to support an assertion or argument. Problem analysis: define problem, determine the root causes of problem, develop alternative solutions to problem, implement solution, evaluate outcome. Reflective learning: asking open questions, reflect on answers, writing reflective learning essays, thinking about other's answers, asking 'why' questions. Understanding fallacies: what is a fallacy? description of various fallacies, identifying a fallacy in an argument, explaining a fallacy to an opponent in an argument.

Learning and Teaching Strategies/Activities

The module will be facilitated through the following learning activities: blended instruction, online learning videos, online games and quizzes, group activities. Learning content to be facilitated through deductive, interactive and engaging methods.

Student Assessment Strategies

100% Continuous assessment (1 reflective learning essay, 1 problem solving activity).

Module Title: National and Global Citizenship	
Module Code	U3420CN
NQF Level	4
Notional Hours	20
Contact hours	Up to 1 contact lecture periods per week for 6 Weeks
Mode of Delivery	Blended: Face to face and Online
Additional learning requirements	Each student will be required to work on a personal project which will include a site visit
NQF Credits	2
(Co-requisites) Prerequisite	None (University Core Module)
Compulsory/Elective	Compulsory
Semester Offered	Core Semester
Scheduled Review Date	TBC
Module coordinator and Contact Details	Dr Romanus Shivor rshivor@unam.na ; Ext. 3378
Module Purpose	
The purpose of this Module is to equip UNAM students with knowledge to understand the interconnectedness of local and global issues. Students will become acquainted with perspectives on, global citizenship, globalization and civic engagement. The module will enable students to reflect on issues affecting their communities and the world by providing a platform where students can meet and learn from one another and from external sources of information. It will guide students to determine how they can contribute to bring positive changes in their communities in relation to the Sustainable Development Goals. Furthermore, it will provide knowledge and understanding of cultural diversity and intercultural communication to enable students to become thoughtful stewards in a globalized world.	
Overarching Learning Outcome	
Students demonstrate understanding of global citizenship and initiate action towards the betterment of local, national and global conditions, as informed and responsible citizens with a civic duty in their personal and professional lives.	
Specific Learning Outcomes	
On completing the module students should be able to:	
1. Explain the importance of national Constitution; 2. Express understanding of National and Global Citizenship; 3. Participate in community engagement activities as part of community upliftment; 4. Express understanding of globalization; 5. Apply intercultural communication skills; and 6. Interpret SDGs to initiate personal action towards contribution of their achievement.	

Module Content

UNIT 1: Constitution and its Importance

What is a constitution; Functions of a constitution; What it contains; Constitution and democracy

UNIT 2: Global Citizenship

The meaning of global citizenship; Importance of global awareness; World issues of concern to global citizens.

UNIT 3: Civic Engagement

What do we mean by civic engagement; Dimensions of civic engagement; Indicators of civic engagement; Promoting civic engagement.

UNIT 4: Globalization

Understanding globalization; Cultural construction of neoliberal globalization; Major players; Major domains; Major Issues; Futures of Globalization

UNIT 5: Intercultural Communication

Dealing with difference; Levels of culture; Stereotypes and generalizations; Intercultural communication Processes

UNIT 6: Sustainable Development Goals and individual action Introduction to SDGs; Contributing to achievement of SDGs through action Learning and Teaching

Strategies/Activities

Student learning in this module will be supported by provision of subject knowledge; engaging students in class discussions, and individual awareness and action portfolios. It will expose students to real life situation through formal lectures, guest lectures, experiential activities such as engaging local civic organizations; Students will engage in active and participatory learning in which they generate ideas and share their knowledge on a topic. Material will include journal articles, videos, PowerPoint presentations, as well as handouts for students' reflection.

Student Assessment Strategies

Continuous assessment of 100% - Assessment will be done by completing online pop-up quizzes; and developing their online portfolios of personal action as response to tasks assigned in class.

Module Title: Sustainability and Environmental Awareness	
Module Code	U3420SE
NQF Level	4
Notional Hours	20
Contact hours	1 x 2h per week for 6 weeks for the first 3 weeks followed by mini-project for the remainder of semester (total of 10 hours on this aspect)
Mode of Delivery	Blended: Face to face and Online
Additional learning requirements	Mini-project to create awareness, champion environmental cause or address an environmental issue in their immediate environment
NQF Credits	2
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1 or 2
Scheduled Review Date	TBC
Module coordinator and Contact Details	TBC
Module Purpose	
The purpose of this module is to conscientise UNAM students across all disciplines about the finite nature of natural resources and make them appreciate that every human action inevitably has an impact on the environment. Student will internalise environmental awareness and sustainability as both existential imperative and a moral obligation. .	
Overarching Learning Outcome	
Consciously apply principles of reusing and recycling materials as to reduce individual contribution to waste generation in their private, academic and professional lives.	
Specific Learning Outcomes	
On completing the module students should be able to:	
1. Recognise risks to environmental sustainability posed by the manner of resource use and wastage 2. Initiate campaigns to create awareness about local, national and global environmental issues including climate change and unsustainable economic activities 3. Practice simple inexpensive interventions as solutions to unsustainable practices through efficient resource use, reuse and recycling	

Module Content

Sustainability: finite nature of elements constituting the Earthly environment, resilience and fragility of the natural environment; three distinct perspectives on sustainability: sustained yield of resources, sustained abundance and diversity of species and ecosystems, sustained economic and social development key themes in defining sustainability: (i) the human perspective, (ii) considerations of fairness and (iii) issues of scale concepts of inter- and intra-generational equity (fair and just distribution of resources), sustainable community. Natural resources: role of soil, water and minerals in supporting life on Earth; health and interdependence of ecosystems within the biosphere; dependence of human beings on natural resources for sustenance and livelihoods. . Solutions to environmental sustainability challenges: simple inexpensive interventions aimed at reducing wastage of resources and generation of wastes through exhaustive use, reuse, recycling and refurbishing of products.

Learning and Teaching Strategies/Activities

1. Lectures: A blended learning mode will be used
2. Class discussions and debate: Students will debate the pros and cons of development projects with reference to their impact on environment to enhance communication, critical thinking and presentation skills.
3. Mini project: Students will assigned to a mixed group based on criteria that ensures that groups comprise students from different academic disciplines. A group will then pick an environmental issue in their environment they would tackle

through either clean-up operations, advocacy campaigns, awareness raising initiative, educational projects, community engagement or any other approach. Students will spend the last three weeks of the core semester carrying out the mini project.

Student Assessment Strategies

The module will be evaluated using 100% continuous assessment. Student will be assessed based on class discussions and debates on striking a balance between socio-economic development and environmental sustainability citing real life major national projects. Students will be placed in groups based on a logical criterion that ensures mixing interspersing of students from academic discipline and programmes in each group. Groups will be expected to take on a particular environmental issue playing their immediate surroundings to highlight and champion. Each group will tackle one issue through either cleanup campaigns, awareness raising campaigns, community education campaigns, advocacy or devising a simple solution to the problem. A minimum pass mark for the module is 50%.

Module Title: Project Management Skills	
Module Code	U3420PJ
NQF Level	5
Notional Hours	20
Contact hours	2 hour lecture per week for the first two week <i>and</i> field-based practical for the remaining four weeks.
Mode of Delivery	Blended: face-to-face and online
Additional learning Requirements	The field-based practical to be undertaken in the immediate environment of the Student
NQF Credits	2
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 1 or 2
Scheduled Review Date	TBC
Module coordinator and Contact Details	TBC
Module Purpose	
The purpose of this module is to develop the basic project management skills of the students.	
Overarching Learning Outcome	
Apply project management skills in their private, academic and professional life	
Specific Learning Outcomes	
On completing the module students should be able to:	
1. Articulate the phases of project life cycle 2. Use project management approach in their private, academic and professional life 3. Formulate SMART indicators for monitoring and evaluating the progress of their projects 4. Apply teamwork skills in a project settlings	

Module Content

This module consist of two components: *The first component* is a two week theory covering the concepts (project vs programme) and the phases of project life cycle (project initiation and planning: work breakdown, development of SMART indicators, estimation of activity duration, efforts, and costs, scheduling of activities, identification of critical path, setting of milestones, stakeholder identification and categorization, stakeholder engagement, initial risk identification, and development of the initial project plan; project implementation & management: forming the project team, managing people, resources allocation, responsibilities allocation, quality assurance, leadership style and project liaison; project monitoring and control: progress reporting and communication, quality control, time management, budget and cost management, risk management and mitigation; project closure and evaluation: project evaluation, project auditing process and the closure process, and final project report). *The second component* is a four week field-based practical where students participate in a real-life project in their immediate environment. Students are strictly required to apply the project management approach during the field-based practical.

Learning and Teaching Strategies/Activities

The learning will be carried out through the following teaching methods: -

- Lectures: these will be carried out via face to face and online mode (blended method)
- Field-based practical: students will be divided in groups and assigned a project to which they must apply project life cycle approach to facilitate acquisition of practical skills in project management.

Student Assessment Strategies

Student assessment will be 100% continuous assessment based on weekly project progress reports (50%) and the final project report (50%). A minimum pass mark for the module is 50%.

PART B: MODULE DESCRIPTOR:	
Module Title: Communication Skills for Educators	
Module Code	E3862AC
NQF Level	8
Notional Hours	90
Contact hours	L4/w
Additional learning requirements	None
NQF Credits	9
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
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.	
Overarching Learning Outcome	
Students will be able to use effective communication skills suitable for educators as well as in a classroom setting.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss the importance of effective communication. 2. Discuss awareness of language form and function in the classroom as well as learner discourse. 3. Apply flexible, accurate and appropriate listening, speaking and writing skills for communicating clearly with learners, colleagues and other professionals. 4. Apply language suitable for different communication styles, channels and platforms including 21st century communication skills. 5. Apply interpersonal and interactive skills in educational settings including verbal and non-verbal communication techniques. 6. Practise responding and giving feedback effectively. 7. Identify communication barriers/challenges to effective communication. 8. Evaluate their language skills for continuing development.	

Module Content

Effective Communication Skills: Communication channels: Communicative competence: spoken, written, linguistic, sociolinguistic, discourse, strategic; Technology for effective communication: e-mails, text messages, formal letters, reports, minutes; PowerPoint slides and presentations: Interpersonal skills in communication: Communication in and out of meetings: Interactive communication in the classroom: Providing effective feedback: Communication barriers; 21st Century Communication skills and platforms.

Learning and Teaching Strategies/Activities

Discussions, debates, constructive critique (written and oral), presentations (by facilitator and or students), online forums and chat forums (virtual).

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Aesthetics and Creativity	
Module Code	E3600CA
NQF Level	6
Notional Hours	100
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	10
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective

Semester Offered	Core Semester
Module Purpose	
The purpose of this module is to introduce students to the importance and development of aesthetics and creativity in relation to arts and beauty in their learning and social environment and through it instill a love for nature, social awareness and cultural identity that can be integrated into early childhood education and care. Students will develop awareness of the individual's senses and imagination through various practical experiences and through it learn how to impart this awareness to learners.	
Overarching Learning Outcome	
Students will be able to compare and critique the process of art across subject content in a way that fosters a heightened awareness of and appreciation for all aspects of life.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the importance of aesthetics in education and creativity. 2. Explain various dramatic activities that will enhance self-expression and constructive thinking through miming, body movement. 3. Discuss aesthetics and art terminology such as aesthetic intelligence, art elements, art principles in relation to the three branches of arts namely, visual arts, music and drama. 4. Apply basic art techniques and procedures by creating individual artwork in drawing, painting. 5. Apply creative thinking skills through art appreciation. 6. Discuss the importance of diverse cultural appreciation through traditional art materials and skills. 7. Evaluate a wide range of music, including various genres and styles from different periods, cultures and ethnic groups, both live and recorded. 8. Respond to music through making physical, verbal, emotional or cognitive responses.	

Module Content

Definition of Aesthetics; Importance of aesthetics in education; The link between aesthetics and creativity; Stages of development in art; Philosophy of Art; Importance of Arts for the Human Mind and Body, Importance of Arts for the student's development.; Appreciation of visual art; Improvisation: Creating an inviting and creative environment to encourage imaginative play; Body awareness and body experience: Enhance body awareness experience through play, singing, miming, etc.; Learning Goals for Aesthetics and Creative Expression; Strategies for art: Using themes, using stimuli, using art masterpieces, providing a variety of art materials.

Learning and Teaching Strategies/Activities

Lectures and tutorials through blended learning methods (Face-To-Face and Moodle LMS); practical assessment; and oral presentations.

Student Assessment Strategies

Continuous Assessment will be 100%. Oral critiques of the exhibited plays, music performances, artwork; Tests/quizzes on Moodle; Reflective journal; Assessment that provides a synopsis as summative assessment.

PART B: MODULE DESCRIPTOR: School Core Elective	
Module Title: Multicultural Studies	
Module Code	E3600CM
NQF Level	6
Notional Hours	100
Contact Hours	2L/w
Additional learning requirements	Video or podcast production
NQF Credits	10
(Co-requisite) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Co-Semester
Module Purpose	
The purpose of this module is to sensitise students to the various meanings of culture and equip them with competencies that will enable them to interact appropriately and effectively whenever encountering representatives of the various cultural groups in Namibia but also to apply these competencies in situations with foreign cultural groups.	
Overarching Learning Outcome	

Students should be able to interact in multicultural contexts in the globalised world.
Specific Learning Outcomes
On completion of this module, students should be able to: 1. Discuss various concepts of culture. 2. Discuss the differences between inter-, multi- and transculturalism. 3. Debate respect, tolerance and acceptance of cultural diversity in their individual, societal as well as work context. 4. Apply effective intercultural communication skills and strategies to act competently in intercultural situations.

Module Content

Culture: familiarisation with various culture models; various concepts of culture; stereotypes; norms and values; Intercultural Competence: effective and in an appropriate communication skills.

Learning and Teaching Strategies

Lectures, online content and exercises, written assignments, group work, class discussions and presentations.

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Learner and Learning Environment	
Module Code	E3651AL
NQF Level	6
Notional Hours	140
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
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, other characteristics of the diversity of learners and skills of planning as well as preparation for teaching and learning in diverse Namibian classrooms. It enables students to create an environment of respect and rapport, a culture of learning for all learners, and assures a focus of learning in the implementation of classroom procedures, behaviour management, and organisation of the learning environment.	
Overarching Learning Outcome	
Students will be able to create a learning and teaching environment that recognises and supports the diversity of all learners in development and learning, supported by a dynamic curriculum.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Define the diversity of Namibian learners as a departure point to delivering a dynamic and responsive curriculum. 2. Explain the physical, cognitive, moral, personality/emotional and language and speech development of learners in the Namibian context. 3. Identify developmental factors that either promote or inhibit this development and provide strategies within the curriculum that will respond to these factors. 4. Interpret behavioural, cognitive, social, constructivist, metacognitive and motivation learning theories in the Namibian context. 5. Apply skills of learning theories to promote critical thinking skills in learners in the Namibian classroom. 6. Differentiate between curriculum aims, goals and objectives; 7. Examine the various dimensions of curriculum; 8. Discuss the various foundations of curriculum and how they influence curriculum decisions; 9. Explain curriculum planning and syllabus development process in Namibia; 10. Discuss the link between curriculum and assessment.	

Module Content

The diversity of Namibian learner: age; academic ability; home language; exposure to school language (if different) and English; difficulties and dis/abilities; personality traits; home background; socio-economic status; cultural background; exposure to books, television, internet, social media (age-related); race and ethnicity; gender; sexual orientation; religious upbringing; etc. and its impact on teaching and learning in Namibian classrooms; Development of learners in the

Namibian context: physical; cognitive; moral; personality/emotional and language and speech development theories; development factors that promote or inhibit optimal development; strategies within the curriculum that will respond to these factors; How learners learn in the Namibian classroom: behavioural, cognitive, social, constructivist, metacognitive and motivation learning theories; applying the learning theories to promote critical thinking skills in learners; Learning difficulties and disabilities: identify, assess and develop intervention strategies that respond to learning difficulties, reading and mathematical difficulties such as dyslexia, dysgraphia, and dyscalculia. The role of classroom procedures, behaviour management, and organisation of the learning environment in the Secondary School classrooms.

Learning and Teaching Strategies/Activities

lecture, Students' presentations, Group discussions

Student Assessment Strategies

Continuous Assessment, 60%

Examination: 40%

ART B: MODULE DESCRIPTOR:	
Module Title: Teaching Practicum Preparation	
Module Code	E3622AT
NQF Level	6
Notional Hours	70
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	7
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
This module prepares students for Teaching Practicum that will take place in the following year. The module looks into theory and practice, placement, and school expectations: observation, ethics, professional appearance, assessment frameworks; record keeping; discipline, role and organising of extra-curricular activities dealing with emergencies.	
Overarching Learning Outcome	
Identify and list the classroom needs for teaching.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Identify and explain activities of the Teaching Practicum. 2. Analyse context in terms of school community, the teacher's action zone, and conditions of learning. 3. Apply integration of technology in teaching. 4. Discuss classroom observation, planning and preparation in terms of classroom and learner profile. 5. Describe the professional standards of teachers in Namibia. 6. Create a portfolio for sources and samples of teaching aids.	

Module Content

Teaching Practicum: Purpose of Teaching Practice; code of conduct; placement approach; Teaching Practicum assessment (portfolio evidence). Teaching Practicum approach: experiential learning; and reflective practice. Developing your own theory of practice: approaches; methods; strategies; and techniques. Observation: School and learning environment; 21st Century technology; Instruction; Assessment.

Learning and Teaching Strategies/Activities

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

Student Assessment Strategies

Continuous assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Project Based Learning	
Module Code	U3480PJ
NQF Level	7
Notional Hours	80
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce students to active and authentic learning pedagogical and learning methods that enhance students' development of knowledge and skills related to their teaching areas of specialisation as well as 21 st century skills through engaging projects set around challenges and problems they may face in the real world, both in schools and communities.	
Overarching Learning Outcome	
The student will be able to apply 21 st century competencies in the form of learning, literacy and life skills through learning projects, and transfer them to their own teaching in order to produce learners capable of participating meaningfully in the 4 th industrial revolution.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Critically reflect on their own learning approaches in order to enhance self-directed and collaborative learning. 2. Identify challenges and plan learning projects to address problems they have identified in their areas of practice or communities they live. 3. Apply systematic research principles to their inquiry process using driving questions. 4. Apply disciplinary knowledge of the school subject areas to carry out projects. 5. Illustrate the cross-disciplinary connections among subject areas. 6. Exhibit the 21st century learning, literacy and life skills such as the 4 Cs of critical thinking, collaboration, creativity and communication, as well as technology and media skills, flexibility, initiative and productivity. 7. Develop capacity to do in-depth inquiry through exploring authentic problems with the aim of finding informed solutions. 8. Apply appropriate media technologies collaborate with each other and share project products with potential beneficiaries. 9. Develop the ability to present their work to their peers and the public audience for scrutiny and feedback. 10. Apply project-based learning as a pedagogical method in their own teaching.	

Module Content

The concept of Project Based Learning and its theoretical foundations: 21st century skills (Learning skills, Literacy skills and Life skills) relevant to PBL; Inquiry-based learning for learning projects: Authentic learning, teaching and community problems; Effective driving questions; Project implementation and reflective practice; PBL as a pedagogical approach in the classroom.

Learning and Teaching Strategies/Activities

Lectures, Inquiry-based learning, Collaborative Learning, Problem-based learning, Demonstration, Development of artefacts, Presentations, Report writing, Reflective portfolio development.

Student Assessment Strategies

Collaborative assessment tasks; Reflective journal on PBL learning journey.
Continuous assessment: 100% CA

PART B: MODULE DESCRIPTOR:	
Module Title: Teaching Practicum I	
Module Code	See Teaching Practicum I
NQF Level	7
Notional Hours	360 L+P
Contact hours	6 weeks
Additional learning requirements	None

NQF Credits	36
(Co-requisites) Prerequisite	Teaching Practicum Preparation
Compulsory/Elective	Compulsory
Semester Offered	Core Semester
Module Purpose	
The purpose of this module is to create opportunity for students to apply the theoretical knowledge and experiences pertaining to approaches, methods, strategies and techniques gained through contact sessions to real-life classroom situations. It allows students to apply theory to practice in aspects such as, learner-centred approach, lesson preparation, application of teaching/learning resources, social environment of the school and motivation of learners.	
Overarching Learning Outcome	
Students will be able to observe and participate in different facets of learning, teaching and management.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Apply learning and teaching activities in a secondary school classroom. 2. Apply planning and preparation skills in terms of classroom profile as well as learner profile. 3. Apply professional standards for teachers in Namibia, thereby developing their own theory of professional practice. 4. Design and implement lesson plans, effectively facilitating classroom activities of how students learn and the implications for teaching. 5. Create lessons using knowledge of content, resources and effective teaching and assessment strategies appropriate to the subject area of specialisation. 6. Assimilate constructive feedback from mentors to improve teaching practice. 7. Develop effective relationship building skills within the teaching profession.	

Module Content

Orientation using Teaching Practicum manual: Teaching Practice, Teaching Practicum stakeholders, Professional standards for teachers in Namibia, the school ethos: vision, mission, goals values, and expectation; existing laws in teaching profession, understanding learners: strength, needs, and experiences. Managing my classroom: structure, routine, rules. Lesson planning: collaborate, feedback, reflection. Learning resources: locating resources, creating materials. My philosophy of teaching: approaches, methods, techniques, and strategies. Year planning: learning programme and activities. Construct assessment tools: formal, and informal. Master content. Keep portfolio: reflective practitioner.

Learning and Teaching Strategies/Activities

This will be teaching practicum preparation. Facilitation will continue online through discussion forum, information sharing, and assessment tasks.

Student Assessment Strategies

Continuous assessment: 100%.

PART B: MODULE DESCRIPTOR:	
Module Title: ICT in Teaching and Learning	
Module Code	E3611CI
NQF Level	6
Notional Hours	160
Contact hours	4L+4P/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to introduce and enhance students use of ICTs and other teaching media in their teaching and to be able to communicate using a variety of standard technologies and non-digital media.	
Overarching Learning Outcome	
Students will be able to apply Namibian ICTs in Education (ICTED) standards and good pedagogical approaches in learning and teaching contexts as well as be able to help their learners gain information-literacy skills.	
Specific Learning Outcomes	
On completing the module, students should be able to:	

1. Describe the functions and purposes of digital technologies (i.e. internet, social media, online games, mobile/tablets, learning management systems, video conferencing technologies, etc.) in the classroom and demonstrate the capability of using the digital technologies.
2. Discuss the ICTs in Education (ICTED) standards specified for all Namibian teachers and identify how the ICT policy implementation is shaping classroom practice.
3. Evaluate pedagogical approaches to use ICT and applicable strategy that supports the teaching of curriculum objectives.
4. Create and integrate a variety of both non-digital and digital teaching aids and apply practical competencies in using presentation software, word processing and spreadsheet.
5. Describe the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.
6. Apply technology to carry out purposeful inquiry or research in a teaching and learning context.
7. Identify ICTs that suits learners with different learning needs in order to create opportunities for learners to learn and apply the required 21st century skills.
8. Develop ICT integrated lesson plan, create activities, create a memorandum, and performance-based rubrics as a tool that allow teachers to assess learners' understanding of key subject-matter concepts, skills and processes.
9. Facilitate active engagement in a collaborative learning environment with appropriate verbal and on-verbal communication skills to enhance communication with learners, parents and other stakeholders.
10. Assess learning using ICT applications, including using ICTs to record, analyse and communicate learner achievement.

Module Content

ICTs in Education (ICTED) standards: Digital technologies and the Internet; ICT teaching approaches; Non-digital and digital teaching aids; Cellphone policy: Appropriate use of digital technologies; Boolean search: 21st century skills; verbal and non-verbal communication skills.

Learning and Teaching Strategies/Activities

Lectures, Demonstrations, Role play, , Case Studies, Practicals,

Student Assessment Strategies

Continuous Assessment (CA): 100%

PART B: MODULE DESCRIPTOR	
Module Title: Teaching Methods of Natural Sciences	
Module Code	(See list of Teaching Methods for Natural Science Subjects)
NQF Level	7
Notional Hours	180
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	9
(Co-requisites) Prerequisite	School Subject 1 and/or School Subject 2
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	
The purpose of this module is to develop the students' understanding, skills and attitudes towards issues in the teaching and learning of specified science school subjects in Namibia and internationally.	
Overarching Learning Outcome	

Students will be able to facilitate meaningful learning experiences for all learners by integrating their knowledge of subject content and pedagogy.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Describe the educational aims and objectives of teaching a specified subject area (Why teach a specified science subject area at school level in Namibia?). 2. Design schemes of work and records of work for science subjects. 3. Apply new Bloom taxonomy in developing assessment activities in a specified science subject area (including item analysis, constructing essay and objective tests). 4. Develop lesson plans (why plan lessons, components of a lesson plan). 5. Analyse and discuss methods of instructions for a specified science subject (e.g., discussion, demonstration, lecture, group work, field trips, project work, inquiry-based inductive, deductive teaching, concept maps and power point). 6. Apply questioning techniques in the classroom (different types of questions; asking good questions; giving feedback etc.) 7. Identify misconceptions in a specified subject area. 8. Discuss practical work in a specified science subject area. 9. Analyse continuous assessment (CA) activities and scores in a specified subject area. 10. Design and apply different learning and teaching media in a specified science subject area.

Module Content:

Educational aims and objectives: schemes and records of work: Bloom's Taxonomy: application, knowledge, comprehension; item analysis, lesson plans, methods of instructions, questioning techniques, misconceptions: practical work/investigations, continuous assessment (CA) activities and scores, learning and teaching media.

Learning and Teaching Strategies/Activities:

Lectures, classroom activities, mini presentations including micro-teaching, PBL projects.

Student Assessment Strategies:

Continuous Assessment: CA 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Teaching Methods of Social Sciences	
Module Code	(See list of Teaching Methods for Social Science Subjects)
NQF Level	7
Notional Hours	90
Contact hours	2L/w
Additional learning requirements	Group work
NQF Credits	9
(Co-requisites) Prerequisite	School Subject. 1 and or School Subject 2
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	
The purpose of this module is to prepare Social Science teachers for the task of teaching Social Science in the 21 st century so as to achieve the highest level of teaching and learning in a classroom setting.	
Overarching Learning Outcome	

Students will be able to determine the relationship between subjects in the social sciences field, steps involved in the teaching of specified subject area in social sciences as well as the values of learning a specified subject area in the social sciences.

Specific Learning Outcomes

On completing the module, students should be able to:

1. Explain the teaching of Social Sciences during and after the colonial era in Namibia.
2. Apply the national educational aims to objectives of a specified subject area of social sciences.
3. Describe the teaching methods and skills appropriate for the effective teaching of a specified subject area in social sciences.
4. Analyze the importance of the utilization of instructional materials in the teaching of a specified subject area of social sciences.
5. Discuss the development of the cognitive and affective strategies in a specified subject area of social sciences.
6. Explain the development and planning of the secondary school curriculum, syllabus, scheme of work and lesson note preparation in the teaching of a specified subject area of social sciences in Namibia.
7. Describe the evaluation techniques that can be employed in the effective teaching of a specified social science subject.

Module Content

The Historical Trends of Social Science in Namibia: Aims and Objectives of Teaching Social Science in Namibia, The Nature and Scope of Social Science: Social Science Syllabus, The Development of Social Science Curriculum for the Senior Secondary School in Namibia, The Planning of the Senior Secondary School One, Social Science Curriculum, Preparation of Scheme of Work and Lesson Note for Teaching Social Science, The Formulation of Instructional Objectives in the Teaching of Social Science, The Selection of Suitable and Appropriate Teaching Methods for Social Science: Teaching, Utilization of Instructional Materials in Social Science Teaching, The Development of the Cognitive Strategies in the Teaching of Social Science: Social Science Teaching and the Development of Affective Strategies, Fieldwork in Social Science Teaching, Map work in the Teaching of Social Science, General Pedagogical Principles in the Teaching Learning process, Evaluation in the Teaching of Social Science and Micro teaching for individual students. Development and planning of school syllabi: Techniques for effective teaching.

Learning and Teaching Strategies/Activities

Lectures, presentations (peer teaching), discussions

Student Assessment Strategies

Continuous Assessment: CA 100%

PART B: MODULE DESCRIPTOR	
Module Title: Teaching Methods of Commerce Subjects	
Module Code	(See list of Teaching Methods for Commerce Subjects)
NQF Level	7
Notional Hours	90
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	9
(Co-requisites) Prerequisite	School Subject. 1 and/or School Subject 2
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	

The purpose of this module is to develop students' understanding, skills and attitudes towards issues in the teaching and learning of specified commerce school subjects in Namibia, and internationally. The module will also address commerce school subject issues such as: aims and objectives of senior secondary school sciences at Ordinary level (OL) and Advanced Subsidiary (AS).
Overarching Learning Outcome
Students will be able to deliver meaningful learning experiences for all learners by integrating their knowledge of subject content, pedagogy, the learner and the learning environment.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Describe the educational aims and objectives of teaching a specified subject area (Why teach a specified commerce subject area at school level in Namibia?). 2. Design schemes of work and records of work for commerce subjects. 3. Apply new Bloom taxonomy in developing assessment activities in a specified commerce subject area (including item analysis, constructing essay and objective tests). 4. Develop lesson plans (why plan lessons, components of a lesson plan). 5. Analyse and discuss methods of instructions for a specified commerce subject. 6. Apply questioning techniques in the classroom (different types of questions; asking good questions; giving feedback). 7. Identify misconceptions in a specified subject area. 8. Discuss practical work in a specified commerce subject area. 9. Analyse continuous assessment (CA) activities and scores in a specified subject area. 10. Design and apply different learning and teaching media in a specified commerce subject area.

Module Content:

Educational aims and objectives: schemes and records of work: item analysis, lesson plans: Bloom's Taxonomy: methods of instructions, questioning techniques, misconceptions, practical work/investigations, continuous assessment (CA) activities and scores, learning and teaching media.

Learning and Teaching Strategies/Activities:

Lectures, classroom activities, mini presentations including micro-teaching, PBL projects

Student Assessment Strategies:

Continuous Assessment: CA 100%

PART B: MODULE DESCRIPTOR	
Module Title: Teaching Methods of Languages	
Module Code	(See list of Teaching Methods for Languages)
NQF Level	7
Notional Hours	180
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	18
(Co-requisites) Prerequisite	School Subject. 1 3A and/or School Subject 2 3B
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	

The purpose of this module is to develop the students' understanding, skills and attitudes towards issues in the teaching and learning of specified language school subjects in Namibia, and internationally. Address language school subject issues such as: aims and objectives of senior secondary school sciences at Ordinary level (OL) and Advanced Subsidiary (AS).
Overarching Learning Outcome
Students will be able to deliver meaningful learning experiences for all learners by integrating their knowledge of subject content, pedagogy, the learner and the learning environment.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Describe the educational aims and objectives of teaching a specified subject area (Why teach a specified language subject area at school level in Namibia?). 2. Design schemes of work and records of work for language subjects. 3. Apply new Bloom taxonomy in developing assessment activities in a specified language subject area (including item analysis, constructing essay and objective tests). 4. Develop lesson plans (why plan lessons, components of a lesson plan). 5. Analyse methods of instructions for a specified language subject. 6. Apply questioning techniques in the classroom (different types of questions; asking good questions; giving feedback). 7. Apply effective teaching and assessing through micro teaching. 8. Discuss practical work in a specified language subject area. 9. Analyse continuous assessment (CA) activities and scores in a specified subject area. 10. Design different learning and teaching media in a specified language subject area.

Module Content:

Educational aims and objectives: schemes and records of work: item analysis, lesson plans: Bloom's taxonomy: methods of instructions: questioning techniques: misconceptions, practical work/investigations, continuous assessment (CA) activities and scores, learning and teaching media.

Learning and Teaching Strategies/Activities:

Lectures, classroom activities, mini presentations including micro-teaching, PBL projects

Student Assessment Strategies:

Continuous Assessment: CA 100%.

PART B: MODULE DESCRIPTOR:	
Module Title: Inclusive Responsive Teaching	
Module Code	E3742AI
NQF Level	7
Notional Hours	80
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to prepare teachers who will be able to provide all learners with the most appropriate learning environments and opportunities for them to best achieve their potential.	
Overarching Learning Outcome	

Students will be able to evaluate humanity values that promotes the identification and removal of barriers to teaching and learning.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Define inclusive education within a broad perspective of diversity, its key principles, and values. 2. Identify barriers to learning within a Namibian, continental and global context. 3. Discuss the process of inclusion. 4. Identify situations leading to barriers to learning. 5. Apply skills and knowledge which addresses barriers to participation, learning and resources to support all learners within schools and by extension, within families and communities. 6. Apply ICT tools to support all learners in inclusive setting. 7. Develop intervention strategies for learners experiencing barriers to learning.

Module Content

Inclusive education; perspective of diversity; key principles, and values; barriers to learning; Namibian, continental and global context; inclusion; barriers to participation; learning and resources; ICT tools; intervention strategies for learners.

Learning and Teaching Strategies/Activities

Class and online discussions, individual learning, pair share activities.

Student Assessment Strategies

Continuous Assessment (CA): 60% .

Examination 40 %

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Research	
Module Code	E3773AR
NQF Level	7
Notional Hours	160
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites)	None
Prerequisite	
Compulsory/Elective	Compulsory
Semester Offered	1and2
Module Purpose	
The purpose of this module is to equip education students with research skills to become knowledgeable about research types and techniques.	
Overarching Learning Outcome	
The students will be able to apply research skills in a teaching and learning environment.	
Specific Learning Outcomes	
On completing this module, students should be able to: 1. Discuss types and purposes of educational research. 2. Identify and formulate research problems. 3. Compile a systematic literature review. 4. Select appropriate research paradigms, research approaches, research designs, data collection research methods and sampling procedures. 5. Plan, design and conduct research investigations in education including pilot studies. 6. Describe appropriate data analysis techniques. 7. Apply knowledge of research ethics. 8. Apply appropriate referencing techniques. 9. Prepare/draft an outline for a research proposal. 10. Plan, conduct, report, and evaluate a research report.	

Module Content

Aspects of research: sources of topics for scientific educational research, formulation of a research problem: writing a research proposal: basic reading techniques for literature review: research methodology (research paradigms, research approaches, research designs and data collection research methods), data collection and sampling, data analysis, analysing and presenting qualitative data, analysing and presenting quantitative data, issues of interpretation and quality, research reports, technical aspects of report writing, research ethics: differentiating research proposal from research report.

Learning and Teaching Strategies/Activities

Lectures, Class Discussions, Projects, Group Discussions

Student Assessment Strategies

Continuous Assessment (CA): 60 %.

Examination 40%

PART B: MODULE DESCRIPTOR:	
Module Title: Curriculum Studies I	
Module Code	E3712AC
NQF Level	7
Notional Hours	80
Contact hours	4L/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	None
Compulsory/Elective	Specialisation Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to provide students with knowledge, skills and understanding of the curriculum development process and how curriculum is assessed in the school system.	
Overarching Learning Outcome	
Students will be able to design, develop, implement curriculum and know how to assess curriculum for schools.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Discuss curriculum approaches to curriculum development and their implications to teachers and learners. 2. Compare various types of curriculum designs. 3. Discuss various models of curriculum development and their relevance to the curriculum development process in Namibia. 4. Evaluate curriculum development process in Namibia. 5. Apply curriculum principles to assess the strengths and weaknesses of their major subject areas. 6. Explain the nature of curriculum implementation as a change process. 7. Analyse factors affecting curriculum implementation. 8. Analyse how curriculum is assessed in the Namibian context.	

Module Content

Curriculum approaches to curriculum development and their implications for teachers and learners: behavioural, academic, experiential, technological, naturalistic and humanistic, pragmatic and/or vocational approach. Curriculum Design: concept of curriculum design, principles in curriculum design process, types of curriculum designs: subject-centred design, learner-centred design, core design. Models of curriculum development and their applications to the Namibian context: Models of Tyler, Stenhouse and Hilda Taba. Curriculum development process in Namibia at primary and secondary level: History of curriculum reform and development in Namibia, syllabus development process. Curriculum implementation: Understanding how curriculum is assessed: revisiting principles of assessment, linking syllabus, teaching and learning, and assessment; analysing the link between subject specific objectives and assessment, creating assessment item questions, marking assessment tasks, reporting and recording learner performance; setting examination question papers and marking assessment, interpreting assessment results: percentages, ordering and ranking, frequency distribution, graphing data and measure of central tendency.

Learning and Teaching Strategies/Activities

Interactive lectures, class and online discussions, analysis of curriculum documents and presentations.

Student Assessment Strategies

Continuous Assessment (CA): 60%

Examination: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: School Leadership and Management I	
Module Code	E3712AL
NQF Level	7
Notional Hours	80
Contact hours	4L/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Specialisation Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to empower students with leadership skills that can influence the effectiveness and efficiency in a school setting.	
Overarching Learning Outcome	
Students will be able to apply leadership skills to enhance the secondary school performance in the attainment of the school's strategic goals.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Explain the different contemporary management approaches and theories to management and administration of schools. 2. Apply different leadership styles in school contexts. 3. Discuss the relevance of indigenous leadership styles in a modernised school. 4. Compare and contrast the roles and responsibilities of school leaders. 5. Analyse ethical dilemmas facing contemporary school leaders. 6. Evaluate the influence of national and international policies on school leadership.	

Module Content

Theories in Educational Leadership and Management: ethical Leadership; situational leadership; scientific management approach; bureaucratic approach; systems management; contingency theory. The educator as a leader: the functional task of the educator as a leader; leadership model for the educator; the long-term leadership task of the educator; envisioning; communication of vision, value management; the development and empowerment of learners; the short-time leadership role of the educator. Functions of leaders and managers: establishing direction, developing vision, mission, strategies for change, motivating teams and people to follow a vision, dealing with change, steering people in the right direction through motivation and checking control mechanisms; checking that subordinates follow new direction. Management formulate strategies to reach goals; developing structures for assignments of tasks and resources; managing complexities of policies, processes and procedures. Relevance of indigenous leadership styles: contingency leadership style, situational, visionary, transformative and transnational, blind leadership, coaching leadership style; laissez-faire leadership style, authoritative management style; consultative management style; delegative management style; persuasive management style; collaborative management style. Ethical Leadership dilemmas: morality vs judgement, fair treatment at work, ethical training, ethical performance appraisal, liberalism and justice, integrity; humility; Critical thinking skills: Observation; analysis; interpretation; inference; explanation; self-regulation; open-mindedness; communication; problem solving. Professional School Leadership Skills: critical thinking and problem solving; teamwork and collaboration; strong work ethic; oral and written communication skills; leadership skills; time management skills. Steps in Capacity Building: engage stakeholders on capacity building; assess capacity needs and assets; formulate a capacity development response; implement a capacity development response; evaluate capacity development. School leadership and management values supporting educational transformation: standards for student learning; belief in human capacity; commitment to equity; belief in professional support; moral development.

Learning and Teaching Strategies/Activities

Lecture methods, group work, Self-directed learning

Student Assessment Strategies

Continuous Assessment (CA): 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Technology I	
Module Code	E3712AT
NQF Level	7
Notional Hours	80
Contact hours	4L/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Specialisation Elective
Semester Offered	2
Module Purpose	
This module develops students' advanced skills in the use of technology in 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 technology can be used to enhance education in a broader spectrum as well as for professional development, educational management and school administration and marketing.	
Overarching Learning Outcome	
Students will apply advanced skills in educational technology necessary to facilitate teaching and learning as well as to manage and administer school programmes.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Analyse educational technology theories. 2. Critically examine the Namibian ICTs in Education policy and strategies. 3. Create an Acceptable User Policy (AUP) for a school. 4. Evaluate and apply emerging technologies (e.g. Smartboards, cell phones) into teaching and Learning. 5. Integrate Web 2.0 and 3.0 technologies (e.g. wikis, blogs, user-created online content) into teaching and learning. 6. Critically discuss the impact of ICTs on education and development.	

Module Content

The concept Educational technology: definition, the present and future of educational technology; Developing a wiki or blog with annotated bibliography on educational technology theories: modernisation; technology determinism; human capital productivity, constructivism, sociocultural, behaviourism, cognitivist; New Technological Pedagogical approach: TPACK and Technology Integrated Planning (TIP); the Namibian ICTs in Education policy and strategies: Policy content and its relevance to 2014 Namibian technological realities; Discourses by UNESCO, Human Capital theory, World Bank, etc.; digital divide; Ethical and legal issues when integrating ICTs in education: digital citizenship in schools from a global perspective; social networking and learning; how social media can be a learning technology; Cyber safety and privacy; Copyright and ethical use of online resources; Ethical content sharing on social media; Acceptable Use Policy (AUP) for a school: Case studies in Namibian context; ICTs for effective school management: Learner assessment records; Data bank of past assessment tools; School census and 14th day statistics; Soft copies of government forms; Emerging technologies: smartboards, cellphones; tablet, mobile apps; augmented reality; gamification; coding; social media, and ICT approaches to enhance student learning.

Learning and Teaching Strategies/Activities

Lectures, Demonstration, Discussion Forums, Case studies, Problem-based learning.

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%, 100 marks

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Technology II	
Module Code	E3852AT
NQF Level	8
Notional Hours	180
Contact hours	4L+1T/w
Additional learning requirements	None
NQF Credits	18
Prerequisite	Educational Technology I (Prerequisite)
Compulsory/Elective	Specialisation Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to develop students' advanced skills in the use of technology in the teaching and learning process as well as the role that ICTs play in the larger educational and national context.	
Overarching Learning Outcome	
Students will be able to apply advanced skills in educational technology necessary to facilitate teaching and learning as well as to manage and administer school programmes.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the ethical and legal issues when integrating ICTs in education. 2. Identify and analyse theories of educational technology that they need to analyse. 3. Create e-Learning lessons, resources and Assessments. 4. Apply ICT's for assessment, evaluation and decision making. 5. Create a school web-site using a school web service. 6. Create a learning e-Portfolio. 7. Use ICTs for effective school management.	

Module Content

Integrate Web 2.0 and 3.0 technologies: wikis, blogs, user-created online content, APPs and other social media; impact of ICTs on education and development using a blog: Create a full e-learning lesson created including assessments and resources using one of the various online software (e.g. Edmodo, Schoology, EDU2.0 etc); Use ICTs for assessment evaluation and decision-making; Create a school web-site using a school web service; Use a blogging software, WordPress: <http://wordpress.com/>; Weebly: <http://www.weebly.com/>; Create an e-portfolio by linking the following products to your personal learning blog.

Learning and Teaching Strategies/Activities

Lectures, Demonstration, Problem-based learning,

Student Assessment Strategies

Continuous Assessment: 60%

Examination: 40%, 100 marks

PART B: MODULE DESCRIPTOR:	
Module Title: Sports Management I	
Module Code	E3762IP
NQF Level	7
Notional Hours	80
Contact hours	4L/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	None
Compulsory/Elective	Specialisation Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to provide students with the foundation required for school sport organisers, managers and leaders, with the focus on Sport Coaching as well as its management and its impact on good governance of school sport.	
Overarching Learning Outcome	
Students will be to create learning opportunities through which information, knowledge and expertise is shared about principles of becoming an effective type of coaching leader, applying effective teaching-coaching principles, communicate and motivate trainers effectively.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Discuss the relevant qualifications, competencies, roles, and qualities of a coach. 2. Identify society's objectives for sport programmes and the compatibility of the coaches' objectives with society. 3. Analyse the different coaching styles and communication. 4. Describe a healthy coach-athlete relationship, sources of power and boundaries. 5. Analyse the role of the coach in child development, physical activity and health and wellbeing, as well as the impact of physical activity on character building. 6. Explain the key factors of scientific training principles that should be borne in mind when designing a physical conditioning programme. 7. Discuss the value of nutrition during training and competition and the balance between energy intake and expenditure. 8. Determine reason for the cause of sport injuries, and identify the most suitable and specific treatment methods, based on the nature of the most common sport injury types. 9. Discuss effective communication with young trainers with cognition of the psychological aspects of sports training Demonstrate the ability to report on school sport coaching observations and free service delivery.	

Module Content

Introduction to Coaching and Training: Philosophy of coaching; types of coaches; the nature of coaching and management functions of the coach; Coaching Objectives and Coaching Styles: Coaching style and communication; steps in communication, evaluating communication and reasons for ineffective communication; Power and Ethics in Coaching: Power and leadership; using power positively; Children and Sport: Children and sport participation; child growth and development, the mind of a child and the role of parents and coaches in sport; The Science of Coaching: How the body functions; fitness for sport and physical training; the coaches' role in physical training and training principles; Energy and energy fitness; physiology of energy systems; energy demands; measuring energy fitness; designing an energy fitness programme; Basic Nutrition and Fitness: Main reasons for sport injuries; basic management of injuries and injury prevention; Psychological Aspects in Sport: Athletes and individuality; motivation; self-confidence and goal setting skills; managing psychic energy (emotional control); stress management and techniques; effective communication.

Learning and Teaching Strategies/Activities

A blended mode of learning and teaching will be followed (online and face-to-face), discussions, individual, pair and group and practical activities

Student Assessment Strategies

Online/Quiz Test and an Assignment (Compulsory)

Written examination (75 marks duration of 2 hours)

Final Mark: Continuous Assessment (CA) contributes 60% and Examination 40%.

PART B: MODULE DESCRIPTOR:	
Module Title: Art Management I	
Module Code	E3762CA
NQF Level	7
Notional Hours	80
Contact hours	L (4h)/week
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	Integrated Arts 2B
Compulsory/Elective	Elective
Semester Offered	Year 3, Semester 2
Module Purpose	
This module introduces students to	
Overarching Learning Outcome	
This module is designed to provide students with specialized knowledge in development 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 and Fine Art in Namibia.	
Specific Learning Outcomes	
Upon completing the module, students will be able to:	
1. To differentiate between the Philosophy of Art Education (Education through Art) and the Philosophy of Fine Arts (Education in Art) 2. To define the role of arts in Namibian schools. 3. To organize an art program/exhibition/workshop for a classroom environment or school related project. 4. To develop and manage art lessons and art programs for the school. 5. Motivate the teachers and parents to promote the teaching of Arts in their specific school and in their communities. 6. Demonstrate skills and knowledge in organizing and promoting arts and culture in the school and society. 7. Develop ways to create opportunities for Art experiences.	

Module Content

Visual Arts: Philosophy of Arts Education: Importance to the child; Philosophy of Fine Art: Importance to the teacher and society; Art in Schools: Who is offering it and who is not offering it and why; Curation and Critique: Exhibition setup and importance of exhibiting artwork in the classroom; Workshop/Program Planning: How to setup an arts workshop, how to train other teachers in art education and sharing of art knowledge; Marketing and Costing: of Art Workshops, materials budget, classroom management, etc.;

Music: Concepts/elements in music: Music genres/styles; Develop ways to create opportunities for Art experiences: Explore various opportunities for Art experiences; Develop marketing and financial skills in Music; Drama: Dance presentation criteria: Organize music, drama and dance performances in the school and/or in society; Organize integrated art performances in the school and/or in society.

Learning and Teaching Strategies/Activities

All three components (Visual Arts, Music, Drama) will use the following teaching methods:

Tutorials; Face-to-Face learning demonstrations; Blended learning methods through the use of ICT (Moodle LMS); FIELD TRIPS; practical assignments; drama play/costume/masks, artworks, oral presentations, creating teaching aids, etc.

Student Assessment Strategies

Discussions on theoretical work; Field trips to concerts, plays/theatre, art exhibitions to learn how to formally critique art using appropriate art terminology and for report writing; Exhibit plays, music performances, artwork through formal presentations for marks; Give oral critiques of the exhibited plays, music performances, artworks, of the class by using the correct art terminology and appropriate art elements and art principles as criteria; Tests/ Moodle Quizzes; It encompasses the many and varied situations in which the Lecturer observes the Student's participation in musical activity and in the application of knowledge, skills and understanding.

This is an examinable module:

- Continuous assessment 60%
- Examination 40% (1 x 3hour paper)

PART B: MODULE DESCRIPTOR:	
Module Title: Art Management II	
Module Code	E3852CA
NQF Level	8
Notional Hours	180
Contact hours	L + P (4h)/week
Additional learning requirements	None
NQF Credits	18
(Co-requisites) Prerequisite	Art Management I
Compulsory/Elective	Elective
Semester Offered	Year 4, Semester 2
Module Purpose	
This module introduces students to	
Overarching Learning Outcome	
This module is designed to provide students with specialized knowledge in development 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 and Fine Art in Namibia.	
Specific Learning Outcomes	
Upon completing the module, students will be able to:	
1. To define and trace the evolution of art experience (musical practices, dances, stories, visual art and crafts) in Namibia. 2. To identify the effect of arts integration with other subjects. 3. To develop the skills to evaluate various Arts lessons, activities and performances. 4. To assess the creative levels as well as the benefits in Arts activities within the different Namibian societies. 5. Identify and know Contemporary Namibian Art and discuss what has been lost and what still exists in Namibian arts and cultures. 6. Identify the impact of arts education in Namibian schools. 7. Evaluate the state of arts education in both Namibian schools and the community.	

Module Content

Visual Arts: Art Developmental Stages: How children learn Art, ages 0-9; Art Therapy: How Art contributes to the holistic development of the mind. Curation and Critique: Exhibition setup and importance of exhibiting artwork in the classroom; Art Integration: How to integrate Art with other school subjects. Visual Art Lesson Planning and Assessment. Fine Artists: Brief History of famous artists works (Namibia and the world); Namibian; Material Culture through Fine Art: Understanding the importance of teaching material culture to our children through Art Practice. Music: Namibian culture/s and aesthetic: Identifying what music comes from different societies of Namibia; Motivate the teachers and parents to promote the teaching of Arts in their specific school and in their communities; The attitude of learners in the same phase toward singing: Importance of group singing and teaching new songs. Drama: Recognise the influence of diverse cultural perspectives on human thought and behaviour: Discuss the global position/influence of an artist; Design a performance critique criterion: Suitable for each of choral music, percussion band, dance and drama performances.

Learning and Teaching Strategies/Activities

All three components (Visual Arts, Music, Drama) will use the following teaching methods:

Tutorials; Face-to-Face learning demonstrations; Blended learning methods through the use of ICT (Moodle LMS); FIELD TRIPS; practical assignments; drama play/costume/masks, artworks, oral presentations, creating teaching aids, etc.

Student Assessment Strategies

Discussions on theoretical work; Field trips to concerts, plays/theatre, art exhibitions to learn how to formally critique art using appropriate art terminology and for report writing; Exhibit plays, music performances, artwork through formal presentations for marks; Give oral critiques of the exhibited plays, music performances, artworks, of the class by using the correct art terminology and appropriate art elements and art principles as criteria; Tests/ Moodle Quizzes; It encompasses the many and varied situations in which the Lecturer observes the Student's participation in musical activity and in the application of knowledge, skills and understanding.

This is an examinable module:

- Continuous assessment 60%
- Examination 40% (1 x 3hour paper)

PART B: MODULE DESCRIPTOR:	
Module Title: Research Proposal	
Module Code	U5880SP
NQF Level	8
Notional Hours	140
Contact hours	4L /w
Additional learning requirements	Each student will be allocated to a research supervisor before the commencement of the module.
NQF Credits	14
Prerequisite	Educational Research 3B
Compulsory/Elective	Compulsory
Semester Offered	Core Semester 3
Module Purpose	
The purpose of this module is to prepare students for the research process and enable them to produce a research proposal.	
Overarching Learning Outcome	
Students will be able to prepare a research proposal on a topic of their choice.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Identify a researchable educational problem. 2. Formulate a research problem statement. 3. Design research questions and/or hypotheses, which address a gap in the evidence about the problem. 4. Situate the identified problem within the relevant literature using analytical and synthesis skills. 5. Plan an appropriate research design to investigate the research question(s). 6. Select practical and relevant research methods to address the identified problem and research question(s). 7. Apply correct in-text citation of relevant sources and compile a list references according to APA; 8. Apply principles and guidelines for research ethics to describe how data will be gathered from the research cite. 9. Write and present a research proposal, using high level written and verbal communication skills.	

Module Content

Introduction to a research proposal: purpose of a research proposal; components of a research proposal; Research focus: identifying a research topic; formulating a problem statement, developing research question(s) and hypotheses; Literature Review: searching for relevant literature; citing sources; engaging with the literature; identifying gaps in literature; listing references; Research Design: identifying a research paradigm; research methodology and methods of data collection; developing research instruments; collecting and managing data; methods for data analysis.

Learning and Teaching Strategies/Activities

Lectures, group work and self-directed learning.

Student Assessment Strategies

Continuous Assessment (CA): 100%

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Research Project	
Module Code	E3873AR
NQF Level	8
Notional Hours	160
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	16

(Co-requisites) Prerequisite	Prerequisite – Educational Research
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	
The purpose of this module is to provide education students with an opportunity to apply their research knowledge and skills by selecting a topic, collecting data and completing a research report.	
Overarching Learning Outcome	
Students will be able to conduct research and produce a research report.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Describe concepts related to Educational Research. 2. Discuss and apply Educational research designs and methodologies. 3. Design educational research tools and techniques. 4. Illustrate a set of data in tabular and graphical form. 5. Classify reviews as per the variables of study. 6. Apply ICT devices and skills in educational research. 7. Critique results as per the objectives of the study and with reference to reviewed literature. 8. Evaluate research hypothesis, data, tools. 9. Synthesize results of research study. 10. Prepare research proposal and research report.	

Module Content

Carrying out a research project: Designing research instruments: Generating Data: Data analysis and Interpretation: Writing a Research Report.

Learning and Teaching Strategies/Activities:

Lectures, classroom activities, mini presentations including micro-teaching, Consultations on Research Report Writing, Data Collection, Analysis etc.

Student Assessment Strategies:

Major course assignment will be: The final research report contributes 100% to final marks.

PART B: MODULE DESCRIPTOR:	
Module Title: School and Community	
Module Code	E3862AC
NQF Level	8
Notional Hours	90
Contact hours	2L /w
Additional learning requirements	None
NQF Credits	9
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to develop teacher leadership competence through exploring the teacher's role in the school as a living, diverse organization as well as their role in connecting the school to the broader community.	
Overarching Learning Outcome	
Students will be able to apply in-depth understanding of the connection between the school and the community/society and explain/establish its effect on the school, teacher, and learners' performance.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Critique a local school's mission and vision statements.	

2. Evaluate the school's strategic and continuous improvement plans and its connection to the local community.
3. Identify the school's curriculum initiatives, learner management and support systems.
4. Assess the support of the school-wide learner centred culture.
5. Determine the connection between the school, family and community in enhancing learner performance.
6. Apply an in-depth understanding of the school's organizational leadership, learners' support and community inclusion.
7. Prepare a final plan to encourage community participation in the school's activities.

Module Content

Education, society and school culture; Organizational and instructional leadership practices: leadership and management styles impacting on positive school cultures, research on Namibian schools and instructional leadership practices, education Act and leadership practices in Namibian schools, education Act and the role of school boards in Namibia. Managing the school, classroom, learners/learning and support systems: school culture and school improvement, school mission and vision statements, school strategic planning, teaching and learning support systems, national Professional Standards for Teachers in Namibia, school evaluations, improvement plans and community involvement. Establishing a school-wide learner-centred culture: school culture and learner-centred education, research on learner-centred education and school culture in Namibia, School culture measurement tools. Family and community support to enhance school and learner performance: community support and engagement in Namibian Schools, collecting data on community involvement in schools in Namibia, planning community participation in school activities.

Learning and Teaching Strategies/Activities

Lecturing, Collaborative/cooperative/group learning; complex problem-based learning, self-directed learning.

Student Assessment Strategies

Continuous Assessment: 100%

PART B: MODULE DESCRIPTOR:	
Module Title: School Leadership and Management II	
Module Code	E3812AL
NQF Level	8
Notional Hours	180
Contact hours	4L+1T/w
Additional learning requirements	None
NQF Credits	18
Prerequisite	Pre-requisite: School leadership and management I
Compulsory/Elective	Specialization elective
Semester Offered	2
Module Purpose	
The purpose of this module is to enable students to gain knowledge and skills in address leadership challenges faced in Namibian secondary schools.	
Overarching Learning Outcome	
Students will be able to exhibit appropriate leadership skills in schools.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Describe the values and dispositions supporting educational transformation. 2. Discuss the effective management of educational institutions. 3. Apply practical skills in school leadership and management. 4. Apply critical thinking pertaining to leadership and management issues. 5. Evaluate professional values in leadership and management as required of prospective educator. 6. Illustrate the capacity to contribute to educational leadership and management debate. 7. The relate the influence of e-leadership on school management and administration. 8. Facilitate school engagements with community.	

Module Content

Values and dispositions supporting educational transformation: Effective management of educational institutions: School leadership: Skills in school leadership and management: Values in leadership and management: E-leadership on school management and administration: School engagements with community.

Learning and Teaching Strategies/Activities

Lecture methods, Facilitating group work, Self-directed learning

Student Assessment Strategies

Continuous Assessment (CA): 100%

PART B: MODULE DESCRIPTION:	
Module Title: Curriculum Studies II	
Module Code	E3812AC
NQF Level	8
Notional Hours	180
Contact hours	4L+1T/w
Additional learning requirements	None
NQF Credits	18
Prerequisite	Curriculum Studies I
Compulsory/Elective	Specialisation Elective
Semester Offered	2
Module Purpose: The purpose of this module is to provide students with in-depth understanding of theoretical perspectives of curriculum designs and patterns of curriculum designs; approaches and models of curriculum implementation, curriculum change and innovation and curriculum evaluation.	
Overarching Learning Outcome: Students will be able to apply theoretical perspectives of curriculum designs and patterns of curriculum designs; approaches and models of curriculum implementation, curriculum change and innovation and curriculum evaluation and their applications to the Namibian school system.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Explain the characteristics of centralized and decentralized curriculum designs. 2. Differentiate between centralized and decentralized patterns of curriculum designs. 3. Analyse the patterns of curriculum design in Namibia. 4. Discuss approaches to curriculum implementation. 5. Evaluate curriculum implementation models and their relevance to the Namibian context; 6. Analyse the process of educational change. 7. Examine models of curriculum change and innovation. 8. Discuss the nature and purpose of curriculum evaluation. 9. Analyse various approaches to curriculum evaluation. 10. Discuss models of curriculum evaluation.	

Module Content

Understanding Curriculum Design: revisiting meaning and definitions of curriculum design, steps in curriculum designing, Saylor's categorisation of curriculum design, patterns of curriculum designs (centralised curriculum designing, centralised curriculum designing, centrally co-ordinated curriculum designing). Approaches to curriculum implementation: Modernist and Post-Modernist Approaches to Curriculum Implementation. Models of curriculum implementation: Modernist Models such over-coming-resistance to-change model, organizational-development model, concerns-based adoption model and systems model; postmodernist model. Educational change, curriculum change and innovation: concepts such as 'innovation', 'development', 'adoption', process educational change, models of change and innovation, theory of diffusion and models of dissemination of curriculum change and innovations, school curriculum reforms in Namibia. Curriculum Evaluation: Nature and purpose of curriculum evaluation, approaches to curriculum evaluation and models of curriculum evaluation

Learning and Teaching Strategies/Activities

Interactive lectures, class and online discussions, analysis of curriculum documents and presentations.

Student Assessment Strategies

Continuous Assessment (CA): 60%

Examination: 100%

PART B: MODULE DESCRIPTOR	
Module Title: Sports Management II	
Module Code	E3852LP
NQF Level	8
Notional Hours	180
Contact hours	4L+1T/w
Additional learning requirements	Obtaining of an officiation or coaching certificate, under the auspice of one of the following National Sport Associations, affiliated to the Namibia Sports Commission: <u>Athletics Namibia</u> ; <u>All Namibia Netball Association</u> ; <u>Namibia Football Association</u> ;
NQF Credits	18
Prerequisite	Sports Management I
Compulsory/Elective	Specialisation Elective
Semester Offered	2
The purpose of this module is to provide students with the foundation for school sport organisers, managers and leaders, with the focus on Sport Organisation and Administration.	
Overarching Learning Outcome	
Students will be able to create learning opportunities through which information, knowledge and expertise is shared about principles of managing groups of people, which requires an organisational structure to function smoothly as typified by sport for young people.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the current Sport Administration system in Namibia, as well as its umbrella bodies encompassing a number of sports. 2. Distinguish between the needs of individuals, groups, teams and task needs based on principles of leadership and leadership development. 3. Explain what constitutes project planning with a focus on school sports events. 4. Identify the different encompassing sport office procedures. 5. Illustrate ability to establish a school or community sports club. 6. Analyse policies and regulations pertaining to organising and conducting tournaments as well as the different types of sport programmes and tournaments 7. Describe the need to report on school sports event observations and free service delivery 8. Explain the need to participate and obtain successfully officiation or coaching certificate, under the auspice of selected National Sport Associations	

Module Content

Sport Structures; Administration; Namibia Sports Act; Controlling Bodies; National Federations; International Federations; School Sport; Leadership; Leadership development; Individuals; groups; teams and task needs; Motivation; Delegation; Conflicts; consensus and confrontations; Volunteers; Planning; Types of planning; Project planning; Monitoring and evaluation; Development planning; Administration; General office procedures, Communication, Meetings, Basic

financial management, Marketing and media, Sponsorship and fundraising; Starting a Club; Creating a club; Membership recruitment; Legal Issues; Organising and Conducting Tournaments; Programmes of events; Types of events; Programme policies and regulations; Designing tournaments; Round-robin tournament; Single-elimination tournament; Seeding's or ratings; The pool system.

Learning and Teaching Strategies/Activities

A blended mode of learning and teaching will be followed (online and face-to-face), discussions, individual, pair and group and practical activities

Student Assessment Strategies

Continuous Assessment (CA) 60%

Examination 40%.

PART B: MODULE DESCRIPTOR:	
Module Title: Life Skills and Inclusive Education I	
Module Code	E3762AI
NQF Level	7
Notional Hours	160
Contact hours	4L/w
Additional learning requirements	One compulsory field trips / excursions (outside the normal practicals); one attachment.
NQF Credits	16
(Co-requisites) Prerequisite	Inclusive Responsive Teaching (E3642AI)
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with the necessary attitudes and skills to deal with classroom diversity of any nature based on learners' physiological, mental, socio-economic and any other characteristics that might render learners at-risk from participating and learning in the education setting. The module further provides student teachers with humanity values that promotes the identification, assessment and intervention to address barriers to learning.	
Overarching Learning Outcome	
Students will be able to sensitize and empower learners toward the identification and acceptance of diversity in education and effective responses to diversity by employing inclusive education and social justice principles.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Define inclusive education, its key principles, values and processes. 2. Identify the key features of, and continuously create an <u>inclusive learning environment</u>. 3. Discuss barriers to participation, learning and resources to support all learners within schools and by extension, within families and using ICT tools to support all learners in inclusive settings. 4. Create Professional Learning Communities to foster collaboration within and beyond school communities in order to establish a framework of inclusive values and practices. 5. Apply reflective techniques expected to develop intervention plans through a range of activities. 6. Evaluate ethics of forming and participating in staff support groups.	

Module Content

Comprehensively definition of inclusive education, its key principles, values and processes; Unpack diversity in education (in Namibia and globally) and identify the barriers to participation and learning arising within schools; Use national and international policy frameworks to develop priorities and plan interventions to support diversity teaching (e.g. curricula adaptations, design of differentiated lessons); Introduce students to alternative learning practices, techniques, materials, and associated assessment tools to review achievement and development; Provide guidance, modeling and hands-on

skills on the use of certain ICT to support all learners in inclusive settings; Foster collaboration within the school community (teachers, students, parents/carers) in order to establish a framework of inclusive values and support students' participation and achievement in sustainable school systems; Provide students with the key features of, and guide them into continuously create an [inclusive learning environment](#). Discuss barriers to participation, learning and resources to support all learners within schools and by extension, within families and using ICT tools to support all learners in inclusive settings; Create Professional Learning Communities to foster collaboration within and beyond school communities (teachers, teaching assistants, students, parents/carers, professionals, para-professionals) in order to establish a framework of inclusive values and practices (e.g. co-teaching involving a general education and a special education teacher). Use reflective techniques expected to develop intervention plans through a range of activities (e.g. case studies, hands-on activities) aimed towards enhancing participation, learning and achievement of inclusive mainstream education for all students, specifically for disadvantaged learners, including orphaned and vulnerable children, learners affected by abject poverty, learners from indigenous communities, those with special educational needs and migrant background, thereby fostering social inclusion. Understand the need and ethics of forming and participating in staff support groups to identify challenges teachers face, offload in a safe and professional space and develop coping strategies in order to remain caring, inclusive and responsive teachers for all learners.

Learning and Teaching Strategies/Activities

Lectures, tutorials, case scenarios, projects, field trips, and reflection activities.

Student Assessment Strategies

Both formative and summative forms of assessment (e.g. written exams, oral, test, assignments, projects, case studies, etc.). Examination at the end of the Semester at 60/ 40 ratio.

PART B: MODULE DESCRIPTOR:	
Module Title: Life Skills and Inclusive Education II	
Module Code	E3812AI
NQF Level	Level 8
Notional Hours	180
Contact hours	4L+1T/w
Additional learning requirements	None
NQF Credits	18
(Co-requisites) Prerequisite	Life Skills and Inclusive Education I
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to develop students' understanding, skills and attitudes regarding the school subject Life Skills.	
Overarching Learning Outcome	
Students will be able to provide effective, relevant and appropriate life skills education to learners in schools as well as manage all administrative and collaboration issues related to the subject of life skills.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Examine childhood experiences, school experiences and personality in order to identify issues related to personality. 2. Describe the concepts, aims, principles, and challenges related to Life Skills programmes in schools. 3. Evaluate and apply ethical issues in Life Skills. 4. Explain and apply different approaches to guidance and counselling. 5. Discuss the content of the syllabus for Life Skills and describe and apply different teaching methods used in a Life Skills Programme. 6. Illustrate competency in the management of progress assessment and record-keeping as related to Life Skills. 7. Describe the elements needed for a successful career education programme and develop skills to assist learners in their career development. 8. Discuss different psychosocial challenges that learners experience during adolescence and apply strategies to support Namibian secondary school learners to cope with these challenges. 9. Describe and apply methods for networking with families and agencies in the larger community to support learner's learning and well-being. 10. Apply basic knowledge on psychological assessment.	

Module Content

Aims and domains of Life Skills programmes in schools: ethical issues in Life Skills; different approaches to guidance and counselling; content of the syllabus for Life Skills and describe and apply different teaching methods used in a Life Skills Programme; competency in the management of record-keeping as related to Life Skills; elements needed for a successful career education programme and develop skills to assist learners in their career development; different psychosocial challenges that learners experience during adolescence, and strategies to support Namibian secondary school learners to cope with these challenges; guidance, advice and support to learners with regard to challenges related to; methods for networking with families and agencies in the larger community to support learner's learning and well-being; basic knowledge on psychological assessment; basic skills with regard to the process of counselling. basic skills with regard to Comprehensive Sexuality Education (CSE); areas of discomfort in the teaching of Life Skills.

Learning and Teaching Strategies/Activities

Lectures, tutorials, attachments, projects, field trips, presentations, case scenarios and reflections.

Student Assessment Strategies

CA and Examination 60/ 40 Ratio.

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education I	
Module Code	E3762AM
NQF Level	7
Notional Hours	80
Contact hours	4L/w
Additional learning requirements	None
NQF Credits	8
Prerequisite	Mathematics 2B School subject
Compulsory/Elective	Elective
Semester Offered	2
Module Purpose	
The purpose of this module is to introduce students to the different kinds of technologies available for the mathematics teacher to use when teaching mathematics as well as to help students identify the role that mathematics plays in the society.	
Overarching Learning Outcome	
On completing the module students should be able to use technology as a tool in the teaching of Mathematics; students will further understand what digital learning resources are available for a mathematics teacher and the ways in which these can enhance the teaching and learning of mathematics. Ultimately students will get an answer to the question "why we teach mathematics?"	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Understand the role and the need of using ICT in the teaching of mathematics. 2. Use a computer and other electronic devices in the teaching of and learning of Mathematics. 3. Identify different kinds of software to teach Mathematics. 4. Design and present Mathematics lessons which are ICT integrative. 5. Design and present Mathematics lessons on a blended (online) mode. 6. Use internet to extract learning material for the teaching of mathematics, as well as the ethical issues regarding online material. 7. Design computer and technology-based assessment activities in for Mathematics lessons. 8. Link Mathematics to the world outside the classroom. 9. Help the learners to identify careers and opportunities in Mathematics in relation to the society. 10. Demonstrate the use of mathematical ideas such as: Ethno mathematics, Realistic Mathematics Education, Critical Mathematics Education a,	

Module Content

Definition of ICT in Mathematics Education, The reasons for using ICT in a Mathematics lesson, Challenges of ICT in the teaching of Mathematics, The ICT policy for Namibian Schools; The use of a computer in teaching Mathematics, Using other electronic devices in the teaching and learning of Mathematics, Different kinds of software used to teach Mathematics, An ICT integrative Mathematics lesson, Teaching Mathematics on a blended (online) mode; Advantages of teaching mathematics on a blended mode, Challenges of teaching mathematics on a blended mode; The use of internet in providing learning material for the teaching of mathematics, Rules and Regulations on Plagiarism and Copyright issues on online Mathematical learning materials, Designing computer and technology based assessment activities in for Mathematics, The role of mathematics in a society, Ethno mathematics, Realistic Mathematics Education, Different career opportunities in Mathematics.

Learning and Teaching Strategies/Activities

Online lectures, blended learning, Projects, Carry out and design assessment tools

Student Assessment Strategies (each semester)

Continuous Assessment (CA) contributes 60% and Examination 40%.

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education II	
Module Code	E3812AM
NQF Level	8
Notional Hours	180
Contact hours	4L+1T/w
Additional learning requirements	None
NQF Credits	18
Prerequisite	Mathematics Education I
Compulsory/Elective	Elective
Semester Offered	1
Module Purpose	
The purpose of this module is to equip students with philosophies and learning theories in Mathematics at an advanced level.	
Overarching Learning Outcome	
Students will be able to critically analyse fundamental philosophies and learning theories in Mathematics.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Analyse philosophies and learning theories in Mathematics. 2. Apply philosophies and learning theories of Mathematics to classroom practice and research. 3. Evaluate strengths and limitations as well as current problems between the learning philosophies and learning theories and their place in Mathematics as a field of study. 4. Design teaching and learning resources that can be used in Mathematics class. 5. Identify and choose the philosophies and learning theories related to their research topics in the field of Mathematics. 6. Carry out desktop studies on the philosophies and learning theories of Mathematics based on extensive reading.	

Module Content

Philosophies and learning theories: Logical Empiricism; Hermeneutics; Systems Theory; Feminism; Phenomenology; Critical Theory; African Philosophy; Critical Rationalism; Postmodernism; Philosophies and learning theories to use in Learning Mathematics; Zone of Proximal Development; Constructivism: Associationistic; Functionalistic'; strengths and limitations; Design teaching and learning resources; desktop studies.

Learning and Teaching Strategies/Activities:

Lectures; Blended learning and Pretentions (by facilitator and/or students)

Student Assessment Strategies

Continuous assessment: 60%

Final examination: 40%

PART B: MODULE DESCRIPTOR	
Module Title	Applied Human Movement and Sport Science
Module Code	AB3712E
NQF Level	7
Notional Hours	180
Contact hours	4L + 1P
Additional learning requirements	
NQF Credits	18
(Co-requisites) Pre-requisite	AB3712E Co-requisite: Sport Science
Compulsory/Elective	Compulsory
Semester Offered	Semester 2, Year 3
Module Purpose	
The purpose of this module is to: provide students with competence and the ability to apply knowledge and expertise in fundamental human movement and sports sciences.	
Overarching Learning Outcome	
Students will be able to utilise information, knowledge and expertise about the scientific application of human movement and sport science activities to promote lifelong physical activity and ensure optimal sports performance.	

Specific Learning Outcomes

On completing the module, students should be able to:

1. Define and assess fundamental talent identification for sports performance in young talent;
2. Translate fundamental sport talent patterns into long term athlete development that;
3. Analyse the sports performance of Esports in modern society;
4. Demonstrate knowledge of the rules and regulations of different Esports;
5. Distinguish and prepare sport psychological aspects related to talent identification and different events in sports activities;
6. Apply knowledge of exercise and sports psychology.

Module Content

Talent identification and psychology: Conceptualised talent identification and talent development processes. The content will exist of long term athlete development principles, the prerequisites to success in sport, and the comparative efficacy of employing these prerequisites within talent identification schemes. The capacity of a child to develop in sport and the psychological factors that underpin this process within the multidimensional nature of talent. The role of psychology in the ability of individuals to fulfil their sporting potential. The dichotomy between theory and practice in talent identification. Psychological determinants of performance and the prerequisites for learning and development. The impact of attitudes on achieving potential and the use of meta-cognitive strategies to fulfil potential. E-sports: What is Esports, and how does it fit into the modern sports arena? Impact of Esports on sport participation in general. How will Esport be part of physical education in an educational setting? Exercise and Sport Psychology. The introduction to psychology, sport and exercise. The following aspects will form part of the section: cognition and motor behaviour, motivation, psychological effects of physical activity, performance enhancement, personality types in sport.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: Flipped classroom activities, blended and hybrid learning, work-integrated learning in the sports setting, demonstrations of movement activities, movement tutorials, simulation activities, case studies, self-study and group activities.

The following strategies will be applied:

Experiential learning will use real-world and/or hands-on experiences as a source of instruction for students. Simulations and games will be used. Students will be required to reflect on their individual experiences, analyse the most critical aspects of their experience, and apply fundamental principles of the experience in the new context. Demonstrations from lecturers and peers will form part of drills and practices. Problem-solving, concept mapping and reflective discussions will apply learner-centred strategies by means of observations, investigations, inference, and hypothesis formation. The students are encouraged to learn from their peers by means of observations, listening, interpersonal, and intervention skills and abilities as they engage with the content topic. Written and practical assignments, group work, self-directed learning, online learning, class discussions and online discussion forums.

Student Assessment Strategies

The continuous assessment (CA): 100%

- Assignments: 20%
- Analysis and evaluations: 20%
- Program designs: 20%
- Portfolio: 40%

PART B: MODULE DESCRIPTOR	
Module Title: Foundations of Family and Consumer Sciences	
Module Code	AC3511E
NQF Level	5
Notional Hours	120
Contact hours	4L
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 1, Year 1
Module Purpose	
The purpose of this module is to: understand basic concepts of Family and Consumer Science/Home Economics and develop a range of skills to promote independence through planning, managing, and using resources.	
Overarching Learning Outcome	
Demonstrate an understanding of the philosophy, mission and paradigms of Family and Consumer Sciences (Home Economics) as a field of study and how to build resilient homes and families.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Demonstrate understanding of the philosophy, mission and paradigms of family and consumers science (FCS) as a subject area. 2. Discuss the history of FCS with specific reference to Africa. 3. Discuss the role of FCS in sustainable development. 4. Describe resource management with an ecosystems approach to households and families. 5. Demonstrate understanding of family studies as a field of study. 6. Discuss the functions of the family. 7. Discuss the management process within the families. 8. Describe the decision making process within the family.	

Module Content

FCS: the philosophy, mission and paradigms of family and consumers science (FCS) as a subject area.; history of FCS; Intra family Sustainable development: FCS and the sustainable development goals; Ecosystems approach to resource management; Family Studies: family versus households, family structure/types; family life cycle, roles within the family, diversity in families; Family functions: Family Socialisation; Family Communication; Family Management; Decision making in the family (types of decisions; steps of decisions making)

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: Flipped classroom activities, blended and hybrid learning, work-integrated learning in the sports setting, demonstrations of movement activities, movement tutorials, simulation activities, case studies, self-study and group activities.

The following strategies will be applied:

Experiential learning will use real-world and/or hands-on experiences as a source of instruction for students. Simulations and case studies will be used. Students will be required to reflect on their individual experiences, analyse the most critical aspects of their experience, and apply fundamental principles of the experience in the new context. Demonstrations from lecturers and peers will form part of practices. Problem-solving, concept mapping and reflective discussions will apply learner-centred strategies by means of observations, investigations, inference, and hypothesis formation. The students are encouraged to learn from their peers by means of observations, listening, interpersonal, and intervention skills and abilities as they engage with the content topic. Written and practical assignments, group work, self-directed learning, online learning, class discussions and online discussion forums.

Student Assessment Strategies

The continuous assessment (C.A.): 60%%

- Assignments: 20%
- Analysis and evaluations: 20%
- Formative Tests: 20%
- Portfolio: 40%

This module will be assessed through a final examination paper with a maximum duration of 3 hours and a maximum of 100 marks. (Exam:40%)

PART B: MODULE DESCRIPTOR	
Module Title: Foundations of Human Nutrition	
Module Code	AC3512E
NQF Level	5
Notional Hours	120
Contact hours	4L
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 2, Year 1
Module Purpose	
The purpose of this module is to: provide students with competence and the ability to apply knowledge and expertise in fundamental aspects underlying human nutrition and wellness.	
Overarching Learning Outcome	
Students will be able to utilise knowledge about Human Nutrition, including all macronutrients and micronutrients, water and phytochemicals in a Namibian context.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain the rationale of human nutrition. 2. Discuss the relationship of our body with food. 3. Discuss the energy balance of individuals. 4. Explain the functions, characteristics, digestion, absorption, assimilation, dietary sources and requirements of macronutrients. 5. Interpret identified anthropometric measurements. 6. Demonstrate understanding of the PEM continuum. 7. Explain between features, function, digestion, absorption, assimilation, dietary and other sources, requirements, symptoms and diseases associated with a deficient or excess intake of minerals and vitamins. 8. Explain the critical role of water in the human diet. 9. Describe the functions of phytochemicals in the human body. 10. Evaluate the nutrition information on food labels.	

Module Content

Rationale of human nutrition: 10 concept pillars of nutrition, critical nutrition definitions; Relationship of our body with food: body cells, body fluid and the cardiovascular system, the hormonal and nervous system, the immune system, the digestive system, the excretory system and storage system; Energy balance of individuals: energy intake (chemical energy from food), factors influencing BMR, calculation of energy needs, Macronutrients: the functions, characteristics, digestion, absorption, assimilation, dietary sources and requirements of carbohydrates (monosaccharides, disaccharides, oligosaccharides, polysaccharides, nonstarch polysaccharides), resistance starches, pre and probiotics (including health effects), intrinsic and extrinsic sugar, dietary sugar and health, WHO sugar guidelines, sugar and food labels, guidelines to balance sugar intake in the diet; The functions, features, digestion, absorption, assimilation, dietary sources and requirements of lipids (triglycerides, saturated versus unsaturated, trans fatty acids, essential fatty acids, health effect of essential fatty acids, phospholipids and sterols), visible and invisible fat, dietary fat, cholesterol and health, healthy ranges of fat intake, guidelines for inclusion of fat in the diet; The functions, features, digestion, absorption, assimilation, dietary sources and requirements of protein (essential and non-essential amino acids, biological value of protein, complementary protein), protein needs, different types of vegetarians, gluten free diets?; PEM continuum: Marasmus and kwashiorkor (including the link between protein function and kwashiorkor, PEM in adults; Anthropometric measurements: Waist-to-hip ratio, BMR and Micronutrients, Vitamins: Water-soluble versus fat-soluble vitamins, the features, function, digestion, absorption, assimilation, dietary and other sources, requirements, symptoms and diseases associated with a deficient or excess intake of fat-soluble vitamins (A, D, E, K) and water-soluble vitamins (C and B complex), Minerals: body fluids and minerals, the features, function, digestion, absorption, assimilation, dietary and other sources, requirements, symptoms and diseases associated with a deficient or excess intake of major minerals (calcium, chloride, magnesium, phosphorus, potassium, sodium and sulfate) and trace minerals (iodine, iron, zinc, selenium, fluoride, chromium, copper, manganese and molybdenum), WHO policies as well as dietary guidelines for identifies minerals, Water: food and liquids providing water in the diet, function of water in the diet, chronic and acute dehydration, who are vulnerable for dehydration, household solutions for rehydration; Phytochemicals: definition, common phytochemicals in the human diet, health benefits, guidelines to enhance the intake; Food labels: food literacy.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: Flipped classroom activities, blended and hybrid learning, work-integrated learning in the sports setting, demonstrations of movement activities, movement tutorials, simulation activities, case studies, self-study and group activities.

The following strategies will be applied:

Experiential learning will use real-world and/or hands-on experiences as a source of instruction for students. Simulations and case studies will be used. Students will be required to reflect on their individual experiences, analyse the most critical aspects of their experience, and apply fundamental principles of the experience in the new context. Demonstrations from lecturers and peers will form part of the practices. Problem-solving, concept mapping and reflective discussions will apply learner-centred strategies by means of observations, investigations, inference, and hypothesis formation. The students are encouraged to learn from their peers by means of observations, listening, interpersonal, and intervention skills and abilities as they engage with the content topic. Written and practical assignments, group work, self-directed learning, online learning, class discussions and online discussion forums.

Student Assessment Strategies

The continuous assessment (C.A.): 60%

- Assignments: 40%
- Analysis and evaluations: 10%
- Formative Tests: 25%
- Portfolio: 20%

This module will be assessed through a final examination paper with a maximum duration of 3 hours and a maximum of 100 marks. (Exam:40%)

PART B: MODULE DESCRIPTOR	
Module Title: Household Resource Management I	
Module Code	AC3532E
NQF Level	5
Notional Hours	120
Contact hours	4L
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 2, Year 1
Module Purpose	
The purpose of this module is to: develop essential life skills to become active, adaptable, consumer-literate citizens able to apply effective decision-making skills in everyday contexts.	
Overarching Learning Outcome	
Introduce students to the conscious use of resources in the household (as a consumer); in particular money, energy, fuel, water and waste management with reference the application of sustainable living.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Discuss needs in the family. 2. Describe resources available in the family context. 3. Demonstrate sustainable management of water, electricity, fuel and waste as applied to household systems. 4. Discuss and apply work study principles in the household with reference to time as resource, motion studies, work simplification and functional storage. 5. Demonstrate an understanding of consumer education in relation with household resource management. 6. Demonstrate an understanding of family finance and budgeting in relation with household resource management and gender issues. 7. Discuss and apply issues of safety in the household	

Module Content

Family studies: Needs and wants of families, Maslow hierarchy of needs, diverse family needs; Family Resources: Human and nonhuman resources; sustainable management of electricity, fuel and waste as applied to household systems, reduce, reuse and recycle (including different types of plastic) applied decision making; Work Study: Three concepts of work (Work, worker and workplace), correct use of body mechanics to prevent fatigue; Consumer Education: Consumer rights and responsibilities; Consumer Behaviour Influence of advertising; Family Socialisation; Family Communication; Family Financial Management: Budgeting; financial literacy and family spending plan Process; Family safety.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: Flipped classroom activities, blended and hybrid learning, work-integrated learning in the sports setting, demonstrations of movement activities, movement tutorials, simulation activities, case studies, self-study and group activities.

The following strategies will be applied:

Experiential learning will use real-world and/or hands-on experiences as a source of instruction for students. Simulations and case studies will be used. Students will be required to reflect on their individual experiences, analyse the most critical aspects of their experience, and apply fundamental principles of the experience in the new context. Demonstrations from lecturers and peers will form part of practices. Problem-solving, concept mapping and reflective discussions will apply learner-centred strategies by means of observations, investigations, inference, and hypothesis formation. The students are encouraged to learn from their peers by means of observations, listening, interpersonal, and intervention skills and abilities as they engage with the content topic. Written and practical assignments, group work, self-directed learning, online learning, class discussions and online discussion forums.

Student Assessment Strategies

The continuous assessment (C.A.): 60%%

- Assignments: 20%
- Analysis and evaluations: 20%
- Formative Tests: 20%
- Portfolio: 40%

This module will be assessed through a final examination paper with a maximum duration of 3 hours and a maximum of 100 marks. (Exam:40%)

PART B: MODULE DESCRIPTOR	
Module Title: Household Resource Management II	
Module Code	AC3611E
NQF Level	6
Notional Hours	140
Contact hours	4L
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 1, Year 2
Module Purpose	
The purpose of this module is to: The purpose of this module is to: develop essential life skills to become active, adaptable, consumer-literate citizens able to apply effective decision-making skills in everyday contexts.	
Overarching Learning Outcome	
Introduce students to the conscious use of resources in the household (as a consumer); in particular money, energy, fuel, water and waste management with reference the application of sustainable living.	
Specific Learning Outcomes	
On completing the module students should be able to:	
1. Discuss sustainable clothing and cleaning agent choices in the home. 2. Describe sustainable care for clothing and the home. 3. Apply the principle of reuse, reduce and recycle to clothing. 4. Demonstrate an understanding of norms values and housing needs that are specific to the cultural, psychological, sociological differences of culture and other specific groups. 5. Discuss responsible choice and home ownership with reference to sustainable environments. 6. Apply passive and active housing concepts to illustrate sustainable living in and around the home.	

Module Content

Sustainable clothing: meaning, how to determine quality in clothing, three R's as applied to clothing; Care for clothing and the home: clothing labels, laundry agents, sustainable household cleaning agents, Housing needs for the family: Norms values and housing needs that are specific to the cultural, psychological, sociological differences of culture and other specific groups, types of housing (including tiny homes); responsible home ownership; housing provision: Sustainable homes: sustainable practices in the home (for example lay out and design); energy efficiency (including lighting and ventilation), sustainable development goals; passive and active housing concepts

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: Flipped classroom activities, blended and hybrid learning, work-integrated learning in the sports setting, demonstrations of movement activities, movement tutorials, simulation activities, case studies, self-study and group activities.

The following strategies will be applied:

Experiential learning will use real-world and/or hands-on experiences as a source of instruction for students. Simulations and case studies will be used. Students will be required to reflect on their individual experiences, analyse the most critical aspects of their experience, and apply fundamental principles of the experience in the new context. Demonstrations from lecturers and peers will form part of practices. Problem-solving, concept mapping and reflective discussions will apply learner-centred strategies by means of observations, investigations, inference, and hypothesis formation. The students are encouraged to learn from their peers by means of observations, listening, interpersonal, and intervention skills and abilities as they engage with the content topic. Written and practical assignments, group work, self-directed learning, online learning, class discussions and online discussion forums.

Student Assessment Strategies

The continuous assessment (C.A.): 60%%

- Assignments: 20%
- Analysis and evaluations: 20%
- Formative Tests: 20%
- Portfolio: 40%

This module will be assessed through a final examination paper with a maximum duration of 3 hours and a maximum of 100 marks. (Exam:40%)

PART B: MODULE DESCRIPTOR	
Module Title: Principles of Food preparation I	
Module Code	AC3612E
NQF Level	6
Notional Hours	160
Contact hours	4L + 1P
Additional learning requirements	Wear prescribed protective clothing at all times in the laboratory.
NQF Credits	16
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 2, Year 2
Module Purpose	
This module aims to: 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.	
Overarching Learning Outcome	
Demonstrate understanding of scientific principles in food preparation, the nutritional composition, chemical structure and physical properties of different food commodities, reactions during food preparation, and food systems changes during food preparation.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Explain scientific principles that apply in food preparation. 2. Apply the correct recipe formats and language of recipes. 3. Demonstrate understanding of scientific principles underpinning changes in food. 4. Demonstrate understanding of the nutritional composition, chemical structure and physical properties of different food commodities, reactions during food preparation, and food systems changes during food preparation.	

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| 5. Demonstrate selecting the most appropriate food preparation techniques to retain the nutritional value and optimum food quality.
6. Apply cookery skills on listed food commodities. |
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Module Content

Applied scientific principles: The relationship between heat transfer and cooking (cooking methods), cooking mediums and their application, microwave cooking, vapour pressure and pressure cookers, air pressure and its effect on cooking, air fryers, pH of food, enzymatic and non-enzymatic browning of food, the impact of hard and soft water in cooking and food systems Recipe formats and cooking terminology: recipe formats, best practice in recipe writing and language of recipes, compile a recipe booklet for use at schools, Food commodities: Demonstrate understanding of the nutritional composition, chemical structure and physical properties of different foods (Starch, cereal and cereal products, fruit and vegetables, salads, meat and meat products, poultry, fish, and seafood, milk and milk products, eggs and egg cookery, gelatine, sauces and salad dressings, legumes(including pulses versus legumes, texturised vegetable protein, the impact of different types of water on the texture of cooked legumes), reactions that take place during food preparation, changes of food systems that take place during food preparation and select and apply cooking techniques and skills on listed food commodities

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: Flipped classroom activities, blended and hybrid learning, work-integrated learning in the sports setting, demonstrations of movement activities, movement tutorials, simulation activities, case studies, self-study and group activities.

The following strategies will be applied:

Experiential learning will use real-world and/or hands-on experiences as a source of instruction for students. Simulations and case studies will be used. Students will be required to reflect on their individual experiences, analyse the most critical aspects of their experience, and apply fundamental principles of the experience in the new context. Demonstrations from lecturers and peers will form part of practices. Problem-solving, concept mapping and reflective discussions will apply learner-centred strategies by means of observations, investigations, inference, and hypothesis formation. The students are encouraged to learn from their peers by means of observations, listening, interpersonal, and intervention skills and abilities as they engage with the content topic. Written and practical assignments, group work, self-directed learning, online learning, class discussions and online discussion forums.

Student Assessment Strategies

The continuous assessment (C.A.): 100%

- Assignments: 20%
- Analysis and evaluations: 20%
- Formative Tests: 20%
- Portfolio: 40%

PART B: MODULE DESCRIPTOR	
Module Title: Principles of Food Preparation II	
Module Code	AC3713E
NQF Level	7
Notional Hours	180
Contact hours	2L + 1P
Additional learning requirements	Wear prescribed protective clothing at all times in the laboratory.
NQF Credits	18
(Co-requisites) Prerequisite	Pre-requisite: AC3612E Principles of Food preparation I
Compulsory/Elective	Compulsory
Semester Offered	Semester 1, Year 1
Module Purpose	
The purpose of this module is to: strengthen theoretical and practical skills in batters and doughs and food preservation, in addition planning, preparing, cooking and serving a range of meals.	
Overarching Learning Outcome	
Demonstrate theoretical and practical skills in metrication and measurement, batters and doughs and food preservation, safe, hygienic, healthy and creative use of foods to plan, prepare, cook and serve a range of meals.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Apply correct measuring techniques and metrication of recipes. 2. Demonstrate proper use of new terminology.	

3. Demonstrate understanding of the chemical structure and physical properties of different batters and doughs, the reactions during food preparation, changes of food systems that take place during food preparation, the impact of different ingredients on the final product.
4. Discuss food safety
5. Apply food hygiene techniques in practical classes and the household.
6. Discuss food preservation and storing
7. Discuss food additives.
8. Apply meal management and menu planning techniques.
9. Discuss food economics and convenience
10. Apply basic baking and preservation skills in food preparation.

Module Content

Measurement and metrication: Understand different measuring systems (SI, Imperial, Standard American), Translate recipes found on the web to I.S. Halve/quarter ingredients units. Discuss and demonstrate correct measuring skills of common ingredients. Terminology: develop a terminology catalogue. Batters and doughs: Ingredients, classifications (including the difference in naming of baked products in different regions of the world), general methods and techniques, the structure of baked products, dry flour mixtures, baking at high altitude, heat transfer I different baking material (metal, glass, etc.), evaluation of baked products (appearance, texture and taste), discuss and prepare quick bread, yeast bread, cakes and cookies, pastry (shop-bought), prepare different types of batter and dough products. Food safety: Preventing foodborne illnesses, characteristics of foodborne micro-organisms, foodborne infections and intoxications (food poisoning). Food preservation: Reasons for food spoilage, general household methods of food preservation (drying, canning, pickling, fermenting, freezing, oil packing, salting, preserving with sugar and immersion in alcohol), packaging of food, storage of food, applying food preservation techniques (canning, pickling, fermenting, preserving with sugar), Food Additives: classification and use of food additives and CODEX classification (general list). Meal management and menu planning: factors affecting meal planning, principles of menu planning, characteristics of different menus, plan simple menus and prepare time plans, prepare a planned meal. Food economics and convenience: Trends in food use, consumer food waste, safe re-use of leftover food, availability of food, buying food.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: Flipped classroom activities, blended and hybrid learning, work-integrated learning in the sports setting, demonstrations of movement activities, movement tutorials, simulation activities, case studies, self-study and group activities.

The following strategies will be applied:

Experiential learning will use real-world and/or hands-on experiences as a source of instruction for students. Simulations and case studies will be used. Students will be required to reflect on their individual experiences, analyse the most critical aspects of their experience, and apply fundamental principles of the experience in the new context. Demonstrations from lecturers and peers will form part of the practices. Problem-solving, concept mapping and reflective discussions will apply learner-centred strategies by means of observations, investigations, inference, and hypothesis formation. The students are encouraged to learn from their peers by means of observations, listening, interpersonal, and intervention skills and abilities as they engage with the content topic. Written and practical assignments, group work, self-directed learning, online learning, class discussions and online discussion forums.

Student Assessment Strategies

The continuous assessment (C.A.): 100%

- Assignments: 20%
- Analysis and evaluations: 20%
- Formative Tests: 20%
- Portfolio: 40%

PART B: MODULE DESCRIPTOR	
Module Title: Nutrition and Wellness	
Module Code	AC3713E
NQF Level	7
Notional Hours	160
Contact hours	4L
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	Pre-requisite: AC3512E Foundations of Human Nutrition
Compulsory/Elective	Compulsory
Semester Offered	Semester 1 and 2, Year 1

Module Purpose
The purpose of this module is to: develop theoretical and practical knowledge to improve food and nutrition security for individuals, households and families to ensure health and wellness for all.
Overarching Learning Outcome
Demonstrate understanding of nutrition during the life cycle of an individual and the ability to implement Namibian Food and Nutrition Guidelines as well as food safety and food security principles.
Specific Learning Outcomes
On completing the module, students should be able to: 1. Apply knowledge of different health and wellness dimensions. 2. Demonstrate understanding of nutrition during the life course of an individual. 3. Discuss nutrition identification, evaluation and controlling of chronic lifestyle and infectious 4. Analyse food logs and guide how to improve the diet of individuals 5. Plan health education sessions based on the Namibian Food and Nutrition Guidelines. 6. Discuss food safety and security issues in a Namibian, SADC and global context.

Module Content

Health and Wellness: Dimensions of Wellness: emotional, occupational, physical, social, intellectual, and spiritual. Addressing all six dimensions of wellness in our lives builds a holistic sense of wellness and fulfilment; Nutrition during the life course of an individual: pre-conception nutrition, pregnancy, infancy, breastfeeding, young children, school-going children, adolescents, adults, and late adulthood, focus on nutrition and wellness issues as presented in each of these phases in the life course; Chronic lifestyle and infectious diseases: specific reference to obesity, cardiovascular disease, high blood pressure, diabetes, some cancers, HIV and Aids and COVID 9; Food logs: analyse, develop guidelines for improved diets; Namibian Food and Nutrition Guidelines: analyse food logs, develop guidelines to improve diets based on food log analysis, plan health education sessions; Food safety and security: food security as presented on different levels in Namibia, ways to address stunting and hunger, introduction to food systems.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: Flipped classroom activities, blended and hybrid learning, work-integrated learning in the sports setting, demonstrations of movement activities, movement tutorials, simulation activities, case studies, self-study and group activities.

The following strategies will be applied:

Experiential learning will use real-world and/or hands-on experiences as a source of instruction for students. Students will be required to reflect on their individual experiences, analyse the most critical aspects of their experience, and apply fundamental principles of the experience in the new context. Demonstrations from lecturers and peers will form part of practices. Problem-solving, concept mapping and reflective discussions will apply learner-centred strategies by means of observations, investigations, inference, and hypothesis formation. The students are encouraged to learn from their peers by means of observations, listening, interpersonal, and intervention skills and abilities as they engage with the content topic. Written and practical assignments, group work, self-directed learning, online learning, class discussions and online discussion forums.

Student Assessment Strategies

The continuous assessment (C.A.): 100%

- Assignments: 20%
- Analysis and evaluations: 20%
- Formative Tests: 20%
- Portfolio: 40%

PART B: MODULE DESCRIPTOR:	
Module Title: Statistics and probability for educators	
Module Code	E3651AS
NQF Level	6
Notional Hours	140
Contact hours	4L+1T
Additional learning requirements	
NQF Credits	14
(Co-requisites) Prerequisite	NONE
Compulsory/Elective	Compulsory
Semester Offered	1 st semester, year 2
Module Purpose	
It is hoped that trainee teachers will be well-versed in teaching statistics and probability-related concepts in the Namibian mathematics curriculum upon completion of this course. The module, therefore, intends to equip the student teachers with enough knowledge to impart the same to the learners at the secondary school level. It further enables them to apply the same knowledge in the research project and analysis of learners' performances in schools.	
Overarching Learning Outcome:	
On completion of the course, the students should be able to: 1. Use correctly different Statistical and probability terminologies. 2. Apply different statistical techniques to make inferences. 3. Impart the acquired knowledge to the learners in a secondary school.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Define and state the rationale of statistics and probability. 2. Differentiate between various types of data, their sources, collection and measurements. 3. Discuss data collection, presentation methods and sampling techniques 4. Perform calculations and interpret various measures of central tendency, position and dispersion for both grouped and ungrouped data. 5. Describe and perform calculations involving basic probability theory and its laws. 6. Perform and interpret special probability distributions. 7. Perform hypothesis testing. 8. Perform calculations involving chi-square and t-test.	

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: stem and leaf plot, dot plot, scatter plot and box and Whisker plot, Descriptive Statistics: Mean, Median, Mode, Range, Standard deviation and Variance, Quartiles and Percentiles. Probability: Laws of probability, conditional probability, probability distributions: normal distribution and binomial, Chi-square, t-distribution.

Learning and Teaching Strategies/Activities:

Lectures, Group work, Project

Student Assessment Strategies:

Continuous assessment (50% of the final mark) consisting of a combination following:

- Continuous Assessment (test, assignments and a project) 50%
- Examination 50%(1x3hourExaminationpaper).

A final mark of 50% is required to pass this course.

PART B: MODULE SPECIFICATION:	
Module Title: Structural Biochemistry	
Module Code	S3611BB
NQF Level	6
Notional Hours	140
Contact hours	4 hours lectures per week for 12 weeks for the semester
Additional learning requirements	None
NQF Credits	14
(Co-requisites) Prerequisite	S3511BB Foundations of Biochemistry and Biology
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to: Provide a general introduction of the different biomolecules in living organisms Overarching Learning Outcome Describe and explain structures, properties and functions of different biomolecules in living organisms	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Explain the role and importance of carbohydrates as an organism's energy source 2. Sketch and describe certain reactions of carbohydrates 3. Identify and characterize lipids 4. Outline the role that lipids play in the body 5. Differentiate passive from active transport 6. Name and explain the factors that influence the rate of diffusion 7. Differentiate primary from secondary active transport 8. Apply knowledge of polar and non-polar molecules to amino acids and classify the 20 essential amino acids 9. Examine protein functions 10. Categorize protein domain structure and folding, conformational mobility and stability	

Module Content

Water as a medium of life: weak interactions in aqueous system; ionization of water, weak acids, and weak bases; buffering against pH changes in biological systems; water as a reactant. Amino acids, peptides and proteins: structural features, classification and functions of amino acids; peptides and proteins; primary, secondary, tertiary and quaternary structures of proteins; protein denaturation and folding; protein function. Carbohydrates and glycobiology: monosaccharides and disaccharides; polysaccharides; glycoconjugates; carbohydrates as information molecules. Nucleic acids: nucleotides functions and as basic units; nucleic acid structure; nucleic acid chemistry. Lipids: classes of lipids; lipids as signals, cofactors, and pigments. Biological membranes and transport: composition and architecture of membranes; membrane dynamics; transport across membranes.

Learning and Teaching Methods

This module will be offered as a blended on-line and face-to-face mode and learning will be carried out through the following teaching methods:

1. External moderation of examination question papers, memoranda, and scripts by senior academics.
2. Student evaluation of teaching and learning materials.
3. Regular review of the module content and prescribed material every five years or when the need arises.
4. Monitoring of student progress through feedback on student assessments.

Student Assessment

Student assessment for this module will consist of formative and summative tasks.

Formative assessment:

Continuous assessment will make up 50% of the module grade consisting of a combination of Tests, Assignments, and Practical reports.

Summative assessment:

- o Examination: 1 x 3h examination at the end of the semester that counts 50% towards the final mark
- o Final Mark: 50% CA mark and 50% Examination mark
- o A subminimum of 40% in the examination is required to pass, irrespective of the final mark
- o To pass this Module the student must obtain a minimum final mark of 50%

PART B: MODULE SPECIFICATION:	
Module Title: PLANT FORM AND FUNCTION	
Module Code	S3612EP
NQF Level	6
Notional Hours	160
Contact Hours	4 lecture periods and one 3-hour practical per week for one semester
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	S3511BB Foundations of Biochemistry and Biology, S3512ED Diversity of Life
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to: facilitate the interpretation of patterns of diversity in vascular plant form and function through the provision of Embryophytes (land plants) survey using evolutionary and ecological principles. Throughout the Module, the emphasis will be placed on evolutionary functions performed by various plant structures in major plant groups. The focus of the Module is on the anatomy and functional morphology of photosynthetic organisms in both aquatic and terrestrial systems.	
Overarching Learning Outcome	
Discuss the structures of terrestrial and aquatic plants focusing on evolutionary and morphological functions and adaptation features.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Explain different structures (vegetative and reproductive) of a plant, and functions 2. Discuss what organisms are considered as plants, and what are not plants 3. Describe the evolutionary function of apomorphies of embryophytes, and of various plant phyla 4. Relate plant anatomical structures to function 5. Describe the relationship between plant structural forms and the function 6. Describe how plants adapted to perform physiologically in a described ecological habitat. 7. Describe reproduction in vascular plants 8. Identify adaptive features of selected plants in a selected habitat 9. Explain plant evolutionary relationships	

Module Content

Review of major groups of plants: survey through the 10 extant plant phyla - Hepatophyta, Anthocerotophyta, Bryophyta, Lycopphyta, Pterophyta, Cycadophyta, Ginkgophyta, Gnetophyta, Coniferophyta and Magnoliophyta. Topics will emphasize the 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. Plant structure, growth and development. Functional plant-microbe associations. Stem form and function. Root form and function. Leaf's form and function. Flowering plants and animal coevolution: different animal pollinators, their roles in plants reproduction, and their requirements from plants. Plant adaptation to various environments. Laboratory work will include a survey of flowering plant taxonomy and plant forms and functions. Laboratory projects will explore various plant structures in selected groups, and discuss functional relationships, as well as identifying adaptive features of plant form and function.

Learning and Teaching Strategies/Activities

This module will be offered as a blended on-line and face-to-face mode and learning will be carried out through the following teaching methods: -

1. Lectures: these will be carried out via face to face and online mode (blended method)
2. Practical sessions and field observation: students will be given opportunity to acquire skills via practical which will enhance application of knowledge learned and problem solving to practical aspects of plant form and function.
3. Group discussions: students will carry out some tasks in groups to facilitate acquisition of soft skills such as communication and team work.

Student Assessment Strategies

Student assessment for this Module will consist of formative and summative tasks. Formative assessments will make up 50% of the Module grade (i.e. at least 8 assessed practicals (40%), 2 tests [50%] and 1 assignment, assessed as written [10%]) and a summative assessment (end of semester examination) 50% (1x 3 hours theory paper).

PART B: MODULE SPECIFICATION:	
Module Title: IMMUNOLOGY AND ENZYMOLOGY	
Module Code	E3771AI
NQF Level	7
Notional Hours	170
Contact hours	4 hours lectures per week for and 1 practical every other week for 14 weeks
Additional learning requirements	None
NQF Credits	17
(Co-requisites) Prerequisite	(S3611BB) Structural Biochemistry
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to: Provide a basis for understanding the biology of infectious diseases and their mode of transmission	
Overarching Learning Outcome	
Discuss fundamental biological knowledge related to human health and transmittable diseases	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Discuss the mode of action and kinetics of enzymes 2. Outline the function of the immune system 3. Differentiate between infectious and non-infectious diseases 4. Outline the transmission of cholera, malaria, TB and HIV/AIDS and associated pathogens 5. Discuss the biological, social and economic factors in the prevention and control of various infectious diseases 6. Describe the role of antibiotics and vaccines in management of diseases	

Module Content

Immunoglobulin classes; structure and functions of antibody molecules, lymphoid organs; antigen processing; cells involved in the immune system: T-cell receptors, B-lymphocytes. Different types of immunity responses: cellular mediated immunity, humoral immunity and autoimmunity. Various human diseases caused by viruses, bacteria and parasites: HIV/AIDS tuberculosis, cholera, and malaria will then be discussed in order to give an applied perspective of immunology. Management of diseases: antibiotics, vaccination and drug efficacy. Contemporary issues such as social and economic factors in the prevention and control of various infectious diseases will be discussed. Mode of Enzymes: structure and functions of enzyme; enzyme activation and specificity; enzyme catalysed reactions. Catalysis: factors affecting enzyme reactions including temperature, pH, substrate concentration, etc. Enzyme kinetics: Maximum rate of reaction, Lineweaver-Burk plots and Michaelis-Menten constant; competitive, non-competitive and reversible inhibitors. Enzyme regulation: genetic control, covalent modification, allosteric regulation, compartmentation.

Learning and Teaching Methods

This module will be offered as a blended on-line and face-to-face mode and learning will be carried out through the following teaching methods:

- Lectures: these will be carried out via face to face and online mode (blended method).
- Practical Assignments: students will enhance their knowledge by solving problems relate to module content
- Group discussions: students will carry out some tasks in groups to facilitate acquisition of soft skills such as communication and teamwork.

Student Assessment Strategies

Student assessment for this module will consist of formative and summative tasks.

Formative assessment:

- Continuous assessment will make up 50% of the module grade consisting of a combination of Tests, Case studies with presentations, Quizzes and Practical reports/assignments.

Summative assessment:

- Examination: 1 x 3h examination at the end of the semester that counts 50% towards the final mark
- Final Mark: 50% CA mark and 50% Examination mark
- A subminimum of 40% in the examination is required to pass, irrespective of the final mark
- To pass this Module the student must obtain a minimum final mark of 50%

Module Title: ANIMAL PHYSIOLOGY	
Module Code	E3762AA
NQF Level	7
Notional Hours	80
Contact hours	2 lecture periods per week for one semester
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	S3511BB Foundations of Biochemistry and Biology
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to: Introduce students to the structure and function of animal circulatory system	
Overarching Learning Outcome	
Explain mammalian organs and tissues, their functions, and interactions with different cells	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Discuss the functions of the mammalian circulating system 2. Outline blood components and the role of red blood cells in gaseous exchange 3. Describe blood osmoregulation and homeostasis 4. Discuss the functions of the reproductive and metabolic systems 5. Discuss the functions of different cell types and their interactions in organs and tissues 6. Sketch the principal tissues and organ structures	

Module content

Animal Structural Design and Classification. Protection and the integumentary system. Skeletal systems and movement: heart, kidney and lung structure and physiology. Homeostasis: Positive and negative feedback, osmoregulation and thermoregulation. Respiration and gas exchange: Simple diffusion, tracheal systems, book lungs, gills, cutaneous and lungs. Metabolism: principles of metabolism and the central regulation for food intake, feeding on particulate matter, liquids and solid food masses. The Endocrine System. Circulation and Immunity. Reproduction.

Student Assessment Strategies

Formative assessment:

- Continuous assessment will make up 50% of the module grade consisting of a combination of Tests, Case studies, and Practical reports.

Summative assessment:

- Examination: 1 x 2h examination at the end of the semester that counts 50% towards the final mark
- Final Mark: 50% CA mark and 50% Examination mark
- A subminimum of 40% in the examination is required to pass, irrespective of the final mark
- To pass this Module the student must obtain a minimum final mark of 50%

B.4.2 BACHELOR OF EDUCATION (SECONDARY) (HONOURS) (LEVEL 8) DEGREE (10BEDC) (Phasing out, No New-intake in 2026)

B.4.2.1 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-requi-site/ Co-requi-site
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	PSG3722	2+2hp	7	8	None
Educational Foundation 2	FMS3742	3 +2hp	7	12	None
School Subject 1		4		16	
School Subject 2		4		16	
Educational Management	FMA3702	2	7	8	None
Total					76

YEAR 4 (CREDITS 132)

Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
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	PSG3880	2 for seven weeks + 2 hp every second week	8	(4)	Pre-requisite PSG 3722 (Guidance and Counseling 1)
First Aid Education	MFA3699		6	None credit bearing	
Course	Code	Periods	Level	Credits	Pre-requi-site
Career Specialisation: Two electives					
Assessment and Evaluation	CFD3880	6 for 7 weeks for semester one	8	(12)	60 % in Pre-requisite CFE 3701 (Assessment & Evaluation of Learning)
School Leadership and Management	FMD3880		8	(12)	60% in Pre-requisite FMA 3702 (Educational Management)
Educational Technology	CFD3890		8	(12)	60% in Pre-requisite CFS 3729 (Integrated Media and Technology Education 2)

Inclusive Education	PSD3880		8	(12)	60% in Pre-requisite PSI 3702 (Inclusive Education 1)
Life Skills	PSD3890		8	(12)	60 % in Pre-requisite PSG 3702 (Guidance and Counseling 1)
Curriculum Planning and Development	CCD3880		8	(12)	60 % in Pre-requisite CFC 3702 (Curriculum Development & Practice)
Sport Organisation and Administration	MPD3880		8	(12)	60% in Pre-requisite FMA 3702 (Educational Management)
Arts and Culture Development and Organisation	LID3880		8	(12)	60 % in Pre-requisite FMA 3702 (Educational Management)
Advanced school subject content					
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	CFD3880	3 for 14 weeks for semester 2	8	(12)	60 % in Pre-requisite CFE 3701 (Assessment & Evaluation of Learning)
Assessment and Evaluation	FMD3880				60% in Pre-requisite FMA 3702 (Educational Management)
School Leadership and Management	CFD3890				60% in Pre-requisite CFS 3729 (Integrated Media and Technology Education 2)
Educational Technology	CFD3890				60% in Pre-requisite CFS 3729 (Integrated Media and Technology Education 2)
Inclusive Education	PSD3880				60% in Pre-requisite PSI 3702 (Inclusive Education 1)

Life Skills	PSD3890				60 % in Pre-requisite PSG 3702 (Guidance and Counseling 1)
Curriculum Planning and Development	CCD3880				60 % in Pre-requisite ECFC 3702 (Curriculum Development & Practice)
Sport Organisation and Administration	MPD3880				60% in Pre-requisite FMA 3702 (Educational Management)
Arts and Culture Development and Organisation	LID3880				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 2026)

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
10BHGy	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

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/Otjiherero	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 /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/Otjiherero	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 /Otjiherero	8
EXP 3809	Arts /Portuguese	8
EXY 3809	Arts /History	8

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 Otjiherero	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 Otjiherero	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 SCHOOL SUBJECTS 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.**					
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 HLGT3800 are career specialisation modules					
Course	Code	Periods	Level	Credits	Pre-requisite
Modern German Literature and Culture	LGS3820	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.**						
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 Otjiherero	LHP 3611	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Phonology and Morphology of Otjiherero	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 Otjiherero	LHS 3731	4	7	16	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Creative Writing in Otjiherero	LHC 3712	4	7	16	None
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Written Prose and Drama of Otjiherero	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 Otjiherero	LHE 3820	2	8	16	Admission to the fourth year level
Advanced Issues in the Linguistics of Otjiherero	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 Lusophonus 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

FACULTY OF COMMERCE, MANAGEMENT, AND LAW**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 I	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 (Environmental 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

B.4.2.2 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:	1st 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)

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, C 6; 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 Otjiherero	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 /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/Otjiherero	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 /Otjiherero	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	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 Otjiherero	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

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:	1st & 2nd 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:	1st & 2nd 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.4.19 BACHELOR OF EDUCATION SECONDARY SCHOOL SUBJECTS COURSE DESCRIPTORS

Important Note to B.Ed Students:

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 vertroudheid 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.

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 h 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.

YEAR TWO

COURSE TITLE: AFRIKAANS 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 verwerwing 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; taalsuiwerheid; 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 affect 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)

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)

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 nomahageno womaraka wa Afrika na wina nokutja omaraka wa Namibia ye na orupe vi ku na omahageno 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 okuhagewa. Oviunge pekepeke vyomaraka nozombazu pekepeke oku maku hungirirwa nokusasanekwa motjirihongwa hi, tjimuna omarukiro womana, omiano vyouzamumwe, omahungiro omahahungama nozongaro zomeritjindiro potuveze pekepeke. Ovahongwa mave raerwa kutja ve yakure ozondya zeraka poo omahungiro 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 Otjiherero* and HLHD 3820 *Historical Linguistics of Otjiherero*.

Omurya: Otjirihongwa hi matji ungurwa i ovahongwa avehe mbe ungura omaraka wa Afrika nu otjotjiungurisiwa tja tanderwa okurongerisa ovahongwa moviṅa 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 oviṅa ovinanḡengu momerihongero nomakonḡononeno weraka.

Momerihongero wozombosiro nomaposisiro wazo, ovahongwa mave tjiwa omiano mbi ungurisiwa kokutara kutja ozombosiro zeṅe nḡe ri ozonanḡengu meraka ndo: omapanguṅunino 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 okuhḡa omaheero womambo otja kozotona zawo momaraka tjiwa.

*Ngunda otjirihongwa hi amatji kurisa ounongo wovahongwa momatjangero nomatamunino womambo, otjo tji zika ongunḡe ovahongwa ku mave rihongere ozombosiro nomaposisiro wazo momaraka handumba. Otjirihongwa hi otjo otjipatururandjira ku ihi HLHM 3632 *Phonology & Morphology of Otjiherero* (Momerihongero wozombosiro zOtjiherero nOndungiro yOmambo wOtjiherero) na ihi HLHD 3820 *Historical Linguistics of Otjiherero* (Ekuhungi rEraka rOtjiherero).*

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 Otjiherero 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 konḡonona nokukahurura ozombosiro nondungiro yomambo wOtjiherero. Otjirihongwa hi tji yandja ondjiviro ombaturuke movitjitwa noviuḡe 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 mokuḡjanga, 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 konḡonona nokukahurura omihewo vyOtjiherero, ondungiro yavyo nokutja omihewo vi hondjwa vi kumwe. Otjirihongwa hi tji yandja ondjiviro ombaturuke movitjitwa noviuḡe vyongaramatika yOtjiherero mbi ri mourekoto wouripura wovahongwa nu ndji ve ha tjiwa kutja i ri vi. Ondjiviro nounongo mbu ve rihongo mba mau tungu ongunḡe 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 noviuge vyomatjangero omameme nokuviungurisa nawa momatjangero womamemwatjangwa 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 noviuge vyomatjangero omameme nokuviungurisa nawa momatjangero womamemwatjangwa 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 motjiwana, 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 wokupanguuna nokumema mau ungurisiwa. Otjirihongwa matji tara komahandjauri woviuṅe vyomiano omisemba vyomahungiri nomaheero, omapanguunino wouhungi wokotjinyo noutjangwa (tj. omahungi, omazuvarisiro, 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 amaraka 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 notjiungura tji ma kongonona.

Orupa rwovahongwa avehe pamwe: Morupa ndwi ovahongwa mave hongwa ounahepero womerihongero womakurungi womaraka, pu mape rihongwa amarunduruki womaraka otja koruveze tji ru kaenda. Mape hongwa omiano pekepeke vyomahaṅeno womaraka nekurungi romahaṅeno womaraka, omuano amaraka mbu ye yendayenda omaye runduruka nga tji maye yekuvaza pu ye ri nai. Ovahongwa mave hongwa okurihongwa ku vo oveni mokurihonga omiano vyomarunduruki womaraka nomiano mbi ungurisiwa mokukongonona ekurungi romaraka. Amatjivisiro wozongunge nomatokero wozondya zeraka ovahongwa oku mave tarere ekurungi reraka ravo nokupaha mo oviungura mbi mave sokukongonona.

Orupa rweraka ku ro orini: Ovahongwa mave rihongo ekurungi amarunduruki wOtjiherero nozondya zaro otja komuhoko waro, na wina okurisaneka ku na amaraka warwe wopopezu poo amazamumwe na ro. Omakutiro maye zu mekurungi indi ekuruku, ekurungi romeyero wOvaherero nomihoko vyarwe, omahakaeneno womihoko amarunduruki weraka. Oviuṅe vyzondya zOtjiherero mavi kongononwa.

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:	2ndsemester, 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)

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 Macro-economics)
Co-requisite:	EMI 3672 (Intermediate Microeconomics 2)
Course Assessment:	Continuous assessment (50%): (2 tests and 1 assignment) Examination 50%: (1 x 3 hour paper)

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 Macro-economics)
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 3511 (Programming Fundamentals 1)
Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations50%: (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) Examinations50%: (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; 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; 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), 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 paper (70%); 1x2 hour practical paper (30 %)

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 2Assignments), 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 1A), CHM3512 (Chemistry 1B)
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 working 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)

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)

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:	1st 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)

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 contrite), 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.

C. POSTGRADUATE DEGREES

C.1 MASTER OF EDUCATION PROGRAMMES**C.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".

C.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:

C.1.3 SPECIALISATION PER DEPARTMENT**DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE****New intake in 2026**

Master of Education in Junior Primary Education (M.ED. JPE) (91MEJP)

DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES**New intake from 2026**

Master in Education (Curriculum, Pedagogy and Assessment) (91MECP)

Master in Education (Educational Leadership, Planning and Financing) (91MELP)

Master of Education (School Counselling) (91MESC)

Master of Education (Learning, Design and Technology) (91MELT)

Old Curriculum (No new intake)

DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES

Master of Education (Curriculum Instruction and Assessment Studies) Phased out-No New intake

Master of Education (Educational Technology) Phased out-No New intake

Master of Education (Leadership, Management and Policy Studies) Phased out-No New intake

Master of Education (Sport Education) Phased out-No New intake

Master of Education (Inclusive Education) Phased out-No New intake

Master of Educational Psychology (Guidance and Counseling) Phased out-No New intake

Master of Education (By Thesis) Phased out-No New intake

DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE

Master of Education (Literacy and Learning) Phased out-No New intake

Master of Education (Early Childhood Education) Phased out-No New intake

DEPARTMENT OF INTERMEDIATE AND VOCATIONAL EDUCATION

Master of Education (Mathematics Education) Phased out-No New intake

Master of Education (Science Education) Phased out-No New intake

C.1.4 ADMISSION REQUIREMENTS:

MASTER OF EDUCATION (SCHOOL COUNSELLING) (91MESC)

A B.Ed. degree (level 8) from the University of Namibia or any recognised university or equivalent institution with at least a 60% average or its equivalent.

or

A Bachelor's degree with a Professional Teaching Qualification, or a bachelor's degree with a concurrent professional education degree, meeting level 8 requirements. The average for all the qualifications should be 60%;

and

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.

MASTER OF EDUCATION (LEARNING DESIGN AND TECHNOLOGY) (91MELT)

To qualify for entry into the Master of Education (Learning Design and Technology) programme, an applicant should hold: Bachelor of Education (B. Ed) degree (level 8) from the University of Namibia or any recognised university or equivalent qualification with at least a 60% average.

or,

A Bachelor's degree with a Professional Teaching Qualification, or a bachelor's degree with a concurrent professional education degree, meeting level 8 requirements. The average for all the qualifications should be 60%;

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.

MASTER IN EDUCATION (CURRICULUM, PEDAGOGY AND ASSESSMENT) (91MECP)

To qualify for entry into the Master of Education (Curriculum, Pedagogy and Assessment) programme, an applicant should hold:

Bachelor of Education (B. Ed) degree (level 8) from the University of Namibia or any recognised university or equivalent qualification with at least a 60% average

or;

A Bachelor's degree with a Professional Qualification, or a bachelor's degree with concurrent professional education degree, meeting level 8 requirements. The average for all the qualifications should be 60% average; and

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.

MASTER IN EDUCATION (EDUCATIONAL LEADERSHIP, PLANNING AND FINANCING) (91MELP)

To qualify for entry into the Master of Education (Educational Leadership, Planning and Financing) programme, an applicant should hold: A B.Ed degree (level 8) from the University of Namibia or any recognized university or institution with at least a 60% average;

or

A Bachelor's degree with a Professional Teaching Qualification, or a bachelor's degree with a concurrent professional education degree, meeting level 8 requirements. The average for all the qualifications should be 60%;

and

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.

DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING

OLD CURRILUM

Master of Education (Adult Education) Phased out

NEW CURRICULUM

New intake in 2026

Master of Education in Organizational Learning and Development (91MELD)

Master of Philosophy in Education (Organizational Learning and Development) (91MPLD)

Master of Education in Higher Education Studies (91MEHE)

Master of Philosophy in Education (Higher Education Studies) (91MPHE)

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.

C.1.5 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.

C.1.6 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):

- o A specialisation in community development, social welfare mass communication in adult education, social science and humanities;
- o At least three years experience in adult education, training and related development work

Master of Education (Mathematics Education):

- o Specialisation in Mathematics Education

Master of Education (Science Education):

- o Specialisation in Biology Education or Physical Science Education

Master of Education (Literacy and Learning):

- o At least three years teaching experience in any language

Master of Education (Early Childhood Education):

- o Degree in Early Childhood and Primary Education or a Bachelor's degree and a post graduate diploma in Early Childhood Development
- o At least two years teaching experience in Early Childhood in Primary Education

C.2.7 MODE OF DELIVERY

The programmes shall be delivered through full -time or part - time mode.

C.1.8 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.

C.1.9 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.

C.1.10 ASSESSMENT CRITERIA

The assessment of students' academic achievement shall involve the following basic segments:

C.1.11 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.

C.1.12 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.

C.1.13 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.

C.1.14 SECOND OPPORTUNITY EXAMINATIONS

There shall be a second opportunity examinations for students who fail to pass the requirements in a module or modules. The eligibility and other issues for second opportunity examinations shall be determined by the provisions of the General Regulations for examinations of the University of Namibia.

C.1.15 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:

- o Advanced Educational Research EAR 5910 (compulsory); and
- o One 36 credit course or equivalent courses offered by departments according to areas specialization,
- o Two 24 credit courses or equivalent courses offered by departments according to areas specialization,
- o One compulsory seminar module ESS 5928,
- o One thesis EDM 5910, and
- o Academic Writing for Postgraduate Students (compulsory)

C.1.16 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.

C.1.17 REQUIREMENTS FOR QUALIFICATION AWARD

To qualify for the award of the Masters of Education a student must:

- a. have registered and passed all required course work per area of specialisation;
- b. have passed the postgraduate seminar module;
- c. 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,
- d. 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.

C.1.18 CURRICULUM COMPILATION PER SPECIALISATION

NEW CURRICULUM PROGRAMMES

C.2.1 DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES (NEW PROGRAMMES)

C.2.1.1 MASTER IN EDUCATION (CURRICULUM, PEDAGOGY AND ASSESSMENT) (91MECP)

The purpose of this qualification is to produce competent, innovative, and critically-reflective education researchers who can contribute to the development of knowledge at the advanced level and be leaders in designing innovative curriculum, pedagogy and assessment in Namibia and globally. The Master of Education (Curriculum, Pedagogy and Assessment) is a unique programme responding to national needs of highly skilled practitioners who are well grounded in both theory and practice in curriculum, pedagogy and assessment at different levels of the Namibian education system as well as the dearth of local knowledge in these areas. The programme is designed for practitioners with experience in schools and other educational settings.

Curriculum, pedagogy and assessment are foundations of teaching and learning. Research and debates surrounding curriculum, pedagogy and assessment are ever-growing and are of constant importance around the world. There is a need to examine contemporary theoretical and practical issues about how curriculum is enacted through pedagogy and assessment especially in the Namibia context. Few universities in Southern Africa offer postgraduate programmes that integrate these components. The local existing knowledge focuses more either on curriculum, assessment or instruction and falls short on the interrelatedness among curriculum, pedagogy and assessment.

Graduate Employability Attributes

- Deep discipline knowledge and intellectual breadth
- Creative and critical thinking skills, as well as problem-solving capacity
- Effective communication skills
- Professionalism and ethical competency
- Global citizenship with an international perspective
- Independent lifelong learning skills
- Self-awareness and emotional intelligence

Exit Programme Outcomes

Holders of this qualification are able to:

1. Evaluate the interrelatedness among curriculum, pedagogy and assessment;
2. Critique approaches and models to curriculum development, pedagogy and assessment;
3. Examine contemporary theoretical and practical issues about how curriculum is enacted through pedagogy and assessment especially in the Namibia context;
4. Assess curriculum, pedagogy and assessment and the roles they play in education systems in the Namibian context and globally;
5. Evaluate curriculum, pedagogy and assessment issues in the Namibian context;
6. Evaluate contemporary research and thinking in curriculum, assessment and pedagogy;
7. Apply research skills and produce a substantial piece of research at an advanced level.

Admission requirements

To qualify for entry into the Master of Education (Curriculum, Pedagogy and Assessment) programme, an applicant should hold:

- a) Bachelor of Education (B. Ed) degree (level 8) from the University of Namibia or any recognised university or equivalent qualification with at least a 60% average or;
- b) A Bachelor's degree with a Professional Qualification, or a bachelor's degree with concurrent professional education degree, meeting level 8 requirements. The average for all the qualifications should be 60% average; 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.

Additional Selection Criteria

The School of Education may administer a written assessment to determine the suitability of prospective candidates to this specialization.

Articulation Options

The program articulates into the PhD programme (NQF level 10) with curriculum, pedagogy and assessment specialisation or any other related cognate area of learning at NQF (Level 10).

Assessment Criteria

Module assessment - Assessment of students in coursework will be 100% continuous assessment and will take different forms such as reflective essays, analysis of assigned readings, problem-based assignments, and oral presentations and development of an e-portfolio. This will form 50% of the total assessment mark for the awarding of the degree.

Thesis assessment - Students will be required to submit a Masters' thesis which will be examined in accordance with UNAM post graduate rules and regulations for Masters by coursework. The thesis will constitute 50% of the overall assessment mark of the Masters programme.

To be awarded the (M. Ed Curriculum, Pedagogy and Assessment), the student must pass the thesis (50%), the coursework (50%) and obtain a minimum final mark of 50%. A minimum final mark of 50% from each of the thesis examiners is required as per the university *Higher Degrees Policy: Procedures, Rules and Regulations*.

Quality Assurance Arrangements

Quality assurance 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 risks.
- b. All students will carry out assessments in each module as described in the module 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.

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

All assessments will be done in accordance with the UNAM assessment policy and guidelines on 100% CA modules (non-examinable modules). Assessment for all modules will be 100% continuous assessment and be aligned to exit learning outcomes. Assessment tasks given to students for formative purposes will not be moderated, only CA assessment tasks which are designed for grading purposes will be sent for moderation.

NQF registration and Programme accreditation

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

Minimum Requirements for Re-Admission into School/Programme

To be re-admitted into the M. Ed. programme, a student must obtain a minimum of 90 credits at the end of the first year of registration. In the second year of registration, a student must obtain a minimum of 120 credits at the end of the second year. In the third year of registration, students must have obtained a minimum of 200 credits, and by the fourth year of registration, the student must have obtained all 240 credits. The programme must be completed within a maximum of 4 years of registration for fulltime students and a maximum of 5 years for part-time students.

Advancement and Progression Rules

To be registered for the thesis, the student must obtain 120 credits (all course work modules) at the end of the first year of registration including passing the Advanced Educational Research Methodology module.

Requirements for Qualification Award

The M. Ed (Curriculum, Pedagogy and Assessment) shall be awarded to candidates credited with a minimum of 240 credits at NQF Level 9 and who have complied with all the requirements laid down in the University's rules and procedures for postgraduate studies leading to the award of Masters by coursework.

Career Opportunities

This qualification targets practitioners at different levels in the Namibian education system, public and private education and training sectors: teachers, curriculum specialists in both public and private sectors, school managers, lecturers, education officers, inspectors of education, education directors, policy developers, consultants and researchers.

Implementation strategy

The M.Ed. (Curriculum, Pedagogy and Assessment) will be phased-in 2025 with minimal disruption to existing students' learning progression. The current programme (old curriculum) will be completely phased out by the end of 2027 (fulltime) and 2029 (part time) which will be the maximum period for the old curriculum, after which students must automatically switch to the new programme and fulfil all requirements based on the transformed curriculum. The transitional arrangement is shown in the table below:

Programme	2024	2025	2026	2027	2028	2029
M. Ed (Curriculum, Instruction and Assessment Studies (old curriculum phasing out))	Year 1 (Course work (Last intake))	Year 2 (Thesis)	Year 3: Outliers	Year 4 (Outliers)	Year 5 (Outliers)	Year 6 Complete phase-out
M. Ed Curriculum, Pedagogy and Assessment) (transformed curriculum)	No intake	No intake	Year 1	Year 2	Year 3 (part-time)	Continuation of the programme

Curriculum Framework (M.Ed in Curriculum, Pedagogy and Assessment)

Year 1 Semester 1						
Module Code	Module Name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
E6933AR	Advanced Educational Research Methodology	9	12	2L/w + 2h practical	None	C
E6933AC	Curriculum: Theories and Practice	9	12	2L/w	None	C
E6933AA	Assessment in Education and Learning	9	12	2L/w + 2h practical	None	C
E6922AP	Pedagogy: Theories, Issues and Practice	9	24	4L/w + 2h practical	None	C
U6983LA	Academic Literacy For Postgraduate Students	9	Non-credit bearing	4 hours /per week	None	C
Total Credits Semester 1						60
Year 1 Semester 2						
E6933AR	Advanced Educational Research Methodology	9	12	2L/w + 2h practical	None	C
E6933AA	Assessment in Education and Learning	9	12	2L/w + 2h practical	None	C
E6933AC	Curriculum: Theories and Practice	9	12	2L/w + 2h practical	None	C
E6922AR	Reflective Seminar	9	24	4L/w+ 2h practical	None	C
Total Credits Semester						60
Total Credits for Year 1						120
Year 2: Semester 1 and 2: Thesis						
E6923AS	Seminar	9	Non-credit bearing	1 Week	All first year modules	C
E6933AT	Thesis	9	120		All first year modules	C
Total Credits						240

PART B: MODULE DESCRIPTORS	
Module Title: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6983LA
NQF Level	9
Notional Hours	120
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	12

Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2
Module Purpose 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 academic text in their respective fields of specialization.	
Overarching Learning Outcomes Students should be able to construct well researched academic texts such as academic assignments, abstracts, research proposals, research reports, theses and dissertations.	
Specific Learning Outcomes 1. Apply effective digital academic research methods in scholarly enquiry; 2. Demonstrate the correct application of spoken and written specialised academic vocabulary and conventions; 3. Demonstrate ethical academic conduct; 4. Synthesise ideas from various sources appropriately and effectively; 5. Use research data from tables and figures, 6. Write coherent essays, assignments, proposals and thesis; 7. Apply critical reading and text analysis skills for comprehension; 8. Apply comparative text analysis and academic rhetoric and style when presenting ideas from different perspectives.	

Module Content

The module will cover the following: research methods (qualitative, hybrid, quantitative); various academic conventions (academic vocabulary, spelling, punctuation, capitalization, grammar/usage, and paragraphing); text analysis (audience, thesis statement, purpose, register, content), Synthesising (paraphrasing, prewriting, drafting, revision and editing); ethical academic conduct (avoidance of plagiarism and accurate acknowledgement of sources in academic writing); evidence-based writing (using tables and figures, comparative text analysis in academic writing); critical thinking (writing as problem-solving, critical reading response academic writing); and academic rhetoric and style (expository, persuasive, and argumentative academic writing).

Learning and teaching strategies

The module will be facilitated through the following learning activities: blended instruction, written assignments, class discussions and presentations.

Student assessment strategies

60% Continuous assessment (1 test and 1 assignment, academic presentation, text analysis)

40% Examination (3hour paper)

Module Title	Advanced Educational Research Methodology
Module Code	E6933AR
NQF Level	9
Notional Hours	240
Contact hours	4L/w + 2h practical
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, 1 st and 2 nd Semester
Module Purpose The purpose of this module is to equip students with theoretical knowledge, understanding, and advanced research skills required to successfully carry out a postgraduate research project.	
Overarching Learning Outcome	

Students should be able to apply theoretical knowledge and skills to conduct advanced research at postgraduate level.
Specific Learning Outcomes
On successful completing the module students should be able to: 1. Apply various theoretical/ philosophical perspectives in educational research; 2. Analyse different research methodological approaches in educational research; 3. Critically review literature related to particular research problems in the field of study; 4. Apply various quantitative, qualitative and mixed methods research designs, methods and techniques when developing a research proposal and in conducting research in the field of study; 5. Apply different methods and techniques of data analysis in the field of study; 6. Develop viable research proposals in their disciplines.

Module Content

Research paradigms: Afrocentrism, Positivism, Interpretivism and Indigenous Knowledge System (IKS)

Overview research approaches: qualitative, quantitative and mixed method approaches

Identifying research problems: selection of problem, defining the problem, statement of the problem, evaluation of the problem

Theoretical and Conceptual Framework: differences between conceptual framework and theoretical framework, purpose and importance of theoretical and conceptual frameworks in research, selecting a suitable theoretical framework and constructing a conceptual framework for a study.

Conducting Literature Reviews: purpose of the review, identification of the related literature, organizing the related literature

Steps in the research process: statement of the problem, literature survey, hypothesis formulation, research methods

Quantitative Research: characteristics of quantitative research designs and methods, sampling techniques and research tools, issues of inference, reliability, and validity; preparing quantitative research instruments; quantitative data collection and analysis

Qualitative Research: characteristics of qualitative research, qualitative research designs and methods, issues of validity; preparing qualitative research instruments; qualitative data collection and analysis

Mixed Method Research: mixed method research designs and methods, preparing mixed methods research instruments, mixed methods data collection and analysis

Research Ethics (including plagiarism): set of principles that guide research designs and practices and academic integrity. Seminar on practical issues relate to research ethics.

Research proposal and research report writing: UNAM research proposal guidelines, reporting quantitative and qualitative research

Learning and Teaching Strategies/Activities

Teaching and learning will take place through online lectures, class discussions, presentations and exercises. Students must attend class having completed the readings and prepared to fully participate in class discussions and exercises. Students are responsible for discussion of the required readings and for completion of individual exercises assigned by lecturers. Emphasis is on participatory learning, and students are required to actively participate in class discussions. It is expected of students to come to class prepared for discussions and having done all requisite reading in advance.

Student Assessment Strategies

All assessments in this module are 100% CA based.

1. 50% Continuous Assessment: Student complete and present each of the four research tasks to their assigned lecturers
2. 50% Summative Assessment: Student develop and present research proposals to their assigned lecturers

Assessment tasks given to students for formative purposes will not be moderated, only CA assessment tasks which are designed for grading purposes will be sent for moderation.

Module Title:	Curriculum: Theory and Practice
Module Code	E693AC
NQF Level	9
Notional Hours	240
Contact hours	4L/w+2h practical
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, 1 st and 2 nd Semester
Module Purpose	
The purpose of this module is to provide students with competencies to analyse the nature of <i>curriculum</i> , curriculum as a field of study, process of curriculum development, contemporary curriculum issues and the links between theory, policy and practice; curriculum planning and development models; international trends in curriculum development and contemporary research and thinking on curriculum, pedagogy and assessment.	
Overarching Learning Outcome	
Students should be able to apply knowledge, skills and competencies to analyse the nature of curriculum, curriculum as a field of study; contemporary curriculum issues and the links between theory, policy and practice; curriculum development process and models of curriculum planning and development as well as apply these models to own work as educational practitioners.	
Specific Learning Outcomes	
On successful completing the module students should be able to: 1. Analyse the nature of curriculum and own experience of curriculum in formal education; 2. Analyze issues of the curriculum as a field of study; 3. Critique curriculum theories; 4. Evaluate approaches and models of curriculum planning and development and their relevance to the Namibian context; 5. Analyse international emerging trends in curriculum development; 6. Evaluate the relationship between curriculum and society from modern and postmodern perspectives; 7. Analyse contemporary research and thinking on curriculum, pedagogy and assessment.	

Module Content

This module focuses on nature of curriculum: analyzing various conceptions of curriculum, theoretical perspectives of curriculum, student experience of curriculum in their formal education, analysing the process of developing a curriculum; evaluating curriculum theories: critical curriculum theories, post structural theories; critiquing approaches and models of curriculum planning and development: critique contemporary curriculum developments, evaluating curriculum development process through different theoretical lenses, discourses and perspectives; international emerging trends in curriculum development: analysis of international emerging trends that influence curriculum locally and globally; contemporary issues in curriculum: assessment, sociology of knowledge and pedagogical approaches; modern and postmodern perspectives of curriculum and society: analysis of the relationship between curriculum and society from modern and postmodern perspectives; contemporary research and thinking on curriculum, pedagogy and assessment: evaluating contemporary research and thinking on curriculum, pedagogy and assessment and how these influence curriculum development, teaching and assessment practices in the Namibian classrooms.

Learning and Teaching Strategies/Activities

Teaching and learning will be interactive lectures, assigned readings, class presentations, class discussions, individual, pair and group work. Students are expected to think and study independently, conduct more extensive background readings, engage with materials and present their own ideas and theories in class sessions for discussion and debate to allow students build on their expertise.

Student assessment strategies

Student assessment for this module will be 100% continuous assessment. Assessment will take different forms such as reflective essays, analysis of assigned readings, problem-based assignments, and oral presentations. The quality of student assessment will be guided by the university *Student Assessment Policy* on the mechanisms for both formative and summative assessments; and online and traditional assessments.

Assessment tasks given to students for formative purposes will not be moderated, only CA assessment tasks which are designed for grading purposes will be sent for moderation.

Module Title:	Pedagogy: Theories, Issues and Practice
Module Code	E6932AP
NQF Level	9
Notional Hours	240
Contact hours	4L/w + 2h practical
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, 2 nd semester
Module Purpose The purpose of this module is to provide students with competencies to assess how pedagogical theories, approaches, issues and practices influence the ways in which a curriculum is taught in practice.	
Overarching Learning Outcome Students should be able to examine the relationship between curriculum and pedagogy and evaluate how pedagogical theories, approaches, issues and practices influence the ways in which teachers and schools interpret and implement a curriculum in diverse Namibian formal educational settings.	
Specific Learning Outcomes On successful completing the module students should be able to: 1. Analyse the relationship between curriculum and pedagogy; 2. Evaluate the relationship between educational philosophies, pedagogy and practice; 3. Analyse how a curriculum is interpreted using different pedagogical theories and approaches; 4. Analyse different types of pedagogies; 5. Analyse interrelationship between curriculum, pedagogy and assessment; 6. Evaluate pedagogical theories and perspectives of learning in relation to the Namibian classroom realities; 7. Evaluate emerging trends and issues in pedagogy; 8. Critique research and debates about effective pedagogy.	

Module Content

The content of this module focuses on analysis of the relationship between curriculum and pedagogy: contemporary curriculum developments and pedagogical shifts in educational settings – theory, policy and practice; evaluating the relationship between educational philosophies and practice: critique educational philosophies and how these influence pedagogical practices; analysis of the interrelationship between curriculum, pedagogy (teaching/learning) and assessment: critical engagement with contemporary issues and debates in school curriculum, assessment and pedagogy, contemporary research and thinking in curriculum, assessment and pedagogy; pedagogical approaches: critical engagement with pedagogical approaches such as teacher-centred pedagogies, constructivist pedagogies, problem-based learning, inquiry-based learning, differentiated learning, self-directed learning, collaborative learning, blended learning; different types of pedagogies, pedagogical theories and perspectives of learning: critical engagement with different types of pedagogies (social pedagogy, critical pedagogy, authentic pedagogy, inclusive pedagogy, feminist pedagogy), pedagogical theories, emerging trends and issues in pedagogy, research and debates about effective pedagogy and how these influence pedagogical approaches and pedagogical practices in Namibian classrooms.

Learning and Teaching Strategies/Activities

Teaching and learning will be interactive lectures, assigned readings, class presentations, class discussions, individual, pair and group work. Students are expected to think and study independently, conduct more extensive background readings, engage with materials and present their own ideas and theories in class sessions for discussion and debate to allow students build on their expertise.

Student assessment strategies

Student assessment for this module will be 100% continuous assessment. Assessment will take different forms such as reflective essays, analysis of assigned readings, problem-based assignments, and oral presentations. The quality of student assessment will be guided by the university *Student Assessment Policy* on the mechanisms for both formative and summative assessments, and online and traditional assessments. Assessment tasks given to students for formative purposes will not be moderated, only CA assessment tasks which are designed for grading purposes will be sent for moderation.

Module Title: Assessment in Education and Learning	
Module Code	E6933AA
NQF Level	9
Notional Hours	240
Contact hours	4p/w + 2h practical
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, 1 st & 2 nd semester
Module Purpose The purpose of this module is to provide students with competencies to examine the central role of assessment in constructing and enacting educational outcomes, the international trends, underpinning values and theoretical perspectives that influence assessment practices, teaching and learning nationally and globally.	
Overarching Learning Outcome	
Students should be able to analyse central role of assessment in constructing and enacting educational outcomes, the relationship between curriculum and assessment; and critique assessment theory, trends, issues and underpinning values that influence assessment practices, teaching and learning in Namibian classrooms.	
Specific Learning Outcomes	
On successful completing the module students should be able to: 1. Analyses types and processes of assessment; 2. Evaluate their knowledge and understanding of assessment theory and practice; 3. Analyse the relationship between curriculum and assessment; 4. Evaluate emerging trends and issues in educational assessment and their influence on assessment practices and learning in the Namibian classrooms; 5. Critique different modes of assessment and their effects on learners, teachers and schools; 6. Evaluate various approaches to interpretation of assessment data; 7. Analyse tools for monitoring learners' academic achievements; 8. Analyse the use of public examination and learning assessment data in the Namibian education system.	

Module Content

The content of this module includes analysis of different modes and processes of assessment: norm-referenced assessment, criterion-referenced assessment, standards-based assessment, standardized test, traditional assessment, alternative assessment, authentic assessment, performance-based assessment, portfolio assessment, formative, summative, and their effects on learners, teachers and schools, validity and reliability; critique curriculum and assessment – theory and practice: curriculum and assessment as core values that influence teachers' pedagogical practices, emerging trends and issues in educational assessment, classrooms as sites for integrating curriculum, pedagogy and assessment; evaluating various approaches to interpretation of assessment data: qualitative and quantitative approaches; monitoring learners' academic achievements: national and international assessments, benchmarking the

performance of Namibian learners; analysis of public examinations and learning assessments: critique the value and purposes of public examinations, national and international learning assessments, the use examination and learning assessment data in the Namibian education system.

Learning and Teaching Strategies/Activities

Teaching and learning will be interactive lectures, assigned readings, class presentations, class discussions, individual, pair and group work. Students are expected to think and study independently, conduct more extensive background readings, engage with materials and present their own ideas and theories in class sessions for discussion and debate to allow students build on their expertise.

Student assessment strategies

Student assessment for this module will be 100% continuous assessment. Assessment will take different forms such as reflective essays, analysis of assigned readings, problem-based assignments, and oral presentations. The quality of student assessment will be guided by the university *Student Assessment Policy* on the mechanisms for both formative and summative assessments, and online and traditional assessments.

Assessment tasks given to students for formative purposes will not be moderated, only CA assessment tasks which are designed for grading purposes will be sent for moderation.

Module Title: Reflective Seminar	
Module Code	E6923AS
NQF Level	9
Notional Hours	240
Contact hours	4h/w + 2h practical
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1 and 2
The purpose of this module is to provide students with competencies to interrogate contemporary research, debates, issues and practices on the alignment of curriculum, pedagogy and assessment.	
Overarching Learning Outcome	
Students should be able to evaluate research, debates, current issues and practices about alignment between curriculum, pedagogy and assessment.	
Specific Learning Outcomes	
On successfully completing the module students should be able to:	
1. Evaluate research, current issues and debates on alignment between curriculum, pedagogy and assessment nationally; 2. Evaluate research, current issues and debates on alignment between curriculum, pedagogy and assessment globally; 3. Evaluate alignment between curriculum, teaching and assessment in the curriculum of subjects that they are teaching; 4. Critique their own practices on how they align curriculum, teaching and assessment in classrooms; 5. Assess own reflections on alignment between curriculum, pedagogy and assessment. 6. Create a reflective portfolio depicting alignment between curriculum, teaching strategies and assessment.	

Module Content

The content of this module focuses review of relevant literature on the alignment between curriculum, pedagogy and assessment; an analysis of alignment between the Namibian official curriculum, textbooks, and approaches to teaching and assessment, students' critiques their teaching and assessment practices, seminar presentations and creation of reflective portfolio.

Learning and Teaching Strategies/Activities

Teaching and learning is practical orientated. Students will be required to conduct literature reviews as independent learning, reflect on their practices and make presentations during the seminar.

Student Assessment Strategies

Student assessment for this module will be 100% continuous assessment. Assessment will take different forms such as reflective essays, analysis of assigned readings, problem-based assignments, and oral presentations. The quality of student assessment will be guided by the university *Student Assessment Policy* on the mechanisms for both formative and summative assessments; and online and traditional assessments.

Assessment tasks given to students for formative purposes will not be moderated, only CA assessment tasks which are designed for grading purposes will be sent for moderation.

Module Title: Thesis	
Module Code	E6933AT
NQF Level	9
Notional Hours	1200
Contact hours	
Additional learning requirements	N/A
NQF Credits	120
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 2, 1 st and 2 nd Semester
Module Purpose	
The purpose of this module is to provide students opportunity to apply research skills and produce a research report at an advanced level.	
Overarching Learning Outcome	
Students should be able to apply research skills and produce an advanced research project report at postgraduate level.	
Specific Learning Outcomes	
On successful completing the module students should be able to: 1. Develop research topics/ problems in their areas of research interest; 2. Formulate research questions adequately; 3. Select, organize and evaluate relevant literature related to research problems in the field of study; 4. Apply appropriate educational research methodologies when developing a research proposal; 5. Produce a well-argued, clear and persuasive research proposal; 6. Collect research data considering issues of validity and ethics in educational research; 7. Analyse and interpret data and integrate theory and evidence effectively; 8. Produce a well-argued and scholarly research report.	

Module Content

This module aims to provide students with opportunity to complete a thesis in partial fulfilment of the Master's degree by coursework. The module provides students with individual supervision throughout the academic process. Individual supervision focuses on the following: development of a research proposal: formulating a question, identifying and stating a research problem, conducting a literature review, developing a research design and some preliminary engagement with data collection and analysis.

This will support students in the writing of their research proposal (not to exceed 8 pages); data collection, analysis, interpretation of data and research project writing: collecting relevant data, organizing, processing, analysing and interpreting data, and writing a scholarly research report.

Learning and Teaching Strategies/Activities

These activities involve, but not limited to individual face-to-face and online supervision of student work during the stages of research proposal development, data collection and analysis, and thesis writing.

Student Assessment Strategies

- Review of research proposals by the Department Higher Degrees Board (DHDB) and approval by the School Higher Degrees Board (SHDB). Students who register for Masters by course work are expected to produce a research proposal of 8 pages.
- Review of approved research proposals for ethical clearance by the Decentralised Ethics Committee.
- Thesis examination

C.2.1.2 MASTER IN EDUCATION (EDUCATIONAL LEADERSHIP, PLANNING AND FINANCING) (91MELP)

Purpose

The purpose of this qualification is to provide students with in-depth knowledge and skills in Educational Leadership, Planning, and Financing. Education is faced with complex challenges for which undergraduate education may not provide adequate solutions. The MEd aims at bridging that gap. The program will focus on developing high skills and expertise for facilitating learning targeted towards leadership success by aligning cultural, structural, financing, planning, and strategic realities of workplaces to respond to the needs of an ever-evolving educational climate.

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 Leadership in education is one of the most powerful and proven vehicles for sustainable development.

Graduate employability attributes

- Critical, creative thinking and innovation skills;
- Environmental awareness and socially responsible leadership;
- Global citizenry with an international perspective;
- Independent lifelong leadership learning skills;
- Entrepreneurial skills and in-depth knowledge of leadership, planning and financing in education;
- Analytical and strategic leadership skills;
- Ethical, moral leadership skills;

Exit Program Outcomes

Holders of this qualification are able to:

1. Apply knowledge and skills in managing human capital for effective performance;
2. Apply skills and competencies in promoting professional learning communities in educational settings;
3. Critique various educational leadership theories and styles;
4. Apply transformative leadership styles in educational leadership;
5. Evaluate different educational planning approaches and models;
6. Critique different financing models;
7. Interpret data and financial statements for improved planning purposes;
8. Assess indicators of performance management in schools;
9. Conduct scientific research in educational leadership, planning and financing.

Admission requirements

To qualify for entry into the Master of Education (Educational Leadership, Planning and Financing) programme, an applicant should hold:

- a) A B.Ed degree (level 8) from the University of Namibia or any recognized university or institution with at least a 60% average;
or
- b) A Bachelor's degree with a Professional Teaching Qualification, or a bachelor's degree with a concurrent professional education degree, meeting level 8 requirements. The average for all the qualifications should be 60%;
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.

Additional Selection Criteria

The School of Education may administer a written assessment to determine the suitability of prospective candidates to this specialization.

Articulation Options

Students who complete the Master of Education (Educational Leadership, Planning and Financing) can articulate into the PhD programmes, in Educational Leadership, Planning and Financing at NQF Level 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 (50%): Exam mark (50%) unless otherwise stated in the individual module descriptor.
- Students will be required to submit a Master's thesis and shall be examined by at least two examiners approved by the Faculty Admission, Assessment, and Graduation Board. At least one of the examiners in each case must be external to the University of Namibia, except where the student is a staff member, in which case all the examiners must be external.
- To pass the M.ED in Educational Leadership, Planning, and Financing thesis, the student must obtain a minimum final mark of 50% from each examiner as per the University of Namibia's Postgraduate Support Services Regulations.

Quality Assurance Arrangements

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

Monitoring of student progress

Student's 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'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:
 - iv) Student's progression and course pass/completion rate,
 - v) Moderator's report,
 - vi) Students-lecturer evaluation reports.

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.

Internal and external moderation of examination papers and scripts

The quality assurance arrangements for this programme comprise 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 of 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 the first year will be internally moderated in the Department or School.

Frequency of programme review

The 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 Master of Education (Educational Leadership, Policy, Planning, and Financing) (Level 9) 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.

Minimum requirements for re-admission into the School / Programme

To be re-admitted into the M.Ed (Educational Leadership, Planning, and Financing) programme, a student must obtain a minimum of 90 credits at the end of the first year of registration. In the second year of registration, a student must obtain a minimum of 120 credits at the end of the second year. In the third year of registration, students must have obtained a minimum of 200 credits, and by the fourth year of registration, the student must have obtained all 240 credits. The programme must be completed after a maximum of 4 years (full-time or 5 years part-time) of registration.

Advancement and progression rules

To be registered for the thesis, the student must obtain a minimum of 108 credits at the end of the first year of registration including passing the Advanced Research Methodology module. In the second year of registration, a student must obtain a minimum of 120 credits.

Requirements for Qualification Award

The M. Ed (Educational Leadership, Planning, and Financing) shall be awarded to candidates credited with a minimum of 240 credits at NQF Level 9 and who have complied with all the requirements laid down in the University's rules and procedures for postgraduate studies leading to the award of research degrees.

Career Opportunities

School principals, HODs, Lecturers in Leadership, consultants, Deans, school inspectors, senior education officers, senior educational planners, directors in education, etc.

Implementation strategy

Programme	2024	2025	2026	2027	2028	2029
M. Ed (Educational Leadership and Management) (old curriculum phasing out)	Year 1 (Course work (Last intake)	Year 2 (Thesis)	Year 3: Outliers	Year 4 (Outliers)	Year 5 (Outliers)	Year 6 Complete phase-out
M. Ed (Educational Leadership, Planning and Financing) (transformed curriculum)	No intake	Year 1	Year 2	Year 3 (part-time)	Continuation of the programme	Continuation of the programme

Curriculum Framework: Summary Table for all Modules in the Master of Education in Educational Leadership, Planning and Financing), Level Programme

MASTER OF EDUCATION (EDUCATIONAL LEADERSHIP, POLICY, PLANNING AND FINANCING)

Module Code	Module name	NQF Level	Credits	Periods	(Co-requisites) Pre-requisite	Compulsory (C) / Elective (E)
Year 1 Semester 1						
U6983LA	Academic Literacy for Postgraduate Students	9	Non-credit bearing	4 p/w 1 & 2 year	None	C
E6933AR	Advanced Educational Research Methodology	9	12	4 p/w 1&2	None	C
E6973AL	Educational Leadership, Theory & Practice	9	12	4 p/w 1&2	None	C
E6921AP	Educational Planning & Financing	9	24	2 p/w	None	C
E6941AL	Leadership of learning and teaching for transformation	9	12	2 p/w	None	C
Total credits Semester 1			60			
Year 1 Semester 2						
E6933AR	Advanced Educational Research Methodology	9	12	4 p/w 1&2	None	C
E6973AL	Educational Leadership, Theory & Practice	9	12	4 p/w 1&2	None	C
E6942AC	Leading Change in Education	9	24	4 p/w	None	C
E6962AL	Educational Leadership for 21 st Century	9	12	2 p/w	None	C
Total Credits Semester 2			60			
Total Credits Year 1			120			
Year 2						
E6921AS	Seminar	9	Non-credit bearing	1 Week	All first year modules.	C
E6973AL	Thesis	9	120		All first year modules.	C
Year 2 Credits			120			
Total credits			240			

MODULE DESCRIPTORS

Module Title: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6983LA
NQF Level	8
Notional Hours	120
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	12
Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2
Module Purpose 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 academic text in their respective fields of specialization.	
Overarching Learning Outcomes Students should be able to construct well-researched academic texts such as academic assignments, abstracts, research proposals, research reports, theses, and dissertations.	
Specific Learning Outcomes 1. Apply effective digital academic research methods in scholarly inquiry. 2. Demonstrate the correct application of spoken and written specialised academic vocabulary and conventions. 3. Demonstrate ethical academic conduct. 4. Synthesise ideas from various sources appropriately and effectively. 5. Use research data from tables and figures. 6. Write coherent essays, assignments, proposals, and thesis. 7. Apply critical reading and text analysis skills for comprehension. 8. Apply comparative text analysis and academic rhetoric and style when presenting ideas from different perspectives.	

Module Content

The module will cover the following: research methods (qualitative, hybrid, quantitative); various academic conventions (academic vocabulary, spelling, punctuation, capitalization, grammar/usage, and paragraphing); text analysis (audience, thesis statement, purpose, register, content), Synthesising (paraphrasing, prewriting, drafting, revision, and editing); ethical academic conduct (avoidance of plagiarism and accurate acknowledgment of sources in academic writing); evidence-based writing (using tables and figures, comparative text analysis in academic writing); critical thinking (writing as problem-solving, critical reading response academic writing); and academic rhetoric and style (expository, persuasive, and argumentative academic writing).

Learning and teaching strategies

The module will be facilitated through the following learning activities: blended instruction, written assignments, class discussions, and presentations.

Student assessment strategies

60% Continuous assessment (1 test and 1 assignment, academic presentation, text analysis)
 40% Examination (3-hour paper)

Module Title	Advanced Educational Research Methodology
Module Code	E6933AR
NQF Level	9
Notional Hours	240
Contact hours	2L/w + 2h practical
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, 1 st and 2 nd Semester
Module Purpose	
The purpose of the module is to equip students with theoretical knowledge, understanding, and advanced research skills required to successfully carry out a postgraduate research project.	
Overarching Learning Outcome	
Students should be able to apply theoretical knowledge and skills to conduct advanced research at the postgraduate level.	
Specific Learning Outcomes	
On successfully completing the module students should be able to: 1. Apply various theoretical/ philosophical perspectives in educational research; 2. Analyse different research methodological approaches in educational research; 3. Critically review literature related to particular research problems in the field of study; 4. Apply various quantitative, qualitative, and mixed methods research designs, methods, and techniques when developing a research proposal and in conducting research in the field of study; 5. Apply different methods and techniques of data analysis in the field of study; 6. Develop viable research proposals in their disciplines.	

Module Content

Research paradigms: Afrocentrism, Positivism, Interpretivism, and Indigenous Knowledge System (IKS)

Overview research approaches: qualitative, quantitative, and mixed method approaches

Identifying research problems: selection of problem, defining the problem, statement of the problem, evaluation of the problem

Theoretical and Conceptual Framework: differences between conceptual framework and theoretical framework, purpose and importance of theoretical and conceptual frameworks in research, selecting a suitable theoretical framework, and constructing a conceptual framework for a study.

Conducting Literature Reviews: the purpose of the review, identification of the related literature, organizing the related literature

Steps in the research process: statement of the problem, literature survey, hypothesis formulation, research methods

Quantitative Research: characteristics of quantitative research designs and methods, sampling techniques and research tools, issues of inference, reliability, and validity; preparing quantitative research instruments; quantitative data collection and analysis

Qualitative Research: characteristics of qualitative research, qualitative research designs and methods, issues of validity; preparing qualitative research instruments; qualitative data collection and analysis

Mixed Method Research: mixed method research designs and methods, preparing mixed methods research instruments, mixed methods data collection and analysis

Research Ethics (including plagiarism): set of principles that guide research designs and practices and academic integrity. Seminar on practical issues relate to research ethics.

Research proposal and research report writing: UNAM research proposal guidelines, reporting quantitative and qualitative research

Learning and Teaching Strategies/Activities

Teaching and learning will take place through online lectures, class discussions, presentations and exercises. Students must attend class having completed the readings and prepared to fully participate in class discussions and exercises. Students are responsible for discussion of the required readings and for completion of individual exercises assigned by lecturers. Emphasis is on participatory learning, and students are required to actively participate in class discussions. It is expected of students to come to class prepared for discussions and having done all requisite reading in advance.

Student Assessment Strategies

All assessments in this module are 100% CA based.

1. 50% Continuous Assessment: Student complete and present each of the four research tasks to their assigned lecturers
2. 50% Summative Assessment: Student develop and present research proposals to their assigned lecturers

Assessment tasks given to students for formative purposes will not be moderated, only CA assessment tasks which are designed for grading purposes will be sent for moderation.

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Leadership, Theory & Practice	
Module Code	E6973AL
NQF Level	9
Notional Hours	240
Contact hours	3 hrs/w
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	C
Semester Offered	1 and 2
Module Purpose	The purpose of this module is to enable students to evaluate and apply leadership theories, necessary for the challenges of today's educational institutions for the rapidly changing work environment.
Overarching Learning Outcome	Students should be able to contrast educational leadership theories and practices, and apply in their contexts.
Specific Learning Outcomes	On successfully completing the module, students should be able to: 1. Critique different leadership theories and apply to educational settings; 2. Evaluate different leadership styles and approaches, and apply these the relevant educational contexts; 3. Compare different cultural and structural contexts and their impact on educational leadership; 4. Analyse the role of effective leadership in organizational strategy; 5. Apply diverse skills and approaches associated with leadership in a variety of organizational, social and cultural situations and contexts; 6. Evaluate complex ideas, concepts and issues relating to leadership; 7. Develop practical, ethically-informed leadership skills that can be applied in a range of situation.

Module Content

This content of this module includes different leadership theories; different leadership styles and approaches, different cultural and structural contexts and their impact on educational leadership; the role of effective leadership; diverse skills and approaches associated with leadership; complex ideas, concepts and issues relating to leadership and practical, ethically informed leadership skills.

Learning and Teaching Strategies/Activities

- Blended instruction
- Group work
- Discussions
- Written Assignments

Student Assessment Strategies

- Continuous assessment: 50%
- Examination (50%)

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Planning and Financing	
Module Code	E6921AP
NQF Level	9
Notional Hours	240
Contact hours	4 hrs/w
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	C
Semester Offered	1
Module Purpose	The purpose of this module is to provide students with knowledge, skills and competence in educational planning and financing.
Overarching Learning Outcome	Students should be able to apply knowledge, skills and competence in educational planning and financing.
Specific Learning Outcomes	On successful completing the module, students should be able to: 1. Evaluate various approaches to educational planning; 2. Create strategic plans for education sector; 3. Apply skills in planning and management of resources in the education sector; 4. Analyze costing and financing of education; 5. Evaluate information systems and other monitoring and evaluation tools; 6. Examine strategies for education finance from national and international perspectives; 7. Evaluate techniques for education finance in developed economies and implications for education finance in Namibia.

Module Content

Approaches to educational planning: Social demand approach, Man-power approach, Rate of Return of Investment approach, Centralized & decentralized planning- Process, advantages and disadvantages; strategic planning in education sector: SWOT analyses, strategic plan development and implementation; planning and management of resources in the education sector: Educational resource management as an applied discipline supports effective and efficient implementation of the plans and programs; costing and financing of education: costing and financing models in education, different practices of ensuring financial accountability in education sector; Information systems and other monitoring and evaluation tools: analyzing education management and information systems (EMIS) in the education sector and evaluating various aspects of EMIS development and indicators of education systems; education finance from national and international perspectives: orienting about conceptual basis and modes of education financing with particular reference to school education to higher education students; education finance in developed economies and implications for education finance in Namibia.

Learning and Teaching Strategies/Activities

- Blended instruction
- Group work
- Discussions
- Written Assignments

Student Assessment Strategies

- Continuous assessment: 50%
- Examination (50%)
- Total (100%)

PART B: MODULE DESCRIPTOR:	
Module Title: Leadership of Learning and Teaching for Transformation	
Module Code	E6941 AL
NQF Level	9
Notional Hours	120
Contact hours	4hrs/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	C
Semester Offered	1
Module Purpose	The purpose of this module is to provide students with the opportunity to analyze the role of the school leader as a transformational leader.
Overarching Learning Outcome	The module should be able to assess the role of the school leader as a transformational leader.
Specific Learning Outcomes	On successfully completing the module, the student should be able to: 1. Analyze the transformational leadership theory; 2. Evaluate elements of transformational leadership; 3. Assess areas of transformational leadership; 4. Apply the approaches of transformational leadership to leading and managing schools; 5. Apply skills of transformational leadership in supporting staff members and learners in a school environment; 6. 6. Assess the role and activities of the transformational leader in addressing legal and ethical issues in multicultural school context.

Module Content

Transformational leadership theory: nature and characteristics of transformational leadership theory; elements of transformational leadership: idealized influence inspirational motivation, intellectual stimulation and individual considerations; qualities of transformational leadership: stimulate intellectual, genuine communication, personality integrity and inspiring others, skills of transformational leadership in supporting staff members and learners in a school environment; approaches of transformational leadership to leading and managing schools: recommend inspirational motivation, establish vision, empowering and focusing on major goal; role and activities of the transformational leader in addressing legal and ethical issues in multicultural school context.

Learning and Teaching Strategies/Activities

Teaching and learning will be interactive lectures, assigned readings, class presentations, class discussions, and individual, pair, and group work. Students are expected to think and study independently, conduct more extensive background readings, engage with materials, and present their ideas and theories in-class sessions for discussion and debate to allow students to build on their expertise.

Student Assessment Strategies (each semester)

- Continuous assessment: 50%
- Examination (50%)

Student assessment for this module will be 100% continuous assessment. Assessment will take different forms such as reflective essays, analysis of assigned readings, problem-based assignments, and oral presentations.

PART B: MODULE DESCRIPTOR:	
Module Title: Leading Change in Education	
Module Code	E6942AC
NQF Level	9
Notional Hours	240
Contact hours	4 hrs/w
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	The purpose of this module is to provide opportunities for professionals in education to expand their knowledge of leading change and organizational development.
Overarching learning outcome	Students should be able to discuss the strategies and models to examine the roles of leadership and management linked to effectively leading change within an education setting.
Specific Learning Outcomes	On successfully completing the module the student should be able to: 1. Analyze leadership models in implementing change; 2. Examine the roles of leadership and management linked to effectively leading change within an education setting; 3. Synthesize theory and research associated with achieving successful change within an educational setting; 4. Analyze research and evidence-based practice associated with leading change; 5. Assess conflict, skills of negotiation and problem solving in a variety of settings; 6. Analyze factors contributing to the escalation and de-escalation of conflict.

Module Content

The content of this module includes leadership models in implementing change, roles of leadership and management linked to effectively leading change within an education setting, theory and research associated with achieving successful change within an educational setting, research and evidence-based practice associated with leading change, conflict, skills of negotiation and problem solving in a variety of settings and factors contributing to the escalation and de-escalation of conflict.

Learning and Teaching Strategies/Activities

Teaching and learning will be interactive lectures, assigned readings, class presentations, class discussions, and individual, pair, and group work. Students are expected to think and study independently, conduct more extensive background readings, engage with materials, and present their ideas and theories in-class sessions for discussion and debate to allow students to build on their expertise.

Student Assessment Strategies (each semester)

- Continuous assessment: 50%
- Examination (50%)

PART B: MODULE DESCRIPTOR:	
Module Title: Educational Leadership for 21 st Century	
Module Code	E6942AC
NQF Level	9
Notional Hours	120
Contact hours	2 hrs/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	The purpose of this module is to provide students with opportunity to analyse theoretical perspectives and contemporary issues in education in the 21 st century.
Overarching learning outcome	Students should be able to analyse contemporary issues in educational leadership and apply knowledge and skills in educational leadership that are relevant to the 21 st Century.
Specific Learning Outcomes	On successfully completing the module students should be able to: 1. Analyze key theoretical frameworks and concepts in relation to educational leadership; 2. Examine the research and evidence base associated with an identified area of education leadership; 3. Analyze theory and research to inform their practice in relation to an identified current issue in educational leadership; 4. Evaluate skills set of 21st century leaders; 5. Assess the theory and practice of the 21st century educational leaders; 6. Assess competence of education and global citizens.

Module Content

The content of this module includes theoretical frameworks and concepts in relation to educational leadership, assessing evidence base educational issues in leadership, theory and research to inform current issues in educational leadership, local and national, and international policies in educational leadership, skills set of 21st century leaders, theory and practice of 21st century leaders and recent trends and issues in educational leadership.

Learning and Teaching Strategies/Activities

Teaching and learning will be interactive lectures, assigned readings, class presentations, class discussions, individual, pair and group work. Students are expected to think and study independently, conduct more extensive background readings, engage with materials and present their own ideas and theories in class sessions for discussion and debate to allow students build on their expertise.

Student Assessment Strategies (each semester)

- 1, Continuous assessment: 50%
- 2.Examination (50%)

PART B: MODULE DESCRIPTOR:	
Module Title: THESIS	
Module Code	E6933AT
NQF Level	9
Notional Hours	120
Contact hours	2hrs/w
Additional learning requirements	None
NQF Credits	12
Prerequisite	None
Compulsory/Elective	C
Semester Offered	1 and 2 (Year 2)
Module Purpose	To provide students with opportunity to apply research skills and produce a substantial piece of research at an advanced level
Overarching Learning Outcome	Students should be able to apply research skills and produce an advanced research project report at postgraduate level.
Specific Learning Outcomes	On successful completing the module students should be able to: 1. Develop research topics/ problems in their areas of research interest; 2. Formulate research questions adequately; 3. Select, organize and evaluate relevant literature related to research problems in the field of study; 4. Apply appropriate educational research methodologies when developing a research proposal; 5. Produce a well-argued, clear and persuasive research proposal; 6. Collect research data taking into account issues of validity and ethics in educational research; 7. Analyse and interpret data and integrate theory and evidence effectively; 8. Produce a well-argued and scholarly research project.

Module Content

This course aims to provide students with opportunity to complete a mini thesis in partial fulfilment of the Master's degree by coursework. Students will be provided with individual supervision throughout the academic process. Individual supervision will focus on the following:

- a) Development of a research proposal: formulating a question, identifying and stating a research problem, conducting a literature review, developing a research design and some preliminary engagement with data collection and analysis. This will support students in the writing of their research proposal (not to exceed 8 pages).
- b) Collection of data, analysis and interpretation of data and research project writing: collecting relevant data, organizing, processing, analysing and interpreting data, and writing a scholarly research report.

Learning and Teaching Strategies/Activities

These activities involve, but not limited to individual face-to-face and online supervision of student work during the stages of research proposal development, data collection and analysis, and thesis writing.

Student Assessment Strategies

- Review of research proposals by the Department Higher Degrees Board (DHDB) and approval by the School Higher Degrees Board (SHDB). Students who register for Masters by course work are expected to produce a research proposal of 8 pages.
- Review of approved research proposals for ethical clearance by the Decentralised Ethics Committee.
- Thesis examination

C.2.1.3 MASTER OF EDUCATION (LEARNING DESIGN AND TECHNOLOGY (91MELT)

Programme Purpose

The purpose of this qualification is to provide students with skills and competence to conceptualize, innovate, develop and apply research in learning design and technology.

The programme aligns to UNAM vision and mission, sustainable goals, Vision 2030, NDP 5, Harambee Prosperity Plan, National Human Resources Plan, and responds to the 4th/5th Industrial Revolution. The programme builds on previously acquired theoretical and practical knowledge at NQF level 8 and industry experience of the students to investigate and develop novel innovative ideas using technology to solve problems in teaching and learning.

The outcomes within modules are measured against standards such as National Professional standards for Teachers (NPST), Information, Communication and Technology for Educators (ICTED), International Society for Technology in Education (ISTE), UNESCO ICT standards for teachers.

Graduate Employability Attributes

- Technological and Digital Literacy
- Problem-solving and innovation
- Ethical and Moral Digital Leadership and conduct (Digital Citizenship)
- Deep discipline knowledge and intellectual breadth.
- Creative and critical thinking skills, as well as problem-solving capacity.
- Effective communication skills.
- Professionalism and ethical competency.
- Global citizenship with an international perspective.
- Independent lifelong learning skills
- Self-awareness and emotional intelligence.

Exit Programme Outcomes:

Holders of this qualification are able to:

1. Apply theories and techniques in learning design and technology;
2. Develop problem-solving techniques to create and innovate educational products using emerging technologies;
3. Design e-assessment tools for effective learning and teaching;
4. Analyse emerging technologies and their impact on learning design and technology;
5. Create effective digital learning resources for learning management systems;
6. Apply leadership and management skills in Learning Design and Technology;
7. Use statistical methods in learning design and technology;
8. Apply ethical and moral practices to learning Design and technology environments (Digital Citizenship);
9. Apply digital research methodologies and tools to solve learning design and technology challenges;

Admission requirements

To qualify for entry into the Master of Education (Learning Design and Technology) programme, an applicant should hold:

- d) Bachelor of Education (B. Ed) degree (level 8) from the University of Namibia or any recognised university or equivalent qualification with at least a 60% average.
or,
- e) A bachelor's degree with a Professional Teaching Qualification, or a bachelor's degree with a concurrent professional education degree, meeting level 8 requirements. The average for all the qualifications should be 60%.
- f) 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.

Additional Requirements

The School of Education may administer a written assessment to determine the suitability of prospective candidates to this specialization.

Articulation Options

The programme articulates into Doctor of Philosophy (Ph.D) in Learning Design and Technology.

Assessment Criteria

Module assessment - Assessment of the modules will be in accordance with the general regulations of the University of Namibia. The modules for 100% continuous assessment will be assessed using different forms such as reflective essays, case studies, analysis of assigned readings, problem-based assignments, and oral presentations and development of an e-portfolio. The examination-based modules will be assessed as follows: 60% CA marks and 40% examination mark.

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 (50%): Exam mark (50%), unless otherwise stated in the individual module descriptor.

Thesis assessment - Students will be required to submit a Masters' thesis which will be examined in accordance with UNAM post graduate rules and regulations for Masters by coursework. The thesis will constitute 50% of the overall assessment mark of the Masters programme.

To be awarded the (M. Ed, Learning Design and Technology), the student must pass the thesis (50%), the coursework (50%) and obtain a minimum final mark of 50%. A minimum final mark of 50% from each of the thesis examiners is required as per the university *Higher Degrees Policy: Procedures, Rules and Regulations*.

Quality Assurance Arrangements

Quality assurance 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:

- d. E-learning reports from the existing platform such as Moodle, will be used to formulate remedial actions for students at risks.
- e. All students will carry out assessments in each module as described in the module descriptors, and in accordance with University Assessment Policy.
- f. In addition to that, the following tools will be used to monitor student progress, evaluate programme impact, and effect improvement:
 - vii) Student's progression and course pass/completion rate;
 - viii) Moderator's report;
 - ix) Students-lecturer evaluation reports.

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

All assessments will be done in accordance with the UNAM assessment policy and guidelines on 100% CA modules (non-examinable modules). Assessment for all modules will be 100% continuous assessment and be aligned to exit learning outcomes. Assessment tasks given to students for formative purposes will not be moderated, only CA assessment tasks which are designed for grading purposes will be sent for moderation.

Minimum Requirements for Re-Admission into School/Programme

To be re-admitted into the M. Ed. programme, a student must obtain a minimum of 90 credits at the end of the first year of registration. In the second year of registration, a student must obtain a minimum of 120 credits at the end of the second year. In the third year of registration, students must have obtained a minimum of 200 credits, and by the fourth year of registration, the student must have obtained all 240 credits. The programme must be completed within a maximum of 4 years of registration for fulltime students and a maximum of 5 years for part-time students.

Advancement and Progression Rules

To be registered for the thesis, the student must obtain 120 credits (all course work modules) at the end of the first year of registration including passing the Advanced Educational Research Methodology module.

Requirements for Qualification Award

The master's degree shall be awarded to candidates credited with a minimum of 240 credits at NQF Level 9 and who have complied with all the requirements laid down in the University's rules and procedures for postgraduate studies leading to the award of research degrees.

The thesis together with the required modules as described above, will represent the body of work to be assessed and must meet the University's requirements as detailed in the rules for postgraduate studies.

The study period may be extended with the express approval of Senate.

Career Opportunities

Graduates of the Masters in Education (Learning, Design and Technology) programme will be able to work as:

Lecturers; Learning/Instructional Designers; eLearning specialists, Multimedia Script Writer; Educational Software Designer; Educational Technology Trainer/Teacher; Social media Learning Analyst; Educational Applications and Game Designers and Developers; Corporate Trainers;

Learning Strategist; Learning Strategies Director; Learner Experience Designers; Content developers; Curriculum Coordinators; Project Managers; Educational Consultants;

Any positions of instruction and development trainer and researchers in both the public and private sectors.

Implementation strategy

The M.Ed. (Educational Technology) (10MEET) will be phased-in 2025 with minimal disruption to existing students' learning progression. The current programme (old curriculum) will be completely phased out by the end of 2027 (fulltime) and 2029 (part time) which will be the maximum period for the old curriculum, after which students must automatically switch to the new programme and fulfil all requirements based on the transformed curriculum. The transitional arrangement is shown in the table below:

Programme	2024	2025	2026	2027	2028	2029
M. Ed (Educational Technology) (old curriculum phasing out)	Year 1 (Course work (Last intake))	Year 2 (Thesis)	Year 3: Outliers	Year 4 (Outliers)	Year 5 (Outliers)	Year 6 Complete phase-out
M. Ed (Learning Design and Technology) (transformed curriculum)	No intake	No intake	Year 1	Year 2	Year 3 (part-time)	Continuation of the programme

Curriculum Framework

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 1 Semester 1						
E6933AR	Advanced Educational Research Methodology	9	24	4hrsL/w	None	C
U6983LA	Academic Literacy for Post-Graduate Students	9	Non-Credit bearing	4hrs/w	None	C
E6911AD	Learning Design & Media Production	9	24	4hrsL/w	None	C
E6921AT	Educational Technology	9	12	2hrsL/w	None	C
Total Credits Semester						60
Year 1 Semester 2						
E6922AT	Learning with Emerging Technologies	9	24	4hrs L/w	None	C
E6922AE	eLearning Environments	9	24	4hrs L + 2hrs P/w	None	C
E6912AS	Statistical Methods in Education	9	12	2hrs L/w	None	C
Total Credits Semester 2						60
Year 1 Semester 2						120

Year 2

Year 2 Semester 1 & 2						
E6973AT	Thesis	9	120		First Year Modules	C
E6923AS	Seminar	9	Non-credit bearing	One week	First Year Modules	C
Total Credits Semester 1 & 2						120
Year 2						120

Module Descriptors

Module Title	Advanced Educational Research Methodology
Module Code	E6933AR
NQF Level	9
Notional Hours	240
Contact hours	2L/w + 2h practical
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, 1 st and 2 nd Semester
Module Purpose	
The purpose of this module is to equip students with theoretical knowledge, understanding, and advanced research skills required to successfully carry out a postgraduate research project.	
Overarching Learning Outcome	
Students should be able to apply theoretical knowledge and skills to conduct advanced research at postgraduate level.	
Specific Learning Outcomes	
On successful completing the module students should be able to: 1. Apply various theoretical/ philosophical perspectives in educational research; 2. Analyse different research methodological approaches in educational research; 3. Critically review literature related to particular research problems in the field of study; 4. Apply various quantitative, qualitative and mixed methods research designs, methods and techniques when developing a research proposal and in conducting research in the field of study; 5. Apply different methods and techniques of data analysis in the field of study; 6. Prepare viable research proposals in their disciplines.	

Module Content

Research paradigms: Afrocentrism, Positivism, Interpretivism and Indigenous Knowledge System (IKS)

Overview research approaches: qualitative, quantitative and mixed method approaches

Identifying research problems: selection of problem, defining the problem, statement of the problem, evaluation of the problem

Theoretical and Conceptual Framework: differences between conceptual framework and theoretical framework, purpose and importance of theoretical and conceptual frameworks in research, selecting a suitable theoretical framework and constructing a conceptual framework for a study.

Conducting Literature Reviews: purpose of the review, identification of the related literature, organizing the related literature

Steps in the research process: statement of the problem, literature survey, hypothesis formulation, research methods

Quantitative Research: characteristics of quantitative research designs and methods, sampling techniques and research tools, issues of inference, reliability, and validity; preparing quantitative research instruments; quantitative data collection and analysis

Qualitative Research: characteristics of qualitative research, qualitative research designs and methods, issues of validity; preparing qualitative research instruments; qualitative data collection and analysis

Mixed Method Research: mixed method research designs and methods, preparing mixed methods research instruments, mixed methods data collection and analysis

Research Ethics (including plagiarism): set of principles that guide research designs and practices and academic integrity. Seminar on practical issues relate to research ethics.

Research proposal and research report writing: UNAM research proposal guidelines, reporting quantitative and qualitative research

Learning and Teaching Strategies/Activities

Teaching and learning will take place through online lectures, class discussions, presentations and exercises. Students must attend class having completed the readings and prepared to fully participate in class discussions and exercises. Students are responsible for discussion of the required readings and for completion of individual exercises assigned by lecturers. Emphasis is on participatory learning, and students are required to actively participate in class discussions. It is expected of students to come to class prepared for discussions and having done all requisite reading in advance.

Student Assessment Strategies

All assessments in this module are 100% CA based.

1. 50% Continuous Assessment: Student complete and present each of the four research tasks to their assigned lecturers
 2. 50% Summative Assessment: Student develop and present research proposals to their assigned lecturers
- Assessment tasks given to students for formative purposes will not be moderated, only CA assessment tasks which are designed for grading purposes will be sent for moderation.

Module Title: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6983LA
NQF Level	8
Notional Hours	120
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	12
Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2
Module Purpose	
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 academic text in their respective fields of specialization.	
Overarching Learning Outcome	
Students should be able to construct well researched academic texts such as academic assignments, abstracts, research proposals, research reports, theses and dissertations.	
Specific Learning Outcomes	
1. Apply effective digital academic research methods in scholarly enquiry. 2. Demonstrate the correct application of spoken and written specialised academic vocabulary and conventions. 3. Demonstrate ethical academic conduct. 4. Synthesise ideas from various sources appropriately and effectively. 5. Use research data from tables and figures. 6. Write coherent essays, assignments, proposals and thesis. 7. Apply critical reading and text analysis skills for comprehension. 8. Apply comparative text analysis and academic rhetoric and style when presenting ideas from different perspectives.	

Module Content

The module will cover the following: research methods (qualitative, hybrid, quantitative); various academic conventions (academic vocabulary, spelling, punctuation, capitalization, grammar/usage, and paragraphing); text analysis (audience, thesis statement, purpose, register, content), Synthesising (paraphrasing, prewriting, drafting, revision and editing); ethical academic conduct (avoidance of plagiarism and accurate acknowledgement of sources in academic writing); evidence-based writing (using tables and figures, comparative text analysis in academic writing); critical thinking (writing as problem-solving, critical reading response academic writing); and academic rhetoric and style (expository, persuasive, and argumentative academic writing).

Learning and teaching strategies

The module will be facilitated through the following learning activities: blended instruction, written assignments, class discussions and presentations.

Student assessment strategies

60% Continuous assessment (1 test and 1 assignment, academic presentation, text analysis)

40% Examination (3 hour paper)

Module Title: Learning Design and Media Production	
Module Code	E6911AD
NQF Level	9
Notional Hours	240
NQF Credits	24
Prerequisite	None
Contact Hours	4 hours /per week
Additional Learning Requirements	None
Compulsory/Elective	Compulsory
Semester Offered	1 (Year 1)
Module Purpose The purpose of this module is to provide students with skills and competencies of systematic design of instruction using a variety of technology delivery tools. This module focuses on the use of ICTs and instructional media production to enhance the learning experience.	
Overarching Learning Outcome Students should be able to produce learning design materials applying instructional design models using a variety of appropriate ICT media; create learning products using technologies to promote learners' higher-order thinking skills, collaborative learning.	
Specific Learning Outcomes On successful completing of the module students should be able to: 1. Analyse and compare the various instructional design models. 2. Construct technology infused learning materials using the various steps of the most common Instructional Design model for synchronous learning experience. 3. Create technology supported supplementary instruction in an asynchronous learning experience. 4. Illustrate the appropriate assistive technologies for differentiated learning within the concept of designing technology supported learning materials. 5. Apply new types of ICTs and Media to influence pedagogical practices. 6. Develop a comprehensive digital media project plan for the implementation of one or more new educational technologies in educational settings. 7. Design school website that provides information for learners, parents, community members as well as school personnel or any suitable institution. 8. Create visual imagery for any digital media using suitable message design. (e.g. APPs, Social Media Sites, Instagram, Websites, game interface etc.) 9. Propose a professional electronic portfolio showcasing the Digital Media competencies and reflective understandings. 10. Create content using Digital Media with the focus on solving an identified problem in education settings.	

Module Content:

Instructional Technology Models: ADDIE Instructional Model (Analysis, design, development, implementation, and evaluation of instructional materials in a variety of educational settings.); Dick and Carey's systems approach model; Kemp, Morrison, and Ross's instructional design plan; Merrill's Pebble-in-the-Pond Model; Rapid Prototyping. ASSURE, DID etc.

Cognitive Aspects of Learning: How people learn; The brain functions in Learning; Multimedia Theory; Cognitive Load Theory; Assistive Technologies.

eLearning, Online and Emergency Response Training design: Characteristics and design elements for asynchronous and synchronous; mobile technology.

Instructional design for digital media: Message design; use of graphics; multimedia development tools; website development, video production.

Learning and teaching strategies

The module will be facilitated through the following learning activities: blended instruction, written assignments, class discussions and presentations.

Student Assessment Strategies:

Continuous assessment: 60% (At least two assessment tasks)

Examination: 40%

Module Title: Educational Technology	
Module Code	E6921AT
NQF Level	9
Notional Hours	120
NQF Credits	12
Prerequisite	None
Contact Hours	2 hours lectures /per week
Additional Learning Requirements	N/A
Compulsory/Elective	Compulsory
Semester Offered	1 (Year 1)
Module Purpose This purpose of this module is to assist educational practitioners to facilitate the acquisition of 21 st century skills. The module also exposes students on how technologies can be used to promote learners' higher-order thinking skills, collaborative learning and ability to locate relevant information and effectively communicate new ideas, in addition to understanding appropriate digital citizenship expectations. It examines the ways in which learners' information and technological literacy skills may be evaluated and monitored as well as the use of ICTs in the overall assessment process.	
Overarching Learning Outcome Students should be able to apply technologies to promote learners' higher-order thinking skills, collaborative learning and ability to locate relevant information and effectively communicate new ideas, in addition to understanding appropriate digital citizenship expectations.	
Specific Learning Outcomes Upon successfully completion of this module students should be able to: 1. Assess learning environments in applying various technology integration opportunities in the curriculum; 2. Create hands-on technology activities across the curriculum by designing and developing a set of technology-integrated lesson plan; 3. Develop a set of performance-based assessments using a variety of technologies; 4. Analyse the Namibian ICT in Education context and focus on the Essential Conditions for effective technology integration; 5. Interpret the impact of new and emerging technologies on the Namibian curriculum; 6. Evaluate and model appropriate Digital Citizenship expectations, including the social, ethical, legal, and health practices involved in the use of ICTs.	

Module Content

Digital Citizenship: The nine elements of digital citizenship; Digital citizenship for School Leaders

Technology Integration Models and theoretical Frameworks: TAM, TFU, UbD, PBL, etc

ICT Tools used for Assessment: Applications used for Assessments (Socrative, Plickers, etc, Software used for assessments (e.g. Excel)

Learning and teaching strategies

The module will be facilitated through the following learning activities: blended instruction, written assignments, class discussions and presentations.

Student Assessment Strategies:

Continuous assessment: 60% (At least two assessment tasks)

Examination: 40%

Module Title: Learning with Emerging Technologies	
Module Code	E6922AT
NQF Level	9
Notional Hours	240
NQF Credits	24
Prerequisite	None
Contact Hours	4 hours /per week
Additional Learning Requirements	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose The purpose of this module is to explore and evaluation of new technologies and strategies for learning and teaching and learning; Emerging technologies includes: mobile learning; Social Media & APPs; free/open software; educational games and simulations; Robotics, Virtual Reality (VR), Artificial Intelligence (AI), Big Data and blockchain Technology etc.	
Overarching Learning Outcome Students should be able to experiment with emerging technologies and how it can be used to promote learners' higher-order thinking skills, collaborative learning and ability to locate relevant information and effectively communicate new ideas; Critique the appropriate digital citizenship expectations and challenges of each emerging technology.	
Specific Learning Outcomes On successful completing the module students should be able to: 1. Create learning opportunities using a variety of emerging technologies as tools. 2. Design a mLearning applications concept taking into account the performance ecosystem and technical elegance; 3. Create an educational video game showcasing computational thinking design and using any other object - orientated coding/programming language; 4. Evaluate a variety of Artificially Intelligent Education offerings in locally and internationally; 5. Design and develop a set of Robotic-integrated lesson plans; 6. Evaluate the capabilities of Big Data and Blockchain technology for learning and teaching on learning environments.	

Module Content

Emerging technologies learning opportunities: mobile learning; Social Media & APPs; free/open software; educational games and simulations; Robotics, Virtual Reality (VR), Artificial Intelligence (AI), Big Data and Blockchain Technology; design and development of learning opportunities: App development of game design and robotics; Software Development Cycle; evaluation rubrics of emerging technologies

Learning and teaching strategies

The module will be facilitated through the following learning activities: blended instruction, written assignments, class discussions and presentations.

Student assessment strategies

100% Continuous assessment (tests, assignments and portfolio)

Module Title: eLearning Environments	
Module Code	E6922AE
NQF Level	9
Notional Hours	240
NQF Credits	24
Prerequisite	None
Contact Hours	4 hours lectures + 2 hours practical /per week
Additional Learning Requirements	WIL
Compulsory/Elective	Compulsory
Semester Offered	2 (Year 1)
Module Purpose The purpose of this module is to plan, design, and development eLearning instruction for educational and training settings; implement online course elements such as student interaction, course management, testing, and content delivery using a learning management environments and open courseware.	
Overarching Learning Outcomes Students should be able to design and develop online content on a learning management system; facilitate eLearning courses and provide a successful learning environment for online participants to thrive and learn.	
Specific Learning Outcomes Upon completion of this module students should be able to: 1. Create an eLearning instruction in the selected learning management system; 2. Apply eLearning facilitation skills in learning and teaching environments; 3. Apply differentiated learning approaches in an eLearning environment; 4. Design eLearning instruction using Open Educational Resources (OER); 5. Develop Massive Open Online Courses (MOOCs); 6. Create a mixed online model of learning combining a variety of OER, MOOCs mLearning and online learning platforms/software; 7. Create a reflective e-portfolio demonstrating skills and competencies in applying eLearning theories to practice.	

Module Content

Design eLearning environment: planning, designing and evaluation of incorporating MOOCs, OERs, mLearning, eLearning and Learning Management systems.

Online Facilitation: Applying online facilitating skills in an online programme;

Learning and teaching strategies

The module will be facilitated through the following learning activities: blended instruction, written assignments, class discussions and presentations.

Student assessment strategies

100% Continuous assessment (tests, assignments and portfolio)

Module Title: Statistical Methods in Education	
Module Code	E6912AS
NQF Level	9
Notional Hours	120
NQF Credits	12
Prerequisite	None
Contact Hours	2 hours /per week for 1 semester (14 weeks)
Compulsory/Elective	Compulsory
Semester Offered	2 (Year 1)
Module Purpose The purpose of the module is to enable students to apply statistical procedures and interpretation of relevant technology testing output.	
Overarching Learning Outcome Students should be able to analyse and interpret the data received in order to make meaning to themselves and to the audience who reads the research reports.	
Specific Learning Outcomes On successful completing the module students should be able to: 1. Apply descriptive statistics in datasets; 2. Produce data and sampling sets; 3. Apply data and calculate inferential statistics; 4. Interpret inferential statistics; 5. Apply the statistics data output in a teaching and learning environment; 6. Produce a report, drawing accurate conclusions on the output of the statistical analysis.	

Module Content

Descriptive Statistics Methods: Frequency, Mean, Median, Mode, Graphical Representation, Data organisation

Inferential statistical methods: Calculation of calculate Probability, Normal Approximation and Binomial Distribution, Sampling Distributions and the Central Limit Theorem, Regression, Confidence Intervals, Tests of Significance, One-Way Analysis of Variance (ANOVA);

Report Writing: Presentation of Data results in a variety of reports for Industry/Corporate and academic institutions.

Learning and teaching strategies

The module will be facilitated through the following learning activities: blended instruction, written assignments, class discussions and presentations.

Student assessment strategies

60% Continuous assessment (tests, assignments and portfolio)

40% Examination

Module Title: Thesis (Masters in Learning Design and Technology)	
Module Code	E6933AD
NQF Level	9
Notional Hours	
Contact hours	N/A
Additional learning requirements	N/A
NQF Credits	
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 2, 1 st or 2 nd semester
Module Purpose	
The purpose of this module is to engage students in original research that contributes to the store of human knowledge in their area of specialization, seeking to interpret, draw together, and bring new insight to bear on original problems in teacher education, as it pertains to curriculum studies and educational technology, through making connections across disciplines, and illuminating data in a revealing way to address complex human problems in the field of education.	
Overarching Learning Outcome: Students should be able to: Produce, present and an evaluation project, a product or action research thesis in accordance with the requirements of the University of Namibia.	
Specific Learning Outcomes: On successful completing the module students will, through assessment activities, show evidence of their ability to: 1. Develop and present an action research proposal and concomitant research plan; 2. Conduct independent research to internationally recognised standards by implementing a chosen research method, collecting, analysing, interpreting and evaluating quantitative and/or qualitative data; 3. Demonstrate highly specialised, authoritative knowledge in the field of study/area of specialisation, and the ability to apply that knowledge to the solution of problems in the field of education and across related disciplines to address complex human problems; 4. Produce and defend a dissertation which represents an original contribution to the body of knowledge in the field of study/area of specialisation; 5. Communicate research findings in a professional and effective way (including scholarly publications), catering for a wide range of specialist and non-specialist audiences; 6. Provide leadership in the area of research and scientific writing.	

Module Content

Core elements of the course include the support of academic skills such as:

- Literature survey: Comprehensive literature survey of relevant philosophies, theories, studies and recent developments in area of study (majorly in the last five years with a few longer where necessary). Here, chronological presentation of thoughts will be encouraged, as well as a clear theoretical and conceptual framework that underscore the research approach. This is essential towards development and submission of logical research proposal. Students shall be encouraged to access both paper-based and online databases, abstracts and articles relevant to the proposed research title.
- Development of research title: The outcome of the literature survey will inform the student under the guidance of the supervisor of the need to amend (if necessary) the title of research based on findings, intended scope of work and relevance of the research to the field of education, local and global social justice issues in education, scientific, technological and industrial developments pertaining to the field of education. Ability to transform the conceptualised research idea into a proposal through proposal writing process in a coherent, chronological and analytical manner forms the basis of this learning stage.

- Implementation of the acceptable and approved research proposal (methodology/scientific process): At this stage, the student will implement the proposal through the stated methodology/scientific process. Here, the student will demonstrate the ability to conduct independent research work under the guidance of a supervisor.
- Data presentation, interpretation and discussion: Skills and ability to apply relevant qualitative and quantitative/statistical analysis for data presentation and sound scientific and technical interpretation and discussion of the results will be displayed. Relating interpretations and discussions to social justice issues both locally and globally will be encouraged.
- Presentation skills: Students' written, and oral presentation skills will be revealed. Here, ability to summarise a report e.g. writing of abstract, conclusion etc. will be displayed. Knowledge of the student in preparing research outcomes for scientific communication (draft manuscript, PowerPoint presentation) will be assessed.
- Writing and submission of dissertation for assessment: The compilation of all the different sections of the research work into coherent chapters in the form of a dissertation.
- Ethical procedures: Students will be required to adhere to all ethical requirements of research work and processes during the course of study. Issues of plagiarism will be strongly discouraged.
- Formal presentation of dissertation: Students are expected to successfully present their dissertations following the Rules for Postgraduate Studies.

Learning and Teaching Strategies/Activities

- The M.Ed programme applies the following methods of facilitated learning:
- Students will be subjected to an interview to determine their knowledge and experiences in the field of study and identify the gaps. Thereafter they will work with a supervisor to help fill the study area gaps;
- Students who demonstrate inadequate research capacity shall enroll for the advanced educational research module in the School of Education to build their competencies to become independent researchers and knowledge producers;
- Students will enroll for a module on academic writing for postgraduate research purposes to improve and support their academic writing skills to meet the academic standards and styles of the University of Namibia;
- Students will be assigned a research supervisor who will support them to successfully complete their dissertations and to provide other forms of support the students might need in their professional and personal capacities. Supervisory guidance and learning activities will include research proposal development using the departmental format, research ethics, laboratory work activities as required, data collection, presentation and interpretation processes, report writing and others;
- Students will initiate and present a comprehensive research proposal and concomitant research plan, illustrating the concept and scope of the student's individual research project;
- Students will attend the postgraduate research seminar until approval of the research proposal;
- Students conduct independent research and are guided through regular contact sessions using all available means during which study planning, progress, and other relevant topics are discussed, including psycho-social support where needed;
- Students present work-in-progress on a regular basis in a professional way;
- Students are encouraged to gain international experience by attending relevant workshops, conferences and seminars on-line or face-to-face, and to seek engagements with international scholars in their fields of study;
- Students are encouraged to present their final research at a local, regional or international conference, workshop, symposium, etc.

Student Assessment Strategies

The Thesis will be assessed in accordance with the University rule for studies at postgraduate level.

Year one for full-time (Years one and two for part-time)

1. Enroll and pass academic writing for postgraduate studies module
2. Enroll and pass Advanced Educational Research module (where applicable)
3. Submit draft research proposal to the supervisor for review and comments by two members of the DPGS committee.

Year two for full-time (Years three and four for part-time)

1. Enroll for Postgraduate seminar
2. Enroll for dissertation
3. Submit yearly progress plan
4. Present research proposal at seminar for inputs and improvement (compulsory)
5. Attend one international conference relevant to research interest (compulsory)
6. Submit supervisor agreement form, draft proposal, research instruments, relevant consent forms to DPGSC for approval to the next level (School and Faculty levels)
7. Obtain ethical clearance
8. Get consent from all relevant stakeholders
9. Start data collection

10. Present progress report at the end of year two (year four for part-time students) to supervisor/s and departmental HOD.

Year three for full-time (Years five and six for part-time)

1. Submission and assessment of final research dissertation;
2. Presentation and defense of research dissertation by end of year three (by the end of the sixth year in case of part-time students);
3. Correction and final binding (archiving) of research dissertation;
4. One research article published in peer reviewed journal and one article accepted in writing by another peer reviewed journal.

The dissertation and the two research articles represent the entire body of work to be assessed. Students will be required to defend the dissertation and must pass the viva voce as stipulated in UNAM's Higher Degrees rules and regulations. For determining the final mark of any dissertation for the degree, account shall be taken of the recommendation(s) from all the examiners.

Final result will only be released after correction and submission of the dissertation and proof of articles published and/or one article accepted for publication.

Module Title: Postgraduate Seminar	
Module Code	E6913AS
NQF Level	9
Notional Hours	
Contact hours	2 x 2 day seminars
Additional requirements	learning
NQF Credits	Non-degree purposes
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 2, 1 st and 2 nd semester (attendance at both seminars are compulsory)
Module Purpose	
To enable the postgraduate students to prepare, present, critique and improve their research proposals and/or dissertations through presentations of their work to their peers and academic supervisors	
Overarching Learning Outcome: To build Masters students' capacity to present their research proposals/dissertations using relevant technologies, critique the presentations of their peers, and to use feedback to improve their research work.	
Specific Learning Outcomes: Upon completing this course student will show evidence of their ability to: 1. Develop and present a comprehensive research proposal; 2. Demonstrate ability to communicate knowledge and deep understanding of the connection between their research topic, problem statement, research questions, theoretical and conceptual frameworks and research methodology, and show the ability to defend it; 3. Demonstrate ability to apply their research to the solution of problems in the field of education and across related disciplines in order to address complex human problems; 4. Demonstrate the ability to critique the presentations of their peers, to receive critique and improve their own research proposals/dissertations; 5. Demonstrate improved capacity to communicate in a professional and scholarly manner.	

Module Content

Core elements of the course include the support of academic skills such as:

1. Presentation skills
2. Logical thinking and reasoning skills
3. Communication skills (including the use of ICTS)
4. Critical thinking skills

Learning and Teaching Strategies/Activities

The Postgraduate seminar applies the following methods of facilitated learning:

1. Students will be assigned a supervisor/s to guide them in the development of a research proposal and research instruments;
2. Students with the guidance of their supervisors will prepare a presentation of their research proposal to present at the 1st seminar;
3. Supervisors will be present at the time when students make their presentation to assist with feedback to improve research proposals and tools for data collection;
4. Students will work with their supervisors to make corrections and improve their research proposals and research instruments based on the feedback from the seminar participants;
5. Supervisors will work with students to facilitate the submission of the final proposal to the DPGS committee (This can only happen after students have attended/presented at least one seminar).

Student Assessment Strategies

Students shall attend both seminars in the 1st and 2nd semesters, in which they should make at least one presentation of their research proposals.

Year two for full-time (Years three and four for part-time)

1. Enroll for Postgraduate seminar
2. Attend both seminars (1st and 2nd semester)
3. Make presentation of draft research proposal at one of the seminars
4. Incorporate comments for improvement
5. Submit revised proposal to supervisor for submission to DPGSC.
1. Final result will only be released after evidence that students attended both seminars and made a presentation at least once.

Quality Assurance Arrangements

Students will not be allowed to make a presentation at the seminar unless they are registered and have an assigned supervisor in place. Students should present proof that they worked with their supervisor on their seminar presentation. Finally, only students whose supervisors are in attendance (or whose supervisor assigned a representative), will be allowed to make a presentation.

C.2.1.4 MASTER OF EDUCATION (SCHOOL COUNSELLING) (91MESC)

Programme purpose:

The purpose of this qualification is to equip students with the necessary knowledge, skills, and attitudes in guidance and counselling, life skills, psychosocial and academic support for learners at all levels of education. The goal is to contribute to the University of Namibia's vision and mission of achieving national and international development goals through translational research, quality training, and innovation by becoming a sustainable international hub of excellence in higher education by 2030. This aligns with the National Development Plans (NDPs) focusing on economic recovery, inclusiveness, and resilience for the well-being of all Namibians. Additionally, the program is designed to support the achievement of the United Nations' Sustainable Development Goals, which aim to eradicate poverty, protect the environment, and promote peace and prosperity globally, with specific relevance to the context of Namibia.

The Master of Education (School Counselling) programme is integral to the holistic development of students, contributing not only to their individual well-being but also to national development by preparing a capable and socially responsible citizenry. Integrating global perspectives within the counselling program further enhances students' understanding of the broader world and their role in addressing global challenges. Moreover, the program equips students with cutting-edge methods, theories, and techniques in the field of school guidance and counselling. This preparation facilitates a developmental training approach that seamlessly translates theoretical knowledge into practical application.

In essence, school counselling goes beyond individual support to play a pivotal role in shaping responsible, skilled, and globally aware citizens. The integration of global perspectives further amplifies the impact, preparing students to contribute meaningfully to both national and global challenges, ultimately fostering a more inclusive, sustainable, and prosperous future.

Graduate employability attributes

- Open-mindedness
- Critical thinking
- Positive Psychology Skills
- Case Management Skills
- Pragmatism
- Responsiveness
- Empathy
- Expressiveness
- Trustworthiness
- Research skills
- Collaboration
- Decision making
- Confidentiality
- Self-respect, respect for others and inclusiveness

Exit programme outcomes

Holders of this qualifications are able to:

1. Apply a comprehensive understanding of the philosophy of counselling in Namibia, SADC, Africa and internationally;
2. Apply high level theoretical and practical skills to psychosocial, academic- and mental health development;
3. Support learners and students in their socio-emotional, academic, career and personal development;
4. Facilitate conflict resolution between and among stakeholders in educational settings;
5. Develop resilience-building skills to learners and students in education settings;
6. Apply critical independent thinking and research skills as a basis for enhanced professional practice in school counselling;
7. Assess the value for human dignity and advocacy for clients/students and the profession while holding strong identities as professional counselors who are theory-informed and ethically-driven;
8. Apply developmental knowledge and the related nature/needs of clients/students in counseling approaches and interventions;
9. Integrate career development knowledge and best practices in a holistic manner to effectively facilitate meaningful life planning of clients/students;
10. Use digital platforms to render counselling to learners and students.

Admission requirements

A B.Ed. degree (level 8) from the University of Namibia or any recognised university or equivalent institution with at least a 60% average or its equivalent.

or

A Bachelor's degree with a Professional Teaching Qualification, or a bachelor's degree with a concurrent professional education degree, meeting level 8 requirements. The average for all the qualifications should be 60%;

and

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.

Additional Selection Criteria

The School of Education may administer an entry test to admit prospective students with attributes and motivation for inclusive education to determine the candidates' suitability to the programme.

Students must have done Life skills or Inclusive Education or other related courses as a career specialization in the Undergraduate (level 8) studies.

Articulation Options

Students can articulate into the PhD programmes (level 10), with School counselling specialisation.

Assessment Criteria

Assessment for the majority 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.
- In order 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.
- A minimum final mark of 50% is required to pass non-examinable modules.

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:

E-learning reports from the existing platform such as Moodle, will be used to formulate remedial actions for students at risk of underperformance and dropout,

All students will do assessments in each module as described in the module's descriptors, and in accordance with University Assessment Policy.

Where possible, the Department will also adopt a "study buddy" principle, whereby junior students will be allocated to senior students for mentoring, coaching and motivation.

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

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 marking scripts. Internal/External moderators are well 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 modules will be externally moderated while

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 (none examinable modules). Assessment for all 100% CA modules will be aligned to exit learning outcomes. For a student to pass the module, it will depend on the successful attainment of the required continuous assessment mark. All course work modules will be externally moderated.

Minimum requirements for re-admission into the School / Programme

To be re-admitted into the M. Ed. programme, a student must obtain a minimum of 90 credits at the end of the first year of registration. In the second year of registration, a student must obtain a minimum of 120 credits at the end of the second year. For all students, by the final year of registration, the student must have obtained all 240 credits. The programme must be completed with a maximum of 4 years (for full-time students and a maximum of 5 years for Part-time students).

Advancement and progression rules

Before a student can proceed to the thesis phase the student must first successfully pass all coursework.

Requirements for Qualification Award

This qualification will be awarded to candidates credited with a minimum of 240 credits and who have met the requirements of the programme. To qualify for the award of the Master of Education a student must have:

- passed all required course work per area of specialisation;
- passed the postgraduate seminar module;
- completed and passed the thesis;
- fulfilled all other requirements which the Department, the Faculty and the University may specify.

Career Opportunities

Lecturers, consultants, curriculum specialists in Inclusive Education/Special Education, Inspectors of Education, School Counsellors, Inclusive Education/Special Education Officers, inclusive education/Special Education teachers

Implementation strategy

The M.Ed. (School Counselling) will be phased-in 2025 with minimal disruption to existing students' learning progression. The current programme (old curriculum) will be completely phased out by the end of 2027 (fulltime) and 2029 (part time) which will be the maximum period for the old curriculum, after which students must automatically switch to the new programme and fulfil all requirements based on the transformed curriculum. The transitional arrangement is shown in the table below:

Programme	2024	2025	2026	2027	2028	2029
M. Ed (Educational Psychology (Guidance and Counselling)	Year 1 (Course work (Last intake)	Year 2 (Thesis)	Year 3: Outliers	Year 4 (Outliers)	Year 5 (Outliers)	Year 6 Complete phase-out
The M.Ed. (School Counselling)	No intake	No intake	Year 1	Year 2	Year 3 (part-time)	Continuation of the programme

Curriculum Framework: Summary Table for all Modules in the Programme

Year 1

Module code	Module name	Level	Credits	Periods	(Co-requisites) Pre-requisite	Compulsory (C) / Elective (E)
Semester 1						
U6983LA	Academic Literacy for Postgraduate Students	9	Non-credit bearing	4L/w	None	C
E6933AR	Advanced Educational Research Methods	9	12	4L/w	None	C
E6921AT	Theories and models of School Counselling	9	12	2L/w	None	C
E6921AP	Professional identity and ethics in School counselling	9	12	2hp/w	None	C
E6931AC	Career development and Counselling	9	24	4L/w + 2P hrs practicum	None	C
Total credits Semester 1				60		

Semester 2

E6933AR	Advanced Educational Research Methods	9	12	4L/w	None	C
E6932AP	Psychosocial issues in Counselling	9	12	2L/w	None	C
E6962AA	Assessment in School Counselling	9	12	2L/w	None	C
E6932AF	Field-Based Learning	9	24	4 L/w	None	C
Total credits semester 2			60			
Total credits year 1			120			

Year 2

Module Code	Module name title	NQF Level	Credit	Periods	Pre-requisite/Co-requisite	Compulsory (C) / Elective (E)
E6933AT	Thesis	9	120	Individual supervision	Pre-requisite: Successful completion of all taught courses	
E6923AS	Seminar	9	Non-credit bearing	1 Week	Pre-requisite: Successful completion of all taught courses	
Total credits for year 2			120			
Total credits			240			

PART B: MODULE DESCRIPTORS

Module Title	Advanced Educational Research Methodology
Module Code	E6933AR
NQF Level	9
Notional Hours	240
Contact hours	4L/w + 2h practical
Additional learning requirements	none
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, 1 st and 2 nd Semester
Module Purpose	
The purpose of this module is to equip students with theoretical knowledge, understanding, and advanced research skills required to successfully carry out a postgraduate research project.	
Overarching Learning Outcome	
Students should be able to apply theoretical knowledge and skills to conduct advanced <i>research</i> at postgraduate level.	
Specific Learning Outcomes	
On successful completing the module students should be able to:	
1. Apply various theoretical/ philosophical perspectives in educational research; 2. Analyse different research methodological approaches in educational research; 3. Critically review literature related to particular research problems in the field of study; 4. Apply various quantitative, qualitative and mixed methods research designs, methods and techniques when developing a research proposal and in conducting research in the field of study; 5. Apply different methods and techniques of data analysis in the field of study; 6. Prepare viable research proposals in their disciplines.	

Module Content

Research paradigms: Afrocentrism, Positivism, Interpretivism and Indigenous Knowledge System (IKS)

Overview research approaches: qualitative, quantitative and mixed method approaches

Identifying research problems: selection of problem, defining the problem, statement of the problem, evaluation of the problem

Theoretical and Conceptual Framework: differences between conceptual framework and theoretical framework, purpose and importance of theoretical and conceptual frameworks in research, selecting a suitable theoretical framework and constructing a conceptual framework for a study.

Conducting Literature Reviews: purpose of the review, identification of the related literature, organizing the related literature

Steps in the research process: statement of the problem, literature survey, hypothesis formulation, research methods

Quantitative Research: characteristics of quantitative research designs and methods, sampling techniques and research tools, issues of inference, reliability, and validity; preparing quantitative research instruments; quantitative data collection and analysis

Qualitative Research: characteristics of qualitative research, qualitative research designs and methods, issues of validity; preparing qualitative research instruments; qualitative data collection and analysis

Mixed Method Research: mixed method research designs and methods, preparing mixed methods research instruments, mixed methods data collection and analysis

Research Ethics (including plagiarism): set of principles that guide research designs and practices and academic integrity. Seminar on practical issues relate to research ethics.

Research proposal and research report writing: UNAM research proposal guidelines, reporting quantitative and qualitative research

Learning and Teaching Strategies/Activities

Teaching and learning will take place through online lectures, class discussions, presentations and exercises. Students must attend class having completed the readings and prepared to fully participate in class discussions and exercises. Students are responsible for discussion of the required readings and for completion of individual exercises assigned by lecturers. Emphasis is on participatory learning, and students are required to actively participate in class discussions. It is expected of students to come to class prepared for discussions and having done all requisite reading in advance.

Student Assessment Strategies

All assessments in this module are 100% CA based.

1. 50% Continuous Assessment: Student complete and present each of the four research tasks to their assigned lecturers
2. 50% Summative Assessment: Student develop and present research proposals to their assigned lecturers
3. Assessment tasks given to students for formative purposes will not be moderated, only CA assessment tasks which are designed for grading purposes will be sent for moderation.

Module Title: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6983LA
NQF Level	9
Notional Hours	120
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	12
Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2
Module Purpose 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 academic text in their respective fields of specialization.	
Overarching Learning Outcomes Students should be able to construct well researched academic texts such as academic assignments, abstracts, research proposals, research reports, theses and dissertations.	
Specific Learning Outcomes 1. Apply effective digital academic research methods in scholarly enquiry. 2. Demonstrate the correct application of spoken and written specialised academic vocabulary and conventions. 3. Demonstrate ethical academic conduct. 4. Synthesise ideas from various sources appropriately and effectively. 5. Use research data from tables and figures. 6. Write coherent essays, assignments, proposals and thesis. 7. Apply critical reading and text analysis skills for comprehension. 8. Apply comparative text analysis and academic rhetoric and style when presenting ideas from different perspectives.	

Module Content

The module will cover the following: research methods (qualitative, hybrid, quantitative); various academic conventions (academic vocabulary, spelling, punctuation, capitalization, grammar/usage, and paragraphing); text analysis (audience, thesis statement, purpose, register, content), Synthesising (paraphrasing, prewriting, drafting, revision and editing); ethical academic conduct (avoidance of plagiarism and accurate acknowledgement of sources in academic writing); evidence-based writing (using tables and figures, comparative text analysis in academic writing); critical thinking (writing as problem-solving, critical reading response academic writing); and academic rhetoric and style (expository, persuasive, and argumentative academic writing).

Learning and teaching strategies

The module will be facilitated through the following learning activities: blended instruction, written assignments, class discussions and presentations.

Student assessment strategies

60% Continuous assessment (1 test and 1 assignment, academic presentation, text analysis)
 40% Examination (3 hour paper)

PART B: MODULE DESCRIPTORS:	
Module Title: Theories and Models of School Counselling	
Module Code	E6921AT
NQF Level	9
Notional Hours	120
Contact hours	2L /w for 14 weeks
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to enable students to explore counselling theories and their relationship to psychological development. Counselling skills and processes are practised with an emphasis on integrating theories, practice and life experience. A close look at various theories of counselling and their applicability to the individual counsellor and his/her prospective counselling situation.	
Overarching Learning Outcome	
Students will be able to understand and appreciate the major counselling theories (Psychoanalytic theory, Person-Centred theory, Reality theory, Behavioural theory, Rational Emotive theory, Family Systems Theory). Discuss and reflect on the various theories of counselling and develop an understanding of their own psychological development and its relationship to the practice of counselling.	
Specific Learning Outcomes	
On successful completing the module students should be able to: 1. Evaluate their own world view and demonstrate how that impacts the counselling process and outcomes; 2. Apply counselling theories and skills in addressing psychological needs of young people; 3. Analyse the impact of life narratives on the counselling relationship; 4. Develop a self-reflective and self-evaluative model of practice; 5. Evaluate major theoretical descriptions of both individual and family systems development and transitions; 6. Critique one major theory in detail, providing a comprehensive application to counselling.	

Module Content

The major counselling theories: Psychoanalytic theory; Adlerian theory; Person Centred theory; Gestalt theory; Reality theory; Behavioural theory; Rational Emotive theory; Family Systems Theory. Psychological development and its relationship to the practice of counselling based on the discussion of the major counselling theories. Analysis of counselling theories and skills which assist counsellors in addressing the psychological needs of young people. A selection of psychological needs will be discussed including the following: family structures; violence; rights of children; substance abuse; suicide; self-esteem and assertiveness; dealing with stress; choice and accountability; sexual behaviour; interpersonal relationships; conflict management. Reflections on life narrative and its impact on counselling relationship; Self-reflective and self-evaluative model of practice

Learning and Teaching Strategies/Activities

- Lecturing
- Discussion of research articles as selected by students and/or lecturer
- Demonstrations, group-work, discussions and other experiential methods apply
- Active student participation is expected in class discussions
- Personal consultations with the lecturer are encouraged

Student Assessment Strategies (each semester)

- Continuous assessment 60%,
- Examination 40%
- A 40 % continuous assessment (CA) mark is required to sit for the examination.
- A minimum of 50% is required for the final mark to pass the module.

PART B: MODULE DESCRIPTOR:	
Module Title: Professional identity and ethics in School Counselling	
Module Code	E6921AP
NQF Level	9
Notional Hours	120
Contact hours	2L/w for 14 weeks
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to enable students to acquire skills and competencies of lifelong professional development and the professional roles of counsellors and apply ethical and legal practices guiding the helping professions.	
Overarching Learning Outcome	
The students should be able to appreciate professional identity and apply ethical and legal practices to guide the helping professions.	
Specific Learning Outcomes	
On successful completing the module students should be able to: 1. Evaluate the professional qualities required of a counsellor; 2. Develop a professional identity as a counsellor based on both theory and personal experience; 3. Apply ethical principles, confidentiality and transference boundary violations and double agency; 4. Analyse ethical dilemmas in counselling; 5. Interpret regulations relating to scope of practice of the health professions; 6. Evaluate ethical issues in counselling.	

Module Content

The professional qualities of a counsellor: characteristics of a good counsellor; challenges for beginning counsellors; counselling for the counsellor; burn out. Understanding ethical considerations such as: ethical principles; confidentiality; boundary violations; double agency. Legal considerations that guide the helping professions: Regulations relating to scope of practice of Clinical Psychologists and Educational Psychologists: Social Work and Psychology Act, 2004; rules of conduct pertaining specifically to the profession of psychology: Social Work and Psychology Council of the Health Professions Councils of Namibia (HPCNA); UN Convention on the Rights of the Child; the Constitution of the Republic of Namibia and Basic Education Act no. 3 of 2020. Challenging ethical issues in counselling (selection of one or more of the following topics using recent journal articles): custody; child abuse and neglect; abortion; violence in families; HIV testing / transmission; rape; addiction; Professional identity as a counsellor based on both theory and personal experience.

Learning and Teaching Strategies/Activities

Lecturing

Discussion of research articles as selected by students and/or lecturer.

Demonstrations, group-work, discussions and other experiential methods apply.

Active student participation is expected in class discussions.

Personal consultations with the lecturer are encourage.

Student Assessment Strategies (each semester)

Continuous assessment: 60%,

Examination: 40%

A 40 % continuous assessment (CA) mark is required to sit for the examination.

A minimum of 50% is required for the final mark to pass the module.

PART B: MODULE DESCRIPTOR:	
Module Title: Career Development and Counselling	
Module Code	E6931AC
NQF Level	9
Notional Hours	120
Contact hours	2L/w for 14 weeks
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to enable students to acquire knowledge, skills and competencies of theories of career psychology and their use in understanding the individual's personal and career needs across work settings.	
Overarching Learning Outcome	
Students should be able to apply knowledge of the theories that underpin career development and counselling and the ability to evaluate and plan their careers as well as expand their job-related skills and knowledge.	
Specific Learning Outcomes	
On successful completing the module students should be able to:	
1. Evaluate career development theories; 2. Interpret and clarify individual aptitudes, interests and aspirations; 3. Analyse different career opportunities available in the job market; 4. Compare how academic learning and career development are intertwined; 5. Assess jobs in terms of the skills, duties and tasks required of workers to clarify; 6. Develop guidelines for career exploration and self-awareness.	

Module Content

Career development theories: including Super; Holland; Gottfredson, Main goals of career education /counselling: knowledge of the self; knowledge of careers; matching self and careers; transition learning; decision making skills. Factors influencing career choice: geographical setting; financial issues; family; education; gender; culture; religion, etc and their influence on the career choice of individuals. Relationship between career success and aspects such as: academic achievement; personality; interests; as well as personal values; prestige and any other as needed. Career assessment practices.

Learning and Teaching Strategies/Activities

Lecturing, presentations, demonstrations, group-work, discussions and other experiential methods apply Active student participation is expected in class discussions are encourage.

Student Assessment Strategies (each semester)

Continuous assessment 60%,

Examination 40%

A 40 % continuous assessment (CA) mark is required to sit for the examination.

A minimum of 50% is required for the final mark to pass the module.

PART B: MODULE DESCRIPTOR:	
Module Title: Psychosocial Issues, Care and Support	
Module Code	E6932AP
NQF Level	9
Notional Hours	120
Contact hours	2L/w for 28 weeks
Additional learning requirements	Practical/attachment at an educational institution
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1 and 2
Module Purpose	
The purpose of this module is to provide students with opportunities to analyse real life psychosocial issues that impede holistic development of school-aged children in the social world. In addition, the module aims to develop attitude,	

skills and strategies for care and support through interactions with learners, their families and the broader community to help all learners achieve their potential.
Overarching Learning Outcome
Students should be able to identify, analyse psychosocial issues and provide care and support to the child and community holistically.
Specific Learning Outcomes
On successful completing the module students should be able to: 1. Analyse psychosocial issues affecting school children and adolescents; 2. Interpret the relationship between psychosocial challenges and support; 3. Evaluate and discuss Children's rights; 4. Assess child/adolescents and caregiver relationships; 5. Apply safety, protection and discipline procedures in care and support; 6. Develop the various networking and multidisciplinary partnerships with the community and other structures; 7. Apply strategies to support learners to cope with psychosocial challenges.

Module Content

Psychosocial challenges school children and adolescents face in the social world: sexuality (including sexual abuse, early and unintended pregnancy, HIV/AIDS); substance abuse; peer pressure; conflict management; home environment (including poverty, domestic violence, parental involvement). Relationship between psychosocial challenges and psychosocial support. Children's rights. Child and adolescent's caregiver relationships: Safety; care; support; protection and discipline procedures. Stigma and bullying. Networking and multidisciplinary partnerships with the community and other structures. Strategies to support learners to cope with psychosocial challenges.

Learning and Teaching Strategies/Activities

Lectures, Presentations, Drafting of research proposals

Student Assessment Strategies

Continuous assessment: 60%,

Examination: 40%

A 40 % continuous assessment (CA) mark is required to sit for the examination.

A minimum of 50% is required for the final mark to pass the module.

PART B: MODULE DESCRIPTOR:	
Module Title: Assessment in School Counselling	
Module Code	E6962AA
NQF Level	9
Notional Hours	120
Contact hours	2L/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to provide students with knowledge, skills and strategies on how to use and interpret various evaluation methods for assessing psychological constructs in school counselling.	
Overarching Learning Outcome	
Students should be able to use and interpret various evaluation methods for assessing psychological constructs in school counselling.	
Specific Learning Outcomes	
On successful completing the module students should be able to: 1. Assess psychological constructs in school settings. 2. Apply skills in communicating assessment results to parents/guardians and clients themselves; 3. Evaluate diverse client needs based on the assessment outcomes; 4. Develop intervention strategies based on the assessment results; 5. Analyze critical ethical and legal issues related to assessment in School Counselling;	

Module Content

Assessing psychological constructs in school settings: What is Assessment and How Does it Fit into the Counselling Process?; Fundamentals of Assessment for Counsellors; Methods of Psychological Assessment; Statistical Concepts and Assessment Scores; Reliability and Validity; Ethical Selection and Administration of Assessment Instruments; Assessing Intelligence and Achievement; Aptitude and Career Assessment; Personality Assessment; Clinical and Mental Health Assessment; Assessment in Education/Assessment with Children and Adolescents. Communicating assessment results: Communicating Assessment Results to parents/guardians and clients themselves; diverse client needs based on the assessment outcomes; intervention strategies based on the assessment results. Ethical and legal issues: Ethics and legal Practices in Assessment in School Counselling

Learning and Teaching Strategies/Activities

- Lecturing
- Discussion of research articles as selected by students and/or lecturer
- Demonstrations, group-work, discussions and other experiential methods apply
- Active student participation is expected in class discussions
- Personal consultations with the lecturer are encouraged

Student Assessment Strategies (each semester)

- Continuous assessment: 50%.
- Student Assessment Strategies (each semester)
- Continuous assessment: 60%,
- Examination :40%
- A 40 % continuous assessment (CA) mark is required to sit for the examination.
- A minimum of 50% is required for the final mark to pass the module.

C.2.2 DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE

C.2.2.1 MASTER OF EDUCATION IN JUNIOR PRIMARY EDUCATION (91MEJP)

The purpose of the Master of Education in Junior Primary Education programme is to provide students with advanced knowledge and skills in Junior Primary to address the needs of the industry for the 6-9 years age-group. In this regard, it includes the pre-primary component as pre-primary in Namibia is incorporated in both Early Childhood Education and Care phases as well as in the Junior Primary phase. The programme allows participants to attain a breadth of knowledge in general and in-depth knowledge of practice and intervention in the focus discipline. The programme further prepares graduates to be specialists in the Junior Primary phase. Foundational key learning areas in Junior Primary are: language and literacy, numeracy and mathematics, environmental education and sustainability. Other key aspects that shape Junior Primary education include inclusive education issues, integration of educational technologies at this phase, among others. Advancing research output in the field of Junior Primary education also occupies a critical place in the programme as at the moment, there is paucity of research in the field. The Master of Education in Junior Primary Education will be the first degree at postgraduate level focusing on the Junior Primary phase, in the country. In this sense, it fills a critical gap in teacher education to produce specialists in the foundational phase in the country. The programme is further geared towards producing professionals who are responsive to societal needs at national, regional and global levels and are adept to the demands of the 21st Century as well as the 4th and 5th Industrial Revolution (IR).

Graduate Employability Attributes

- Discipline knowledge and skills;
- Creative and critical thinking skills;
- Collaborative skills;
- Problem-solving skills;
- Effective communication skills;
- Professionalism;
- Digital knowledge and application;
- Empathy and Care

Exit Programme Outcomes

Holders of this qualification are able to:

1. Analyse contemporary early learning theories and learning styles for children from age 6 to 9 years to ensure developmentally appropriate practices and inclusivity at Junior Primary phase;
2. Analyse trends, policies and practices in Junior Primary at national, regional and international levels and provide solutions to challenges at the phase;
3. Assess supportive and learning needs of the age group for early intervention;
4. Apply digital teaching and learning processes as well as technology innovation in Junior Primary settings for the realisation of 4th and 5th Industrial Revolution;
5. Evaluate perspectives on language and literacy processes and discourses at Junior Primary phase including pedagogical complexities on multilingual/multicultural learning and teaching;
6. Evaluate perspectives on Numeracy and Mathematics discourses at Junior Primary phase;
7. Create successful partnerships around multi-disciplinary support teams and Communities of Practice in Junior Primary;
8. Reflect on current environmental issues to design environmental sustainability education interventions in Junior Primary education, aligned to National Developmental Goals and SDGs;
9. Use advanced academic writing skills in the process of postgraduate studies culminating in a Master's thesis;
10. Design and conduct research to provide recommendations for improving quality and practice in Junior Primary phase

Admission requirements

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

- (1) (a) A B.Ed. in Junior Primary (Honours) degree Level 8 or its equivalent
Or
(b) A post-graduate Diploma (level 8) in Junior Primary
And
(c) A minimum of 2 years teaching experience in the Junior Primary field
(d) A candidate has achieved an average of at least a 'C' in the Honours or related Examination.

Additional Selection Criteria

In an event where qualified applicants exceed the required quota, an interview/admission test may be administered to select candidates.

Articulation Options

Students may articulate into the PhD in Education or PhD in Education (Early Childhood).

Assessment Criteria

Assessment of the modules will be in accordance with the general regulations of the University of Namibia.

A minimum Continuous Assessment Mark of 50% is required to gain entrance into the examination, unless otherwise stated in the individual module descriptor.

In order 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: Exam mark (60:40) unless otherwise stated in the individual module descriptor.

The final grade of the qualification will be made up of the average of the coursework and the thesis.

Minimum requirements for re-admission into the School / Programme

To be readmitted into the programme, students should obtain at least 90 credits in the first year of registration. In the second year of registration, a student must obtain a minimum of 120 credits at the end of the second year.

Advancement and progression rules

To be registered for the thesis, a student must obtain 120 credits (all coursework) at the end of the first year of registration.

Requirements for Qualification Award

This qualification will be awarded to candidates credited with a minimum of 240 credits, and who have met the requirements of the programme.

Career Opportunities

Graduates from this programme will be able to work as Junior Primary teachers, Junior Primary Teacher Educators, Education Consultants, Policy Experts, Advisory Teachers and so on.

Implementation strategy

The first year of the new programme will be implemented in January 2026 and the second year will be implemented in 2027. A staggered approach will be used to implement the new programme as follows:

Programme	2026	2027	2028	2029	2030
Master of Education in Junior Primary Education	Y1	Continuation	Continuation	Continuation	Continuation

Curriculum Framework: Summary Table for all Modules in the Programme

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 1 Semester 1						
U6983LA	Academic literacy for Postgraduate Students	9	NCB	2h/w	None	C
E6933CR	ADVANCED EDUCATIONAL RESEARCH METHODOLOGY	9	24	4h./w	None	C
E6921CT	EDUCATIONAL TECHNOLOGY FOR JUNIOR PRIMARY	9	12	2h/w	None	C
E6951CJ	TRENDS IN JUNIOR PRIMARY EDUCATION	9	24	4h/w	None	C
Total Credits Semester 1						60
Year 1 Semester 2						

E6932CL		PERSPECTIVES IN LANGUAGE & LITERACY	9	24	4h/w	None	C
E6952CN		PERSPECTIVES IN NUMERACY & MATHEMATICS	9	24	4h/w	None	C
E6902CE		DISCOURSES ENVIRONMENTAL SUSTAINABILITY	9	12	2h/w	None	C
Total Credits Semester 2							60
Total credits YEAR 1							120
Module code		Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 2							
E6923CS		Seminar	9	NCB	1 week	All first year modules	C
E6973CT		Thesis	9	120		All first year modules	C
Total Credits Semester 2							120
Total credits for the programme							240

C.2.3 DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING

C.2.3.1 MASTER OF EDUCATION IN HIGHER EDUCATION STUDIES (91MEHE)

The Master of Education in Higher Education is a two-year programme. The purpose of this qualification is to provide students with knowledge, skills, and attitudes they need to function effectively as professionals in the higher education context. The programme allows students to broaden their development in scholarly understanding and practice of learning and teaching concepts and issues in higher education.

Admission requirements

To be eligible for admission into the Master of Education in Higher Education, an applicant shall satisfy any of the following minimum requirements:

(a) B.Ed. (Honours) degree Level 8 or equivalent with an average of at least 60%.

or

(b) Postgraduate Qualification in Higher Education at NQF Level 8 with an average of at least 60% or equivalent from any recognized Higher Education Institutions.

Applicants with foreign qualifications must submit a certificate of evaluation from the Namibia Qualifications Authority (NQA).

Additional Selection Criteria

The School of Education may administer a written assessment to determine the suitability of prospective candidates to this specialization.

Articulation Options

The MEd in Higher Education graduate may articulate into the PhD (HES) or Doctor of Education (EdD) Higher Education Studies (NQF Level 10) programmes.

Assessment Criteria

- A minimum CA Mark of 40% is required to gain entrance into the relevant module examination unless otherwise stated in the specific module descriptor.
- A sub-minimum of at least 40% in the exam is required to pass the examination unless otherwise stated in the individual module descriptor.
- A minimum final mark of 50% is required to pass a module unless otherwise stated in the specific module descriptor.
- A minimum pass mark of 50% required for all 100% continuous assessment-based modules (non-examinable) is required to pass a module unless otherwise stated in the specific module descriptor

Minimum requirements for re-admission into the School / Programme

To be re-admitted into the MED HES programme, a student must obtain:

- a minimum of 90 credits at the end of the first year of registration.
- a minimum of 120 credits at the end of the second year of registration.

The programme must be completed after a maximum of 3 years of registration.

Advancement and progression rules

To be registered for the thesis, the student must obtain 120 credits at the end of the first year of registration.

Requirements for Qualification Award

This qualification will be awarded to candidates credited with a minimum of 240 credits and who have met the compulsory requirements of the programme.

Career Opportunities

The graduates from this programme will enter a career as:

- Researchers
- Education Officers in Higher Education,
- Quality Assurance Coordinators
- Higher Education officers
- Chief education officers of Higher Education
- Consultants in the Higher Education context
- Lecturers
- Professional Academic developers,
- Higher Education Studies- Subject librarians
- Trainers
- Open and Distance Learning Officers
- Higher Education Curriculum Developers
- Quality Assurance Officers

- Instructors in Technical Vocational Education Training, and
- Master trainers in differentiated further education content.

Curriculum Framework: Summary Table for all Modules in the Programme

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 1 Semester 1						
U6989LA	Academic Literacy for Post-Graduate Students	9	16 (Non-contributing)	4 L/w		C
E6901HR	Research Methodology	9	12	2 L/w	None	C
E6931HH	Higher Education Studies	9	24	4 L/w		C
E6951HD	Decolonial Practices in Higher Education	9	24	4 L/w		C
Total Credits Semester 1						60
Year 1 Semester 2						
E6932HC	Transformation in Higher Education	9	24	4 L/w		C
E6952HS	Research Supervision and Administration	9	24	4 L/w		C
	(Choose One Elective as an Area of Specialization					

(Semester 2)						
E6922HQ	Quality Assurance Management	9	12	2 L/ w		E
E6922HA	Assessment Measurements and Tools	9	12	2 L/ w		E
E6922HC	Curriculum and Programme Development	9	12	2 L/ w		E
E6922HL	Leadership and Change Management	9	12	2 L/ w		E
E6922HD	Digital Learning Management Systems	9	12	2 L/ w		E
E6922HT	Learning and Teaching Strategies in Higher Education	9	12	2 L/ w		E
Total Credits Semester 2						60
Total credits YEAR 1						120

Year 2 Semester 1 and 2						
E6973HT	Thesis	9	120	As per arrangement with the supervisor	Pass all first year modules	C
Total credits YEAR 2						120
Total Credits for YEAR 1 & 2						240

PART B: MODULE DESCRIPTOR:	
Module Title: HIGHER EDUCATION STUDIES	
Module Code	E6931HH
NQF Level	9
Notional Hours	240
Contact hours	4L/week
Additional requirements	learning None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 1
Module Purpose	
The purpose of this module is to provide students with an overview of the nature of the field of higher education studies as well as best practices for successful learning and teaching. It further provides knowledge, skills and attitudes in understanding the psychosocial characteristics of the Higher Education students and a framework for continued reflective teaching in the context of a specialized field.	
Overarching Learning Outcome	
Students should be able to develop and contextualize teaching and student learning strategies that enhances effective learning and teaching in a changing Higher Education environment.	
Specific Learning Outcomes	
On successfully completing the module students should be able to: 1. Evaluate theories, models and perspectives applicable to the different components of higher education studies; 2. Critique student learning and teaching in a changing Higher Education environment; 3. Create a profile for the Higher Education Student to enable the holistic development of the student; 4. Analyse significance of values and ethics in higher education studies; 5. Reflect on diverse learning and teaching principles that promote inclusivity of students in Higher Education; 6. Create practices from current Scholarship of Learning and Teaching (SoLT) in the field of specialization; 7. Construct practices to use technologies in higher education; 8. Assess Open, Distance and eLearning trends in higher education.	

Module Content

Theories, models and perspectives applicable to the different components of higher education studies: Critical Realism; Social realist theory (structure, culture and agency); Context in Higher Education; Understanding the Higher Education Student, Learner Profiling, Intra- and Interpersonal Skills, Teaching and Learning Theories: Behaviourist; Constructivism (cognitive and social constructivism; social learning; andragogy, Philosophies and Strategies; Inclusive Education; Scholarship of Learning and Teaching (SoLT); Becoming a reflective practitioner in higher education (criticality, reflectivity and praxis), Constructive Alignment; Alignment of Learning Outcomes to the Content, Teaching and Learning Methods, and Assessment Activities, Innovative Teaching Strategies in Large Classes, Open and Distance eLearning, Development of learning and teaching resources; Epistemic decolonisation.

Learning and Teaching Strategies/Activities

Remote teaching and learning, Online learning and teaching, Discussions, Reflections, Demonstrations and Problem-based learning.

Student Assessment Strategies

The final mark will be calculated using a ratio of CA mark (60%) and Exam mark (40%), where 60% comprises of a Case study 15%, Oral presentation 15% and Reflective assignment 20, Test 10%. An examination paper of 3 hours for each type of examination as per the university requirements will be written at the end of the module.

PART B: MODULE DESCRIPTOR:	
Module Title: DECOLONIAL PRACTICES IN HIGHER EDUCATION	
Module Code	E6951HD
NQF Level	9
Notional Hours	240
Contact hours	4L/week
Additional requirements	learning None

NQF Credits	24
(Co-requisites)	None
Prerequisite	
Compulsory/Elective	Compulsory
Semester Offered	Semester 1
Module Purpose	
The purpose of this module is to enable students to engage in restorative decolonial debates on knowledge cannon creation to address and decolonize the understanding of high education epistemology in the various components of higher education studies.	
Overarching Learning Outcome	
Students should be able to critique different components of higher education studies in the context of the decolonial discourses.	
Specific Learning Outcomes	
Upon completion of the module, students should be able to:	
1. Interpret the history of decoloniality higher education globally; 2. Apply decoloniality discourses in higher education studies; 3. Develop critical thinking and problem-solving skills in social, moral, emotional, and cognitive engagements; 4. Distinguish the general contours of decolonization; 5. Evaluate the contrasting assumptions, desires, and concerns that orient different interpretations of decolonization in the current context of higher education; 6. Develop a comprehensive view of colonization and decolonization perspectives of ethics and generate inclusive values; 7. Apply various methods to help advance constructive social values needed in a functional civil society; 8. Employ ways to promote tolerance and respect of diverse religious, ethical and cultural views; 9. Assess the promotion of African indigenous knowledge systems in higher education.	

Module Content

History of decoloniality higher education globally: universities in Europe, universities in the Americas (Latin and North America), Universities in Africa vs History Traditional education in Africa, University in Southern Africa and Namibia; Epistemology of the South vs North: define epistemology, metaphorical meaning of south and north in epistemology; Epistemic freedom/ liberation or emancipation or decolonization and deprovincialisation: Epistemic freedom, colonialist and decoloniality of knowledge, fight against epistemicide or epistemic injustices; Indigenous knowledge canons: indigenous way of knowing, dealing with politics of knowledge production; decoloniality in higher education: Patriarchy, masculinity, eurocentrism, epistemic consumerism, epistemic cult and dominance, decolonizing pedagogy; What should be done: Canons of solutions towards true emancipation of knowledge creation.

Learning and Teaching Strategies/Activities

Online Lectures, Discussions, Reflections, Demonstrations and Problem-based learning.

Student Assessment Strategies

The final mark will be calculated using a ratio of CA mark (60%) and Exam mark (40%), where 60% comprises of a Case study 10%, Project 20% and Reflective assignment 20, Test 10%. An examination paper of 3 hours for each type of examination as per the university requirements will be written at the end of the module.

PART B: MODULE DESCRIPTOR:	
Module Title: QUALITY ASSURANCE MANAGEMENT	
Module Code	E6922HQ
NQF Level	9
Notional Hours	120
Contact hours	2h/week
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	Semester 2
Module Purpose	

The purpose of this module is to provide students with theories, models, and perspectives to critique various quality assurance approaches in higher education.
Overarching Learning Outcome
Students should be able to assess different quality assurance approaches in higher education.
Specific Learning Outcomes
Upon completion the module students should be able to: 1. Articulate an understanding of the way in which quality enhancement is conceptualised and functions at various levels in higher education. 2. Critically analyse the concepts of development, enhancement, and assurance in relation to the quality of curriculum, teaching and learning, assessment, and student supervision in higher education 3. Conceptualise ways that contribute towards creating a culture of valuing and being accountable for quality curriculum, teaching and learning, and assessment in their institutions. 4. Devise suitable strategies for contributing to the quality of curriculum, teaching and learning, and assessment at your institution by collaboratively conceptualising and implementing QA structures and processes. 5. Describe their role in relation to enhancing and developing the quality of curriculum, teaching and learning, assessment, and student supervision in your context. 6. Devise and implement suitable strategies for monitoring and evaluation of courses in higher education, and use outcomes of evaluation to enhance the quality of curriculum, teaching and learning, and assessment. 7. Recognize the significance of reviewing teaching and learning procedures as tools for quality control. 8. Conduct self-evaluation as a reflective practitioner.

Module Content

Defining quality: Quality as exception; value for money; fit for purpose; fitness of purpose; transformation; Concepts used in evaluation of programmes, courses and university teaching and learning; Analytical framework: Social realist theory (structure, culture and agency); Quality assurance legal frameworks in Higher Education: (National Qualification Framework (NQF); Accreditation regulations; Institutional QA policies; Decolonial turn in assessment; Programmes and qualification development processes; Annual Monitoring Systems; Stakeholder's Consultation; Use of technology to enhance research supervision, Quality in Teaching and Learning.

Learning and Teaching Strategies/Activities

Online Lectures, Discussions, Reflections, Demonstrations and Problem based learning.

Student Assessment Strategies

The final mark will be calculated using a ratio of CA mark (60%) and Exam mark (40%), where 60% comprises of a Case study 10%, Project 20% and Reflective assignment 20, Test 10%. An examination paper of 3 hours for each type of examination as per the university requirements will be written at the end of the module.

PART B: MODULE DESCRIPTOR:	
MODULE TITLE: LEARNING AND TEACHING STRATEGIES IN HIGHER EDUCATION	
Module Code	E6922HT
NQF Level	9
Notional Hours	120
Contact hours	2L/week
Additional requirements	learning None
NQF Credits	12
(Co-requisites)	None
Prerequisite	
Compulsory/Elective	Elective
Semester Offered	Semester 2
Module Purpose	
The purpose of this module is to equip students with knowledge of traditional and innovative teaching and learning strategies and skills in promoting access, success, and inclusive participation of all learners. Such knowledge and skills can foster the achievement of special groups of learners in Higher Education Institutions and in Open and Distance eLearning as well as in handling large classes.	
Overarching Learning Outcome	
Students will be able to demonstrate knowledge and skills for teaching diverse students in differentiated institutions with matched teaching and learning activities.	
Specific Learning Outcomes	

Upon completion of the module students should be able to:

1. Plan course of work or practical exercises for students inclusive of special needs student
2. Align teaching, learning and assessment activities in Higher Education that fit specific subject content.
3. Apply creativity in the use of old and new technologies in Higher Education
4. Compare and contrast the benefits of Higher Education teaching and learning methods.
5. Offer a variety of experiences for students in a large class taking into consideration the setting, the demands of space, equipment and evaluation for optimal learning.
6. Reflect on educational technologies as a process and product.
7. Apply emerging technologies in enhancing teaching and learning in Higher Education.
8. Exhibit techniques for creating learning materials for open and distance eLearning.

Module Content

Foundations of Quality Teaching, Theories and Principles of Teaching and Learning, Planning for Quality teaching and learning, Outcome-based education: Exit Learning Outcome: Innovative Teaching Strategies and Methods: Discussions, small group work, Collaborative teaching and cooperative learning, problem-based and problem-solving learning,, roleplay, case study and reflective writing as teaching strategies, Constructive Alignment: Matching the teaching and learning activities with content and assessment, Action research and Reflectivity: Lesson Evaluation, Self-evaluation and Student-Lecturer Evaluation.

Learning and Teaching Strategies/Activities

Online Lectures, Discussions, Reflections, Demonstrations and Problem-based learning.

Student Assessment Strategies

The final mark will be calculated using a ratio of CA mark (60%) and Exam mark (40%), where 60% comprises of a Case study 10%, Project 20% and Reflective assignment 20, Test 10%. An examination paper of 3 hours for each type of examination as per the university requirements will be written at the end of the module.

PART B: MODULE DESCRIPTOR:	
Module Title: ASSESSMENT MEASUREMENTS AND TOOLS	
Module Code	E6922HA
NQF Level	9
Notional Hours	120
Contact hours	2/week
Additional learning requirements	Reflection and/or publications and conference presentations
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	Semester 2
Module Purpose	
The purpose of this module is to provide Higher Education practitioners both skilled and "novices" alike with essential skills in student assessment and evaluation of teaching and learning in Higher Education.	
Overarching Learning Outcome	
Students will be able to apply the 21st-century student assessment strategies aligned to critical thinking, problem-solving, cooperative learning, communication, testing and assessment of special needs students, online assessment and the emerging trends in technology.	
Specific Learning Outcomes	
Upon completion, students should be able to:	
1. Research the emerging concepts, techniques and tools in student assessment and evaluation. 2. Develop innovative tools for evaluating the performance of students in emerging trends. 3. Apply diversified assessment strategies matching specific subject content and the intended outcome. 4. Analyse and interpret student's assessment results for early warning detection for responsive intervention. 5. Prepare tools for quality control and management of student assessment procedures. 6. Examine issues and controversies surrounding decolonising student assessment. 7. Conduct self-evaluation.	

Module Content

Conceptualization of testing and content validity evidence: Norm- and Criterion-Reference Testing, Different Kinds of Goals and Objectives, Writing Learning Outcomes, High-Stake Test, remedial actions for students at risk. Performance-based Assessment: Performance Testing, Rubrics, Portfolio Assessment Guidelines, Grades, Marks and Marking systems; Alignment of Learning Outcomes with Assessment activities; Summarizing performance data and measures of central tendency: variability, normal distribution, converted scores, validity, reliability, accuracy, error, standardised test, correlation, response to intervention, Principles of learning and teaching assessment.

Learning and Teaching Strategies/Activities

Online Lectures, Discussions, Reflections, Demonstrations and Problem-based learning.

Student Assessment Strategies

The final mark will be calculated using a ratio of CA mark (60%) and Exam mark (40%), where 60% comprises of a Case study 10%, Project 20% and Reflective assignment 20, Test 10%. An examination paper of 3 hours for each type of examination as per the university requirements will be written at the end of the module.

PART B: MODULE DESCRIPTOR:	
Module Title: CURRICULUM AND PROGRAMME DEVELOPMENT	
Module Code	E6922HC
NQF Level	9
Notional Hours	120
Contact hours	2/week
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	Semester 2
Module Purpose	
The purpose of this module is to provide course participants with a guide to undertake curriculum and programme development at the Higher Education level with a focus on concepts, perspectives and determinants and prevailing practices in curriculum design, course development, and s and perspectives for curriculum and programme development in Higher education.	
Overarching Learning Outcome	
Students will be able to design, develop and transform curricula and conceptualise the role of educators in relation to curricula within an institutional context	
Specific Learning Outcomes	
On successful completion the module students should be able to:	
1. Apply an understanding of the concepts of curriculum, curriculum design and course development. 2. Describe some models of curriculum development in Higher Education. 3. Assess the need for curriculum development in Higher Education. 4. Identify the determinants of Curriculum Development in Higher Education. 5. Identify the stages in the Process of Curriculum Development. 6. Distinguish Between Different Types of Curricula models. 7. Compare and contrast the prevailing approaches to Curriculum Development in Higher Education. 8. Develop a curriculum in their own Specialized Subject Field. 9. Identify the uniqueness of developing a curriculum for special needs students. 10. Critically review the process of selecting and implementing learning activities	

Module Content

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

Learning and Teaching Strategies/Activities

Online Lectures, Discussions, Reflections, Demonstrations and Problem-based learning.

Student Assessment Strategies

The final mark will be calculated using a ratio of CA mark (60%) and Exam mark (40%), where 60% comprises of a Case study 10%, Project 20% and Reflective assignment 20, Test 10%. An examination paper of 3 hours for each type of examination as per the university requirements will be written at the end of the module.

PART B: MODULE DESCRIPTOR:	
Module Title: LEADERSHIP AND CHANGE MANAGEMENT	
Module Code	E6922HL
NQF Level	9
Notional Hours	120
Contact hours	2/week
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	Semester 2
Module Purpose	
The purpose of this module is to equip students with knowledge and skills in managing and leading higher education learning and teaching.	
Overarching Learning Outcome	
Students will be able to apply skills in Educational Management and leadership within the Higher Education Setting.	
Specific Learning Outcomes	
Upon completion of the module students should be able to:	
1. Describe the importance of Change management in a Higher Education context. 2. Compare, contrast and apply different models and principles of leadership and Change management styles. 3. Relate effective leadership and change management skills in their current roles. 4. Apply lecture hall/classroom management skills. 5. Discuss the importance of resource management. 6. Apply the principles of resource management in their current role.\ 7. Distinguish short- and long-term planning and budget activities in HE. 8. Assess monitoring and evaluation in HE. 9. Relate the mandate of the HE: teaching, research and community service. 10. Describe the administrative structure of the student's affiliation.	

Module Content

Management/Leadership: Leadership vs Managers, Mintzberg's Managerial roles, Key Components/Functions of Management, Kinds of power of managers, Management skills, Fayol's Principles of Management? (Lazenby), Management and Leadership styles, First Break all the Rules; Different Models/Theories and Principles of Leadership Management Styles Common Pitfalls of Leaders, Qualities of Effective Leadership, Ways to Improve Leadership; Change management skills; Importance of Resource Management: Principles of Resource Management; Planning (Botha and Smit) (Lazenby); Monitoring and Evaluation: Understanding the Teaching Mandate: Teaching; Research; Community Service.

Learning and Teaching Strategies/Activities

- Online Lectures, Discussions, Reflections, Demonstrations and Problem-based learning.
- Case studies

Student Assessment Strategies

The final mark will be calculated using a ratio of CA mark (60%) and Exam mark (40%), where 60% comprises of a Case study 10%, Project 20% and Reflective assignment 20, Test 10%. An examination paper of 3 hours for each type of examination as per the university requirements will be written at the end of the module.

PART B: MODULE DESCRIPTOR:	
Module Title: RESEARCH SUPERVISION AND ADMINISTRATION	
Module Code	E6952HS
NQF Level	9
Notional Hours	240
Contact hours	4L/week
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	Semester 2
Module Purpose The purpose of this module is to demonstrate knowledge and skills of student supervision with specific reference to responsibilities and roles of supervisors and supervisees in research projects as well as issues of professionalism, ethics and integrity in the supervision process. The module further explores digitally enabled research supervision.	
Overarching Learning Outcome Students will be able to develop an effective supervisory plan for the supervisee(s) and guiding students in developing relevant competencies in the research process.	
Specific Learning Outcomes Upon completion of the module students should be able to: 1. Apply concepts and models of student supervision and administration in Higher Education Institutions and analyse different supervisory styles in higher education. 2. Outline the roles and the responsibilities of both supervisors and supervisees in the research supervision process 3. Develop a supervisory model or plan for the supervisee(s) and 4. Guide supervisee(s) in developing research proposals. 5. Apply skills in monitoring and evaluating the effectiveness of the supervisory plan. 6. Apply knowledge and skills in relation to supervision guidelines to assist students in the search for relevant literature in identifying the key sources. 7. Display the characteristics and qualities of a good supervisor while demonstrating professionalism, ethics and integrity in student supervision 8. Apply different modes of research assessment during student supervision in research to solve problems encountered in the supervision of students at Higher Education Institutions 9. Develop a record-keeping system to record supervisees' performance and progress. 10. Develop and apply rubrics for assessing research projects, thesis and dissertations.	

Module Content

Conceptualist of student supervision in research: Conceptions, models and supervisory styles of student supervision; Social realist theory (structure, culture and agency); Guidelines for the supervision process: Roles and responsibilities of the supervisors and the supervisees; Literature Review searching techniques and document analysis; Assessments in research: Modes of assessment and feedback; Supervision of research proposal development process; Supervisory Plan: Effective Supervision; Professionalism, ethics, and integrity in the supervision process; Case Studies; Research evaluation rubrics.

Learning and Teaching Strategies/Activities

Online Lectures, Discussions, Reflections, Demonstrations and Problem-based learning.

Student Assessment Strategies

The module is 100% CA assessed. The CA comprises of the following assessments: Case study 30%, Role plays 20%, and Reflective assignment 50%.

PART B: MODULE DESCRIPTOR:	
Module Title: DIGITAL LEARNING MANAGEMENT SYSTEMS	
Module Code	E6922HD
NQF Level	9
Notional Hours	120
Contact hours	2L/week
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	Semester 2
Module Purpose The purpose of this module is to provide participants with digital skills and enable them to apply technologies in teaching and learning, curriculum development, student assessment and research supervision.	
Overarching Learning Outcome Students will be able to integrate digital and management interventions to enhance quality learning in a higher education context.	
Specific Learning Outcomes Upon completion of the module students should be able to: 1. Relate the role of technology in teaching and learning in higher education. 2. Apply technology literacy skills required for integrating technology in teaching and learning. 3. Design technology-enhanced learning interventions 4. Discuss the importance of managing teaching and learning with technology. 5. Explore various 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.

Learning and Teaching Strategies/Activities

Online Lectures, Discussions, Reflections, Demonstrations and Problem based learning.

Student Assessment Strategies

The final mark will be calculated using a ratio of CA mark (60%) and Exam mark (40%), where 60% comprises of a Case study 10%, Project 20% and Reflective assignment 20, Test 10%. An examination paper of 3 hours for each type of examination as per the university requirements will be written at the end of the module.

PART B: MODULE DESCRIPTOR

Module Title: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6989LA
NQF Level	9
Notional Hours	160
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	16 non-contributing credits
Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2 Students can take the module either in the 1st or 2nd semester, but they cannot do more than one registration in one year.
Module Purpose The intended purpose of the proposed module, "Academic Literacy for Postgraduate Students," is specifically to cater for the academic literacy requirements specific to postgraduate students. The core objective of this module is to empower students with advanced skills in academic discourse that are indispensable for a wide array of academic endeavours.	
Overarching Learning Outcomes This module is designed to enable students to proficiently employ advanced academic writing, reading, listening, and speaking skills crucial for diverse academic endeavours.	
Specific Learning Outcomes By the end of this module, students should be able to: 1. Employ effective digital academic research methods in scholarly inquiry. 2. Apply specialized academic vocabulary and conventions with precision in both spoken and written contexts. 3. Adhere to ethical academic conduct in all scholarly activities. 4. Synthesize ideas from diverse sources in a manner that is both appropriate and effective. 5. Interpret research data derived from tables and figures effectively. 6. Apply critical reading and text analysis skills to enhance comprehension. 7. Integrate academic rhetoric and style adeptly when presenting ideas from different perspectives. 8. Construct expository, persuasive, and argumentative academic texts. 9. Apply AI tools effectively for academic purposes. 10. Integrate AI tools into academic writing tasks in accordance with university policies and guidelines. 11. Acknowledge sources within the context of their university studies.	

Module Content

The module will cover the following:

Effective Digital Academic Research Methods: Introduction to advanced digital research methods; Conducting scholarly inquiries using digital databases, academic journals, and online repositories; Evaluating the credibility and reliability of digital sources.

Specialized Academic Vocabulary and Conventions: In-depth exploration of specialized academic vocabulary; Precision in using academic conventions in both spoken and written communication; Practical exercises and activities to reinforce vocabulary acquisition.

Ethical Academic Conduct: Understanding and practicing ethical guidelines in scholarly activities; Discussion on plagiarism, proper citation, and academic integrity; Case studies and scenarios emphasizing ethical decision-making.

Synthesis of Ideas from Diverse Sources: Techniques for synthesizing information from various academic sources; Application of synthesis skills to create cohesive and well-structured academic content; Collaborative exercises to promote diverse perspectives.

Interpretation of Research Data: Developing skills in interpreting data presented in tables and figures; Understanding graphical representation of research findings; Hands-on exercises for data interpretation and analysis.

Critical Reading and Text Analysis: Strategies for critical reading and analysis of scholarly texts; Identifying and evaluating arguments, assumptions, and evidence; Application of critical reading skills to enhance comprehension.

Integration of Academic Rhetoric and Style: Exploring academic rhetoric and stylistic elements in writing; Integrating varied perspectives while maintaining academic style; Peer review sessions focusing on rhetorical effectiveness.

Construction of Academic Texts: Crafting expository, persuasive, and argumentative academic texts; Structuring academic papers according to genre and purpose; Peer workshops for constructive feedback on text construction.

Effective Use of AI Tools: Introduction to AI tools for academic purposes; Practical applications of AI in research and writing; Hands-on sessions for using AI tools effectively.

Integration of AI Tools According to Policies: Understanding university policies and guidelines for AI tool usage; Applying AI tools in academic writing tasks within established frameworks; Compliance with ethical and legal considerations in AI tool integration.

Source Acknowledgment in University Studies: Importance of proper source acknowledgment in academic writing; Practical guidance on citing sources in various academic contexts; Citation styles and formatting for different disciplines.

Learning and teaching strategies

The module will employ the following instructional methods: blended learning, hybrid instruction, written assignments, in-class and online discussions, and presentations.

Student assessment strategies

100% Continuous assessment (1 test and 1 assignment, 1 academic presentation, 1 text analysis)

PART B: MODULE DESCRIPTOR	
Module Title: RESEARCH METHODOLOGY	
Module Code	E6901HR
NQF Level	9
Notional Hours	120
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 1
Module Purpose The purpose of this module is to enable students to conduct quantitative, qualitative, and mixed methods research in learning and development. The module provides students with conceptual knowledge and understanding about what qualitative, quantitative, and mixed research paradigms mean; how the approaches, designs and methods should be chosen and applied.	
Overarching Learning Outcome Students should be able to apply knowledge, skills and attitudes of conducting quantitative, qualitative and mixed methods research to generate knowledge and add value to the body of knowledge.	
Specific Learning Outcomes On successfully completing the module, students should be able to: 1. Analyse research paradigms in terms of their aims, assumptions about social reality, knowledge, and methods; 2. Reflect on own assumptions about the aim of research, and the nature of social reality and knowledge; 3. Apply quantitative, qualitative and mixed research approaches, methods of data collection and analyses;	

4. Review relevant literature related to particular research problems;
5. Apply various sampling techniques;
6. Evaluate appropriate data collection methods;
7. Apply data analysis techniques
8. Justify the significance of research ethics;
9. Design and develop research proposals for their research studies.
10. Apply appropriate scholarly report writing, including dissemination and referencing styles.

Module Content

Paradigms: definition of paradigm concept, interpretivism, critical paradigm; Aim of research: empirical data, scientific methods, reasoning; Research approaches: qualitative, methods; Research designs: phenomenology, case study, ethnographic research, life history, action research, participatory research, grounded theory, surveys, questionnaire, sequential, concurrent; Sampling strategies: probability and non-probability sampling procedures; sampling techniques; Literature review: conducting different types of reviews, theoretical and conceptual frameworks, critiquing literature gaps; Methods and Instruments of data collection: questionnaires, interviews, observation, artefacts, secondary data, checklist/guides/schedules; Data Analysis: tools – SPSS, Atlas.ti, Nvivo; Ethical considerations; Referencing Styles and Tools: (APA, Harvard, LMA, Chicago) tools (Mendeley, EndNote, Ref&Write, RefManager, Zotero). Plagiarism Detection Tools and Software: Turnitin; Research Proposal: Elements, formatting. Dissemination Tools: Media and Technologies, Conferences, Journal, Publications.

Learning and Teaching Strategies/Activities

Lectures, Demonstrations and Problem based learning.

Student Assessment Strategies

This module is 100% Continuous Assessment. The 100% comprise of: Research proposal writing 50%, Research proposal presentation 20%, Test 20% and Data and Presentation (using appropriate tools and software) 10%.

Module Title: THESIS	
Module Code	E6973HT
NQF Level	9
Notional Hours	1200
Contact hours	As per arrangement with the supervisor
Additional learning requirements	Postgraduate Seminar
NQF Credits	120
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 2, 1 st and 2 nd Semester
Module Purpose	
To provide students opportunity to apply research skills and produce a substantial piece of research at an advanced level	
Overarching Learning Outcome	
Students should be able to apply research skills and produce an advanced research project report at postgraduate level.	
Specific Learning Outcomes	

On successful completing the module students should be able to:

1. Develop research topics/ problems in their areas of research interest;
2. Formulate research questions adequately;
3. Select, organize and evaluate relevant literature related to research problems in the field of study;
4. Apply appropriate educational research methodologies when developing a research proposal;
5. Produce a well-argued, clear and persuasive research proposal;
6. Collect research data taking into account issues of validity and ethics in educational research;
7. Analyse and interpret data and integrate theory and evidence effectively;
8. Produce a well-argued and scholarly research project.

Module Content

This course aims to provide students with opportunity to complete a mini thesis in partial fulfillment of the Master's degree by coursework. Students will be provided with individual supervision throughout the academic process. Individual supervision will focus on the following:

- Development of a research proposal: formulating a question, identifying and stating a research problem, conducting a literature review, developing a research design and some preliminary engagement with data collection and analysis. This will support students in the writing of their research proposal (not to exceed 8 pages).
- Collection of data, analysis and interpretation of data and research project writing: collecting relevant data, organizing, processing, analysing and interpreting data, and writing a scholarly research report.

Learning and Teaching Strategies/Activities

These activities involve, but not limited to individual face-to-face and online supervision of student work during the stages of research proposal development, data collection and analysis, and thesis writing.

Student Assessment Strategies

where the candidate is a UNAM staff, the thesis is examined by two external examiners. Where the candidate is a non-UNAM staff, the thesis is examined by one internal examiner and external examiner.

C.2.3.2 MASTER OF EDUCATION IN ORGANIZATION LEARNING AND DEVELOPMENT 91MELD

The Master of Education in Organizational Learning and Development is a two-year programme. The purpose of this qualification is to develop professional learning officers and managers who can enhance capabilities; increasing performance among employees; creating learning organizations and inclusive working environments; promoting equity and removing inequality at the workplace; as well as encouraging collaboration for development purposes.

Admission requirements

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

(a) A B.Ed. in Organizational Learning and Development (Honours) degree Level 8 with an average of at least 60%, or equivalent from any recognized institution of higher learning.

Additional Selection Criteria

The School of Education may administer a written assessment to determine the suitability of prospective candidates to this specialization.

Articulation Options

Students who complete the Master of Education in Organisational Learning and Development, level 9 programme may articulate into the EdD or PhD in Organisational learning and development, Human Resource Development, or a related cognate area of learning at NQF Level 10.

Assessment Criteria

Assessment for 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.

Minimum requirements for re-admission into the School / Programme

To be re-admitted into the M.Ed OLD programme, a student must obtain a minimum of 90 credits at the end of the first year of registration. At the second year of registration, a student must obtain a minimum of 120 credits at the end of the second year. The programme must be completed after a maximum of 3 years of registration.

Advancement and progression rules

To be registered for the thesis, the student must obtain 120 credits.

Requirements for Qualification Award

This qualification will be awarded to candidates credited with a minimum of 240 credits and who have met the compulsory requirements of the programme.

Career Opportunities

The graduates from this programme will be qualified as: Senior Manager: Organizational Learning and Development; Organizational Learning and Development Specialist, Director/deputy director: learning and development, Consultants, Manager: Stakeholder Engagement, Researchers, Lecturers.

All these careers can be in any industry, academia, and research organizations.

Curriculum Framework: Summary Table for all Modules in the Master of Education in Organizational Learning and Development, Level Programme

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisite s) / Pre-requisite s
Year 1 Semester 1					
U6989LA	Academic Literacy for Post-Graduate Students	9	16 (Non-Contributing)	4L/W	None

E6911LK	Knowledge and Systems Theory	9	24	4L/W	None
E6931LO	Learning and Development Technologies	9	24	4L/W	None
E6901LR	Qualitative Research	9	12	2L/W	None
Total Credits Semester 1					60
Year 1 Semester 2					
E6912LV	Diversity, Equity and Inclusion Studies	9	24	4L/W	None
E6972LF	People and Organizational Development	9	24	4L/W	None
E6942LR	Quantitative Research	9	12	2L/W	None
Total Credits Semester 2					60
Total credits YEAR 1					120
Year 2 Semester 1 and 2					
E6933LT Thesis		9	1 2 0	As per the arrangements with the supervisor(s)	C
Total Credits Semester 2					120
Total credits YEAR					120
Total Credit for the Programme					240

PART B: MODULE DESCRIPTOR	
Module Title: QUALITATIVE RESEARCH	
Module Code	E6901LR
NQF Level	9
Notional Hours	120
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 1
Module Purpose	
The purpose of this module is to extend students' skills for creating knowledge through conducting qualitative research relevant to their field of practice. The module provides students with conceptual knowledge and understanding about what quality research means in different research paradigms; how qualitative approaches, designs and methods of data collection should be chosen and applied to conduct own research studies.	
Overarching Learning Outcome	
Students should be able to apply knowledge and skills of reviewing literature, planning, and designing their own research studies.	
Specific Learning Outcomes	
On successfully completing the module, students should be able to: 1. Analyse research paradigms in terms of their aims, assumptions about social reality, knowledge, and methods; 2. Reflect on own assumptions about the aim of research, and the nature of social reality and knowledge; 3. Apply qualitative approaches, methods of data collection and analyses; 4. Review relevant literature related to particular research problems; 5. Evaluate appropriate data collection methods; 6. Apply various sampling techniques; 7. Justify the significance of research ethics; 8. Design and develop research proposals for their research studies. 9. Use various referencing styles.	

Module Content

Paradigms: definition of paradigm concept, interpretivism, critical paradigm; Aim of research: empirical data, scientific methods, reasoning; Research approaches: qualitative, methods; Research designs: phenomenology, case study, ethnographic research, life history, action research, participatory research, grounded theory, surveys,; Literature review: what is literature review, how to conduct literature review in social science; Methods of data collection: questionnaires, interviews, observation, artefacts, secondary data; Sampling strategies: non-probability sampling; Research proposal structure.

Learning and Teaching Strategies/Activities

Lecture, group discussion, and Problem based learning.

Student Assessment Strategies

This module is 100% Continuous Assessment. The 100% comprise of: Qualitative research proposal writing 50%, Qualitative research proposal presentation 20%, Test 20% and Assignment 10%.

PART B: MODULE DESCRIPTOR	
Module Title: QUANTITATIVE RESEARCH	
Module Code	E6942LR
NQF Level	9
Notional Hours	120
Contact hours	(2h)/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester2
Module Purpose	
The purpose of this module is to enable students to conduct quantitative, and mixed methods research in learning and development. The module further focuses on designing and implementation of data collection instruments; recording data; organizing and analyzing data; and present the findings.	
Overarching Learning Outcome	
Students should be able to apply knowledge and skills of conducting quantitative, and mixed methods research and produce knowledge to add to the existing knowledge base in their fields of study.	
Specific Learning Outcomes	
On successfully completing the module, students should be able to: 11. Analyse research paradigms in terms of their aims, assumptions about social reality, knowledge, and methods; 12. Reflect on own assumptions about the aim of research, and the nature of social reality and knowledge; 13. Apply quantitative and mixed research approaches, methods of data collection and analyses; 14. Review relevant literature related to particular research problems; 15. Evaluate appropriate data collection methods; 16. Apply various sampling techniques; 17. Justify the significance of research ethics; 18. Design and develop research proposals for their research studies; 19. Use various referencing styles.	

Module Content

Data collection procedure: collecting quantitative data, collecting quantitative data; Pilot study: the concept 'pilot study', purpose of pilot study, aspects of pilot study; Data analysis: quantitative data analysis and interpretation; Components of research publications: title, abstract, introduction, literature review, theoretical or conceptual framework, methodology, results, discussion of findings, references; Ethical aspects of research in the social sciences and human service professions: avoidance of harm, voluntary participation, informed consent, deception of subjects and/or respondents, violation of privacy/anonymity/confidentiality, denial of treatment, compensation, debriefing of participants, actions and competence of researchers, publication of findings; APA style of referencing: what APA style of referencing is, writing for the behavioural and social sciences, crediting sources, reference examples.

Learning and Teaching Strategies/Activities

Lectures, Demonstrations and Problem based learning.

Student Assessment Strategies

This module is 100% Continuous Assessment. The 100% comprise of: Quantitative research proposal writing 50%, Quantitative research proposal presentation 20%, Test 20% and Assignment 10%.

PART B: MODULE DESCRIPTOR	
Module Title: LEARNING AND DEVELOPMENT TECHNOLOGIES	
Module Code	E6931LO
NQF Level	9
Notional Hours	240
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1 Semester 2
Module Purpose	
The purpose of the module is to equip students with knowledge and skills on the use of technologies for learning and development.	
Overarching Learning Outcome	
Students should be able to apply technologies in learning for development context.	
Specific Learning Outcomes	
On successfully completing the module, students should be able to: 8. Evaluate the purpose of technologies in learning and development; 9. Analyse concepts of knowledge-based economy, knowledge-based society; information explosion and globalisation in relation to the development of a country; 10. Examine theoretical perspectives of technology in organisations; 11. Assess various technological processes of knowledge generation in organizations; 12. Apply methods of sharing knowledge for learning and development in organisations; 13. Apply digital knowledge to curricula and learning programmes regarding the future of knowledge societies.	

Module Content

Definitions, origins, and purposes of technologies in learning and development: Origin and history of the concepts of knowledge; Views of Plato and Aristotle on knowledge; Knowledge as power and knowledge as product; Knowledge as a public commodity/good; Sources of knowledge; UNESCO pillars of knowledge (learning to learn, to do, to live together, to be). Understanding knowledge and knowing in relation to organisational and societal development: Knowledge development; Knowledge-based economy; Pillars of Knowledge-based economy; Knowledge-based society; Pillars of knowledge-based society; Information explosion; Globalisation. Theoretical perspectives of knowing in organisations: Views of knowing (learning) and knowledge; Knowledge (knowing) through technologies; Process of knowledge construction; Principles of constructive learning; Views of learning as symbol processing; Learning as community of practice; Learning as enculturation and participation. Knowledge generation processes in organisations: Processes of knowledge construction; Methods of knowledge generation (research, experimentation, data mining; knowledge discovery). Methods of knowledge sharing for organisational learning and development: Learning for human welfare, dignity and creating knowledge organisations/societies; Contributions of knowledge sharing to organisational development; Impacts of knowledge sharing on organisations/societies; Cross-border mobility for knowledge sharing; A model for knowledge sharing for the digital age. Application of technologies to curricula and programmes regarding the future of knowledge organisations and societies: The future of knowledge and knowing; Various ways of advancing knowledge organisations/societies; Developing transformative capacities for the future; lifelong learning as a concept for maintaining knowledge organisations/societies; Pedagogy of the future.

Learning and Teaching Strategies/Activities

Lectures, Demonstrations and Problem based learning.

Student Assessment Strategies

This module is 100% CA assessed, comprising of: Practical project 30%, Oral presentation 20%, Test 20% and Field Report 10%, formulation of a Digital Learning Plan 20%.

PART B: MODULE DESCRIPTOR	
Module Title: KNOWLEDGE AND SYSTEMS THEORY	
Module Code	E6911LK
NQF Level	9
Notional Hours	240
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1 Semester 2
Module Purpose	
The purpose of the module is to develop critical foundations of intellectual values within students thereby increasing their understanding of the nature of knowledge and knowing as well as the importance of knowledge to organisations and societies.	
Overarching Learning Outcome	
Students should be able to examine their epistemological theories and understanding of human knowledge as well as design projects, activities and/or programmes for improving learning and influencing development in organisations and society.	
Specific Learning Outcomes	
On successfully completing the module, students should be able to: 1. Analyse the purposes of knowledge and knowing; 2. Evaluate the significant contribution of knowledge and system theory to learning and development context; 3. Assess theoretical perspectives of knowing in organisations; 4. Evaluate various processes of knowledge generation in organisations; 5. Apply methods of disseminating knowledge for learning and development in organisations; 6. Apply knowledge and skills in developing curricula and learning programmes for future knowledge societies.	

Module Content

Purposes of knowledge and knowing: Origin and history of the concepts of knowledge; Views of Plato and Aristotle on knowledge; Knowledge as power and knowledge as product; Knowledge as a public commodity/good; Sources of knowledge; UNESCO pillars of knowledge (learning to learn, to do, to live together, to be). Understanding knowledge and knowing in relation to organisational and societal development: Knowledge development; Knowledge-based economy; Pillars of Knowledge-based economy; Knowledge-based society; Pillars of knowledge-based society; Information explosion; Globalisation. Theoretical perspectives of knowing in organisations: Views of knowing (learning) and knowledge; Knowledge (knowing) through technologies; Process of knowledge construction; Principles of constructive learning; Views of learning as symbol processing; Learning as community of practice; Learning as enculturation and participation. Knowledge generation processes in organisations: Processes of knowledge construction; Methods of knowledge generation (research, experimentation, data mining; knowledge discovery). Methods of knowledge sharing for organisational learning and development: Learning for human welfare, dignity and creating knowledge organisations/societies; Contributions of knowledge sharing to organisational development; Impacts of knowledge sharing on organisations/societies; Cross-border mobility for knowledge sharing; A model for knowledge sharing for the digital age. Application of knowledge to curricula and programmes in regard to the future of knowledge organisations and societies: The future of knowledge and knowing; Various ways of advancing knowledge organisations/societies; Developing transformative capacities for the future; lifelong learning as a concept for maintaining knowledge organisations/societies; Pedagogy of the future.

Learning and Teaching Strategies/Activities

Lectures, Demonstrations and Problem based learning.

Student Assessment Strategies

The final mark for each module will be calculated using a ratio of CA mark (60%) and Exam mark (40%). An examination paper of 3 hours for each type of examination as per the university requirements will be written at the end of the module.

PART B: MODULE DESCRIPTOR	
Module Title: DIVERSITY, EQUITY, AND INCLUSION STUDIES	
Module Code	E6912LV
NQF Level	9
Notional Hours	240
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1 Semester 2
Module Purpose	
The purpose of the module is to expand students' knowledge and understanding around the Diversity, Equity and Inclusion (DEI) studies in order to improve practice within their organizations.	
Overarching Learning Outcome	
Students should be able to design strategies addressing diversity to promote learning and development.	
Specific Learning Outcomes	
On successfully completing the module, students should be able to: 1. Analyse concepts of diversity, equity, and inclusion at the workplace; 2. Examine various theoretical perspectives of diversity in society; 3. Examine power structures and institutions through the lens of diverse tradition; 4. Evaluate skills and competencies required to manage diversity at the workplace; 5. Apply ethical principles and standards regarding decision-making processes in relation to diversity; 6. Develop and implement strategies to promote diversity and improve tolerance at the workplace.	

Module Content

Foundations in the study of diversity: Definition of diversity-related concepts (ageism, culture, disabilities, socioeconomic status, marginalisation, gender and sexual identity/orientation, xenophobia, unconscious bias); Addressing unconscious biases on all matters of diversity; The relationship of equity and inclusion to diversity. Understanding diversity at the workplace: Societal context; Team-Organisational interface/context; Interpersonal level; Individual level; Theoretical perspectives of managing diversity, equity and inclusion at the workplace: Historical perspectives of diversity; Cultural perspectives of diversity; Functional perspectives of diversity; Diversity from an organisational, economical perspective; The Diversity Pedagogy Theory; The effects of diversity on individual members within the organisations. Dynamics of diversity among community/organisational members: Differences in cultural, educational, socioeconomic backgrounds, physical and mental abilities, marginalization; Gender and sexual identity/orientation (Sex, Gender, Gender Identity, Gender diversity, Gender Expression and Sexual Orientation, LGBTQ+ communities); Benefits of embracing Diversity; The nature of decision-making and resolving conflicts on diversity matters. The application of ethical principles and standards regarding decision-making processes in relation to diversity: Treating people with respect and dignity; Valuing the differences and diversity of people; Eliminating unfair and inappropriate barriers; Making judgements based on equity, inclusion, and merit; The code of moral conduct.

Strategies to promote diversity: Social justice, Inclusion, Equity, Empowerment, Participation; Interdepartmental, interorganisational and international partnerships for promoting diversity; Pillars of inclusion (choice, partnerships, communications, policies, opportunities, access, and attitude); The democratisation of learning for promoting diversity. Leadership development for driving diversity at the workplace:

Learning and Teaching Strategies/Activities

Lectures, Demonstrations and Problem based learning.

Student Assessment Strategies

This module is 100% CA assessed, comprising of designing a Diversity, Equity, and Inclusion (DEI) Plan 30%, Oral presentation of the (DEI) plan 20% and Case study report 30%, Oral presentation of the Case study report 20%.

Continuous module review, lecturer/student evaluation, self-reflection, and peer evaluation.

PART B: MODULE DESCRIPTOR:	
Module Title: PEOPLE AND ORGANIZATIONAL DEVELOPMENT	
Module Code	E6972LF
NQF Level	9
Notional Hours	240
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Semester 2
Module Purpose	
The purpose of this module is to equip students with knowledge and techniques to facilitate, lead, direct and sustain change for the success of organizations. The module will further enable students to prepare organizations to change to change and future, ensure development of trust and exercise mutual support among members of the organisation, improve communication, ensure competency-based authority rather than position based authority and create synergy effect.	
Overarching Learning Outcome	
Students will be able to plan for change as well as develop implementable actions to provide long last solutions to developmental issues and challenges experienced in the organisation	
Specific Learning Outcomes	
On successful completing the module students should be able to: 1. Assess a variety of theoretical approaches to change management. 2. Relate the concepts of organizational failure and success to organizational performance. 3. Evaluate the need for change in all parts/areas of the organization. 4. Apply necessary procedures and tools to provide an effective plan for change. 5. Implement change processes. 6. Evaluate the success or failure of change process; and 7. Build leadership capacity to manage and sustain change for success. 8. Develop leadership models for managing organizational change	

Module Content

Learning for renewing organizational, structure and capabilities: Understanding the concepts of organizational failure/failure elements of change, satisfaction levels, change, change management and success; The role of knowledge in assessing, planning (visioning), implementing and sustaining organizational change. Theoretical approaches to the process of change management in organizations: Change management models (Action research, Lewin's three step, The managing change model); The integrated model of change management in the field of organizational learning and development (Managing people change, Managing organizational change, Managing knowledge). Development and implementation of strategies for managing organizational change processes: Developing procedures, tools, and strategies for managing change; The role of communication in managing change, Construct the best/competent teams to lead projects. Leadership for managing organizational change: Organisational effectiveness, efficiency and productivity; Organisational integrity; Organisational sustainability; Organisational growth and development; Talent management for organizational success; Managing Finance for Learning and Development; performance management.

Learning and Teaching Strategies/Activities

Lectures, Class discussions group discussion and Case studies.

Student Assessment Strategies

The final mark for each module will be calculated using a ratio of CA mark (60%); Exam mark (40%).

Module Title: THESIS	
Module Code	E6933LT
NQF Level	9
Notional Hours	120
Contact hours	As per the arrangement with the supervisor
Additional learning requirements	Postgraduate Seminar
NQF Credits	120
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 2, 1 st and 2 nd Semester
Module Purpose	
To provide students opportunity to apply research skills and produce a substantial piece of research at an advanced level	
Overarching Learning Outcome	
Students should be able to apply research skills and produce an advanced research project report at postgraduate level.	
Specific Learning Outcomes	
On successful completing the module students should be able to: 9. Develop research topics/ problems in their areas of research interest; 10. Formulate research questions adequately; 11. Select, organize and evaluate relevant literature related to research problems in the field of study; 12. Apply appropriate educational research methodologies when developing a research proposal; 13. Produce a well-argued, clear and persuasive research proposal; 14. Collect research data taking into account issues of validity and ethics in educational research; 15. Analyse and interpret data and integrate theory and evidence effectively; 16. Produce a well-argued and scholarly research project.	

Module Content

This course aims to provide students with opportunity to complete a mini thesis in partial fulfilment of the Master's degree by coursework. Students will be provided with individual supervision throughout the academic process. Individual supervision will focus on the following:

- Development of a research proposal: formulating a question, identifying and stating a research problem, conducting a literature review, developing a research design and some preliminary engagement with data collection and analysis. This will support students in the writing of their research proposal (not to exceed 8 pages).
- Collection of data, analysis and interpretation of data and research project writing: collecting relevant data, organizing, processing, analysing and interpreting data, and writing a scholarly research report.

Learning and Teaching Strategies/Activities

These activities involve, but not limited to individual face-to-face and online supervision of student work during the stages of research proposal development, data collection and analysis, and thesis writing.

Student Assessment Strategies

- Review of research proposals by the Department Higher Degrees Board (DHDB) and approval by the School Higher Degrees Board (SHDB). Students who register for Masters by course work are expected to produce a research proposal of 8 pages.
- Review of approved research proposals for ethical clearance by the Decentralised Ethics Committee.
- Thesis examination

PART B: MODULE DESCRIPTOR

Module Title: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6989LA
NQF Level	9
Notional Hours	160
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	16 non-contributing credits
Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2 Students can take the module either in the 1st or 2nd semester, but they cannot do more than one registration in one year.
Module Purpose The intended purpose of the proposed module, "Academic Literacy for Postgraduate Students," is specifically to cater for the academic literacy requirements specific to postgraduate students. The core objective of this module is to empower students with advanced skills in academic discourse that are indispensable for a wide array of academic endeavours.	
Overarching Learning Outcomes This module is designed to enable students to proficiently employ advanced academic writing, reading, listening, and speaking skills crucial for diverse academic endeavours.	
Specific Learning Outcomes By the end of this module, students should be able to: 1. Employ effective digital academic research methods in scholarly inquiry. 2. Apply specialized academic vocabulary and conventions with precision in both spoken and written contexts. 3. Adhere to ethical academic conduct in all scholarly activities. 4. Synthesize ideas from diverse sources in a manner that is both appropriate and effective. 5. Interpret research data derived from tables and figures effectively. 6. Apply critical reading and text analysis skills to enhance comprehension. 7. Integrate academic rhetoric and style adeptly when presenting ideas from different perspectives. 8. Construct expository, persuasive, and argumentative academic texts. 9. Apply AI tools effectively for academic purposes. 10. Integrate AI tools into academic writing tasks in accordance with university policies and guidelines. 11. Acknowledge sources within the context of their university studies.	

Module Content

The module will cover the following:

Effective Digital Academic Research Methods: Introduction to advanced digital research methods; Conducting scholarly inquiries using digital databases, academic journals, and online repositories; Evaluating the credibility and reliability of digital sources.

Specialized Academic Vocabulary and Conventions: In-depth exploration of specialized academic vocabulary; Precision in using academic conventions in both spoken and written communication; Practical exercises and activities to reinforce vocabulary acquisition.

Ethical Academic Conduct: Understanding and practicing ethical guidelines in scholarly activities; Discussion on plagiarism, proper citation, and academic integrity; Case studies and scenarios emphasizing ethical decision-making.

Synthesis of Ideas from Diverse Sources: Techniques for synthesizing information from various academic sources; Application of synthesis skills to create cohesive and well-structured academic content; Collaborative exercises to promote diverse perspectives.

Interpretation of Research Data: Developing skills in interpreting data presented in tables and figures; Understanding graphical representation of research findings; Hands-on exercises for data interpretation and analysis.

Critical Reading and Text Analysis: Strategies for critical reading and analysis of scholarly texts; Identifying and evaluating arguments, assumptions, and evidence; Application of critical reading skills to enhance comprehension.

Integration of Academic Rhetoric and Style: Exploring academic rhetoric and stylistic elements in writing; Integrating varied perspectives while maintaining academic style; Peer review sessions focusing on rhetorical effectiveness.

Construction of Academic Texts: Crafting expository, persuasive, and argumentative academic texts; Structuring academic papers according to genre and purpose; Peer workshops for constructive feedback on text construction.

Effective Use of AI Tools: Introduction to AI tools for academic purposes; Practical applications of AI in research and writing; Hands-on sessions for using AI tools effectively.

Integration of AI Tools According to Policies: Understanding university policies and guidelines for AI tool usage; Applying AI tools in academic writing tasks within established frameworks; Compliance with ethical and legal considerations in AI tool integration.

Source Acknowledgment in University Studies: Importance of proper source acknowledgment in academic writing; Practical guidance on citing sources in various academic contexts; Citation styles and formatting for different disciplines.

Learning and teaching strategies

The module will employ the following instructional methods: blended learning, hybrid instruction, written assignments, in-class and online discussions, and presentations.

Student assessment strategies

100% Continuous assessment (1 test and 1 assignment, 1 academic presentation, 1 text analysis)

C.2.3.3 MASTER OF PHILOSOPHY IN EDUCATION (ORGANIZATIONAL LEARNING DEVELOPMENT) (91MPLD)

The Master of Philosophy in Organisational Learning and Development is a two-year programme. The purpose of the Master of Philosophy in Organisational Learning and Development programme is to provide students with the disciplinary knowledge, specialist skills, attitudes and appropriate dispositions they need to function effectively as professionals in their respective environments of the Scholarship of organizational Learning and Development. The programme provides students with opportunities to engage with current learning and development scholarship thinking and advance their research skills. The programme also allows students to broaden their holistic development beyond scholarly understanding and practice of learning and development concepts and issues in organisations. This includes workforce diversity, assessments, designing and evaluation of learning, digital media and innovation for learning and development, Virtual and Augmented Reality for learning, managing projects, policies and ethics in learning and development.

The qualification aligns to the University of Namibia's Curriculum Transformation and Viability Audit Report, as well as the vision, mission, and strategic direction of the University of Namibia. Furthermore, the programme contributes to national and international development goals contained in Vision 2030, Basic Education Act No 3 of 2020, NDP 5 as amended, Harambee Prosperity Plan II, National Human Resources Strategy, 4IR as well as the Africa Agenda 2063. The programme also addresses SDG 4 on quality education, aiming at achieving inclusive and quality education and lifelong learning for all.

Graduate employability attributes

Graduates will exhibit the following attributes:

Generic attributes

- Effective communication skills
- Creative and critical thinking skills
- Environmental awareness and social responsibility
- Ethical and moral leadership and conduct
- Compassion
- Resilience
- Adaptability and flexibility
- Independent life-long learning
- Teamwork
- An innovative and entrepreneurial mind
- Technological and digital literacy
- Global citizenry with international perspective

Discipline specific attributes:

- Knowledgeable across disciplines;
- Academic excellence
- High-competency research
- Discipline knowledge and intellectual depth;
- Critical application of specialist knowledge
- Challenges and problem-solving,
- Reflective analysis and judgement/Critical evaluation

Exit Programme Outcomes (generic and discipline-specific competencies)

Holders of this qualification are able to:

1. Conduct independent research to internationally recognised standards by applying specific research methodologies, methods, theories and techniques whilst demonstrating a high level of research competence;
2. Apply specialised knowledge and skills in the field of study/area of specialization the ability to apply that knowledge to solve real-life problems using interdisciplinary approaches;
3. Produce a thesis which represents an original contribution to the body of knowledge in the field of study/area of specialisation;
4. Present and communicate research findings professionally and effectively, catering for a wide range of specialist and non-specialist audiences;
5. Provide leadership in the area of research and scientific writing;
6. Publish research findings in peer-reviewed outlets such as conferences, journals and or books.

Admission requirements

To be eligible for this MPhil programme, the candidate must have completed a bachelor honours degree in Organisational learning and Development at NQF level 8 or equivalent in a relevant discipline from a recognised higher education institution, with an average of at least 60%. Applicants with foreign qualifications must submit a certificate of evaluation from the Namibia Qualifications Authority (NQA).

Along with the application, candidates need to submit a detailed research concept note highlighting their proposed area of research, objectives, methodology and a review of existing literature.

The research concept note will be evaluated for relevance, novelty, feasibility, and availability of a supervisor. As per Section B. 3.3. of the Higher Degrees Policy Procedures, Rules and Regulations, the Department reviews the submitted concept note and identifies potential supervisor(s) and recommends the applicant for admission through the Admission and Examination Board, considering the applicant's fulfilment of the minimum admission requirements, availability of supervisors and space.

Additional Selection Criteria

Based on space availability, the final selection for qualifying candidates may be based on additional criteria such as equity considerations or high score/percentage obtained in the Bachelors' honours for MPhil.

Articulation Options

This qualification may articulate to a PhD in the related field of study.

Assessment Criteria

Assessment will be done based on examination of the thesis as per the University's Higher Degrees Policy, Rules, and Regulations. Candidates are expected to secure a minimum of 50% marks in their thesis work.

In addition to the thesis, candidates must appear for a Viva Voce (oral examination) conducted by a panel of examiners. Passing the Viva Voce is a mandatory requirement for the successful completion of the MPhil programme.

Quality Assurance Arrangements

This programme shall be reviewed after every 5 years or earlier as may be required. The programme shall be submitted to NQA for the NQF registration. The programme shall be submitted to NCHE for accreditation. The quality assurance of student supervision and examination of theses will be done in line with the University's Higher Degrees Policy, Rules, and Regulations.

Minimum requirements for re-admission into the School / Programme

As per Section C.1.4 of the University's Higher Degrees Policy, Rules, and Regulations, all students enrolled for higher degrees shall be required to register every year for the duration of the specific programme, unless approval has been granted for an academic break in studies. Furthermore, as per Section M.15 of the University's Higher Degrees Policy, Rules, and Regulations, students who have exceeded their prescribed number of years shall not be allowed to continue with their studies unless they apply and are approved for re-admission (ANNEX 19B).

Advancement and progression rules

As per Section D.2.3 of the University's Higher Degrees Policy, Rules, and Regulations, the main supervisor has the responsibility of ensuring that their students make progress in their studies. Where there are challenges affecting the student's research progress, these shall be communicated to the relevant leadership structures within the faculty and could be escalated to the Centre for Research Services: Postgraduate Research Support Services Unit through the Head of the Department and Faculty Postgraduate Coordinator. Each supervisor and the student are expected to submit progress reports as per the Annex 3A (for students) and Annex 3B (for supervisors).

Requirements for Qualification Award

This qualification will be awarded to candidates credited with a minimum of 240 credits, and who have met all other relevant UNAM requirements.

Career Opportunities

The graduates from this programme will be qualified as:

- Lecturer/consultant/facilitator/Instructor
- Curriculum Designer Expert
- Learning Designer
- Researcher
- Directors/Head of Learning and Development sections
- Subject Matter Expert (Organisational Learning and Development etc)
- Manager: Learning and Development
- Organisational Specialists
- Chief Learning and Development officers
- Manager: stakeholder Engagement

All these careers can be in industry, academia and research organizations.

Implementation strategy

The programme phased in 2026 as a new qualification in Organisational learning and Development.

Curriculum Framework: Summary Table for all Modules in the Programme

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 1, 2, Semester 1 and 2						
U6989LA	Academic Literacy for Postgraduate Students	9	16 (Non contributing)		None	C
E6913LT	Thesis	9	240		None	C
Total Credits Year 1 , 2,						240
Total credits for the programme						240

PART B: MODULE DESCRIPTOR	
Module Title: THESIS	
Module Code	E6913LT
NQF Level	9
Notional Hours	2400
Contact hours	Individual Supervision
Additional learning requirements	Produce 1 peer-reviewed Article from the Thesis
NQF Credits	240
(Co-requisites) Prerequisite	Academic Writing for Postgraduate Students
Compulsory/Elective	Compulsory
Semester Offered	Year 1 & 2
Module Purpose The purpose of this module is to equip students with skills required to undertake an independent research thesis in the field of Organizational learning and Development.	
Overarching Learning Outcome Students will be able to conduct research and produce an independent thesis and publication in the field of Organizational learning and Development.	
Specific Learning Outcomes On completing the module students should be able to: 1. Develop and apply conceptual and theoretical frameworks suitable in the field of Organisational learning and development 2. Develop and present a comprehensive research proposal including research instruments 3. Obtain ethical clearance from the relevant authorities and comply with ethical requirements 4. Design appropriate research tools to collect data 5. Conduct independent research in Organisational learning and development 6. Analyse research data using appropriate data analysis methods 7. Synthesise research results into meaningful findings with regards to the topic of research 8. Write a research thesis using appropriate academic language	

9. Produce a peer-reviewed article for a scholarly journal
10. Defend the thesis via a viva voce

Module Content

Introduction; Literature review chapter; Methodology chapter; Qualitative methodology; analysis of qualitative data; qualitative research methods; thematic analysis; content analysis; Quantitative methods; analysis of primary quantitative data; analysis of quantitative secondary data; secondary data research in the digital age; SEM, regression analysis, correlations, ANOVAs, MANOVA, Chi-squares, t-tests, and other quantitative modelling techniques; Mixed methods; Presentation of research findings; Conclusions and recommendations chapter; Preparation of research concept paper and writing the dissertation with an international component (comparative studies between countries, compared to studies that focus only on Namibia); Ethical Clearance; Data Collection, Data Analysis; Interpretation; APA Style; Viva Voce

Learning And Teaching Strategies/Activities

Regular consultation sessions with supervisors and submission of progress reports.

Student Assessment Strategies

Formative assessment: Regular consultation sessions with supervisors and submission of progress reports. Summative assessment: In compliance with the Higher Degrees Studies Policy, candidates are required to submit a thesis for examination. Every Master's thesis submitted shall be examined by at least two examiners approved by the Faculty Admissions, Assessment and Graduation Board on the school's recommendation. At least one of the examiners in each case must be external to the University of Namibia, except when the student is a staff member, in which case all examiners must be external. The candidate must obtain a minimum of 50% from each examiner to pass this course.

Candidates are required to defend a thesis through a public oral examination (viva voce) and obtain a pass in this examination.

In addition, candidates will provide proof of publication or acceptance of publication of at least one peer-reviewed article in a scholarly journal. Internal and external examiners will examine the thesis.

PART B: MODULE DESCRIPTOR

Module Title: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6989LA
NQF Level	9
Notional Hours	160
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	16 non-contributing credits
Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2 Students can take the module either in the 1st or 2nd semester, but they cannot do more than one registration in one year.
Module Purpose The intended purpose of the proposed module, "Academic Literacy for Postgraduate Students," is specifically to cater for the academic literacy requirements specific to postgraduate students. The core objective of this module is to empower students with advanced skills in academic discourse that are indispensable for a wide array of academic endeavours.	
Overarching Learning Outcomes This module is designed to enable students to proficiently employ advanced academic writing, reading, listening, and speaking skills crucial for diverse academic endeavours.	

Specific Learning Outcomes

By the end of this module, students should be able to:

1. Employ effective digital academic research methods in scholarly inquiry.
2. Apply specialized academic vocabulary and conventions with precision in both spoken and written contexts.
3. Adhere to ethical academic conduct in all scholarly activities.
4. Synthesize ideas from diverse sources in a manner that is both appropriate and effective.
5. Interpret research data derived from tables and figures effectively.
6. Apply critical reading and text analysis skills to enhance comprehension.
7. Integrate academic rhetoric and style adeptly when presenting ideas from different perspectives.
8. Construct expository, persuasive, and argumentative academic texts.
9. Apply AI tools effectively for academic purposes.
10. Integrate AI tools into academic writing tasks in accordance with university policies and guidelines.
11. Acknowledge sources within the context of their university studies.

Module Content

The module will cover the following:

Effective Digital Academic Research Methods: Introduction to advanced digital research methods; Conducting scholarly inquiries using digital databases, academic journals, and online repositories; Evaluating the credibility and reliability of digital sources.

Specialized Academic Vocabulary and Conventions: In-depth exploration of specialized academic vocabulary; Precision in using academic conventions in both spoken and written communication; Practical exercises and activities to reinforce vocabulary acquisition.

Ethical Academic Conduct: Understanding and practicing ethical guidelines in scholarly activities; Discussion on plagiarism, proper citation, and academic integrity; Case studies and scenarios emphasizing ethical decision-making.

Synthesis of Ideas from Diverse Sources: Techniques for synthesizing information from various academic sources; Application of synthesis skills to create cohesive and well-structured academic content; Collaborative exercises to promote diverse perspectives.

Interpretation of Research Data: Developing skills in interpreting data presented in tables and figures; Understanding graphical representation of research findings; Hands-on exercises for data interpretation and analysis.

Critical Reading and Text Analysis: Strategies for critical reading and analysis of scholarly texts; Identifying and evaluating arguments, assumptions, and evidence; Application of critical reading skills to enhance comprehension.

Integration of Academic Rhetoric and Style: Exploring academic rhetoric and stylistic elements in writing; Integrating varied perspectives while maintaining academic style; Peer review sessions focusing on rhetorical effectiveness.

Construction of Academic Texts: Crafting expository, persuasive, and argumentative academic texts; Structuring academic papers according to genre and purpose; Peer workshops for constructive feedback on text construction.

Effective Use of AI Tools: Introduction to AI tools for academic purposes; Practical applications of AI in research and writing; Hands-on sessions for using AI tools effectively.

Integration of AI Tools According to Policies: Understanding university policies and guidelines for AI tool usage; Applying AI tools in academic writing tasks within established frameworks; Compliance with ethical and legal considerations in AI tool integration.

Source Acknowledgment in University Studies: Importance of proper source acknowledgment in academic writing; Practical guidance on citing sources in various academic contexts; Citation styles and formatting for different disciplines.

Learning and teaching strategies

The module will employ the following instructional methods: blended learning, hybrid instruction, written assignments, in-class and online discussions, and presentations.

Student assessment strategies

100% Continuous assessment (1 test and 1 assignment, 1 academic presentation, 1 text analysis)

C.2.3.4 MASTER OF PHILOSOPHY IN EDUCATION (HIGHER EDUCATION STUDIES) 91MPHE

The Master of Philosophy in Education (Higher Education Studies) is a two-year programme. The purpose of this programme is to provide students with advanced research skills to prepare them for a career in their respective environments of the Scholarship of Higher Education. Students will acquire in-depth knowledge, skills and attitudes to research issues related to the higher education context. It aims at developing knowledgeable, skilled, and competent individuals that can conceptualise, develop and conduct applied research in the field of higher education Studies.

The qualification aligns to the University of Namibia's Curriculum Transformation and Viability Audit Report, as well as the vision, mission, and strategic direction of the University of Namibia. Furthermore, the programme contributes to national and international development goals contained in Vision 2030, Basic Education Act No 3 of 2020, NDP 5 as amended, Harambee Prosperity Plan II, National Human Resources Strategy, 4IR as well as the Africa Agenda 2063. The programme also addresses SDG 4 on quality education, aiming at achieving inclusive and quality education and lifelong learning for all.

Graduate employability attributes

The following are among the specific graduate attributes:

Generic attributes

- Effective communication skills
- Creative and critical thinking skills
- Environmental awareness and social responsibility
- Ethical and moral leadership and conduct
- Compassion
- Resilience
- Adaptability and flexibility
- Independent life-long learning
- Teamwork
- An innovative and entrepreneurial mind
- Technological and digital literacy
- Global citizenry with international perspective

Discipline specific attributes:

- Knowledgeable across disciplines;
- Academic excellence
- High-competency research
- Discipline knowledge and intellectual depth;
- Critical application of specialist knowledge
- Challenges and problem-solving,
- Reflective analysis and judgement/Critical evaluation
- Reflective analysis and judgement/Critical evaluation

Exit Programme Outcomes

Holders of this qualification are able to:

1. Apply knowledge and skills to conduct independent research to internationally recognised standards by applying specific research methodologies;
2. Apply specialised knowledge and skills in the field of study/area of specialization the ability to apply that knowledge to solve real-life problems using interdisciplinary approaches;
3. Produce a thesis which represents an original contribution to the body of knowledge in the field of study/area of specialisation;
4. Present and communicate research findings professionally and effectively, catering for a wide range of specialist and non-specialist audiences;
5. Provide leadership in the area of research and scientific writing;
6. Publish research findings in peer-reviewed outlets such as conferences, journals and or books.

Admission requirements

To be eligible for admission into the MPhil in Education (Higher Education Studies) programme, an applicant shall satisfy any of the following minimum requirements:

- a) B.Ed. (Honours) degree Level 8 or equivalent with an average of at least 60%.
or
- b) Postgraduate Qualification in Higher Education at NQF Level 8 with an average of at least 60% or equivalent from any recognised Higher Education Institutions.

Applicants with foreign qualifications must submit a certificate of evaluation from the Namibia Qualifications Authority (NQA). Along with the application, candidates need to submit a detailed research concept note highlighting their proposed area of research, objectives, methodology and a review of existing literature. The research concept note will be evaluated for relevance, novelty, feasibility, and availability of a supervisor.

As per Section B. 3.3. of the Higher Degrees Policy Procedures, Rules and Regulations, the Department reviews the submitted concept note and identifies potential supervisor(s) and recommends the applicant for admission through the Admission and Examination Board, considering the applicant's fulfilment of the minimum admission requirements, availability of supervisors and space.

Additional Selection Criteria

Based on space availability, the final selection for qualifying candidates may be based on additional criteria such as equity considerations or high score/percentage obtained in the Bachelors' honours for MPhil.

Articulation Options

This qualification may articulate to a PhD in the related field of study.

Assessment Criteria

Assessment will be done based on examination of the thesis as per the University's Higher Degrees Policy, Rules, and Regulations. Candidates are expected to secure a minimum of 50% marks in their thesis work.

In addition to the thesis, candidates must appear for a Viva Voce (oral examination) conducted by a panel of examiners. Passing the Viva Voce is a mandatory requirement for the successful completion of the MPhil programme.

Minimum requirements for re-admission into the School / Programme

As per Section C.1.4 of the University's Higher Degrees Policy, Rules, and Regulations, all students enrolled for higher degrees shall be required to register every year for the duration of the specific programme, unless approval has been granted for an academic break in studies. Students who have exceeded the prescribed number of 3 years shall not be allowed to continue with their studies unless they apply and are approved for re-admission.

Advancement and progression rules

As per Section D.2.3 of the University's Higher Degrees Policy, Rules, and Regulations, the main supervisor has the responsibility of ensuring that their students make progress in their studies. Where there are challenges affecting the student's research progress, these shall be communicated to the relevant leadership structures within the Faculty and could be escalated to the Centre for Research Services: Postgraduate Research Support Services Unit through the Head of the Department and Faculty Postgraduate Coordinator. Each supervisor and the student are expected to submit progress reports as per the Annex 3A (for students) and Annex 3B (for supervisors).

Requirements for Qualification Award

This qualification will be awarded to candidates credited with a minimum of 240 credits, and who have met all other relevant UNAM requirements.

Career Opportunities

The graduates from this programme will be qualified as:

- Lecturer/teacher/facilitator/Instructor
- Curriculum Designer Expert
- Learning Designer
- Researcher
- Assistant Researcher
- Research Consultant
- Advisor
- Quality Assurance Expert
- Editor
- Human Services
- Academic Support expert
- Student Support expert
- Subject Matter Expert (technology, curriculum, assessment, guidance and counselling etc)
- Marketing careers
- Senior Education Experts

All these careers can be in industry, academia and research organizations.

Implementation strategy

The programme phased in 2026 as a new qualification in Higher Education Studies.

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 1, 2 Semester 1 and 2						
U6989LA	Academic Literacy for Post-Graduate Students	9	16 (Non-contributing)	4L/W		C
E6933HT	Thesis	9	240	As per the arrangements with the supervisor		240
Total Credits Year 1 , 2						240
Total credits for the programme						240

PART B: MODULE DESCRIPTOR	
Course Title: THESIS	
Module Code	E6933HT
NQF Level	9
Notional Hours	2400
Contact hours	On arrangement with the supervisor
Additional learning requirements	Postgraduate seminar
NQF Credits	240
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1 and 2
Module Purpose	
The purpose of this module course is designed to equip students with the skills to undertake an independent research thesis in Higher Education Studies (HES).	
Overarching Learning Outcome	
Students will be able to apply Higher Education Studies research methods in solving a business problem and present a sound thesis in an area of Higher Education Studies.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Apply knowledge and skills to conduct independent research in contemporary higher education domains. 2. Critique the context of higher education in relation to the changes in the environments; 3. Generate research-based models to solve complex issues related to curriculum development, learning and teaching, assessment, supervision and quality enhancement as informed by contemporary theories in Higher Education;	

4. Evaluate curriculum development models, learning and teaching, and assessment, quality assurance models in Higher Education ;
5. Develop and apply conceptual and theoretical frameworks in higher education settings.
6. Apply principles and strategies of inclusive education in Higher Education teaching, learning and assessment;
7. Manage quality in various fields of higher education;
8. Value and apply theories, practices and principles of a reflective practitioner in the context of teaching and learning of a specific discipline;
9. Develop a comprehensive view of epistemological construction, which is inclusive and centering other epistemic production.

Module Content

Writing the introduction; Literature review chapter; Methodology chapter; Qualitative methodology; analysis of qualitative data; qualitative research methods; thematic analysis; content analysis; Quantitative methods; analysis of primary quantitative data; analysis of quantitative secondary data; secondary data research in the digital age; SEM, regression analysis, correlations, ANOVAs, MANOVA, Chi-squares, t-tests, and other quantitative modelling techniques; Mixed methods; Presentation of research findings; Conclusions and recommendations chapter; Preparation of research concept paper and writing the dissertation with an international component (comparative studies between countries, compared to studies that focus only on Namibia).

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: Interactive face to face lectures, Interactive online lectures, e-learning tutorials, projects, group/syndicate assignments, guest lectures, relevant case studies, discovery learning and presentations.

Student Assessment Strategies

The course will wholly be assessed through continuous assessments, and this should culminate into a proposal. The proposal must be presented and passed during the School's Seminar and approved by the School Admission, Assessment and Graduation Board before proceeding to do the thesis. The internal and external examiner will examine the thesis. The candidate must obtain a minimum of 50% from each examiner to pass this course.

PART B: MODULE DESCRIPTOR

Module Title: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6989LA
NQF Level	9
Notional Hours	160
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	16 non-contributing credits
Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2 Students can take the module either in the 1st or 2nd semester, but they cannot do more than one registration in one year.
Module Purpose	
The intended purpose of the proposed module, "Academic Literacy for Postgraduate Students," is specifically to cater for the academic literacy requirements specific to postgraduate students. The core objective of this module is to empower students with advanced skills in academic discourse that are indispensable for a wide array of academic endeavours.	
Overarching Learning Outcomes	
This module is designed to enable students to proficiently employ advanced academic writing, reading, listening, and speaking skills crucial for diverse academic endeavours.	

Specific Learning Outcomes

By the end of this module, students should be able to:

12. Employ effective digital academic research methods in scholarly inquiry.
13. Apply specialized academic vocabulary and conventions with precision in both spoken and written contexts.
14. Adhere to ethical academic conduct in all scholarly activities.
15. Synthesize ideas from diverse sources in a manner that is both appropriate and effective.
16. Interpret research data derived from tables and figures effectively.
17. Apply critical reading and text analysis skills to enhance comprehension.
18. Integrate academic rhetoric and style adeptly when presenting ideas from different perspectives.
19. Construct expository, persuasive, and argumentative academic texts.
20. Apply AI tools effectively for academic purposes.
21. Integrate AI tools into academic writing tasks in accordance with university policies and guidelines.
22. Acknowledge sources within the context of their university studies.

Module Content

The module will cover the following:

Effective Digital Academic Research Methods: Introduction to advanced digital research methods; Conducting scholarly inquiries using digital databases, academic journals, and online repositories; Evaluating the credibility and reliability of digital sources.

Specialized Academic Vocabulary and Conventions: In-depth exploration of specialized academic vocabulary; Precision in using academic conventions in both spoken and written communication; Practical exercises and activities to reinforce vocabulary acquisition.

Ethical Academic Conduct: Understanding and practicing ethical guidelines in scholarly activities; Discussion on plagiarism, proper citation, and academic integrity; Case studies and scenarios emphasizing ethical decision-making.

Synthesis of Ideas from Diverse Sources: Techniques for synthesizing information from various academic sources; Application of synthesis skills to create cohesive and well-structured academic content; Collaborative exercises to promote diverse perspectives.

Interpretation of Research Data: Developing skills in interpreting data presented in tables and figures; Understanding graphical representation of research findings; Hands-on exercises for data interpretation and analysis.

Critical Reading and Text Analysis: Strategies for critical reading and analysis of scholarly texts; Identifying and evaluating arguments, assumptions, and evidence; Application of critical reading skills to enhance comprehension.

Integration of Academic Rhetoric and Style: Exploring academic rhetoric and stylistic elements in writing; Integrating varied perspectives while maintaining academic style; Peer review sessions focusing on rhetorical effectiveness.

Construction of Academic Texts: Crafting expository, persuasive, and argumentative academic texts; Structuring academic papers according to genre and purpose; Peer workshops for constructive feedback on text construction.

Effective Use of AI Tools: Introduction to AI tools for academic purposes; Practical applications of AI in research and writing; Hands-on sessions for using AI tools effectively.

Integration of AI Tools According to Policies: Understanding university policies and guidelines for AI tool usage; Applying AI tools in academic writing tasks within established frameworks; Compliance with ethical and legal considerations in AI tool integration.

Source Acknowledgment in University Studies: Importance of proper source acknowledgment in academic writing; Practical guidance on citing sources in various academic contexts; Citation styles and formatting for different disciplines.

Learning and teaching strategies

The module will employ the following instructional methods: blended learning, hybrid instruction, written assignments, in-class and online discussions, and presentations.

Student assessment strategies

100% Continuous assessment (1 test and 1 assignment, 1 academic presentation, 1 text analysis)

C.4 DEPARTMENT OF INTERMEDIATE AND VOCATIONAL EDUCATION**C.4.1 COURSE DESCRIPTORS: MASTERS PROGRAMMES****YEAR ONE****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

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 (ETM 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.

Module Title: Academic Literacy for post-graduate students	
Module Code	U6983LA
NQF Level	9
Notional Hours	N/A
Contact Hours	4h/w
Additional Learning Requirement	None
NQF Credits	NCB
Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1 or 2
Module Purpose The purpose of this module is 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 academic text in their respective fields of specialisation.	
Overarching Learning Outcomes Students should be able to construct well researched academic texts such as academic assignments, abstracts, research proposals, research reports, theses and dissertations.	
Specific Learning Outcomes 1. Apply effective digital academic research methods in scholarly enquiry. 2. Demonstrate the correct application of spoken and written specialised academic vocabulary and conventions. 3. Demonstrate ethical academic conduct. 4. Synthesise ideas from various sources appropriately and effectively. 5. Use research data from tables and figures. 6. Write coherent essays, assignments, proposals and thesis. 7. Apply critical reading and text analysis skills for comprehension. 8. Apply comparative text analysis and academic rhetoric and style when presenting ideas from different perspectives.	

Module Content

The module will cover the following: research methods (qualitative, hybrid, quantitative); various academic conventions (academic vocabulary, spelling, punctuation, capitalization, grammar/usage, and paragraphing); text analysis (audience, thesis statement, purpose, register, content), Synthesising (paraphrasing, prewriting, drafting, revision and editing); ethical academic conduct (avoidance of plagiarism and accurate acknowledgement of sources in academic writing); evidence-based writing (using tables and figures, comparative text analysis in academic writing); critical thinking (writing as problem-solving, critical reading response academic writing); and academic rhetoric and style (expository, persuasive, and argumentative academic writing).

Learning and teaching strategies

The module will be facilitated through the following learning activities: blended instruction, written assignments, class discussions and presentations.

Student assessment strategies

- 60% Continuous assessment (1 test and 1 assignment, academic presentation, text analysis)
- 40% Examination (3 hour paper)

Module Title	Advanced Educational Research Methodology
Module Code	E6933CR
NQF Level	9
Notional Hours	240
Contact hours	4h/w
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
Module Purpose The purpose of this module is to equip students with theoretical knowledge, understanding, and advanced research skills required to successfully carry out a postgraduate research project.	
Overarching Learning Outcome Students should be able to apply theoretical knowledge and skills to conduct advanced <i>research</i> at postgraduate level.	
Specific Learning Outcomes On successfully completing the module, students should be able to: 1. Apply various theoretical and philosophical perspectives in educational research; 2. Analyse different research methodological approaches in educational research; 3. Critically review literature related to particular research problems in the field of study; 4. Apply various quantitative, qualitative and mixed methods research designs, methods and techniques when developing a research proposal and in conducting research in the field of study; 5. Apply different methods and techniques of data analysis in the field of study; 6. Prepare viable research proposals in their disciplines.	

Module Content

Research paradigms: Afrocentrism, Positivism, Interpretivism and Indigenous Knowledge System (IKS)

Overview research approaches: qualitative, quantitative and mixed method approaches

Identifying research problems: selection of problem, defining the problem, statement of the problem, evaluation of the problem; Theoretical and Conceptual Framework: differences between conceptual framework and theoretical framework, purpose and importance of theoretical and conceptual frameworks in research, selecting a suitable theoretical framework and constructing a conceptual framework for a study; Conducting Literature Reviews: purpose of the review, identification of the related literature, organizing the related literature; Steps in the research process: statement of the problem, literature survey, hypothesis formulation, research methods; Quantitative Research: characteristics of quantitative research designs and methods, sampling techniques and research tools, issues of inference, reliability, and validity; preparing quantitative research instruments; quantitative data collection and analysis; Qualitative Research: characteristics of qualitative research, qualitative research designs and methods, issues of validity; preparing qualitative research instruments; qualitative data collection and analysis; Mixed Method Research: mixed method research designs and methods, preparing mixed methods research instruments, mixed methods data collection and analysis; Research Ethics (including plagiarism): set of principles that guide research designs and practices and academic integrity. Seminar on practical issues relate to research ethics.

Research proposal and research report writing: UNAM research proposal guidelines, reporting quantitative and qualitative research.

Learning and Teaching Strategies/Activities

Teaching and learning will take place through online lectures, class discussions, presentations and exercises. Students must attend class having completed the readings and prepared to fully participate in class discussions and exercises. Students are responsible for discussion of the required readings and for completion of individual exercises assigned by lecturers. Emphasis

is on participatory learning, and students are required to actively participate in class discussions. It is expected of students to come to class prepared for discussions and having done all requisite reading in advance.
Student Assessment Strategies.

All assessments in this module are 100% CA based.

- 50% Continuous Assessment: Student complete and present each of the four research tasks to their assigned lecturers
- 50% Summative Assessment: Student develop and present research proposals to their assigned lecturers

Assessment tasks given to students for formative purposes will not be moderated, only CA assessment tasks which are designed for grading purposes will be sent for moderation.

Module Title: Educational Technology for Junior Primary	
Module Code	E6921CT
NQF Level	9
Notional Hours	120
Contact hours	2h/w
Additional learning requirements	None
NQF Credits	12
Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose The purpose of this module is to provide student teachers with deeper insight into the application 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, school administration and publicity.	
Overarching Learning Outcome Students should be able to apply ICTs & Digital literacy skills and competencies for effective learning across the curriculum and for successful attainment of their personal and professional goals.	
Specific Learning Outcomes On successfully completing the module, students should be able to: 1. Research and report on educational technology theories; 2. Critically examine the Namibian ICTs in Education policy and strategies and, write an Acceptable Use Policy (AUP) for a school; 3. Evaluate and apply emerging technologies e.g. Smartboards, interactive board, smartphones, computer games) into teaching and learning; 4. Integrate Web 2.0 & 3.0 technologies (e.g. wikis, blogs, user-created online content) into teaching and learning; 5. Use robotics, coding, gamification and programming skills in Junior Primary education; 6. Critically discuss the impact of ICTs on education and development and the use of e-learning 7. Apply ethical values to comply to legal issues when integrating ICTs in education; 8. Apply ICTs for assessment and evaluation and use ICTs for effective school management 9. Design a learning material web-site using a school web service and 10. Create an e-portfolio.	

Module Content:

Educational Technology theories; Namibian ICT in Education Policy; Acceptable Use Policy (AUP); Emerging technologies e.g. smartboards, interactive board, smartphones, computer games) into teaching and learning;

Web 2.0 & 3.0 technologies (e.g. wikis, blogs, user-created online content; Impact of ICTs on education and development; Ethical and legal issues on ICT use in education; Robotics and Coding; Gamification; Websites.

Learning and Teaching Strategies/Activities

Blended instruction/ lectures: face-to-face and online lectures (blended)

Discussion forums: collaborative engagement on course material

Self-evaluation: quizzes and students' reflective journal/ e-portfolio on their own learning

Self-paced learning: asynchronous learning activities to be carried out at students own pace online and supported by synchronous learning materials.

Assignments, tests and projects: submission of assessment tasks demonstrating accomplishment of learning outcomes

Student Assessment Strategies

This module will be 100% Continuous Assessment.

Full-Time Students

- Practical activities: x4
- Practical Assignments x2
- End of Unit tests: 1 test for each Unit

Part-Time Students

- End of Unit Online tests: 1 test for each unit
- Practical assignments: x2

Module Title:	Trends in Junior Primary Education
Module Code	E6951CJ
NQF Level	9
Notional Hours	240
Contact hours	2h/w
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to equip students with insight into current and emerging trends in the field of Junior Primary Education nationally, regionally and globally.	
Overarching Learning Outcome	
Students should be able to apply skills and insight needed to resolve matters and advance education at the Junior Primary phase.	
Specific Learning Outcomes	
On successfully completing the module, students should be able to: 1. Analyse emerging learning theories and learning styles for teaching children from age 6 to 9 years to meet children's diverse needs; 2. Apply Developmentally Appropriate Practices (DAP) to inform early identification and intervention in an inclusive learning environment at Junior Primary phase; 3. Reflect on administrative as well as management issues at the Junior Primary phase at different levels of management; 4. Apply pedagogical skills suitable for this age-group including play-based pedagogies and strategies for learning and teaching within the complexities of multicultural and multilingual settings; 5. Analyse curriculum issues at Junior Primary phase, including all subjects offered in the Junior Primary curriculum, to identify gaps and ensure a dynamic and responsive curriculum; 6. Evaluate relevant policies in the Junior Primary phase, including the language policy; 7. Assess and evaluate assessment practices at Junior Primary level including EGRA and EGMA as well as other standardised assessment tools; 8. Evaluate the appropriateness and use of emerging innovative technologies at Junior Primary phase; 9. Create platforms for continuous professional development to enforce Communities of Practice in different disciplines of the Junior Primary phase; 10. Design frameworks for partnerships in education to ensure involvement of key stakeholders in foundational education.	

Module Content

Learning theories and learning styles in Education: Constructivism (Piaget), Social Constructivism/Social Learning Theory (Vygotsky), Cognitive learning theory (Piaget), Experiential learning (Kolb), Connectivism (Siemens and Downes), Multiple Intelligences (Gardner), Ecological Systems Theory (Bronfenbrenner); Developmentally Appropriate Practices (DAP) theory: purpose of DAP, principles of DAP, research in developmental psychology, individual pathways and plans; Inclusivity in education: diverse needs of learners, developmental, learning, socio-emotional, psychosocial; moral, physical, environmental etc.; Administrative and Management issues at Junior Primary phase: Education Management Information System (EMIS), admissions, record keeping/tracking, learner cumulative cards, teacher-learner ratio, teacher recruitment, teacher education/training etc. Pedagogies in Junior Primary Education: play, constructivist, collaborative, integrative, inquiry-based and reflective; Jolly Phonics; pedagogies in multicultural/multilingual classrooms; Junior Primary Curriculum in Namibia: The National Curriculum for Basic Education, Syllabi of subject areas; Educational Policies in Namibia at Junior Primary phase: National Policy Guide for Junior Primary Subjects, Education Act 3 of 2020, Language Policy etc.; Assessment and Early Intervention in Junior Primary: Individualised Education Plan (IEP): Designing, implementing, monitoring and reviewing, diagnostic assessments, classroom assessment, EGRA, EGMA etc.; Emerging technologies and Innovation in Junior Primary: coding, robotics, gamification etc.; Continuous Professional Development in Junior Primary: Communities of Practice (Jane Lave & Etienne Wenger), Partnership in Education: public -public, public -private partnerships, parental engagement, community engagement, key stakeholders

Learning And Teaching Strategies/Activities

The instructional methods for this course include class discussions, assigned readings, reflective learning, learning circles, flipping the classroom.

Student Assessment Strategies

- 60% Continuous Assessment ; 40% Examination
- 3 hour paper, 100 marks
- Continuous Assessment comprises the following activities:
- Reflections and assignment to compare theories (25%)
- Test (25%)
- Developing an IEP plan (50%)
- Child observation and assessment of child's language development (50 %)
- Test 25%
- Reflective journal and Intervention programme (25 %)

PART B: MODULE DESCRIPTOR:	
Module Title: Perspectives in Language & Literacy	
Module Code	E6932CL
NQF Level	9
Notional Hours	240
Contact hours	4h./w
Additional learning requirements	Site visits to Occupational Therapist and Educational Psychologists practices as well carrying out assessments at the Assessment Centre at Khomasdal Campus
NQF Credits	24
Prerequisite (Co-requisites)	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with advanced skills in developing literacy and learning intervention programmes for children in Junior Primary settings.	
Overarching Learning Outcome Students should be able to develop and implement a literacy and learning intervention programme for children in Junior Primary settings.	
Specific Learning Outcomes: On successfully completing the module, students should be able to: 1.Synthesise theoretical and conceptual knowledge of literacy and learning into contextual realities; 2. Apply insight into literacy and learning processes to organise literacy instruction; 3. Analyse issues pertaining to language policy in multilingual contexts and implications on the acquisition of literacy, thereof; 4. Conduct diagnostic assessment on the literacy development of children for early detection of literacy and learning difficulties; 5. Evaluate learning theories, models and interventions to contextually align to children's different learning trajectories; 6. Examine the Science of Reading (SoR) research for deeper insight into literacy matters. 7. Devise literacy and learning models for children in multilingual contexts; 8. Design early intervention programmes for children with learning difficulties to support literacy and language development.	

Module Content

Literacy theories and contexts: Constructivist, Sociocultural, Ecological theories; Home-school contexts and developmental domains; Emergent literacy theory; Language Policy and Multilingualism: Mother Tongue and cognitive processes in reading and learning, Approaches for Multilingual Education, Translanguaging; Diagnostic Assessment in literacy and learning: Early literacy screening tools/tasks, psychometric literacy screening, Validity, Reliability of assessments; Literacy as "Play"; Bilingualism & Multilingualism (Ministerial directives); Differentiated instruction: Use of augmentative and alternative communication (AAC) to support literacy skills; Child Case study presentations; Learning trajectories; Science of Reading (SoR): SoR research on Phonological Awareness, Phonics, Vocabulary, Fluency, Comprehension; Intervention programmes in literacy.

Learning And Teaching Strategies/Activities

The instructional methods used for this course include assigned readings, reading and writing reflections, Moodle discussion board, class discussion, practical observations and research project presentations.

Student Assessment Strategies

- 60% Continuous Assessment; 40% Examination 60 : 40
- 3 hour paper, 100 marks
- Continuous Assessment comprises the following activities:

PART B: MODULE DESCRIPTOR:	
Module Title: Perspectives in Numeracy and Mathematics	
Module Code	E6952CN
NQF Level	9
Notional Hours	240
Contact hours	4h/w
Additional learning requirements	Site visits to Occupational Therapy and Educational Psychologists practices as well as carrying out assessments at the Assessment Centre at Khomasdal Campus
NQF Credits	24
Prerequisite (Co-requisites)	None
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with advanced knowledge and skills in current research and theories about Numeracy and Mathematics' learning and teaching as well as intervention for all children in Junior Primary settings.	
Overarching Learning Outcome	
Students will be able to develop and implement a Numeracy and Mathematics intervention programme for children in Junior Primary settings.	
Specific Learning Outcomes: On successfully completing the module, students should be able to: 1. Analyse major learning theories and learning models underpinning Mathematics Education; 2. Analyse current issues and trends in Mathematics education; 3. Develop reflective thinking toward ongoing improved instructional practices in Numeracy and Mathematics education; 4. Evaluate curriculum development and resources for Numeracy and Mathematics; 5. Diagnose barriers to teaching Numeracy and Mathematics in the Namibian context; 6. Apply preventative measures to counteract barriers to attaining numerical and mathematical outcomes; 7. Conduct diagnostic assessment on numeracy and mathematics development of children for early detection of learners with numeracy and mathematics difficulties; 8. Design early intervention programmes (IEP) for children with learning difficulties to support typical numeracy development.	

Module Content

Theories and learning models in Mathematics education: Curriculum development and resources for Numeracy and Mathematics; Differentiated instruction; barriers to teaching numeracy and mathematics; Child Case study presentations; Diagnostic Assessment in Numeracy and Mathematics; Learning trajectories; Intervention programmes in Numeracy and Mathematics.

Learning And Teaching Strategies/Activities

The instructional methods used for this course include assigned readings, reading and writing reflections, Moodle discussion board, class discussion, practical observations and research project presentations.

Student Assessment Strategies

- 60% Continuous Assessment; 40% Examination 60:40
- Two hour paper, 100 marks
- Continuous Assessment comprises the following activities:
 - Structured Interview (with a Junior Primary Teacher/ Numeracy and Mathematics specialist, parent/guardian) (25 %)
 - Presentation on Research-based numeracy and mathematics strategies (25%)
 - Reflective journal and Intervention programme (50 %) OR Test 50%

PART B: MODULE DESCRIPTOR:	
Module Title: Discourses in Environmental Sustainability	
Module Code	E6902CE
NQF Level	9
Notional Hours	120
Contact hours	4h/w
Additional learning requirements	None
NQF Credits	12
(Co-requisites)	None
Prerequisite	
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to examine the historical and philosophical trends and learning theories to Environmental and Sustainability Education in the context of early education.	
Overarching Learning Outcome	
Students will be able to examine historical and philosophical trends and learning theories to Environmental and Sustainability Education in the context of Junior Primary Education.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Apply critical analytical skills on historical and philosophical trends in Environmental and Sustainability Education 2. Evaluate learning theories for Environmental and Sustainability Education 3. Analyse and evaluate knowledge on Environmental and Sustainability Education in Junior Primary education 4. Design environmental sustainability education interventions in Junior Primary education 5. Implement interventions on Environmental and Sustainability Education in Junior Primary education 6. Apply practical solutions on environmental sustainability challenges in Junior Primary education	

Module Content

Historical and Philosophical trends in Environmental and Sustainability Education: Learning theories for Environmental and Sustainability Education; Global and National Policies on Environmental and Sustainability Education: Sustainable Development Goals, National Development Plans, Vision 2030, Global Action Plan, Basic School Curriculum etc; Interventions of Environmental and Sustainability Education, and specifically in Junior Primary education; Monitoring and evaluation tools for Environmental and Sustainability Education interventions, and specifically in Junior Primary Education; Strategies for Environmental and Sustainability education challenges.

Learning and Teaching Strategies/Activities

Lecturing methods, investigations, academics readings and case studies analysis, student presentations, policy analysis, discussions, reflections.

Student Assessment Strategies

The module will only be 100% formatively assessed. Student assessment strategies will be used to reinforce mastery of the knowledge and skills learned in the module.

Assignment 25% Project 25 & Written & Oral Presentation Report on monitoring and evaluating an Environmental and Sustainability Education intervention 50%.

For the module there will be discussion activities, questions to enhance and improve the quality and standards of learning and teaching. Each student will be given an opportunity to critique, reflect and apply what is learnt in the context of Environmental and Sustainability Education in Junior Primary Education.

PART B: MODULE DESCRIPTOR	
Module Title:	Seminar
Module Code	E6923CS
NQF Level	9
Notional Hours	None
Contact hours	1 week
Additional learning requirements	Sample written research work, reflective journaling
NQF Credits	NCB
(Co-requisites) Prerequisite	(E6973CT Thesis) All first year modules
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
Module Purpose	
The purpose of this module is to equip students with research writing skills that will enable them to produce a thesis.	
Overarching Learning Outcome	
Students should be able to competently produce a well-written thesis.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Package a good PowerPoint presentation of a research proposal; 2. Present and defend their research proposals; 3. Critique and reflect on your own and other research proposal presentations; 4. Apply scientific research writing skills necessary for the different sections of a thesis; 5. Apply scientific research writing skills necessary for writing for publication; 6. Apply correct citation and referencing skills; 7. Use syntax, and other grammatical structures of language appropriately; 8. Critically reflect on own and others' sample of research writing; 9. Evaluate different types of journals for scholarly work.	

Module Content

Structure of a Research Proposal; Presentation of Research Proposal; Scientific Research Language; Structure of a thesis; Research Report: Data analysis, Results and Interpretation, Conclusion and Recommendations; Write-up; Referencing and Citation techniques; Plagiarism software; Language Assistive websites e.g. Grammarly; Critique of reading and writing; Sample writing; Article writing for publication; Different types of journals.

Learning And Teaching Strategies/Activities

Individual and group activities, presentations, workshop design.

Student Assessment Strategies

Peer-assessment and reflective assessment of own written work; reflective journal

PART B: MODULE DESCRIPTOR	
Module Title:	Thesis
Module Code	E6973CT
NQF Level	9
Notional Hours	1200
Contact hours	
Additional learning requirements	None
NQF Credits	120
(Co-requisites) Prerequisite	All first year modules
Compulsory/Elective	Compulsory
Semester Offered	1 & 2
Module Purpose	
The purpose of this module is to equip students with action research knowledge and skills required to produce a mini-thesis as well as a research article in the field of Junior Primary education.	
Overarching Learning Outcome	
Students should be able to conduct action research to make an impact in Junior Primary education.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Apply the method and standards for conducting Action Research 2. Develop and present a comprehensive research proposal including research instruments 3. Obtain ethical clearance from the relevant authorities and comply with ethical requirements in Action Research 4. Conduct independent Action research 5. Apply reflective research skills to effectively address professional and ongoing learning needs of the field of Early Childhood Education through research 6. Appropriately report on their research at academic fora, e.g. by articles in peer-reviewed scholarly publications, conference papers, research reports, etc.; 7. Prepare and submit a mini-thesis for examination	

Module Content

Steps of Action Research: Identify a problem, Collect data on the problem, Organize, analyze, and interpret the data, Develop a plan to address the problem, Implement the plan, Evaluate the results of the actions taken.; Literature Review; Methodology, Ethical Clearance; Data Collection, Data Analysis; Interpretation; APA Style/General.

Learning And Teaching Strategies/Activities

Presentations of the different steps of Action Research; reflective journal.

Student Assessment Strategies

Formative assessment: Regular consultation sessions with supervisors and submission of progress reports. Participation in research seminars with peers and supervisors.

Summative assessment: The course will wholly be assessed through continuous assessment, and this should culminate into a proposal. The proposal must be presented and passed during the Departmental Seminar and approved by the School Admission, Assessment and Graduation Board before proceeding to do the thesis. In compliance with the Higher Degrees Studies Policy, candidates are required to submit a thesis for examination. In addition, candidates will provide proof of publication or acceptance of publication of at least one article in an internationally indexed, peer-reviewed scholarly journal. Internal and external examiners will examine the thesis. The candidate must obtain a minimum of 50% from each examiner to pass this course.

OLD CURRICULUM
PHASING OUT CURRICULUM
C.4.1.3 MASTER OF EDUCATION (CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES) (10MECA) Phasing out-No New intake

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
	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					132

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

C.4.1.4 MASTER OF EDUCATION (EDUCATIONAL TECHNOLOGY (10MEET) Phasing out-No New intake

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

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 hr s 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

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.

C.4.1.7 MASTER OF EDUCATION (SPORT EDUCATION) (10MEPE) Phasing out-No New intake

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

C.4.1.8 MASTER OF EDUCATIONAL PSYCHOLOGY (GUIDANCE AND COUNSELING) (10MEGC)**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).

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.

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.

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.

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.

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.

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.

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

C.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.

DEPARTMENT OF INTERMEDIATE AND VOCATIONAL EDUCATION

C.4.1.8 MASTER OF EDUCATION (MATHEMATICS EDUCATION (10MEME) Phased out-No New intake

YEAR 1	Core	Code	Periods	NQF Level	Pre-requisite	Credits
	Academic Writing for Post Graduate Students	UAE5819	4 p/w+1pr	9	None	
	Advanced Educational Research	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					
	Technology and the Teaching of Mathematics	MMT 5949	2 p/w	9	None	12
	Independent Study in Mathematics Education	MMI 5969	2 p/w	9	None	12
	Mathematics in Society	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

C.4.1.9 MASTER OF EDUCATION (SCIENCE EDUCATION (10MESE) Phased out-No New intake in 2026

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
	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					
	Technology and the Teaching of Science	MST 5929	2 p/w	9	None	12
	Independent Study in Science Education	MSI 5949	2 p/w	9	None	12
	Science in Society	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

C. .5.2 MASTER OF EDUCATION (LITERACY AND LEARNING (10MEDL) Phasing out-No New intake in 2026

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
<i>Theories of Learning (core)</i>	PSL 5902	3	9	18
ELECTIVES				
Teaching Literacy Skills (elective)	PSL 5982	2	9	12
Language Education policy (elective)	PSL 5922	2	9	12
Pragmatics and Discourse Analysis (elective)	PSL 5992	2	9	12
<i>Language Culture and Cognition (elective)</i>	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

C. .5.3 MASTER OF EDUCATION (EARLY CHILDHOOD DEVELOPMENT) (10MECD) Phased out-No New intake

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

C. .5.4 MASTER OF EDUCATION (BY THESIS) (10MEDU) (Phased out – No new intake)

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.

DURATION OF STUDY

The duration of the programme shall be two (2) years on full-time and three (3) 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 type to part time during consecutive years of registration with written approval of the University.

MODE OF DELIVERY

The programme will be offered full time or part time.

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.

C. .6.1 DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING

C. .6.2 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					132

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					108

Total Credits: 240 credits

COURSE DESCRIPTORS: MASTERS PROGRAMMES

C. .6.3 DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES

C. .6.3.1 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.

C. .6.4 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.

C. .6.5 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.

C.4.4.2 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.

C. .7.1 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.

C.4.4.8 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.

C. .6.6.1 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)

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.

C.4.4.3 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 he 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?"

C.4.4.4 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 lesson 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?"

C. .8.1 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'

C.4.4.7 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.

D.5.1 DOCTOR OF PHILOSOPHY IN EDUCATION

D.5.1.1 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:

DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING (New Curriculum – Currently on offer)

Doctor Of Education In Organizational Learning And Development (91DELD)

Doctor Of Philosophy In Education (Higher Education Studies) 91DPEH)

DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES (Phased out – No new intake)

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: Sport Education (10DEPE)

Doctor of Philosophy in Education: School Guidance and Counselling (10DEGC)

Doctor of Philosophy in Education: Inclusive Education (10DEIE)

DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE (Phased out – No new intake)

Doctor of Philosophy in Education: Early Childhood Education (10DECD)

DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING (Phased out – No new intake)

Doctor of Philosophy in Education: Adult Education (10DEDA)

DEPARTMENT OF INTERMEDIATE AND VOCATIONAL EDUCATION (Phased out – No new intake)

Doctor of Philosophy in Education: Science Education (10DESE)

Doctor of Philosophy in Education: Mathematics Education (10DEME)

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.

ADMISSION CRITERIA

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.

D.5.1.2 SPECIFIC ADDITIONAL ADMISSION REQUIREMENTS PER DEPARTMENT

D.5.1.3 DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING

D.5.1.4 DOCTOR OF EDUCATION IN ORGANIZATIONAL LEARNING AND DEVELOPMENT (91DELD)

D.5.1.5 PURPOSE

The purpose of the Doctor of Education (EdD) in Organizational Learning and Development as a practice-oriented programme designed to prepare and provide students advanced knowledge, skills, and dispositions to solve complex problems and lead change in organizations and society. It further aims to equip students for higher level roles and responsibilities in university, public sector and cooperate environments that require high level research and extensive content specific in the area of organisational learning and development. The programme focuses on organisational issues such as strategic change management, individual, group and organisational learning processes, whole organisational development as well as global and international issues in relation to the organisation.

D.5.1.6 ADMISSION REQUIREMENTS

To be eligible for this EdD in Education (Organizational Learning and development) programme, the candidate must have completed a master's degree at NQF level 9 or equivalent in a relevant discipline from a recognised higher education institution, with an average of at least 60%. Applicants with foreign qualifications must submit a certificate of evaluation from the Namibia Qualifications Authority (NQA).

Along with the application, candidates need to submit a detailed research proposal highlighting their proposed area of research, objectives, methodology and a review of existing literature. The research proposal will be evaluated for relevance, novelty, feasibility and availability of a supervisor. As per Section B. 3.3. of the Higher Degrees Policy Procedures, Rules and Regulations, the Department reviews the submitted concept note and identifies potential supervisor(s) and recommends the applicant for admission through the Admission and Examination Board, considering the applicant's fulfilment of the minimum admission requirements, availability of supervisors and space.

D.5.1.7 ADDITIONAL SELECTION CRITERIA

Based on space availability, the final selection for qualifying candidates may be based on additional criteria such as equity considerations or high score/percentage obtained in the Master's for EdD/PhD qualification.

D.5.1.8 ARTICULATION OPTIONS

N/A as this is the highest qualification in this field of study.

D.5.1.9 ASSESSMENT CRITERIA

Assessment will be done based on examination the thesis/dissertation as per the University's Higher Degrees Policy, Rules, and Regulations. Candidates are expected to secure a minimum of 50% marks in their thesis/dissertation work. In addition to the thesis/dissertation, candidates must appear for a Viva Voce (oral examination) conducted by a panel of examiners. Passing the Viva Voce is a mandatory requirement for the successful completion of the EdD/PhD programme.

D.5.1.10 QUALITY ASSURANCE ARRANGEMENTS

This programme shall be reviewed after every 5 years or earlier as may be required. The programme shall be submitted to NQA for the NQF registration. The programme shall be submitted to NCHE for accreditation. The quality assurance of student supervision and examination of theses/dissertations will be done in line with the University's Higher Degrees Policy, Rules, and Regulations.

D.5.1.11 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL / PROGRAMME

As per Section C.1.4 of the University's Higher Degrees Policy, Rules, and Regulations, all students enrolled for higher degrees shall be required to register every year for the duration of the specific programme, unless approval has been granted for an academic break in studies. Furthermore, as per Section M.15 of the University's Higher Degrees Policy, Rules, and Regulations, students who have exceeded their prescribed number of years shall not be allowed to continue with their studies unless they apply and are approved for re-admission (ANNEX 19B).

D.5.1.12 ADVANCEMENT AND PROGRESSION RULES

As per Section D.2.3 of the University's Higher Degrees Policy, Rules, and Regulations, the main supervisor has the responsibility of ensuring that their students make progress in their studies. Where there are challenges affecting the student's research progress, these shall be communicated to the relevant leadership structures within the Faculty and could be escalated to the Centre for Research Services: Postgraduate Research Support Services Unit through the Head of the Department and Faculty Postgraduate Coordinator. Each supervisor and the student are expected to submit progress reports as per the Annex 3A (for students) and Annex 3B (for supervisors).

D.5.1.13 REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 360 credits, and and who have met all other relevant UNAM requirements.

D.5.1.14 CAREER OPPORTUNITIES

Those who complete the EdD programme will be able to fill the following careers:

- Leadership in organisations;
- Vice presidents of Learning or Research and Development in Organisations/Universities
- Management in public and/or private sector institutions/organisations;;
- High level Officials in International agencies;
- Entrepreneurs who run start-ups that fill useful niches in the market.

D.5.1.15 IMPLEMENTATION STRATEGY

The EdD is a new programme. The first year will be implemented in 2026.

D.5.1.16 CURRICULUM FRAMEWORK: SUMMARY TABLE FOR ALL MODULES IN THE PROGRAMME

Below is a summary of information on all modules in this programme.

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
Year 1 Semester 1						
U6989LA	Academic Literacy for Post-Graduate Students	10	NCB	4 hours/week	None	Compulsory
E7011TL	Organisational Theory and Learning	10	24	4 hours/week	None	Compulsory
E7021RH	Applied Research in Human and Organizational Learning 1A	10	12	2 hours/week	None	Compulsory
E7011SW	Supporting Learning at the Workplace	10	12	2 hours/week	None	Compulsory
E7021MP	Managing Learning Projects and Partnerships	10	12	2 hours/week	None	Compulsory
Total Credits Semester 1						60
Year 1 Semester 2						
E7012RM	Applied Research in Human and Organizational Learning 1B	10	12	2 hours/week	None	Compulsory
E7022KM	Knowledge Management in Organisations	10	24	2 hours/week	None	Compulsory
E7022CP	Changing perspectives of Organisational Learning	10	12	2 hours/week	None	Compulsory
E7012LB	Leadership and Organisational Behaviour	10	12	2 hours/week	None	Compulsory
Total Credits Semester 2						60
Total credits YEAR 1						120
Year 2 Semesters 1 & 2; Year 3 Semester 1 & 2						
E7013DD	Dissertation	10	240	As per the arrangements with the supervisor(s)	E7012RM/ E7021RH	240
Total Credits Years 1, 2 & 3						360

PART B: MODULE DESCRIPTOR:	
Module Title: Organisational Theory and Learning	
Module Code	E7011TL
NQF Level	10
Notional Hours	240
Contact hours	4 hours per week per one semester
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 1
Module Purpose	
The purpose of this module is to equip students with knowledge and skills on the theories and models governing organisational learning and development.	
Overarching Learning Outcome	
Students will be able to apply theories and models to various learning and development issues in their organizations.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Apply theoretical models to learning and development interventions, 2. Critique learning and development discourses that underpin organisational learning and development. 3. Evaluate learning and development context to transform learning in the organisation. 4. Analyse the basics of organisational theory and learning in the African context. 5. Produce a learning journal for employees in the organisation. 6. Relate theories and models to various learning contexts.	

Module Content

Theoretical models to learning and development interventions: Selected theoretical perspectives/ discourses of organisational theory and its underpinning issues of learning, improving labour efficiency contributing to the overall understanding of human development of increasing productivity. Learning and development context to transform learning in the organisation.

Learning and Teaching Strategies/Activities

This module will be presented using: Interactive lectures (face-to-face and online), case studies, online tutorials, individual and group assignments, class presentations, etc.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% from individual assignment;
- 10% from group/syndicate work;
- 20% completed journal article;
- 50% from summative assessment.

To pass this course, the student must obtain a minimum of 50% in the continuous assessment mark.

MODULE DESCRIPTOR

Module Title: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6989LA
NQF Level	8
Notional Hours	160
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	16 non-contributing credits
Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2 Students can take the module either in the 1st or 2nd semester, but they cannot do more than one registration in one year.
Module Purpose The intended purpose of the proposed module, "Academic Literacy for Postgraduate Students," is specifically to cater for the academic literacy requirements specific to postgraduate students. The core objective of this module is to empower students with advanced skills in academic discourse that are indispensable for a wide array of academic endeavours.	
Overarching Learning Outcomes This module is designed to enable students to proficiently employ advanced academic writing, reading, listening, and speaking skills crucial for diverse academic endeavours.	
Specific Learning Outcomes By the end of this module, students should be able to: 23. Employ effective digital academic research methods in scholarly inquiry. 24. Apply specialized academic vocabulary and conventions with precision in both spoken and written contexts. 25. Adhere to ethical academic conduct in all scholarly activities. 26. Synthesize ideas from diverse sources in a manner that is both appropriate and effective. 27. Interpret research data derived from tables and figures effectively. 28. Apply critical reading and text analysis skills to enhance comprehension. 29. Integrate academic rhetoric and style adeptly when presenting ideas from different perspectives. 30. Construct expository, persuasive, and argumentative academic texts. 31. Apply AI tools effectively for academic purposes. 32. Integrate AI tools into academic writing tasks in accordance with university policies and guidelines. 33. Acknowledge sources within the context of their university studies.	

Module Content

The module will cover the following:

Effective Digital Academic Research Methods: Introduction to advanced digital research methods; Conducting scholarly inquiries using digital databases, academic journals, and online repositories; Evaluating the credibility and reliability of digital sources.

Specialized Academic Vocabulary and Conventions: In-depth exploration of specialized academic vocabulary; Precision in using academic conventions in both spoken and written communication; Practical exercises and activities to reinforce vocabulary acquisition.

Ethical Academic Conduct: Understanding and practicing ethical guidelines in scholarly activities; Discussion on plagiarism, proper citation, and academic integrity; Case studies and scenarios emphasizing ethical decision-making.

Synthesis of Ideas from Diverse Sources: Techniques for synthesizing information from various academic sources; Application of synthesis skills to create cohesive and well-structured academic content; Collaborative exercises to promote diverse perspectives.

Interpretation of Research Data: Developing skills in interpreting data presented in tables and figures; Understanding graphical representation of research findings; Hands-on exercises for data interpretation and analysis.

Critical Reading and Text Analysis: Strategies for critical reading and analysis of scholarly texts; Identifying and evaluating arguments, assumptions, and evidence; Application of critical reading skills to enhance comprehension.

Integration of Academic Rhetoric and Style: Exploring academic rhetoric and stylistic elements in writing; Integrating varied perspectives while maintaining academic style; Peer review sessions focusing on rhetorical effectiveness.

Construction of Academic Texts: Crafting expository, persuasive, and argumentative academic texts; Structuring academic papers according to genre and purpose; Peer workshops for constructive feedback on text construction.

Effective Use of AI Tools: Introduction to AI tools for academic purposes; Practical applications of AI in research and writing; Hands-on sessions for using AI tools effectively.

Integration of AI Tools According to Policies: Understanding university policies and guidelines for AI tool usage; Applying AI tools in academic writing tasks within established frameworks; Compliance with ethical and legal considerations in AI tool integration.

Source Acknowledgment in University Studies: Importance of proper source acknowledgment in academic writing; Practical guidance on citing sources in various academic contexts; Citation styles and formatting for different disciplines.

Learning and teaching strategies

The module will employ the following instructional methods: blended learning, hybrid instruction, written assignments, in-class and online discussions, and presentations.

Student assessment strategies

100% Continuous assessment (1 test and 1 assignment, 1 academic presentation, 1 text analysis)

PART B: MODULE DESCRIPTOR:	
Module Title: Applied Research in Human and Organizational Learning 1A	
Module Code	E7021RH
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week per one semester
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 1
Purpose	
The purpose of this module is to provide students with knowledge and skills of the art and science of conducting original and ethical academic research in the Human Sciences field for Organisational Development.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills of human science research to various contexts within learning and development for improved workforce enhancement.	
Specific Learning Outcomes	
On completion of this module, students would be expected to be able to:	
1. assess and apply various educational research paradigms. 2. formulate viable educational research problems. 3. review literature related to research problems. 4. design appropriate methodologies to their research studies 5. apply ethical principles of doing research studies. 6. prepare research reports and theses.	

Module Content

Organizational research aims to identify/organize/ the knowledge management processes (knowledge Creation, Distribution, Interpretation, Implementation), availability of organizational learning capabilities – within organisations; Developing ability to conduct critical literature reviews, Applying ethical principles/standards to human research Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

Student Assessment Strategies

The course will be assessed through formative assessment tasks (continuous assessment), which will make up 50% of the final mark, and a summative assessment – 50% of the final mark. The continuous assessment will include the follows:

- 20% individual assignment on theoretical perspectives of Organisational Learning and Development;
- 20% group/syndicate work
- 10% class presentation;

To pass the course, a student must obtain a minimum of 50% as final mark.

PART B: MODULE DESCRIPTOR:	
Module Title: Supporting Learning at the Workplace	
Module Code	E7011SW
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week per one semester
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 1
Module Purpose	
The purpose of this module is to equip students with knowledge and skills to support learning at workplaces for efficient and effective work environment.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills to interventions aimed at supporting learning and development for employees and organizations as learning entities.	
Specific Learning Outcomes	
On completion of this module, students would be expected to be able to: 1. Analyse learning support models for efficient and effective learning environment 2. Assess various support learning strategies and use them to create a learning culture for employees and organisations, 3. Apply technological tools that enhance learning and development programmes and incentives; 4. Develop a workplace learning support model for sustainable learning culture 5. Evaluate learning and development supporting mechanisms for a shared learning culture.	

Module Content

Supporting Learning at the Workplace (Strategies, programmes, incentives.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% individual assignment;
- 20% group/syndicate work;
- 10% class presentation;
- 50% from summative assessment.

To pass this course, the student must obtain a minimum of 50% in the continuous assessment mark.

PART B: MODULE DESCRIPTOR:	
Module Title: Managing Learning projects and partnerships	
Module Code	E7021MP
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week per one semester
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 1
Module Purpose	
The purpose of this module is to equip students with knowledge and skills on models for evaluating partnering, preparing for partnering, selecting a partner, implementing, and maintaining a partnering relationship.	
Overarching Learning Outcome	
Students will be able to manage learning and development projects to enhance organizational effectiveness through workplace learning and development.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Develop better practices for managing behaviour within organisations to improve performance; 2. Assess the benefits, risks and cost associated with project partnering. 3. Apply the five-phase project partnering process model. 4. Determine if partnering is the best approach for organisational project. 5. Develop a process for selecting the appropriate project partner. Plan and manage the alignment process for a partnering relationship in a Learning and Development.	

Module Content

Managing Learning projects and partnerships: Introduction to the partnering process for capital projects; Costs & Benefits of Partnering: Partnering results (cost, schedule, safety and quality impacts) based on Construction Industry Institute (CII) research efforts; Benefits to owners, contractors and shared benefits; Cost of partnering: Key success factors in all partnering relationships

The Partnering Model: the five-phase partnering model; Owner internal alignment; Partner selection; Strategic relationship alignment; Project alignment process; Work process alignment.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% individual assignment;

- 20% group/syndicate work;
- 10% class presentation;
- 50% from summative assessment.

PART B: MODULE DESCRIPTOR:	
Module Title: Applied Research in Human and Organizational Learning 1B	
Module Code	E7012RM
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week per one semester
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 2
Purpose	
The purpose of this module is to raise students' perception levels for new business ideas and opportunities for raising resources to bring those ideas to fruition.	
Overarching Learning Outcome	
Students will be able to produce students who will, through innovation, start successful new businesses.	
Specific Learning Outcomes	
On completing the module students would be expected to be able to: 1. Identify new opportunities for innovation as well as product and service development; 2. Conduct research on new and ideas generated learning and development, 3. Illustrate the dialogical approach of analysis regarding organizational based research. 4. Apply all the dimensions of innovation; 5. Apply business process innovations; 6. Appraise ethical issues in innovation, learning and development.	

Module Content

Research and development, evaluation research and action research): exploring the dimensions of innovation, innovation process, practice based research idea generation, formulate problem statements, for conducting practice based research for products and service development, product improvement and generating new paradigm innovation and improving organizational knowledge, applying procedures of implementation and diffusion of new ideas and innovations, research for increasing organizational competitiveness and sustainability.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

To pass the course, a student must obtain a minimum of 50% as final mark.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% individual assignment;
- 20% group/syndicate work;
- 10% class presentation;
- 50% from summative assessment.

PART B: MODULE DESCRIPTOR:	
Module Title: Knowledge Management in Organisations	
Module Code	E7022KM
NQF Level	10
Notional Hours	240
Contact hours	4 hours per week per one semester
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 2
Module Purpose	
The purpose of this module is to equip students with knowledge and skills on knowledge management in learning organizations for effective service delivery.	
Overarching Learning Outcome	
Students will be able to apply knowledge management techniques to learning and development contexts.	
Specific Learning Outcomes	
On completing the module students should be able to:	
1. Analyze the evolution of organizational development; 2. Apply the concepts and tools of knowledge management in organizations; 3. Evaluate the many processes of knowledge management and the implications for knowledge utilization in an organization; 4. Evaluate/Appraise organizational knowledge management systems with the view to update and improve practice ? 5. Apply complex theories and practice of knowledge and intellectual capital management; 6. Apply theories to a wide range of scenarios; 7. Formulate action plans for knowledge intensive organisations; 8. Distinguish aspects of industrial era management that may be inappropriate for knowledge intensive organisations and provide alternatives; 9. Formulate a framework for thinking about knowledge intensive organisations; 10. Create a knowledge management plan to leverage opportunities to create, capture, represent and share knowledge within an organization.	

Module Content

Knowledge Management in Customer and Market Analysis b) Knowledge Management in Internet Search Engine Optimization c) Knowledge Management in Data Analytics and Business Impact d) Knowledge Management in Innovation and technological advancements (Knowledge Evolution; Knowledge available in the right place at the right time to be utilized for informed decisions; product/service development and to improve efficiency by reducing the need to rediscover knowledge).

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% individual assignment;
- 20% group/syndicate work;
- 10% class presentation;
- 50% from summative assessment.

PART B: MODULE DESCRIPTOR:	
Module Title: Changing Perspectives of Organisational Learning	
Module Code	E7022CP
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week per one semester
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 2
Module Purpose	
The purpose of this module is to equip students with the knowledge and skills on the changing perspectives within learning organizations.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills to learning organizations for effective learning frameworks.	
Specific Learning Outcomes	
On completion of this module students should expected to be able to:	
1. Analyse the application of the theories and perspectives concerning managing change and organization development in the context of human service organizations, community settings and large and small systems. 2. Evaluate the role of the internal and external environment in driving or restraining change and OD, as well as the importance of the political, cultural and technological contexts. 3. Diagnose the need for organizational change and OD interventions. 4. Formulate the strategies and tactics for organizational change and OD interventions. 5. Assess the dynamics and issues in implementing and executing a change strategy or an OD intervention 6. Infer the rationale for employees to resist change and learn techniques for overcoming resistance to change. 7. Design techniques for evaluating the effectiveness of change and organization development. 8. Relate the nature and challenges of developing learning and high reliability organizations that maximize the ability of the organization to effectively adapt to and cope with change and turbulent environments. 9. Evaluate the challenges for Organization development specialists and change agents at different levels of, and in different relationships to, the agency or human service organization. 10. Apply principles of managing change and organization development to human service organizations and social systems at all levels of practice.	

- External moderation of final summative assessments – examination and/or case study

Module content

Trends and future of knowledge for organizational learning and development; new theories, frameworks, tools, methods and managing organisations to managing the increasing levels of complexity within their organizations and in society at large; Knowledge networks and learning communities; The New World of Tangible and Intangible knowledge/products/ and the global markets.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

PART B: MODULE DESCRIPTOR:	
Module Title: Leadership and Organisational Behaviour	
Module Code	E7012LB
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 2
Module Purpose	
The purpose of this module is to equip students with knowledge and skills to analyze the role of leadership as a part of organizations and organizational behavior, with special focus on management, personality, motivation, communication, conflict, and change.	
Overarching Learning Outcome	
Students will be able to apply leadership and organisational behavior knowledge and skills to various learning and development contexts.	
Specific Learning Outcomes	
On completion of this module, students would be expected to be able to: 1. Assess the strategic organisational behaviour lenses; 2. Evaluate the elements of strategic organisational behaviour; 3. Design strategic use of human capital; 4. Adopt a strategic approach to use of organisational factors; 5. Analyse productivity of individuals and groups; 6. Defend use of behavioural science in explaining organisational behaviour; 7. Evaluate the impact of organisational behaviour on performance; 8. Appraise ethical issues in leadership and organisational behaviour. 9. Outline and compare organizational structures and designs, including boundary-less organizations and lean organizations 10. Consider the ethical issues surrounding social responsibilities and business decision within an organization	

is shown below: 20% individual assignment; 20% group/syndicate work; 10% class presentation; 50% from summative assessment.

To pass this course, the student must obtain a minimum of 50% in the continuous assessment mark.

Module Content

Strategic organisational behaviour lenses: Application of knowledge about how people, individuals, and groups act in organizations; the value of leadership. It does this by taking a system approach. The meaning of leadership; Leadership philosophy and style; Leadership theories; Leadership in action; Leading for the future; Contemporary leadership; Ethical issues in leadership; Effective leadership; Theoretical framework of organisational behaviour, basic elements of strategic organisational behaviour, the strategic organisational behaviour lens, strategic use of human capital, strategic approach to organisational factors, individual factors, interpersonal factors, organisational success, productivity of individuals and groups, satisfaction of individuals and groups, managerial skills and activities, behavioural science disciplines and organisational behaviour, foundations of strategic organisational behaviour, importance of organisational behaviour, common features of organisations, experiencing strategic organisational behaviour, human capital and competitive advantage, human capital as source of competitive advantage, overall potential, availability of skilled labour, positive organisational behaviour, high-involvement management, and the power of human capital. Review of contributions of original organisational behaviour strategy. Ethical issues in organisational behaviour.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% individual assignment;
- 20% group/syndicate work;
- 10% class presentation;
- 50% from summative assessment.

To pass this course, the student must obtain a minimum of 50% in the continuous assessment mark.

PART B: MODULE DESCRIPTOR:	
Module Title: Dissertation (EdD in Organizational Learning and Development)	
Module Code	E7013DD
NQF Level	10
Notional Hours	2400
Contact hours	None
Additional learning requirements	None
NQF Credits	240
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1/2
Module Purpose	
This course is designed to broaden students' understanding of scientific principles in Organisational learning and Development and its applications through extensive literature review and practical demonstration while carrying out original independent research. Students will be able to design, develop, conduct and manage major research projects independently, as well as document and present the results. Students are expected to make a unique contribution to the existing body of knowledge in Organizational Learning and Development.	
Overarching Learning Outcome	
Produce and present a comprehensive research thesis in accordance with the requirements of the University of Namibia.	
Specific Learning Outcomes	
Upon completing this course student will, through assessment activities, show evidence of their ability to: 1. Apply knowledge and skills to develop and present a comprehensive research proposal and concomitant research plan; 2. Conduct independent research to internationally recognized standards by implementing a chosen research method, collecting, analysing, interpreting and evaluating quantitative and/or qualitative data; 3. Apply highly specialised, authoritative knowledge in the field of study/area of specialisation, and the ability to apply that knowledge to the solution of problems in a world of related systems; 4. Produce a thesis which represents an original contribution to the body of knowledge in the field of study/area of specialisation; 5. Communicate research findings in a professional and effective way, catering for a wide range of specialist and non-specialist audiences; 6. Provide leadership in the area of research and scientific writing.	

Module Content

Core elements of the course include the support of academic skills such as:

Literature survey: Comprehensive literature survey of studies and recent development in area of study (majority in the last five years with a few longer where necessary). Here, chronological presentation of thoughts will be encouraged. This is essential towards development and submission of logical research proposal. Students shall be encouraged to access both paper-based and online databases, abstracts and articles relevant to the proposed research title.

Development of research title: The outcome of the literature survey will inform the student under the guidance of the supervisor of the need to amend (if necessary) the title of research based on findings, intended scope of work and relevance of the research to the society, scientific, technological and industrial development. Ability to transform the conceptualised research idea into a proposal through proposal writing process in a coherent and chronological manner forms the basis of this learning stage.

Implementation of the acceptable and approved research proposal (methodology/experimental process): At this stage, the student will implement the proposal through the stated methodology/experimental process. Here, the student will demonstrate the ability to conduct independent research work under the guidance of a supervisor.

Data presentation, interpretation and discussion: Skills and ability to apply relevant statistical analysis for data presentation and sound scientific and technical interpretation and discussion of the results will be displayed.

Presentation skills: Students' written, and oral presentation skills will be revealed. Here, ability to summarise a report e.g. writing of abstract, conclusion etc. will be revealed.

Knowledge of the student in preparing research outcomes for scientific communication (draft manuscript, PowerPoint presentation will be accessed.

Writing and submission of thesis for assessment: The compilation of all the different sections of the research work into coherent chapters in the form of a thesis.

Ethical procedures: Students will be required to adhere to all ethical requirements of research work and processes during the course of study. Issue of plagiarism will be reiterated.

Formal presentation of thesis: Students are expected to successfully present their theses following the Rules for Postgraduate Studies.

Learning and Teaching Strategies/Activities

The EdD programme applies the following methods of facilitated learning:

- Students will initiate and present a comprehensive research proposal and concomitant research plan, illustrating the concept and scope of the student's individual research project;
- Students will attend regular research seminars until approval of the research proposal;
- Students conduct independent research and are guided through regular contact sessions using all available means during which study planning, progress, and other relevant topics are discussed;
- Students present work-in-progress on a regular basis in a professional way;
- Students are encouraged to gain international experience by doing research in a foreign context;
- Students are encouraged to participate in local, regional and international seminars, workshops and conferences;
- Students are encouraged to present their final research at a local, regional or international conference, workshop, symposium, etc.

Student Assessment Strategies

The Dissertation will be assessed in accordance with the University rule for studies at postgraduate level.

Year one for full-time (Years one and two for part-time)

- Submission and presentation of a comprehensive research proposal and concomitant research plan for approval after six months (by the end of the first year in case of part-time students);
- Presentation and approval of first work-in progress by end of year one (end of the second year in case of part-time students) by the Department.
- Pursue and obtain ethical clearance (if applicable to the study).
- Submission of the yearly progress report.

Year two for full-time (Years three and four for part-time)

- Presentation and approval of second work-in progress after six months (by the end of the third year in case of part-time students);
- Presentation and approval of third work-in progress by the end of year two (by the end of the fourth year in case of part-time students);

Year three for full-time (Years five and six for part-time)

- Presentation and approval of fourth work-in progress after six months (by the end of the fifth year in case of part-time students);
- Submission and assessment of final research thesis;
- Presentation and defence of research thesis end of year three (by the end of the sixth year in case of part-time students);
- Correction and final binding (archiving) of research thesis.

Students who fail pre-assessments will receive an extension of six months (one-year in case of part-time students) for as may be recommended by the supervisor.

The Thesis represents the entire body of work to be assessed. Students will be required to defend the thesis and must pass the oral examination. For determining the final mark of any thesis for the degree, account shall be taken of the recommendation(s) from all the examiners.

Final result will only be released after correction and submission of the thesis.

D.5.2 DOCTOR OF PHILOSOPHY IN EDUCATION (HIGHER EDUCATION STUDIES) 91DPEH

D.5.2.1 PURPOSE

The purpose of the Doctor of this qualification is to provide candidates with a theoretical, research-based approach to learning and teaching in the field of higher education. It aims to specialize in a specific subject or add unique findings to a body of existing literature. PhD candidates conduct original research in the hopes of driving change in their field or inspiring others to make change based on their work. Through these programmes, students tend to focus on getting published in well-respected journals, presenting at national conferences, and learning how to teach future educators.

In addition, it is designed with the aim of inspiring scholar-practitioners in education, including those in public or private schools, community development learning centres, government agencies, professional associations, and other education-related settings.

D.5.2.2 ADMISSION REQUIREMENTS

To be eligible for this PhD programme (choose as applicable), the candidate must have completed a master's degree at NQF level 9 or equivalent in a relevant discipline from a recognised higher education institution, with an average of at least 60%. Applicants with foreign qualifications must submit a certificate of evaluation from the Namibia Qualifications Authority (NQA).

Along with the application, candidates need to submit a detailed research proposal highlighting their proposed area of research, objectives, methodology and a review of existing literature. The research proposal will be evaluated for relevance, novelty, feasibility and availability of a supervisor. As per Section B. 3.3. of the Higher Degrees Policy Procedures, Rules and Regulations, the Department reviews the submitted concept note and identifies potential supervisor(s) and recommends the applicant for admission through the Admission and Examination Board, considering the applicant's fulfilment of the minimum admission requirements, availability of supervisors and space.

D.5.2.3 ADDITIONAL SELECTION CRITERIA

Based on space availability, the final selection for qualifying candidates may be based on additional criteria such as equity considerations or high score/percentage obtained in the Master's qualification.

D.5.2.4 ARTICULATION OPTIONS

N/A as this is the highest qualification in this field of study.

D.5.2.5 ASSESSMENT CRITERIA

Assessment will be done based on examination the thesis/dissertation as per the University's Higher Degrees Policy, Rules, and Regulations. Candidates are expected to secure a minimum of 50% marks in their thesis/dissertation work. In addition to the dissertation, candidates must appear for a Viva Voce (oral examination) conducted by a panel of examiners. Passing the Viva Voce is a mandatory requirement for the successful completion of the PhD programme.

D.5.2.6 QUALITY ASSURANCE ARRANGEMENTS

This programme shall be reviewed after every 5 years or earlier as may be required. The programme shall be submitted to NQA for the NQF registration. The programme shall be submitted to NCHE for accreditation. The quality assurance of student supervision and examination of theses/dissertations will be done in line with the University's Higher Degrees Policy, Rules, and Regulations.

D.5.2.7 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL / PROGRAMME

As per Section C.1.4 of the University's Higher Degrees Policy, Rules, and Regulations, all students enrolled for higher degrees shall be required to register every year for the duration of the specific programme, unless approval has been granted for an academic break in studies. Furthermore, as per Section M.15 of the University's Higher Degrees Policy, Rules, and Regulations, students who have exceeded their prescribed number of years shall not be allowed to continue with their studies unless they apply and are approved for re-admission (ANNEX 19B).

D.5.2.8 ADVANCEMENT AND PROGRESSION RULES

As per Section D.2.3 of the University's Higher Degrees Policy, Rules, and Regulations, the main supervisor has the responsibility of ensuring that their students make progress in their studies. Where there are challenges affecting the student's research progress, these shall be communicated to the relevant leadership structures within the Faculty and could be escalated to the Centre for Research Services: Postgraduate Research Support Services Unit through the Head of the Department and Faculty Postgraduate Coordinator. Each supervisor and the student are expected to submit progress reports as per the Annex 3A (for students) and Annex 3B (for supervisors).

D.5.2.9 REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 360 credits, and and who have met all other relevant UNAM requirements.

D.5.2.10 CAREER OPPORTUNITIES

The graduates from this programme will be qualified as:

- Researchers
- Education Officers in Higher Education,
- Quality Assurance Coordinators
- Higher Education officers
- Chief education officers of HE
- Consultants in the HE context
- Lecturers
- Academic developers,
- Library services (subject librarians)
- Trainers
- Open and Distance Learning Centers
- Higher Education Curriculum Developers
- Quality Assurance officers
- Instructors in Vocational Education Centres, and
- Other further training institutions that cater for youth and adult learners.

D.5.2.11 IMPLEMENTATION STRATEGY

This programme will be implemented in the phased in approach. Students currently registered in the existing programme will be allowed to continue and complete their studies in the old curriculum. New students will be enrolled in the new programme.

D.5.2.12 CURRICULUM FRAMEWORK

Summary Table for all Modules in the Programme

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
U6989LA	Academic Literacy for Postgraduate Students	8	16 (non-contributing)	4 hours per week	N/A	C
E7013HD	Dissertation	10	360	As per the arrangements with the supervisor(s)	N/A	C

D.5.2.13 MODULE DESCRIPTOR

Module Title: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6989LA
NQF Level	8
Notional Hours	160
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	16 non-contributing credits
Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2 Students can take the module either in the 1st or 2nd semester, but they cannot do more than one registration in one year.
Module Purpose The intended purpose of the proposed module, "Academic Literacy for Postgraduate Students," is specifically to cater for the academic literacy requirements specific to postgraduate students. The core objective of this module is to empower students with advanced skills in academic discourse that are indispensable for a wide array of academic endeavours.	
Overarching Learning Outcomes This module is designed to enable students to proficiently employ advanced academic writing, reading, listening, and speaking skills crucial for diverse academic endeavours.	
Specific Learning Outcomes By the end of this module, students should be able to: 1. Employ effective digital academic research methods in scholarly inquiry. 2. Apply specialized academic vocabulary and conventions with precision in both spoken and written contexts. 3. Adhere to ethical academic conduct in all scholarly activities. 4. Synthesize ideas from diverse sources in a manner that is both appropriate and effective. 5. Interpret research data derived from tables and figures effectively. 6. Apply critical reading and text analysis skills to enhance comprehension. 7. Integrate academic rhetoric and style adeptly when presenting ideas from different perspectives. 8. Construct expository, persuasive, and argumentative academic texts. 9. Apply AI tools effectively for academic purposes. 10. Integrate AI tools into academic writing tasks in accordance with university policies and guidelines. 11. Acknowledge sources within the context of their university studies.	

Module Content

The module will cover the following:

Effective Digital Academic Research Methods: Introduction to advanced digital research methods; Conducting scholarly inquiries using digital databases, academic journals, and online repositories; Evaluating the credibility and reliability of digital sources.

Specialized Academic Vocabulary and Conventions: In-depth exploration of specialized academic vocabulary; Precision in using academic conventions in both spoken and written communication; Practical exercises and activities to reinforce vocabulary acquisition.

Ethical Academic Conduct: Understanding and practicing ethical guidelines in scholarly activities; Discussion on plagiarism, proper citation, and academic integrity; Case studies and scenarios emphasizing ethical decision-making.

Synthesis of Ideas from Diverse Sources: Techniques for synthesizing information from various academic sources; Application of synthesis skills to create cohesive and well-structured academic content; Collaborative exercises to promote diverse perspectives.

Interpretation of Research Data: Developing skills in interpreting data presented in tables and figures; Understanding graphical representation of research findings; Hands-on exercises for data interpretation and analysis.

Critical Reading and Text Analysis: Strategies for critical reading and analysis of scholarly texts; Identifying and evaluating arguments, assumptions, and evidence; Application of critical reading skills to enhance comprehension.

Integration of Academic Rhetoric and Style: Exploring academic rhetoric and stylistic elements in writing; Integrating varied perspectives while maintaining academic style; Peer review sessions focusing on rhetorical effectiveness.

Construction of Academic Texts: Crafting expository, persuasive, and argumentative academic texts; Structuring academic papers according to genre and purpose; Peer workshops for constructive feedback on text construction.

Effective Use of AI Tools: Introduction to AI tools for academic purposes; Practical applications of AI in research and writing; Hands-on sessions for using AI tools effectively.

Integration of AI Tools According to Policies: Understanding university policies and guidelines for AI tool usage; Applying AI tools in academic writing tasks within established frameworks; Compliance with ethical and legal considerations in AI tool integration.

Source Acknowledgment in University Studies: Importance of proper source acknowledgment in academic writing; Practical guidance on citing sources in various academic contexts; Citation styles and formatting for different disciplines.

Learning and teaching strategies

The module will employ the following instructional methods: blended learning, hybrid instruction, written assignments, in-class and online discussions, and presentations.

Student assessment strategies

100% Continuous assessment (1 test and 1 assignment, 1 academic presentation, 1 text analysis)

PART B: MODULE DESCRIPTOR:	
Module Title: Dissertation (PhD in Education Higher Education Studies)	
Module Code	E7013HD
NQF Level	10
Notional Hours	3600
Contact hours	None
Additional learning requirements	None
NQF Credits	360
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1/2
Module Purpose	
The purpose of the is to broaden students' understanding of scientific principles in Computer Science and its applications through extensive literature review and practical demonstration while carrying out original independent research. Students will be able to design, develop, conduct and manage major research projects independently, as well as document and present the results. Students are expected to make a unique contribution to the existing body of knowledge in Computer Science.	
Overarching Learning Outcome	
Students will be able to produce and present a comprehensive research thesis in accordance with the requirements of the University of Namibia.	
Specific Learning Outcomes	
On completing the module students should be able to: • Develop and present a comprehensive research proposal and concomitant research plan; • Conduct independent research to internationally recognized standards by implementing a chosen research method, collecting, analysing, interpreting and evaluating quantitative and/or qualitative data; • Demonstrate highly specialised, authoritative knowledge in the field of study/area of specialisation, and the ability to apply that knowledge to the solution of problems in a world of related systems; • Produce a thesis which represents an original contribution to the body of knowledge in the field of study/area of specialisation; • Communicate research findings in a professional and effective way, catering for a wide range of specialist and non-specialist audiences; • Provide leadership in the area of research and scientific writing.	

Module Content

Core elements of the course include the support of academic skills such as:

Literature survey: Comprehensive literature survey of studies and recent development in area of study (majorly in the last five years with a few longer where necessary). Here, chronological presentation of thoughts will be encouraged. This is essential towards development and submission of logical research proposal. Students shall be encouraged to access both paper-based and online databases, abstracts and articles relevant to the proposed research title. Development of research title: The outcome of the literature survey will inform the student under the guidance of the supervisor of the need to amend (if necessary) the title of research based on findings, intended scope of work and relevance of the research to the society, scientific, technological and industrial development. Ability to transform the conceptualised research idea into a proposal through proposal writing process in a coherent and chronological manner forms the basis of this learning stage. Implementation of the acceptable and approved research proposal (methodology/experimental process): At this stage, the student will implement the proposal through the stated methodology/experimental process. Here, the student will demonstrate the ability to conduct independent research work under the guidance of a supervisor. Data presentation, interpretation and discussion: Skills and ability to apply relevant statistical analysis for data presentation and sound scientific and technical interpretation and discussion of the results will be displayed. Presentation skills: Students' written, and oral presentation skills will be revealed. Here, ability to summarise a report e.g. writing of abstract, conclusion etc. will be revealed. Knowledge of the student in preparing research outcomes for scientific communication (draft manuscript, PowerPoint presentation will be accessed. Writing and submission of thesis for assessment: The compilation of all the different sections of the research work into coherent chapters in the form of a thesis. Ethical procedures: Students will be required to adhere to all ethical requirements of research work and processes during the course of study. Issue of plagiarism will be reiterated. Formal presentation of thesis: Students are expected to successfully present their theses following the Rules for Postgraduate Studies.

Learning and Teaching Strategies/Activities

The PhD programme applies the following methods of facilitated learning:

- Students will initiate and present a comprehensive research proposal and concomitant research plan, illustrating the concept and scope of the student's individual research project;
- Students will attend regular research seminars until approval of the research proposal;
- Students conduct independent research and are guided through regular contact sessions using all available means during which study planning, progress, and other relevant topics are discussed;
- Students present work-in-progress on a regular basis in a professional way;
- Students are encouraged to gain international experience by doing research in a foreign context;
- Students are encouraged to participate in local, regional and international seminars, workshops and conferences;
- Students are encouraged to present their final research at a local, regional or international conference, workshop, symposium, etc.

Student Assessment Strategies

The thesis will be assessed in accordance with the University rule for studies at postgraduate level.

Year one for full-time (Years one and two for part-time)

- Submission and presentation of a comprehensive research proposal and concomitant research plan for approval after six months (by the end of the first year in case of part-time students);
- Presentation and approval of first work-in progress by end of year one (end of the second year in case of part-time students) by the Department.
- Pursue and obtain ethical clearance (if applicable to the study).
- Submission of the yearly progress report.

Year two for full-time (Years three and four for part-time)

- Presentation and approval of second work-in progress after six months (by the end of the third year in case of part-time students);
- Presentation and approval of third work-in progress by the end of year two (by the end of the fourth year in case of part-time students);

Year three for full-time (Years five and six for part-time)

- Presentation and approval of fourth work-in progress after six months (by the end of the fifth year in case of part-time students);
- Submission and assessment of final research thesis;
- Presentation and defence of research thesis end of year three (by the end of the sixth year in case of part-time students);
- Correction and final binding (archiving) of research thesis.

Students who fail pre-assessments will receive an extension of six months (one-year in case of part-time students) for as may be recommended by the supervisor.

The Thesis represents the entire body of work to be assessed. Students will be required to defend the thesis and must pass the oral examination. For determining the final mark of any thesis for the degree, account shall be taken of the recommendation(s) from all the examiners. Final result will only be released after correction and submission of the thesis.

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
YEAR 1 SEMESTER 1						
U6989LA	Academic Literacy for Post-Graduate Students	10	NCB	4 hours/week	None	Compulsory
E7011TL	Organisational Theory and Learning	10	24	4 hours/week	None	Compulsory
E7021RH	Applied Research in Human and Organizational Learning 1A	10	12	2 hours/week	None	Compulsory
E7011SW	Supporting Learning at the Workplace	10	12	2 hours/week	None	Compulsory
E7021MP	Managing Learning Projects and Partnerships	10	12	2 hours/week	None	Compulsory
Total Credits Semester 1						60
YEAR 1 SEMESTER 2						
E7012RM	Applied Research in Human and Organizational Learning 1B	10	12	2 hours/week	None	Compulsory
E7022KM	Knowledge Management in Organisations	10	24	2 hours/week	None	Compulsory
E7022CP	Changing perspectives of Organisational Learning	10	12	2 hours/week	None	Compulsory
E7012LB	Leadership and Organisational Behaviour	10	12	2 hours/week	None	Compulsory
Total Credits Semester 2						60
Total credits YEAR 1						120
Year 2 Semesters 1 & 2; Year 3 Semester 1 & 2						
E7013DD	Dissertation	10	240	As per the arrangements with the supervisor(s)	E7012RM/ E7021RH	240
Total Credits Years 1, 2 & 3						360

PART B: MODULE DESCRIPTOR:	
Module Title: Organisational Theory and Learning	
Module Code	E7011TL
NQF Level	10
Notional Hours	240
Contact hours	4 hours per week per one semester
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 1
Module Purpose	
The purpose of this module is to equip students with knowledge and skills on the theories and models governing organisational learning and development.	
Overarching Learning Outcome	
Students will be able to apply theories and models to various learning and development issues in their organizations.	
Specific Learning Outcomes	
On completing the module students should be able to: 7. Apply theoretical models to learning and development interventions, 8. Critique learning and development discourses that underpin organisational learning and development. 9. Evaluate learning and development context to transform learning in the organisation. 10. Analyse the basics of organisational theory and learning in the African context. 11. Produce a learning journal for employees in the organisation. 12. Relate theories and models to various learning contexts.	

Module Content

Theoretical models to learning and development interventions: Selected theoretical perspectives/ discourses of organisational theory and its underpinning issues of learning, improving labour efficiency contributing to the overall understanding of human development of increasing productivity. Learning and development context to transform learning in the organisation.

Learning and Teaching Strategies/Activities

This module will be presented using: Interactive lectures (face-to-face and online), case studies, online tutorials, individual and group assignments, class presentations, etc.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% from individual assignment;
- 10% from group/syndicate work;
- 20% completed journal article;
- 50% from summative assessment.

To pass this course, the student must obtain a minimum of 50% in the continuous assessment mark.

MODULE TITLE: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6989LA
NQF Level	8
Notional Hours	160
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	16 non-contributing credits
Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2 Students can take the module either in the 1st or 2nd semester, but they cannot do more than one registration in one year.
Module Purpose	
The intended purpose of the proposed module, "Academic Literacy for Postgraduate Students," is specifically to cater for the academic literacy requirements specific to postgraduate students. The core objective of this module is to empower students with advanced skills in academic discourse that are indispensable for a wide array of academic endeavours.	
Overarching Learning Outcomes	
This module is designed to enable students to proficiently employ advanced academic writing, reading, listening, and speaking skills crucial for diverse academic endeavours.	
Specific Learning Outcomes	
By the end of this module, students should be able to:	
1. Employ effective digital academic research methods in scholarly inquiry. 2. Apply specialized academic vocabulary and conventions with precision in both spoken and written contexts. 3. Adhere to ethical academic conduct in all scholarly activities. 4. Synthesize ideas from diverse sources in a manner that is both appropriate and effective. 5. Interpret research data derived from tables and figures effectively. 6. Apply critical reading and text analysis skills to enhance comprehension. 7. Integrate academic rhetoric and style adeptly when presenting ideas from different perspectives. 8. Construct expository, persuasive, and argumentative academic texts. 9. Apply AI tools effectively for academic purposes. 10. Integrate AI tools into academic writing tasks in accordance with university policies and guidelines. 11. Acknowledge sources within the context of their university studies.	

Module Content

The module will cover the following:

Effective Digital Academic Research Methods: Introduction to advanced digital research methods; Conducting scholarly inquiries using digital databases, academic journals, and online repositories; Evaluating the credibility and reliability of digital sources.

Specialized Academic Vocabulary and Conventions: In-depth exploration of specialized academic vocabulary; Precision in using academic conventions in both spoken and written communication; Practical exercises and activities to reinforce vocabulary acquisition.

Ethical Academic Conduct: Understanding and practicing ethical guidelines in scholarly activities; Discussion on plagiarism, proper citation, and academic integrity; Case studies and scenarios emphasizing ethical decision-making.

Synthesis of Ideas from Diverse Sources: Techniques for synthesizing information from various academic sources; Application of synthesis skills to create cohesive and well-structured academic content; Collaborative exercises to promote diverse perspectives.

Interpretation of Research Data: Developing skills in interpreting data presented in tables and figures; Understanding graphical representation of research findings; Hands-on exercises for data interpretation and analysis.

Critical Reading and Text Analysis: Strategies for critical reading and analysis of scholarly texts; Identifying and evaluating arguments, assumptions, and evidence; Application of critical reading skills to enhance comprehension.

Integration of Academic Rhetoric and Style: Exploring academic rhetoric and stylistic elements in writing; Integrating varied perspectives while maintaining academic style; Peer review sessions focusing on rhetorical effectiveness.

Construction of Academic Texts: Crafting expository, persuasive, and argumentative academic texts; Structuring academic papers according to genre and purpose; Peer workshops for constructive feedback on text construction.

Effective Use of AI Tools: Introduction to AI tools for academic purposes; Practical applications of AI in research and writing; Hands-on sessions for using AI tools effectively.

Integration of AI Tools According to Policies: Understanding university policies and guidelines for AI tool usage; Applying AI tools in academic writing tasks within established frameworks; Compliance with ethical and legal considerations in AI tool integration.

Source Acknowledgment in University Studies: Importance of proper source acknowledgment in academic writing; Practical guidance on citing sources in various academic contexts; Citation styles and formatting for different disciplines.

Learning and teaching strategies

The module will employ the following instructional methods: blended learning, hybrid instruction, written assignments, in-class and online discussions, and presentations.

Student assessment strategies

100% Continuous assessment (1 test and 1 assignment, 1 academic presentation, 1 text analysis)

PART B: MODULE DESCRIPTOR:	
Module Title: Applied Research in Human and Organizational Learning 1A	
Module Code	E7021RH
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week per one semester
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 1
Purpose	
The purpose of this module is to provide students with knowledge and skills of the art and science of conducting original and ethical academic research in the Human Sciences field for Organisational Development.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills of human science research to various contexts within learning and development for improved workforce enhancement.	
Specific Learning Outcomes	
On completion of this module, students would be expected to be able to:	
1. assess and apply various educational research paradigms. 2. formulate viable educational research problems. 3. review literature related to research problems. 4. design appropriate methodologies to their research studies 5. apply ethical principles of doing research studies. 6. prepare research reports and theses.	

Module Content

Organizational research aims to identify/organize/ the knowledge management processes (knowledge Creation, Distribution, Interpretation, Implementation), availability of organizational learning capabilities – within organisations; Developing ability to conduct critical literature reviews, Applying ethical principles/standards to human research

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

Student Assessment Strategies

The course will be assessed through formative assessment tasks (continuous assessment), which will make up 50% of the final mark, and a summative assessment – 50% of the final mark. The continuous assessment will include the follows:

- 20% individual assignment on theoretical perspectives of Organisational Learning and Development;

- 20% group/syndicate work
- 10% class presentation;

To pass the course, a student must obtain a minimum of 50% as final mark.

PART B: MODULE DESCRIPTOR:	
Module Title: Supporting Learning at the Workplace	
Module Code	E7011SW
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week per one semester
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 1
Module Purpose	
The purpose of this module is to equip students with knowledge and skills to support learning at workplaces for efficient and effective work environment.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills to interventions aimed at supporting learning and development for employees and organizations as learning entities.	
Specific Learning Outcomes	
On completion of this module, students would be expected to be able to: 1. Analyse learning support models for efficient and effective learning environment 2. Assess various support learning strategies and use them to create a learning culture for employees and organisations, 3. Apply technological tools that enhance learning and development programmes and incentives; 4. Develop a workplace learning support model for sustainable learning culture Evaluate learning and development supporting mechanisms for a shared learning culture.	

Module Content

Supporting Learning at the Workplace (Strategies, programmes, incentives)

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% individual assignment;
- 20% group/syndicate work;
- 10% class presentation;
- 50% from summative assessment.

To pass this course, the student must obtain a minimum of 50% in the continuous assessment mark.

PART B: MODULE DESCRIPTOR:	
Module Title: Managing Learning projects and partnerships	
Module Code	E7021MP
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week per one semester
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None

Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 1
Module Purpose	
The purpose of this module is to equip students with knowledge and skills on models for evaluating partnering, preparing for partnering, selecting a partner, implementing, and maintaining a partnering relationship.	
Overarching Learning Outcome	
Students will be able to manage learning and development projects to enhance organizational effectiveness through workplace learning and development.	
Specific Learning Outcomes	
On completing the module students should be able to: 1. Develop better practices for managing behaviour within organisations to improve performance; 2. Assess the benefits, risks and cost associated with project partnering. 3. Apply the five-phase project partnering process model. 4. Determine if partnering is the best approach for organisational project. 5. Develop a process for selecting the appropriate project partner. 6. Plan and manage the alignment process for a partnering relationship in a learning and Development.	

Module Content

Managing Learning projects and partnerships: Introduction to the partnering process for capital projects; Costs & Benefits of Partnering; Partnering results (cost, schedule, safety and quality impacts) based on Construction Industry Institute (CII) research efforts; Benefits to owners, contractors and shared benefits; Cost of partnering; Key success factors in all partnering relationships

The Partnering Model: the five-phase partnering model; Owner internal alignment; Partner selection; Strategic relationship alignment; Project alignment process; Work process alignment

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% individual assignment;
- 20% group/syndicate work;
- 10% class presentation;
- 50% from summative assessment.

PART B: MODULE DESCRIPTOR:	
Module Title: Applied Research in Human and Organizational Learning 1B	
Module Code	E7012RM
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week per one semester
Additional learning requirements	None
NQF Credits	12
(Co-requisites)	None
Prerequisite	
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 2
Purpose	
The purpose of this module is to raise students' perception levels for new business ideas and opportunities for raising resources to bring those ideas to fruition.	
Overarching Learning Outcome	
Students will be able to produce students who will, through innovation, start successful new businesses.	
Specific Learning Outcomes	
On completing the module students would be expected to be able to: 1. Identify new opportunities for innovation as well as product and service development; 2. Conduct research on new and ideas generated learning and development, 3. Illustrate the dialogical approach of analysis regarding organizational based research.	

- | |
|---|
| <ol style="list-style-type: none">4. Apply all the dimensions of innovation;5. Apply business process innovations;6. Appraise ethical issues in innovation, learning and development. |
|---|

Module Content

Research and development, evaluation research and action research): exploring the dimensions of innovation, innovation process, practice based research idea generation, formulate problem statements, for conducting practice based research for products and service development, product improvement and generating new paradigm innovation and improving organizational knowledge, applying procedures of implementation and diffusion of new ideas and innovations, research for increasing organizational competitiveness and sustainability.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

To pass the course, a student must obtain a minimum of 50% as final mark.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% individual assignment;
- 20% group/syndicate work;
- 10% class presentation;
- 50% from summative assessment.

PART B: MODULE DESCRIPTOR:	
Module Title: Knowledge Management in Organisations	
Module Code	E7022KM
NQF Level	10
Notional Hours	240
Contact hours	4 hours per week per one semester
Additional learning requirements	None
NQF Credits	24
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 2
Module Purpose	
The purpose of this module is to equip students with knowledge and skills on knowledge management in learning organizations for effective service delivery.	
Overarching Learning Outcome	
Students will be able to apply knowledge management techniques to learning and development contexts.	
Specific Learning Outcomes	
On completing the module students should be able to:	
1. Analyze the evolution of organizational development; 2. Apply the concepts and tools of knowledge management in organizations; 3. Evaluate the many processes of knowledge management and the implications for knowledge utilization in an organization; 4. Evaluate/Appraise organizational knowledge management systems with the view to update and improve practice ? 5. Apply complex theories and practice of knowledge and intellectual capital management; 6. Apply theories to a wide range of scenarios; 7. Formulate action plans for knowledge intensive organisations; 8. Distinguish aspects of industrial era management that may be inappropriate for knowledge intensive organisations and provide alternatives; 9. Formulate a framework for thinking about knowledge intensive organisations; 10. Create a knowledge management plan to leverage opportunities to create, capture, represent and share knowledge within an organization.	

Module Content

Knowledge Management in Customer and Market Analysis b) Knowledge Management in Internet Search Engine Optimization c) Knowledge Management in Data Analytics and Business Impact d) Knowledge Management in Innovation and technological advancements (Knowledge Evolution; Knowledge available in the right place at the right time to be utilized for informed decisions; product/service development and to improve efficiency by reducing the need to rediscover knowledge).

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% individual assignment;
- 20% group/syndicate work;
- 10% class presentation;
- 50% from summative assessment.

PART B: MODULE DESCRIPTOR:	
Module Title: Changing Perspectives of Organisational Learning	
Module Code	E7022CP
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week per one semester
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 2
Module Purpose	
The purpose of this module is to equip students with the knowledge and skills on the changing perspectives within learning organizations.	
Overarching Learning Outcome	
Students will be able to apply knowledge and skills to learning organizations for effective learning frameworks.	
Specific Learning Outcomes	
On completion of this module students should expected to be able to:	
1. Analyse the application of the theories and perspectives concerning managing change and organization development in the context of human service organizations, community settings and large and small systems. 2. Evaluate the role of the internal and external environment in driving or restraining change and OD, as well as the importance of the political, cultural and technological contexts. 3. Diagnose the need for organizational change and OD interventions. 4. Formulate the strategies and tactics for organizational change and OD interventions. 5. Assess the dynamics and issues in implementing and executing a change strategy or an OD intervention 6. Infer the rationale for employees to resist change and learn techniques for overcoming resistance to change. 7. Design techniques for evaluating the effectiveness of change and organization development. 8. Relate the nature and challenges of developing learning and high reliability organizations that maximize the ability of the organization to effectively adapt to and cope with change and turbulent environments. 9. Evaluate the challenges for Organization development specialists and change agents at different levels of, and in different relationships to, the agency or human service organization. 10. Apply principles of managing change and organization development to human service organizations and social systems at all levels of practice.	

Module content

Trends and future of knowledge for organizational learning and development; new theories, frameworks, tools, methods and managing organisations to managing the increasing levels of complexity within their organizations and in society at large; Knowledge networks and learning communities; The New World of Tangible and Intangible knowledge/products/ and the global markets.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities: Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below: 20% individual assignment; 20% group/syndicate work; 10% class presentation; 50% from summative assessment. To pass this course, the student must obtain a minimum of 50% in the continuous assessment mark.

PART B: MODULE DESCRIPTOR:	
Module Title: Leadership and Organisational Behaviour	
Module Code	E7012LB
NQF Level	10
Notional Hours	120
Contact hours	2 hours per week
Additional learning requirements	None
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	Year 1, Semester 2
Module Purpose	
The purpose of this module is to equip students with knowledge and skills to analyze the role of leadership as a part of organizations and organizational behavior, with special focus on management, personality, motivation, communication, conflict, and change.	
Overarching Learning Outcome	
Students will be able to apply leadership and organisational behavior knowledge and skills to various learning and development contexts.	
Specific Learning Outcomes	
On completion of this module, students would be expected to be able to: 1. Assess the strategic organisational behaviour lenses; 2. Evaluate the elements of strategic organisational behaviour; 3. Design strategic use of human capital; 4. Adopt a strategic approach to use of organisational factors; 5. Analyse productivity of individuals and groups; 6. Defend use of behavioural science in explaining organisational behaviour; 7. Evaluate the impact of organisational behaviour on performance; 8. Appraise ethical issues in leadership and organisational behaviour. 9. Outline and compare organizational structures and designs, including boundary-less organizations and lean organizations 10. Consider the ethical issues surrounding social responsibilities and business decision within an organization	

Module Content

Strategic organisational behaviour lenses: Application of knowledge about how people, individuals, and groups act in organizations; the value of leadership. It does this by taking a system approach. The meaning of leadership; Leadership philosophy and style; Leadership theories; Leadership in action; Leading for the future; Contemporary leadership; Ethical issues in leadership; Effective leadership; Theoretical framework of organisational behaviour, basic elements of strategic organisational behaviour, the strategic organisational behaviour lens, strategic use of human capital, strategic approach to organisational factors, individual factors, interpersonal factors, organisational success, productivity of individuals and groups, satisfaction of individuals and groups, managerial skills and activities, behavioural science disciplines and organisational behaviour, foundations of strategic organisational behaviour, importance of organisational behaviour, common features of organisations, experiencing strategic organisational behaviour, human capital and competitive advantage, human capital as source of competitive advantage, overall potential, availability of skilled labour, positive organisational behaviour, high-involvement management, and the power of human capital. Review of contributions of original organisational behaviour strategy. Ethical issues in organisational behaviour.

Learning and Teaching Strategies/Activities

The course will be facilitated through the following learning activities:

Interactive face-to-face and online lectures, interactive tutorials, projects, group/syndicate assignments, guest lecturers from industry, debates, and seminars.

Student Assessment Strategies

The course will be assessed through continuous (formative) and summative assessments; and the distribution of marks is shown below:

- 20% individual assignment;
- 20% group/syndicate work;
- 10% class presentation;
- 50% from summative assessment.

To pass this course, the student must obtain a minimum of 50% in the continuous assessment mark.

PART B: MODULE DESCRIPTOR:	
Module Title: Dissertation (EdD in Organizational Learning and Development)	
Module Code	E7013DD
NQF Level	10
Notional Hours	2400
Contact hours	None
Additional learning requirements	None
NQF Credits	240
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1/2
Module Purpose	
This course is designed to broaden students' understanding of scientific principles in Organisational learning and Development and its applications through extensive literature review and practical demonstration while carrying out original independent research. Students will be able to design, develop, conduct and manage major research projects independently, as well as document and present the results. Students are expected to make a unique contribution to the existing body of knowledge in Organizational Learning and Development.	
Overarching Learning Outcome	
Produce and present a comprehensive research thesis in accordance with the requirements of the University of Namibia.	
Specific Learning Outcomes	
Upon completing this course student will, through assessment activities, show evidence of their ability to: 1. Apply knowledge and skills to develop and present a comprehensive research proposal and concomitant research plan; 2. Conduct independent research to internationally recognized standards by implementing a chosen research method, collecting, analysing, interpreting and evaluating quantitative and/or qualitative data; 3. Apply highly specialised, authoritative knowledge in the field of study/area of specialisation, and the ability to apply that knowledge to the solution of problems in a world of related systems; 4. Produce a thesis which represents an original contribution to the body of knowledge in the field of study/area of specialisation; 5. Communicate research findings in a professional and effective way, catering for a wide range of specialist and non-specialist audiences; 6. Provide leadership in the area of research and scientific writing.	

Module Content

Core elements of the course include the support of academic skills such as:

Literature survey: Comprehensive literature survey of studies and recent development in area of study (majorly in the last five years with a few longer where necessary). Here, chronological presentation of thoughts will be encouraged. This is essential towards development and submission of logical research proposal. Students shall be encouraged to access both paper-based and online databases, abstracts and articles relevant to the proposed research title. Development of research title: The outcome of the literature survey will inform the student under the guidance of the supervisor of the need to amend (if necessary) the title of research based on findings, intended scope of work and relevance of the research to the society, scientific, technological and industrial development. Ability to transform the conceptualised research idea into a proposal through proposal writing process in a coherent and chronological manner forms the basis of this learning stage. Implementation of the acceptable and approved research proposal (methodology/experimental process): At this stage, the student will implement the proposal through the stated methodology/experimental process. Here, the student will demonstrate the ability to conduct independent research work under the guidance of a supervisor. Data presentation, interpretation and discussion: Skills and ability to apply relevant statistical analysis for data presentation and sound scientific and technical interpretation and discussion of the results will be displayed. Presentation skills: Students' written, and oral presentation skills will be revealed. Here, ability to summarise a report e.g. writing of abstract, conclusion etc. will be revealed. Knowledge of the student in preparing research outcomes for scientific communication (draft manuscript, PowerPoint presentation will be accessed. Writing and submission of thesis for assessment: The compilation of all the different sections of the research work into coherent chapters in the form of a thesis. Ethical procedures: Students will be required to adhere to all ethical requirements of research work and processes during the course of study. Issue of plagiarism will be reiterated. Formal presentation of thesis: Students are expected to successfully present their theses following the Rules for Postgraduate Studies.

Learning and Teaching Strategies/Activities

The EdD programme applies the following methods of facilitated learning:

- Students will initiate and present a comprehensive research proposal and concomitant research plan, illustrating the concept and scope of the student's individual research project;
- Students will attend regular research seminars until approval of the research proposal;

- Students conduct independent research and are guided through regular contact sessions using all available means during which study planning, progress, and other relevant topics are discussed;
- Students present work-in-progress on a regular basis in a professional way;
- Students are encouraged to gain international experience by doing research in a foreign context;
- Students are encouraged to participate in local, regional and international seminars, workshops and conferences;
- Students are encouraged to present their final research at a local, regional or international conference, workshop, symposium, etc.

Student Assessment Strategies

The Dissertation will be assessed in accordance with the University rule for studies at postgraduate level.

Year one for full-time (Years one and two for part-time)

- Submission and presentation of a comprehensive research proposal and concomitant research plan for approval after six months (by the end of the first year in case of part-time students);
- Presentation and approval of first work-in progress by end of year one (end of the second year in case of part-time students) by the Department.
- Pursue and obtain ethical clearance (if applicable to the study).
- Submission of the yearly progress report.

Year two for full-time (Years three and four for part-time)

- Presentation and approval of second work-in progress after six months (by the end of the third year in case of part-time students);
- Presentation and approval of third work-in progress by the end of year two (by the end of the fourth year in case of part-time students);

Year three for full-time (Years five and six for part-time)

- Presentation and approval of fourth work-in progress after six months (by the end of the fifth year in case of part-time students);
- Submission and assessment of final research thesis;
- Presentation and defence of research thesis end of year three (by the end of the sixth year in case of part-time students);
- Correction and final binding (archiving) of research thesis.

Students who fail pre-assessments will receive an extension of six months (one-year in case of part-time students) for as may be recommended by the supervisor.

The Thesis represents the entire body of work to be assessed. Students will be required to defend the thesis and must pass the oral examination. For determining the final mark of any thesis for the degree, account shall be taken of the recommendation(s) from all the examiners. Final result will only be released after correction and submission of the thesis.

D.5.2.14 DOCTOR OF PHILOSOPHY IN EDUCATION (ORGANISATIONAL LEARNING AND DEVELOPMENT) 91DPLD

PURPOSE

The Doctor of Philosophy (PhD) in Education (Organisational Learning and Development) programme is a research-based (by dissertation only) programme designed to prepare students for higher level roles and responsibilities in university and cooperate environments that require high level research in the area of organisational learning, employee development. It focuses on organisational issues such as strategic change, individual, group and organisational learning processes, whole organisational development as well as global and international issues in relation to the organisation.

The programme will expand students' knowledge and expertise in the field of Human and Organisational Learning and related fields. The PhD will develop skilled and competent individuals with the ability to conceptualise, develop and conduct applied research in the field of Organisational Learning and Development (e.g. Human Resource Development Studies; Human Systems and Change Management Studies; Learning Resource and Processes;). The programme builds on previously acquired theoretical and practical knowledge at NQF level 9 and enable students to become responsible stewards of the discipline and culture of lifelong learning. Graduates with PhD in Organizational learning and Development will seek careers in organisations and institutions responsible to examine individual and group roles in influencing change as well as processes in organisations; and help develop and implement effective change solutions.

ADMISSION REQUIREMENTS

To be eligible for this PhD programme, the candidate must have completed a master's degree at NQF level 9 or equivalent in a relevant discipline from a recognised higher education institution, with an average of at least 60%. Applicants with foreign qualifications must submit a certificate of evaluation from the Namibia Qualifications Authority (NQA).

Along with the application, candidates need to submit a detailed research proposal highlighting their proposed area of research, objectives, methodology and a review of existing literature. The research proposal will be evaluated for relevance, novelty, feasibility and availability of a supervisor. As per Section B. 3.3. of the Higher Degrees Policy Procedures, Rules and Regulations, the Department reviews the submitted concept note and identifies potential supervisor(s) and recommends the applicant for admission through the Admission and Examination Board, considering the applicant's fulfilment of the minimum admission requirements, availability of supervisors and space.

ADDITIONAL SELECTION CRITERIA

Based on space availability, the final selection for qualifying candidates may be based on additional criteria such as equity considerations or high score/percentage obtained in the Master's for PhD qualification.

ARTICULATION OPTIONS

N/A as this is the highest qualification in this field of study.

ASSESSMENT CRITERIA

Assessment will be done based on examination the thesis/dissertation as per the University's Higher Degrees Policy, Rules, and Regulations. Candidates are expected to secure a minimum of 50% marks in their thesis/dissertation work.

In addition to the thesis/dissertation, candidates must appear for a Viva Voce (oral examination) conducted by a panel of examiners. Passing the Viva Voce is a mandatory requirement for the successful completion of the PhD programme.

QUALITY ASSURANCE ARRANGEMENTS

This programme shall be reviewed after every 5 years or earlier as may be required. The programme shall be submitted to NQA for the NQF registration. The programme shall be submitted to NCHE for accreditation. The quality assurance of student supervision and examination of theses/dissertations will be done in line with the University's Higher Degrees Policy, Rules, and Regulations.

MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL / PROGRAMME

As per Section C.1.4 of the University's Higher Degrees Policy, Rules, and Regulations, all students enrolled for higher degrees shall be required to register every year for the duration of the specific programme, unless approval has been granted for an academic break in studies. Furthermore, as per Section M.15 of the University's Higher Degrees Policy, Rules, and Regulations, students who have exceeded their prescribed number of years shall not be allowed to continue with their studies unless they apply and are approved for re-admission (ANNEX 19B).

ADVANCEMENT AND PROGRESSION RULES

As per Section D.2.3 of the University's Higher Degrees Policy, Rules, and Regulations, the main supervisor has the responsibility of ensuring that their students make progress in their studies. Where there are challenges affecting the student's research progress, these shall be communicated to the relevant leadership structures within the Faculty and could be escalated to the Centre for Research Services: Postgraduate Research Support Services Unit through the Head of the Department and Faculty Postgraduate Coordinator. Each supervisor and the student are expected to submit progress reports as per the Annex 3A (for students) and Annex 3B (for supervisors).

REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of 360 credits, and and who have met all other relevant UNAM requirements.

CAREER OPPORTUNITIES

Graduates of the PhD programme will be able to work as university academics, or as consultants, senior managers and researchers in both the public and private sectors.

IMPLEMENTATION STRATEGY

This programme will be implemented in the phased in approach. Students currently registered in the existing programme will be allowed to continue and complete their studies in the old curriculum. New students will be enrolled in the new programme.

CURRICULUM FRAMEWORK

Summary Table for all Modules in the Doctor of Philosophy in Education (Organisational Learning and Development) Programme

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
U6989LA	Academic Literacy for Postgraduate Students	8	16 (non-contributing)	4 hours per week	N/A	C
E7013HD	Dissertation	10	360	As per the arrangements with the supervisor(s)	N/A	C

PART B: MODULE DESCRIPTOR:	
Module Title: Dissertation (Organizational Learning and Development)	
Module Code	E7013HD
NQF Level	10
Notional Hours	3600
Contact hours	
Additional learning requirements	None
NQF Credits	36
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1/2
Module Purpose	
The purpose for this module is to broaden students' understanding of scientific principles in Organisational Learning and Development and its applications through extensive literature review and practical demonstration while carrying out original independent research. Students will be able to design, develop, conduct and manage major research projects independently, as well as document and present the results. Students are expected to make a unique contribution to the existing body of knowledge in Organisational Learning and Development.	
Overarching Learning Outcome	
Students will be able to produce and present a comprehensive dissertation in accordance with the requirements of the University of Namibia.	
Specific Learning Outcomes	
Upon completing this course student will, through assessment activities, show evidence of their ability to: • Develop and present a comprehensive research proposal and concomitant research plan; • Conduct independent research to internationally recognized standards by implementing a chosen research method, collecting, analysing, interpreting and evaluating quantitative and/or qualitative data; • Apply specialised, authoritative knowledge in the field of study/area of specialisation, and the ability to apply that knowledge to the solution of problems in a world of related systems; • Produce a thesis which represents an original contribution to the body of knowledge in the field of study/area of specialisation; • Communicate research findings in a professional and effective way, catering for a wide range of specialist and non-specialist audiences; • Provide leadership in the area of research and scientific writing.	

Module Content

Core elements of the course include the support of academic skills such as:

Literature survey: Comprehensive literature survey of studies and recent development in area of study (majorly in the last five years with a few longer where necessary). Here, chronological presentation of thoughts will be encouraged. This is essential towards development and submission of logical research proposal. Students shall be encouraged to access both paper-based and online databases, abstracts and articles relevant to the proposed research title. Development of research title: The outcome of the literature survey will inform the student under the guidance of the supervisor of the need to amend (if necessary) the title of research based on findings, intended scope of work and relevance of the research to the society, scientific, technological and industrial development. Ability to transform the conceptualised research idea into a proposal through proposal writing process in a coherent and chronological manner forms the basis of this learning stage. Implementation of the acceptable and approved research proposal (methodology/experimental process): At this stage, the student will implement the proposal through the stated methodology/experimental process. Here, the student will demonstrate the ability to conduct independent research work under the guidance of a supervisor. Data presentation, interpretation and discussion: Skills and ability to apply relevant statistical analysis for data presentation and sound scientific and technical interpretation and discussion of the results will be displayed. Presentation skills: Students' written, and oral presentation skills will be revealed. Here, ability to summarise a report e.g. writing of abstract, conclusion etc. will be revealed. Knowledge of the student in preparing research outcomes for scientific communication (draft manuscript, PowerPoint presentation will be accessed. Writing and submission of thesis for assessment: The compilation of all the different sections of the research work into coherent chapters in the form of a thesis. Ethical procedures: Students will be required to adhere to all ethical requirements of research work and processes during the course of study. Issue of plagiarism will be reiterated. Formal presentation of thesis: Students are expected to successfully present their theses following the Rules for Postgraduate Studies.

Learning and Teaching Strategies/Activities

The PhD programme applies the following methods of facilitated learning:

- Students will initiate and present a comprehensive research proposal and concomitant research plan, illustrating the concept and scope of the student's individual research project;
- Students will attend regular research seminars until approval of the research proposal;
- Students conduct independent research and are guided through regular contact sessions using all available means during which study planning, progress, and other relevant topics are discussed;
- Students present work-in-progress on a regular basis in a professional way;
- Students are encouraged to gain international experience by doing research in a foreign context;
- Students are encouraged to participate in local, regional and international seminars, workshops and conferences;
- Students are encouraged to present their final research at a local, regional or international conference, workshop, symposium, etc.
-

Student Assessment Strategies

The thesis will be assessed in accordance with the University rule for studies at postgraduate level.

Year one for full-time (Years one and two for part-time)

- Submission and presentation of a comprehensive research proposal and concomitant research plan for approval after six months (by the end of the first year in case of part-time students);
- Presentation and approval of first work-in progress by end of year one (end of the second year in case of part-time students) by the Department.
- Pursue and obtain ethical clearance (if applicable to the study).
- Submission of the yearly progress report.

Year two for full-time (Years three and four for part-time)

- Presentation and approval of second work-in progress after six months (by the end of the third year in case of part-time students);
- Presentation and approval of third work-in progress by the end of year two (by the end of the fourth year in case of part-time students);

Year three for full-time (Years five and six for part-time)

- Presentation and approval of fourth work-in progress after six months (by the end of the fifth year in case of part-time students);
- Submission and assessment of final research thesis;
- Presentation and defence of research thesis end of year three (by the end of the sixth year in case of part-time students);
- Correction and final binding (archiving) of research thesis.

Students who fail pre-assessments will receive an extension of six months (one-year in case of part-time students) for as may be recommended by the supervisor.

The Thesis represents the entire body of work to be assessed. Students will be required to defend the thesis and must pass the oral examination. For determining the final mark of any thesis for the degree, account shall be taken of the recommendation(s) from all the examiners.

Final result will only be released after correction and submission of the thesis.

PART B: MODULE DESCRIPTOR

Module Title: ACADEMIC LITERACY FOR POST-GRADUATE STUDENTS	
Module Code	U6989LA
NQF Level	8
Notional Hours	160
Contact Hours	4 hours per week
Additional Learning Requirement	N/A
NQF Credits	16 non-contributing credits
Prerequisite	none
Compulsory/Elective	Compulsory
Semester Offered	1 or 2 Students can take the module either in the 1st or 2nd semester, but they cannot do more than one registration in one year.
Module Purpose The intended purpose of the proposed module, "Academic Literacy for Postgraduate Students," is specifically to cater for the academic literacy requirements specific to postgraduate students. The core objective of this module is to empower students with advanced skills in academic discourse that are indispensable for a wide array of academic endeavours.	
Overarching Learning Outcomes This module is designed to enable students to proficiently employ advanced academic writing, reading, listening, and speaking skills crucial for diverse academic endeavours.	
Specific Learning Outcomes By the end of this module, students should be able to: 34. Employ effective digital academic research methods in scholarly inquiry. 35. Apply specialized academic vocabulary and conventions with precision in both spoken and written contexts. 36. Adhere to ethical academic conduct in all scholarly activities. 37. Synthesize ideas from diverse sources in a manner that is both appropriate and effective. 38. Interpret research data derived from tables and figures effectively. 39. Apply critical reading and text analysis skills to enhance comprehension. 40. Integrate academic rhetoric and style adeptly when presenting ideas from different perspectives. 41. Construct expository, persuasive, and argumentative academic texts. 42. Apply AI tools effectively for academic purposes. 43. Integrate AI tools into academic writing tasks in accordance with university policies and guidelines. 44. Acknowledge sources within the context of their university studies.	

Module Content

The module will cover the following:

Effective Digital Academic Research Methods: Introduction to advanced digital research methods; Conducting scholarly inquiries using digital databases, academic journals, and online repositories; Evaluating the credibility and reliability of digital sources.

Specialized Academic Vocabulary and Conventions: In-depth exploration of specialized academic vocabulary; Precision in using academic conventions in both spoken and written communication; Practical exercises and activities to reinforce vocabulary acquisition.

Ethical Academic Conduct: Understanding and practicing ethical guidelines in scholarly activities; Discussion on plagiarism, proper citation, and academic integrity; Case studies and scenarios emphasizing ethical decision-making.

Synthesis of Ideas from Diverse Sources: Techniques for synthesizing information from various academic sources; Application of synthesis skills to create cohesive and well-structured academic content; Collaborative exercises to promote diverse perspectives.

Interpretation of Research Data: Developing skills in interpreting data presented in tables and figures; Understanding graphical representation of research findings; Hands-on exercises for data interpretation and analysis.

Critical Reading and Text Analysis: Strategies for critical reading and analysis of scholarly texts; Identifying and evaluating arguments, assumptions, and evidence; Application of critical reading skills to enhance comprehension.

Integration of Academic Rhetoric and Style: Exploring academic rhetoric and stylistic elements in writing; Integrating varied perspectives while maintaining academic style; Peer review sessions focusing on rhetorical effectiveness.

Construction of Academic Texts: Crafting expository, persuasive, and argumentative academic texts; Structuring academic papers according to genre and purpose; Peer workshops for constructive feedback on text construction.

Effective Use of AI Tools: Introduction to AI tools for academic purposes; Practical applications of AI in research and writing; Hands-on sessions for using AI tools effectively.

Integration of AI Tools According to Policies: Understanding university policies and guidelines for AI tool usage; Applying AI tools in academic writing tasks within established frameworks; Compliance with ethical and legal considerations in AI tool integration.

Source Acknowledgment in University Studies: Importance of proper source acknowledgment in academic writing; Practical guidance on citing sources in various academic contexts; Citation styles and formatting for different disciplines.

Learning and teaching strategies

The module will employ the following instructional methods: blended learning, hybrid instruction, written assignments, in-class and online discussions, and presentations.

Student assessment strategies

100% Continuous assessment (1 test and 1 assignment, 1 academic presentation, 1 text analysis)

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 (EEPS 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 them to enable 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.