FACULTY OF EDUCATION & HUMAN SCIENCES

School of Education

Prospectus 2025

UNAM

FACULTY OF EDUCATION AND HUMAN SCIENCES

2025

SCHOOL

OF

EDUCATION

PROSPECTUS

NOTE

This Prospectus is valid for 2025 only. Regulations and curricula for 2025 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 2025.

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 2025 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 priory 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

2025 ACADEMIC YEAR

SEMESTER 1

9 January	University opens
21 January	Academic staff resume office duties
27 January	Lectures commence for CORE SEMESTER – New Curriculum Students (Until 1 March)
17 February	Lectures commence for FIRST SEMESTER – Old Curriculum Students (Until 15 May)
03 March	Lectures commence for FIRST SEMESTER – New Curriculum and Readiness Programme Students (Until 6 June)
17 April	FIRST SEMESTER BREAK commences for students (Until 22 April)
23 April	Lectures resume after the FIRST SEMESTER BREAK
21 May	Lectures end for FIRST SEMESTER – Old Curriculum Students
27 May	Institutional Holiday
02 June	First Opportunity Examinations commence – Old Curriculum Students (Until 18 June)
06 June	Lectures end for FIRST SEMESTER – New Curriculum Students
9 June	First Opportunity Examinations commence – New Curriculum Students (Until 25 June)
18 June	First Opportunity Examinations end – Old Curriculum Students
23 June	Second Opportunity Examinations commence – Old Curriculum Students (Until 04 July)
25 June	First Opportunity Examinations end – New Curriculum Students
27 June	Second Opportunity Examinations commence – New Curriculum Students (Until 9 July)
04 July	Second Opportunity Examinations end – Old Curriculum Students
09 July	Second Opportunity Examinations end – New Curriculum Students
11 July	End of FIRST SEMESTER
14 – 18 July	MID-YEAR BREAK

SEMESTER 2

21 July	Lectures commence for SECOND SEMESTER – Old and New Curriculum Students (Until 18 October)
25 August	SECOND SEMESTER BREAK for students commences (Until 29 August)
25 August	Vacation School commences for distance students (Until 29 August)
01 September	Lectures resume after SECOND SEMESTER BREAK
17 October	Lectures end for SECOND SEMESTER – All Students
22 October	First Opportunity Examinations commence – Old Curriculum Students (Until 10 November)
10 November	First Opportunity Examinations end – New Curriculum, Old Curriculum and Readiness Programme Students
12 November	Second Opportunity Examinations commence – New Curriculum, Old Curriculum and Readiness Programme Students (Until 25 November)
25 November	Second Opportunity Examinations end – New Curriculum, Old Curriculum and Readiness Programme Students
05 December	End of SECOND SEMESTER
12 December	End of ACADEMIC YEAR
08 January	University opens for the 2026 academic year
20 January	Academic staff resumes office duty for the 2026 academic year

DUE DATES FOR 2025 ACADEMIC YEAR

(i)   GENERAL

DATE	GENERAL DATES
24 January	Last day to apply to write the promotional examination
24 January	Last day to approve promotional examinations applications by Schools
03 February	Last day to apply for re-mark for second semester and year modules.
07 February	Last day for approval of module(s) and qualification changes – New Curriculum Students
14 February	Last day for application of module(s) exemptions – New Curriculum Students
23 February	Last day for approval of module(s) exemptions – New Curriculum Students
14 March	Last day for approval of module(s) and qualification changes – Senior Students
28 March	Last day for approval of module(s) exemptions – Senior Students
28 March	Last day for application of module(s) exemptions – Senior Students
28 April	Last day to change offering types
31 October	Last date to submit thesis for the April 2026 graduation

(ii)   CANCELLATIONS

DATE	CANCELLATION DUE DATES
28 April	Last day to cancel FIRST SEMESTER MODULES – All students.
29 September	Last day to cancel second semester and year modules – All Students

(iii)   FINANCE

DATE	FINANCE DUE DATES
31 January	Last day to cancel core semester modules with 100% credit – New curriculum students
14 February	Last day to cancel core semester modules with 50% credit – New curriculum students
21 February	Last day to cancel core semester modules – New curriculum students
21 February	Last day to cancel Semester 1 and year modules with 100% credit – Old curriculum students
14 March	Last day to cancel first semester and year modules with 100% credit – New curriculum students
14 March	Last day to cancel first semester modules with 50% credit – Old curriculum students
14 April	Last day to cancel first semester and year modules with 50% credit – New curriculum students
28 April	Last day to cancel FIRST SEMESTER MODULES – All students.
07 July	Last day to cancel year modules with 50% credit – All students
11 August	Last day to cancel second semester with 100% credit – All students
01 September	Last day to cancel second semester with 50% credit – All students
29 September	Last day to cancel second semester and year modules – All Students

SCHOOL OF EDUCATION PERSONNEL

OFFICIALS AND ADMINISTRATIVE PERSONNEL

Executive Dean (Khomasdal Campus):	*Dr A. Mosimane*
Associate Dean (Khomasdal Campus):	*Dr. J. Nyambe*
Director (Katima Mulilo Campus)	*Prof. B. Kangumu - late*
Director (Rundu Campus)	*Dr. H.Miranda*
Director (*Hifikupunye Pohamba Campus*)	*Dr. J. Sheehama*
Head of Academic Affairs (Katima Mulilo Campus)	Dr. C Chata
Head of Academic Affairs (Rundu Campus)	Dr. M. Shihako
Head of Academic Affairs (Hifikepunye Pohamba Campus)	Prof. S. Iipinge
Head of Academic Affairs (Southern Campus)	Ms. R. Namukwambi
Faculty Manager	Ms J. Joseph
Faculty Officer:	Ms. A. Felix (Hifikupunye Pohamba Campus)
Faculty Officer:	*Mr. R. Gomachab (Khomasdal Campus)*
Assistant Faculty Officer:	*Mr. S. O. Shakaalela (Main Campus)*
Assistant Faculty Officer:	Ms. H. Iitula (Main Campus)
Assistant Faculty Officer:	Ms N.R.K. Kamwi (Rundu Campus)
Assistant Faculty Officer:	Mr I. Mumdumbu (Rundu Campus)
Assistant Faculty Officer:	Ms F.N. Kalwenya (Hifikupunye Pohamba Campus)
Assistant Faculty Officer:	Ms N. Hauwanga (Hifikupunye Pohamba Campus)
Assistant Faculty Officer:	Ms. N.R. Chata (Katima Mulilo Campus)
Assistant Faculty Officer:	Mr. H Hishongwa (Southern Campus)
Examination Officer:	Ms. E. Hasheela (Main Campus)
Examination Officer:	Ms. P. Ndjamba (Rundu Campus)
Examination Officer:	Mr. B. Sheehama (Hifikupunye Pohamba Campus)
Examination Officer:	Mr. J. Tischer (Katima Mulilo Campus)
Examination Officer:	Ms. E. Mwilima (Khomasdal Campus)
Examination Officer:	Mr. T. Roos (Southern Campus)
Heads of Departments:	See "Academic Personnel"
Teaching Practice/In-Service Co-ordinator:	Mr. N. Gaoseb
Secretary	Ms. S. Somses
Principal Technologist/Co-ordinator ETRC:	Dr. R. Kamerika
Media Lab Technologist:	,Vacant
Science Laboratory technician:	Ms. K. Kapikara
Postgraduate Coordinator	Ms. N. Mutenda

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

The Faculty Officer
Faculty of Education
Khomasdal Campus
University of Namibia
Private Bag 13301, Windhoek

Tel :   (061) 206 7338
E-mail: rgomachab@unam.na

OR

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

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

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

ACADEMIC PERSONNEL

DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING

HEAD OF DEPARTMENT:

Dr. S.P. Shihomeka (Accredited Chartered Public Relations Practitioner (CPRP)-PRISA; PhD Media and Communication- Erasmus university Rotterdam, MBA-General Management- SA, B.ED (Secondary), ICDL

PROFESSOR:

Vacant

Associate Professors
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.

Vacant
Vacant

SENIOR LECTURERS:
 Main Campus:

Dr. S.P. Shihomeka (Accredited Chartered Public Relations Practitioner (CPRP)-PRISA; PhD Media and Communication- Erasmus university Rotterdam, MBA-General Management- SA, B.ED (Secondary), ICDL

Dr. M. 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(TeacherTraining 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.

Mr. Erkkie Haipinge: MA – Education and Globalisation; Postgraduate Diploma in Higher Education; Higher Education Diploma (Secondary)

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

Vacant

Oshakati Campus:

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

LECTURERS:
Main Campus:

Dr. M. 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. F. I. Kavetuna (Commonwealth Executive Master of Business Administration (CEMBA), Med (AE), B.Ed. (AE), Dipl. AE).

Ms. H. 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

Vacant

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

COORDINATORS:

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

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)

PROFESSOR: Vacant

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 f the Western Cape,)

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)

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 Iipinge, PhD, Curriculum, Instruction and Assessment Studies (UNAM), Master of Science in Curriculum and Instruction, (Iowa State University,USA), Bachelor of Arts in Secondary Education, (Wartburg College, USA), Bachelor of Laws - LLB,(UNAM).

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.U. Kandjeo- Marenga, PhD in Science Education. University of the Western Cape (SA); M.Ed in Science Education, University of OHIO (USA); E.Ed (Hon), University of Namibia; HED (Postgraduate in Diploma in Education) University of Namibia; B.Sc., University of Namibia.

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. C. Villet (PhD in Education (Instructional Leadership/Curriculum Studies; M.Ed in Secondary Education, Ohio University, USA)

Dr. J. Hengari, Doctor of Philosophy in Education, University of Cape Town, South Africa; Advanced Postgraduate Diploma in Clinical Child Neuropsychology, University of Jyvaskyla, 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.

Hifikepunye Pohamba Campus:

Dr. A. P Amushigamo, Philosophize Doctorate in Education Leadership and Management: University of Johsnnesburg, South Africa, Masters Degree in Education Leadership and Management:: Rhodes University, South Africa, Bachelor Honors Degree in Education Leadership and Management: Rhodes University, South Africa, Post Diploma in ICT in Education, University of Cape Town, South Africa, Postgraduate Diploma in African Languages: University of Namibia, Namibia, Competency Certificate in Research: Rhodes University South Africa, Higher Education Teacher Training Certificate: Umea University, Sweden

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

Dr R. Shanyanana Amaambo

Dr 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).

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, North West 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, Cerificate 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 Jyvaskyla, Finland Masters of Education (Educational Leadership and Management) University of Jyvaskyla, 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

Mr. 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 inn 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. R.N. Vaida Master of Science in Applied Mathematics Maharaja Sayaji Rao University

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

Katima Mulilo Campus::

Ms. A. Enghono (M. Science ED (BIOLOGY) Rhodes Univerisuty, B. Ed (Honours)-Biology & Enivronmental 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 & TechnologyObtained in 2014,Bachelor of English Honours: NUST, Bachelor of Education Degree: University of Namibia, Basic Education Teacher Diploma: Caprivi College of Educatio

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. Hamukoto
Ms M. Kayangula

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:

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Ms. N. J. Mungenga

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Dr. F. Mungongi

Ms. N.H. Kautondokwa, *Bachelor of Secondary Education from the University of Namibia; Postgraduate Diploma in Museums and Heritage Studies; and Master of Arts in Public and visual History all from the University of the Western Cape*

Mrs J.M Situnda, *Bachelor of Education from UNAM, Masters in curriculum studies from Rhodes university, Masters in in creatives proccesses from UMEA .*

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Hifikepunye Pohamba Campus:

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Katima Mulilo Campus:

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DEPARTMENT OF EARLY CHILDHOOD EDUCATION AND CARE

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STAFF DEVELOPMENT FELLOWS:

Hifikepunye Pohamba Campus:

Ms M.E.P Shikongo	B. Ed. Pre- & Lower Primary, UNAM
Ms S. M. Nepolo	B. Ed. Pre- & Lower Primary, UNAM

Katima Mulilo Campus:

Ms. M. Chuma	B. Ed. Pre- & Lower Primary, UNAM
Ms. E. Lyakuwa	B. Ed. Pre- & Lower Primary, UNAM
Mr. K. Muswalali	B. Ed. Pre- & Lower Primary, UNAM

Khomasdal Campus:

Ms. H. Mutau	B. Ed. Pre- & Lower Primary, UNAM
Ms. E. Ndatilifa	B. Ed. Pre- & Lower Primary, UNAM
Ms. S. Hoeses	B. Ed. Pre- & Lower Primary, UNAM

Southern Campus:

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

PROGRAMMES

A.   DIPLOMAS

UNDERGRADUATE DIPLOMAS:

B.   UNDERGRADUATE DEGREES

New Curriculum phased in 2023

Old curriculum phasing out

C.   POSTGRADUATE DEGREES

MASTERS PROGRAMMES

DOCTORATE PROGRAMMES

DIPLOMAS

UNDERGRADUATE DIPLOMA
A.1. DIPLOMA IN JUNIOR PRIMARY EDUCATION (INSET) (10DJPI) (PHASED OUT)

A.1.1   RATIONALE

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

A.1.2   PURPOSE

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

A.1.3   CRITERIA FOR ADMISSION

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

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

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

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

Alternatively

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

Participants should not be older than 55 years of age.

A.1.4   LANGUAGE OPTIONS

This following Language options will be available for this qualification:

Afrikaans
Ju!'hoansi
KhoeKhoegowab
Oshikwanyama
Oshindonga
Otjiherero
Rukwangali
Rumanyo
Setswana
Silosi
Thimbukushu

A.1.5   ARTICULATION OPTIONS

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

Bachelor of Education (Pre- and Lower Primary)

NB: No articulation is allowed from 2024 onwards as the programme has phased out in 2022. The year 2023 was the last year of articulation.

This qualification provides credits for the following related qualifications:

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

YEAR 3 (230 credits)					
SEMESTER 1 (111 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 4 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Language in Society	LLP3501	2 + 1hp per week	5	8	None
Inclusive Education 1	PSP3741	2 + 1hp per week	7	8	None
Arts Education 2	LAP 3721	2 + 3hp per week	7	8	Pre-requisite: LAP 3620 (Arts Education 1)
Integrated Media and Technology Education 2	CFP 3729	2 + 1hp per week	7	8	Pre-requisite CFP3622 (Integrated Media and Technology Education 1)
Physical and Health Education 2	MMP3721	2 + 3hp per week	7	8	None
Educational Research	CFP 3781	3	7	12	None
Assessment and Evaluation of Learning	CFP 3721	2 + 1hp per week	7	8	None
Religious and Moral Education	LRP 3721	2 + 1hp per week	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None
Environmental Education 3	MSP3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Numeracy and Mathematics Education3	MMP 3700	2 + 1hp per week	7	(8)	Pre-requisite MMP 3600 (Numeracy and Mathematics Education 2)
Arts Education 2	LAP3721	2 + 3hp per week	7	8	Pre-requisite LAP3620 (Arts Education 1)
Total				87	87
SEMESTER 2 (119 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 2 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Child Development	PSP3622	2 + 1hp per week	6	8	None
English for Academic Purposes	LEA3519	4	5	16	Pre-requisite LCE3419 (English for Communication and Study Skills)
English for Teachers 2	EET3609	2 + 2hp per week	6	8	Co-requisite: EET 3589 (English for Teachers 1)
Science of Teaching	CFP3769	2+1h per week	7	8	None
Project Based Learning	CFP3782	Individual consultations	7	4	Co-requisite: CFP 3781 (Educational Research)
Guidance and Counseling 1	PSP 3702	2 + 1hp per week	7	8	None
Educational Foundations 1	FMP3622	2	7	8	None

Curriculum Studies	CFP3749	2	7	8	None
Educational Management	FMP 3702	2	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None
Environmental Education 3	EMSP 3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Educational Foundations 2	FMP 3742	2	7	8	None
Numeracy and Mathematics Education3	MMP 3700	2 + 1hp per week	7	(8)	MMP 3600 Numeracy and Mathematics Education 2)
Total				119	

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

DIPLOMA IN JUNIOR PRIMARY EDUCATION (INSET)		BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY) (HONOURS)	
Course Title	Course code	Course Title	Course code
Computer Literacy	CLE 3509	Computer Literacy	CLC 3509
English For General Communication	LEE 2410	English Communication and Study Skills	LCE 3419
Contemporary Social Issues	CSI 3580	Contemporary Social Issues	CSI 3580
Integrated Media And Technology Education 2	CFP 2680	Integrated Media And Technology Education 1	CFP 3622
English Language And Literacy Education 1 and 2	LEP 2509 and LEP 2529	English Language Education 1	LEP 3522
English Language And Literacy Education 1 and 2	LEP 2509 and ELP 2529	Children's Literature 1	LLP 3521
Namibian Language And Literacy Education 1 and 2	See list of codes provided in course description section		
Namibian Language And Literacy Education 1 and 2	See list of codes provided in course description section	Namibia Language Education 1	See list of codes provided in course description section
Junior Primary Numeracy Education 1 and 2	MMP 2519 MMP 2539	Mathematics and Numeracy Development 1	MMP 3500
Integrated Arts Education	LAP 2620	Arts Education 1	LAP 3620
Physical Education	MMP 2620	Physical and Health Education 1	MMP 3620
School Based Activities 3	SBA 2680	School based Studies Phase 2	ESP 3690
Integrated Environmental Education 1	MSP 2519	Environmental Education 1	MSP 3500
Integrated Environmental Education 2	MSP 2639	Environmental Education 2	MSP 3600
English Language Proficiency (Intermediate Level)	EET 2580	English for Teachers 1	EET 3589
First Aid Education	MFA 3699	First Aid Education	MFA 3699
Project Based Learning	CFU 2680	Project Based Learning	CFP 3782

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

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

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

A.1.6 MODE OF DELIVERY

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

a) Vacation School

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

b) Self-Study

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

A.1.7 DURATION OF THE STUDY

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

A.1.8 PROFESSIONAL DEVELOPMENT ACTIVITIES

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

A.1.9 ASSESSMENT CRITERIA

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

A.1.10 REQUIREMENTS FOR QUALIFICATION AWARD

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

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

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

In addition, the following regulation will apply:

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

Maximum number of credits per year

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

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

A.1.12 ACADEMIC ADVANCEMENT RULES

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

a) END OF FIRST YEAR
Pass at least 64 credits in the first year of registration, in order to proceed to 2nd year.

b) END OF SECOND YEAR
Pass at least 128 credits in the second year of registration, in order to proceed to 3rd year.

c) END OF THIRD YEAR
Pass at least 192 credits in the third year of registration, in order to proceed to 4th year.

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

A.1.13 TEACHING-LEARNING

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

A.1.14 IMPLEMENTATION

The first year of the new Diploma was implemented in 2016 (INSET mode only). The second, third year and fourth year INSET will be implemented in 2017, 2018 and 2019 respectively. The last intake of first years will be in 2018 and the project will end in 2024.

A.1.15 PROPOSED PROGRAMME DELIVERY CYCLE

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

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

A.1.16   CURRICULUM FRAMEWORK

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

YEAR ONE

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

TOTAL YEAR ONE: 96

YEAR TWO

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

Namibian Language And Literacy Education 2	See list of codes provided in course description section	5	8	None
Integrated Arts Education	LAP 2520	5	(8)	None
Integrated Media And Technology Education 1	CFP 2590	5	(4)	None
Total Credits			42	

Total Year Two 92

YEAR 3

SEMESTER 1				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
School Based Activities 3	SBA 2580	5	(2)	None
Contemporary Social Issues	CSE 3580	5	(4)	None
English Language Proficiency (Pre-Intermediate Level)	EET 2480	4	(2)	
Namibia Language Proficiency (Pre-Intermediate Level)	See list of codes provided in course description section	4	(2)	None
Integrated Media And Technology Education 2	CFP 2690	6	(4)	Pre-requisite CFP 2590 Integrated Media And Technology Education 1
Educational Psychology for Junior Primary 2	PSP 2600	5	(8)	Co- requisite PSP 2400 Educational Psychology for Junior Primary 1
Junior Primary Numeracy Education 1	MMP 2519	5	16	Pre-requisite MMP 2409 Basic Mathematics For Junior Primary Teachers 1 and MMP 2429 Basic Mathematics For Junior Primary Teachers 2
Physical Education	MMP 2690	5	(8)	None
Total Credits			46	
SEMESTER 2				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
School Based Activities 3	SBA 2580	5	(2)	None
Contemporary Social Issues	CSE 3580	5	(4)	None
English Language Proficiency (Pre-Intermediate Level)	EET 2480	4	(2)	
Namibia Language Proficiency (Pre-Intermediate Level)	See list of codes provided in course description section	4	(2)	None
Integrated Media And Technology Education 2	CFP 2690	6	(4)	Pre-requisite CFP 2590 Integrated Media And Technology Education 1
Educational Psychology for Junior Primary 2	PSP 2600	5	(8)	Co- requisite PSP 2400 Educational Psychology for Junior Primary 1
Junior Primary Numeracy Education 2	MMP 2539	5	16	Pre-requisite MMP 2409 Basic Mathematics For Junior Primary Teachers 1 and MMP 2429 Basic Mathematics For Junior Primary Teachers 2
Physical Education	MMP 2690	5	(8)	None
Total Credits			46	

Total Year Three: 92

YEAR 4

SEMESTER 1				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
School Based Activities 4	SBA 2680	6	(4)	None

Religious And Moral Education	LRP 2409	4	8	None
Integrated Environmental Education 1	MSP 2519	5	16	None
Project Based Learning	CFU 2680	6	(4)	Co-requisite CFP 2590 Integrated Media And Technology Education 1
English Language Proficiency (Intermediate Level)	EET 2580	5	(2)	EET 2480 English Language Proficiency (Pre-Intermediate Level)
Namibia Language Proficiency (Intermediate Level)	See list of codes provided in course description section	5	(2)	Namibia Language Proficiency (Pre-Intermediate Level) See list of codes provided in course description
Literacy and Numeracy Learning Support	LSP 2690	6	(4)	None
First Aid Education	MFA 3699	6	Non-credit bearing	
Total Credits			40	
SEMESTER 2				
Course Title	Course code	NQF level	Credits	Co-/Pre-requisite
School Based Activities 4	SBA 2680	6	(4)	None
Life Skills for Junior Primary Education	PSL 2629	6	8	None
Integrated Environmental Education 2	MSP 2639	6	16	None
Project Based Learning	CFU 2680	6	(4)	Co-requisite CFP 2590 Integrated Media And Technology Education 1
English Language Proficiency (Intermediate Level)	EET 2580	5	(2)	EET 2480 English Language Proficiency (Pre-Intermediate Level)
Namibia Language Proficiency (Intermediate Level)	See list of codes provided in course description section	5	(2)	Namibia Language Proficiency (Pre-Intermediate Level)
Literacy and Numeracy Learning Support	LSP 2690	6	(4)	None
Total Credits			40	

Total Year Four: 80

Total Programme Credits 360

A.1.17   COURSE DESCRIPTORS

A.1.17.1 UNIVERSITY CORE

COURSE TITLE: ENGLISH FOR GENERAL COMMUNICATION

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

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

COURSE TITLE: COMPUTER LITERACY

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

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

COURSE TITLE: CONTEMPORARY SOCIAL ISSUES

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

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

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

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

SCHOOL OF EDUCATION COURSES

YEAR ONE

COURSE TITLE: PRE- PRIMARY EDUCATION 1

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

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

Course Title: Pre- Primary Education 2

Code:	PPP2439
NQF Level:	4
Year and Semester Offered:	Year One: Semester Two
Credits:	16

Notional Hours	160
Course Assessment:	100% Continuous assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

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

COURSE TITLE: BASIC MATHEMATICS FOR JUNIOR PRIMARY TEACHERS 1

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

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

COURSE TITLE: BASIC MATHEMATICS FOR JUNIOR PRIMARY TEACHERS 2

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

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

COURSE TITLE: INTEGRATED MEDIA EDUCATION

Code:	CFP 2480
NQF Level:	5
Year and Semester Offered:	Year One: Semester One and Two
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment
Prerequisite:	None
Compulsory/Elective	Compulsory

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

COURSE TITLE: SCHOOL BASED ACTIVITIES 1

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

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

YEAR TWO

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

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

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

COURSE TITLE: EDUCATIONAL PSYCHOLOGY FOR JUNIOR PRIMARY 1

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

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

COURSE TITLE: FOUNDATIONS OF JUNIOR PRIMARY EDUCATION

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

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

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

COURSE TITLE: ENGLISH LANGUAGE AND LITERACY EDUCATION 1

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

Course Aim

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

COURSE TITLE: NAMIBIAN LANGUAGE AND LITERACY EDUCATION 1

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

Course Aim

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

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

ENGLISH LANGUAGE AND LITERACY EDUCATION 2

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

Course Aim

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

COURSE TITLE: NAMIBIAN LANGUAGE AND LITERACY EDUCATION 2

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

Course Aim

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

LIST OF NAMIBIAN LANGUAGE CODES	
Afrikaans Language And Literacy Education 2	LAP 2529
Ju!'hoansi Language And Literacy Education 2	LJP 2529

Khoekhoegwab Language And Literacy Education 2	LKP 2529
Oshikwanyama Language And Literacy Education 2	LWP 2529
Oshidonga Language And Literacy Education 2	LOP 2529
Otjiherero Language And Literacy Education 2	LHP 2529
Rukwangali Language And Literacy Education 2	LRP 2529
Rumanyo Language And Literacy Education 2	LMP 2529
Setswana Language And Literacy Education 2	LTP 2529
Silosi Language And Literacy Education 2	LSP 2529
Timbukushu Language And Literacy Education 2	LBP 2529

COURSE TITLE: INTEGRATED ARTS EDUCATION

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

Course Aim:

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

COURSE TITLE: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 1

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

Course Aim:

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

COURSE TITLE: SCHOOL BASED ACTIVITIES 2

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

Course Aim:

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

YEAR THREE

COURSE TITLE: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 2

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

Compulsory/Elective	Compulsory

Course Aim:

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

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

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

Course Aim:

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

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

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

Course Aim:

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

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

COURSE TITLE: EDUCATIONAL PSYCHOLOGY FOR JUNIOR PRIMARY 2

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

Course Aim:

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

COURSE TITLE: JUNIOR PRIMARY NUMERACY EDUCATION 1

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

Course Aim:

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

COURSE TITLE: JUNIOR PRIMARY NUMERACY EDUCATION 2

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

Course Aim:

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

COURSE TITLE: PHYSICAL EDUCATION

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

Course Aim:

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

COURSE TITLE: SCHOOL BASED ACTIVITIES 3

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

Course Aim:

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

YEAR FOUR

COURSE TITLE: **RELIGIOUS AND MORAL EDUCATION**

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

Course Aim:

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

COURSE TITLE: **INTEGRATED ENVIRONMENTAL EDUCATION** 1

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

Course Aim:

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

COURSE TITLE: **INTEGRATED ENVIRONMENTAL EDUCATION 2**

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

Course Aim:

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

COURSE TITLE: **ENGLISH LANGUAGE PROFICIENCY (INTERMEDIATE LEVEL)**

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

Course Aim:

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

COURSE TITLE: **NAMIBIAN LANGUAGE PROFICIENCY (INTERMEDIATE LEVEL)**

Code:	See list of codes
NQF Level:	5
Year and Semester Offered:	Year Four: Semester One and Two
Credits:	4

Notional Hours	40
Course Assessment:	Language Proficiency Exit test
Prerequisite:	Namibian Language Proficiency (Pre-Intermediate level) (See list of codes provided at Pre-Intermediate level)
Compulsory/Elective	Compulsory

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

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

COURSE TITLE: LITERACY AND NUMERACY LEARNING SUPPORT

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

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

COURSE TITLE: PROJECT BASED LEARNING

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

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

COURSE TITLE: FIRST AID EDUCATION

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

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

COURSE TITLE: LIFE SKILLS FOR JUNIOR PRIMARY EDUCATION

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

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

COURSE TITLE: SCHOOL BASED ACTIVITIES 4

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

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

A.2. DIPLOMA IN JUNIOR PRIMARY EDUCATION (10DJPE) (PHASED OUT)

A.2.1 Rationale

Over the years an insufficient number of teachers have been trained for pre-primary and junior primary education. This shortage of qualified teachers at the foundation level of the education system is seen as one of the factors preventing Namibian learners from achieving the expected levels of numeracy and literacy in the early years of their schooling. This hampers learners in later phases of education.
An investment in improving our learning foundations seems to be well justified in terms of long-term benefits to learners and the country, and the obvious shortage of qualified teachers serving at this level of the education system

A.2.2 PURPOSE

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

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

A.2.3 CRITERIA FOR ADMISSION

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

1. Subject to Faculty Special Regulations, the normal basic requirement for entrance to undergraduate programmes shall be a National Senior Secondary Certificate (NSSC), provided that the candidate has passed five subjects, normally in not more than three examination sittings with a minimum of 22 points (to be reviewed

annually) on the UNAM Evaluation Scale. The following will be taken into consideration when computing the point scores:

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

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

    OR

2. Students who pass the University Mature Age examination.

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

A.2.4   LANGUAGE OPTIONS AND QUALIFICATION SUB CODES

YEAR 3 (222 credits)					
SEMESTER 1 (103 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 4 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Language in Society	LLP3501	2 + 1hp per week	5	8	None
Inclusive Education 1	PSP3741	2 + 1hp per week	7	8	None
Arts Education 2	LAP 3721	2 + 3hp per week	7	8	Pre-requisite: LAP 3620 (Arts Education 1)
Physical and Health Education 2	MMP3721	2 + 3hp per week	7	8	None
Educational Research	CFP 3781	3	7	12	None
Assessment and Evaluation of Learning	CFP 3721	2 + 1hp per week	7	8	None
Religious and Moral Education	LRP 3721	2 + 1hp per week	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None
Environmental Education 3	MSP3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Numeracy and Mathematics Education 3	MMP 3700	2 + 1hp per week	7	(8)	Pre-requisite MMP 3600 (Numeracy and Mathematics Education 2)
Arts Education 2	LAP3721	2 + 3hp per week	7	8	Pre-requisite LAP3620 (Arts Education 1)
Total				87	87
SEMESTER 2 (119 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 2 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Child Development	PSP3622	2 + 1hp per week	6	8	None
English for Academic Purpose	LEA3519	4	5	16	Pre-requisite LCE3419 (English for Communication and Study Skills)

English for Teachers 2	EET3609	2 + 2hp per week	6	8	Co-requisite: EET 3589 (English for Teachers 1)
Science of Teaching	CFP3769	2 + 1h per week	7	8	None
Project Based Learning	CFP3782	Individual consultations	7	4	Co-requisite: CFP 3781 (Educational Research)
Guidance and Counseling 1	PSP 3702	2 + 1hp per week	7	8	None
Educational Foundations 1	FMP3622	2	7	8	None
Curriculum Studies	CFP3749	2	7	8	None
Educational Management	FMP 3702	2	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None
Environmental Education 3	EMSP 3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Educational Foundations 2	FMP 3742	2	7	8	None
Numeracy and Mathematics Education 3	MMP 3700	2 + 1hp per week	7	(8)	MMP 3600 Numeracy and Mathematics Education 2)
Total				119	

This following Language options will be available for this qualification:
(The qualification sub codes are next to the options)

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

A.2.5   ARTICULATION OPTIONS

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

Bachelor of Education (Pre- and Lower Primary)

This qualification provides credits for the following related qualifications:

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

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

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

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

DIPLOMA IN JUNIOR PRIMARY EDUCATION		BACHELOR OF EDUCATION (PRE- AND LOWER PRIMARY)	
Module	Code	Module	Code
Afrikaans Language And Literacy Education	LAP 2500	Afrikaans Language Education 1	LAP 3522
German Language And Literacy Education	LGP 2500	German Language Education 1	LGP 3522
Ju!'hoansi Language And Literacy Education	LJP 2500	Ju!'hoansi Language Education 1	LJP 3522
Khoekhoegowab Language and Literacy Education	LKP 2500	KhoeKhoegowab Language Education 1	LKP 3522
Oshikwanyama Language and Literacy Education	LWP2500	Oshikwanyama Language Education 1	LWP 3522
Oshidonga Language And Literacy Education	LOP 2500	Oshindonga Language Education 1	LOP 3522
Otjiherero Language And Literacy Education	LHP 2500	Otjiherero Language Education 1	LHP 3522
Rukwangali Language And Literacy Education	LRP 2500	Rukwangali Language Education 1	LRP 3522
Rumanyo Language And Literacy Education	LMP 2500	Rumanyo Language Education 1	LMP 3522
Setswana Language And Literacy Education	LTP 2500	Setswana Language Education 1	LTP 3522
Silozi Language And Literacy Education	LSP 2500	Silozi Language Education 1	LSP 3522

Timbukushu Language And Literacy Education	LBP 2500	Thimbukushu Language Education 1	LBP 3522
Sign Language Education	LZP 2500	Sign Language Education 1A	LZP 3501
		Sign Language Education 1AB	LZP 3502

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

A.2.6 MODE OF DELIVERY

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

A.2.7 DURATION OF THE STUDY

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

A.2.8 PROFESSIONAL DEVELOPMENT PLACEMENT

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

A.2.9 ASSESSMENT CRITERIA

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

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

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

A.2.10 REQUIREMENTS FOR QUALIFICATION AWARD

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

A.2.11 ACADEMIC ADVANCEMENT RULES

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

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

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

a) ***END OF FIRST YEAR***
   Pass at least 96 credits in the first year, in order to proceed to 2nd year.

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

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

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

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

Pass at least 112 credits at the end of the Second year.
Pass at least 240 credits at the end of the Third year.

A.2.13 IMPLEMENTATION

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

A.2.14 CURRICULUM FRAMEWORK

YEAR ONE

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

Micro Teaching 1	EMP 2482	2 hp every week	4	4	None
Basic Language And Literacy Education	LBP 2400	2	4	(8)	None
Basic Mathematics For Junior Primary Teachers	MMP 2400	2	4	(8)	None
Integrated Media And Technology Education 1	CFP 2502	4 hours integrated teaching every week	5	8	Co-requisite CLC 3509 (Computer Literacy)
Educational Psychology for Junior Primary 1	PSP 2402	2 +1 hp every week	4	8	None
English Language Proficiency (Pre Intermediate Level)	EET 2480	1 +1hp every week	4	(2)	None
Basic Sign Language Education	LZP 2400	1 + 1hp every week	4	(8)	None
Total Credits				70	

TOTAL YEAR ONE: 144

YEAR TWO

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

					Proficiency (Pre-Intermediate Level)
Educational Psychology for Junior Primary 2	PSP 2500	2 +1hp every week	5	(8)	Pre- requisite PSP 2402 (Educational Psychology for Junior Primary 1)
Sign Language Education 1	LZP2500	2 +1hp every week	5	(8)	Pre-requisite LZP 2400 (Basic Sign Language Education)
Total Credits				74	

SEMESTER 2					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESP 2582	4 weeks in schools	5	4	None
School Based Studies Seminar 2	SSP 2580	Seminar plus weekly school day	5	(4)	Pre-requisite SSP 2582 (School Based Studies Seminar 1)
Science of Teaching For Junior Primary Education	CFP 2500	2 +1hp every week	5	(8)	None
Micro Teaching 2	EMP 2580	2 hp every week	5	(4)	Pre-requisite EMP 2482 (Micro Teaching 1)
English Language and Literacy Education 1	LEP 2500	2	5	(8)	Pre- requisite LBP 2400 (Basic Language and Literacy Education)
Namibian Language and Literacy Education1	See list of codes provided in module description section	2	5	(8)	Pre-requisite LBP 2400 (Basic Language and Literacy Education)
Integrated Environmental Education 1	MSP 2500	2	5	(8)	None
Numeracy Education 1	MMP 2500	2	5	(8)	Pre-requisite EMMP 2400 (Basic Mathematics For Junior Primary Teachers)
Integrated Arts Education 1	LAP 2580	3 hours integra-ted teaching every week	5	(4)	None
Physical Education 1	MMP 2580	3 hours integra-ted teaching every week	5	(4)	None
English Language Proficiency (Intermediate Level)	EET 2580	1 + 1hp every week	5	(2)	Pre-requisite EET 2480 (English Language Proficiency (Pre-Intermediate Level)
Educational Psychology for Junior Primary 2	SPS 2500	2 +1hp every week	5	(8)	Pre- requisite PSP 2402 (Educational Psychology for Junior Primary 1)
Sign Language Education 1	LZP2500	2 + 1hp every week	5	(8)	Pre-requisite LZP 2400 (Basic Sign Language Education)
Total Credits				78	

Total Year Two 152

YEAR 3

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

Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 2680	4 weeks in schools plus 3 Seminars per semester	6	(4)	Pre-requisite SSP 2582 (School Based Studies Phase 1)
Project Based Learning	CFP 2690	1 period per week supervision	6	(4)	Co-requisite CFP 2681(Integrated Media and Technology Education 2)
School Based Studies Seminar 3	SSP 2680	Seminar plus weekly school day	6	(4)	Pre-requisite SSP 2580 (School Based Studies Seminar 2)

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

Total Year Three: 132
Total Programme Credits 402

A.2.15   COURSE DESCRIPTORS

YEAR ONE

A.2.15.1 UNIVERSITY CORE

Course Title: COMPUTER LITERACY

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

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

Course Title: ENGLISH FOR GENERAL COMMUNICATION

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

Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: **CONTEMPORARY SOCIAL ISSUES**

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

Course Aim:

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

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

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

A.1.15.2 SCHOOL COURSES

SEMESTER ONE

Course Title: **PRACTICAL TEACHING**

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

Course Aim:

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

Course Title: **RELIGIOUS AND MORAL EDUCATION**

Code:	LRP 2481
NQF Level:	4
Year and Semester Offered:	Semester 1; Year 1
Contact Hours:	2 periods per week
Credits:	8
Notional Hours	80
Course Assessment:	50% Continuous assessment 50% Examination (1 paper of 2 hours of 75 marks)

Pre-requisite:	None
Compulsory/Elective	Compulsory

Course Aim:

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

Course Title: FOUNDATIONS OF JUNIOR PRIMARY EDUCATION

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

Course Aim:

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

SEMESTER TWO

Course Title: SCHOOL BASED STUDIES SEMINAR 1

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

Course Aim:

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

Course Title: INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 1

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

Course Aim:

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

Course Title: EDUCATIONAL PSYCHOLOGY FOR JUNIOR PRIMARY 1

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

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

Course Title: MICRO TEACHING 1

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

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

SEMESTERS ONE AND TWO (YEAR MODULES)

Course Title: BASIC LANGUAGE AND LITERACY EDUCATION

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

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

Course Title: BASIC SIGN LANGUAGE EDUCATION

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

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

Course Title: BASIC MATHEMATICS FOR JUNIOR PRIMARY TEACHERS

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

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

Course Title: **ENGLISH LANGUAGE PROFICIENCY (PRE INTERMEDIATE LEVEL)**

Code:	EET 2480
NQF Level:	4
Year and Semester Offered:	Semester 1 and 2; Year 1
Contact Hours:	1 periods +1 hour practical every week
Credits:	4
Notional Hours	40
Course Assessment:	100% Continuous assessment. 1 paper of 3 hours of 100 marks)
Pre-requisite:	None
Compulsory/Elective	Compulsory

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

YEAR TWO

SEMESTER ONE

Course Title: **INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 2**

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

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

Course Title: **SCHOOL BASED STUDIES PHASE 1**

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

Course Aim:
The aim of this course is to train provide practical experience in junior primary phase teachers and to provide a basis for further training and to provide the students with the necessary academic and educational insight and practical training-school subjects
Apply Identify various theories of teaching/learning in, school subject instruction, and matter, principles of curriculum construction, students' development and application of knowledge in the context of the classroom.
Modify the teaching-learning environment through personal factors like nature, interest, and code of conduct, characteristics of an effective teacher: friendly and cheerful, knowledgeable and poised, lively and interesting, firm control and, above all, non-directive.
Use of teaching aids as an integral part of classroom teaching.
Demonstrate ability to design and deliver lessons, in the junior primary phase with assistance of mentor teacher

SEMESTERS ONE AND TWO (YEAR MODULES)

Course Title: MICRO TEACHING 2

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

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

Course Title: SCHOOL BASED STUDIES SEMINAR 2

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

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

Course Title: SCIENCE OF TEACHING FOR JUNIOR PRIMARY EDUCATION

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

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

Course Title: ENGLISH LANGUAGE AND LITERACY EDUCATION 1

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

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

Course Title: NAMIBIAN LANGUAGE AND LITERACY EDUCATION

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

Course Aim:

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

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

Course Title: SIGN LANGUAGE EDUCATION 1

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

Course Aim:

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

Course Title: INTEGRATED ENVIRONMENTAL EDUCATION 1

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

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

Course Title: **NUMERACY EDUCATION 1**

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

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

Course Title: **INTEGRATED ARTS EDUCATION 1**

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

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

Course Title: **PHYSICAL EDUCATION 1**

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

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

Course Title: **EDUCATIONAL PSYCHOLOGY FOR JUNIOR PRIMARY 2**

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

Course Aim:

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

Course Title: ENGLISH LANGUAGE PROFICIENCY (INTERMEDIATE LEVEL)

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

Course Aim:

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

YEAR THREE

SEMESTER TWO

Course Title: FIRST AID EDUCATION

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

Course Aim:

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

SEMESTERS ONE AND TWO (YEAR MODULES)

Course Title: MICRO TEACHING 3

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

Course Aim:

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

Course Title: PROJECT BASED LEARNING

Code:	CFP 2680
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	1 period per week supervision
Credits:	8
Notional Hours	80
Course Assessment:	100% Continuous Assessment

	3 assessment tasks
Pre-requisite:	CFP 2681 (Integrated Media And Technology Education 2)
Compulsory/Elective	Compulsory

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

Course Title: SCHOOL BASED STUDIES PHASE 2

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

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

Course Title: SCHOOL BASED STUDIES SEMINAR 3

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

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

Course Title: ENGLISH LANGUAGE, LITERACY EDUCATION AND LEARNING SUPPORT

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

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

Course Title: **NAMIBIAN LANGUAGE, LITERACY AND LEARNING SUPPORT**

Code:	See list of codes below
NQF Level:	6
Year and Semester Offered:	Semester 1 and 2; Year 3
Contact Hours:	3 periods per week
Credits:	24
Notional Hours	240
Course Assessment:	50% Continuous assessment 50% Examination: 1 paper of 3 hours and 100 marks
Pre-requisite:	Namibian Language and Literacy Education. See list of codes below.
Compulsory/Elective	Compulsory

Course Aim:

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

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

Course Title: **NAMIBIAN SIGN LANGUAGE AND DEAF EDUCATION**

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

Course Aim:

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

Course Title: INTEGRATED ENVIRONMENTAL EDUCATION 2

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

Course Aim:

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

Course Title: NUMERACY EDUCATION AND LEARNING SUPPORT

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

Course Aim:

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

Course Title: INTEGRATED ARTS EDUCATION 2

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

Course Aim:

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

Course Title: PHYSICAL EDUCATION 2

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

Course Aim:

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

B.1. DIPLOMA IN LIFELONG LEARNING AND COMMUNITY EDUCATION (LEVEL 6) (10DLCE) (PHASING OUT NO NEW - INTAKE IN 2025)

B.1.1   RATIONALE AND PROGRAMME DESCRIPTION

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

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

B.1.2   ADMISSION REQUIREMENTS

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

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

   - *the score will be calculated by adding together the points of the best five subjects only one of the five subjects must be English*
   - *should a specific subject be a prerequisite for entry to a faculty, that subject must also be one of the five subjects counted.*

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

c)   *Other school-leaving qualifications may be accepted on their own merit as alternatives, and will be evaluated according to Regulation G.9 (1)*

d)   *Places will be awarded on the basis of merit. Therefore, the possession of an NSSC with a minimum score does not necessarily guarantee admission. Entrance is based upon places available within the faculties.*

e)   *Faculty admission requirements are prescribed by each Faculty. Prospective students must acquaint themselves with the faculty admission requirements as may include an admission test.*

f)   *The University of Namibia reserves the right to interview candidates before admission.*

g)   At least a lower second pass (60%) in the Certificate in Adult Education or related field such as Education and Community Development

Or

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

B.1.3.   DELIVERY MODE

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

B.1.4.   DURATION OF STUDY

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

B.1.5.   PROFESSIONAL DEVELOPMENT PLACEMENT

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

B.1.6   ASSESSMENT

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

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

B.1.7 ACCREDITATION OF OTHER QUALIFICATIONS

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

B.1.8 IMPLEMENTATION GUIDELINES

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

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

B.1.9 ACADEMIC ADVANCEMENT RULES

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

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

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

a) **END OF FIRST YEAR**
Pass ¾ of courses offered (equivalent to 96 credits) in the first year, in order to proceed to 2nd year.

b) **END OF SECOND YEAR**
Pass in the remaining first year courses plus ¾ of the year two courses (equivalent to 96 credits) in order to proceed to third year.

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

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

- 3 courses (equivalent to 48 credits) by the end of the First year; 2 of these courses (equivalent to 32 credits) must be non-core (38%).

- 7 courses (equivalent to 112 credits) at the end of the Second year. This is depending on the school subjects the student is offering (44%).

- 15 courses (equivalent to 240 credits) at the end of the Third year (57%).

B.1.11 CURRICULUM FRAMEWORK

Year 1: 128 credits

Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Computer Literacy	CLC3509	2 + 2hp	4	8	None
English Communication and Study Skills	LCE 3419	4	4	16	None
Total				8	
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
English for General Communication	LEG 2410	4	4	32	None
Instructional Design	AID 2480	3	4	24	None

Course	Code	Periods	Level	Credits	Pre-requisite
Introduction to Foundations of Adult Education	AFA 2480	3	4	24	None
Introduction to Education for Sustainable Development	ASD 2400	4	4	16	None
Introduction to Mathematics Literature	AML 2400	4	4	16	None
Contemporary Social Issues	CSI 3580	2	5	8	None
Total				120	
Total Semester 1 and 2				128	

Year 2: 120 credits

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

Year 3: 152 credits

Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Management Studies 2	AMS 2610	4	6	32	Pre-requisite AMS 2501 (Management Studies 1)
Community Development Studies 2	ACD 2610	4	6	32	Pre-requisite ACD 2521 (Community Development Studies 1)
Total				64	
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
English for Lifelong Learners and Community Educators 1	AEP 2601	2	6	8	Pre-requisite LEA 3519 (English for Academic Purposes)

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

B.1.12.   COURSE DESCRIPTORS

YEAR 1

COURSE TITLE: Computer Literacy

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

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

Course Title: ENGLISH FOR GENERAL COMMUNICATION

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

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

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

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

Course Aim:

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

Course Title: **INSTRUCTIONAL DESIGN**

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

Course Aim:

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

Course Title: **INTRODUCTION TO FOUNDATIONS OF ADULT EDUCATION**

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

Course Aim:

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

Course Title: **INTRODUCTION TO EDUCATION FOR SUSTAINABLE DEVELOPMENT**

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

Course Aim:

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

Course Title: INTRODUCTION TO MATHEMATICS LITERACY

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

Course Aim:
This course is designed to introduce students to basic mathematics literary to effectively and efficiently function in the global environment.

Course Title: CONTEMPORARY SOCIAL ISSUES

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

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

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

YEAR 2

Course Title: CURRICULUM, PRIMER DESIGN AND TEACHING

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

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

Course Title: INTRODUCTION TO ENTREPRENEURSHIP

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

Course Aim:

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

Course Title: **HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF ADULT EDUCATION**

Code:	AHP 2511
NQF Level:	5
Semester Offered:	1st semester; Year 2
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 50% Examination 50%: (1 x 3 hour paper)

Course Aim:

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

Course Title: **COMMUNITY DEVELOPMENT STUDIES 1**

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

Course Aim:

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

Course Title: **MANAGEMENT STUDIES 1**

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

Course Aim:

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

Course Title: **SOCIOLOGY OF ADULT EDUCATION**

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

Course Aim:

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

Course Title: **ENGLISH FOR ACADEMIC PURPOSES**

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

Course Aim:

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

Course Title: **YOUTH AND FAMILY LIFE EDUCATION**

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

Course Aim:

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

Course Title: **EDUCATION FOR SUSTAINABLE DEVELOPMENT**

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

Course Aim:

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

Foundations of education for sustainable development; analyse environmental issues; teaching and learning in education for sustainable development

Course Title: PROJECT PLANNING AND EVALUATION

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

Course Aim:

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

Course Title: PSYCHOLOGY OF ADULT EDUCATION

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

Course Aim:

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

YEAR THREE

Course Title: MANAGEMENT STUDIES 2

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

Course Aim:

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

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

Course Title: COMMUNITY DEVELOPMENT STUDIES 2

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

Course Aim:

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

Course Title: **ENGLISH FOR LIFELONG LEARNERS AND COMMUNITY EDUCATORS 1**

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

Course Aim:

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

Course Title: **PRINCIPLES OF ADULT EDUCATION RESEARCH**

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

Course Aim:

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

Course Title: **EDUCATION FOR SUSTAINABLE DEVELOPMENT 2**

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

Course Aim:

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

Course Title: **INTEGRATED MEDIA AND TECHNOLOGY FOR ADULT EDUCATION**

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

Course Aim:

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

Course Title: **HEALTH EDUCATION**

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

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

Course Title: **ENGLISH FOR LIFELONG LEARNERS AND COMMUNITY EDUCATORS 2**

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

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

Course Title: **TEACHING METHODS IN ADULT EDUCATION**

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

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

Course Title: **PRACTICAL ATTACHMENT**

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

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

Course Title: **REPORT WRITING**

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

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

C. OTHER DIPLOMAS

C.1 DIPLOMA IN SECONDARY EDUCATION (PROFESSIONAL TRAINING) (LEVEL 7) (10ADPT) (PHASING OUT, NO NEW-INTAKE IN 2025

Note: This programme is only offered online

C.1.1   INTRODUCTION

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

C.1.2   AIM

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

C.1.3   PROGRAMME OVERVIEW

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

C.1.4   ADMISSION REQUIREMENTS

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

C.1.5   SPECIAL ADMISSION REQUIREMENTS:

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

C.1.6   CURRICULUM FRAMEWORK

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

					Co-requisite: CFG 4781 (General Teaching Methodology)
Teaching Practice Phase 1 (PDED)	ETP 4708	3 weeks	7	3	None

SEMESTER 2					
Core & elective course title	Code	Periods	NQF level	Credits	Co-/Prerequisite
Project Based Learning	CFS 4782	Individual consultations	7	4	Co-requisite CFS 4781 (General Teaching Methodology)
English for Teachers 2	EET 4602	2 + 2hp every week	6	8	Co-requisite EET 4589 (English for Teachers 1)
Human Development and Learning	PSH 4682	3 + 1hp every week	6	12	None
Educational Foundations 2	FMP 4742	2	7	8	None
Integrated Media and Technology Education 2	CFS 4722	2 + 1hp every week	7	8	Co-requisite CFS 4621 (Integrated Media and Technology Education)
Guidance and Counseling 1	PSG 4702	2 +1hp every week	7	8	None
Curriculum Development and Practice	CFC 4702	2	7	8	None
Teaching Methods School Subject (SS) 1	See list of codes	2 + 1hp every week	7	(8)	Prerequisite Level 6 School Subject content Co-requisite CFG 4781 (General Teaching Methodology)
Teaching Methods School Subject (SS) 2	See list of codes	2 + 1hp every week	7	(8)	Prerequisite Level 6 School Subject content Co-requisite CFG 4781 (General Teaching Methodology)
Teaching Practice Phase 2 (PDED)	ETP 4708	4 weeks	7	3	None
TOTAL CREDITS FOR THE PROGRAMME				151	

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

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

C.1.7   LIST OF TEACHING METHODOLOGIES OFFERED ON DISTANCE

Course	Code	Credits
Teaching Methods of Accounting	CCA 4700	16
Teaching Methods of Afrikaans	CLA 4700	16
Teaching Methods of Agriculture	MSA 4700	16
Teaching Methods of Arts	CAC 4700	16
Teaching Methods of Biology	MSB 4700	16
Teaching Methods of Business Studies	CCB 4700	16
Teaching Methods of Design and Technology	MST 4700	16
Teaching Methods of Economics	CCE 4700	16
Teaching Methods of English	CLE 4700	16
Teaching Methods of Fashion and Fabrics	MHF 4700	16
Teaching Methods of French	CLF 4700	16
Teaching Methods of Geography and Development Studies	CSG 4700	16
Teaching Methods of German	CLG 4700	16
Teaching Methods of Home Economics	MHH 4700	16
Teaching Methods of History	CSH 4700	16
Teaching Methods of Life Skills	PST 4700	16

Teaching Methods of Mathematics	MMM 4700	16
Teaching Methods of Oshiwambo	CLO 4700	16
Teaching Methods of Otjiherero	CLH 4700	16
Teaching Methods of Physical Education	MPP 4700	16
Teaching Methods of Physical Science	MSP 4700	16
Teaching Methods of Portuguese	CLP 4700	16
Teaching Methods of Silozi	CLS 4700	16
Teaching Methods of Computer Studies	MSC 4700	16

NOTE: *Not all Teaching Methods will be available on distance*

C.1.8   COURSE DESCRIPTORS

Course Title: ASSESSMENT AND EVALUATION OF LEARNING

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

Course Aim:

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

Course Title: CURRICULUM DEVELOPMENT AND PRACTICE

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

Course Aim:

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

Course Title: EDUCATIONAL MANAGEMENT

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

Course Aim:

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

Course Title: EDUCATIONAL RESEARCH

Code:	CFS 4781
NQF Level:	7
Semester Offered:	1st semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

| Course Assessment: | Continuous assessment 50%
Examination 50% (1x3 hour paper) |

Course Aim:

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

Course Title: ENGLISH FOR TEACHERS 1

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

Course Aim:

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

Course Title: ENGLISH FOR TEACHERS 2

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

Course Aim:

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

Course Title: FIRST AID EDUCATION

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

Course Aim:

First Aid accreditation

Course Title: GENERAL TEACHING METHODOLOGY

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

Course Aim:

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

Course Title: **GUIDANCE AND COUNSELLING 1**

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

Course Aim:

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

Course Title: **INCLUSIVE EDUCATION 1**

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

Course Aim:

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

Course Title: **INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 1**

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

Course Aim:

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

Course Title: **INTEGRATED MEDIA AND TECHNOLOGY EDUCATION 2**

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

Course Aim:

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

Course Title: **HUMAN DEVELOPMENT AND LEARNING**

Code:	PSH 4682
NQF Level:	6
Semester Offered:	2nd semester
Contact Hours:	3 + (1hp every week)
Credits:	12
Prerequisite:	None

Course Assessment:	Continuous assessment 50%
	Examination 50% (1x3 hour paper)

Course Aim:

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

Course Title: TEACHING METHODS OF LIFE SKILLS

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

Course Aim:

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

Course Title: TEACHING METHODS SCHOOL SUBJECT 1 & 2

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

Course Aim:

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

Course Title: TEACHING PRACTICE PHASE 1

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

Course Aim:

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

Course Title: TEACHING PRACTICE PHASE 2 (PDED)

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

Course Aim:

This course is designed to expose students to the realities of secondary schools in Namibia. They are expected to observe and participate in different facets of learning, teaching and management e.g., the learner-centred

approach, lesson preparations, application of teaching learning resources, social environment of the school and motivation of learners.

C.2 DIPLOMA IN EDUCATIONAL MANAGEMENT AND LEADERSHIP [ONLY OFFERED ON PART-TIME MODE] (PHASED OUT NO NEW-INTAKE IN 2025)

C.2.1 INTRODUCTION

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

C.2.2 RATIONALE

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

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

C.2.3 AIMS OF THE PROGRAMME

The Advanced Diploma in Educational Management and Leadership intends to achieve the following aims, which are to:
provide relevant knowledge and skills that may lead to a change of attitude and practices among educational leaders for a more efficient management of educational institutions at different levels;
equip students with knowledge and understanding of the principles, theory and practice of educational management;
train students in the aspects of effective leadership in educational institutions; and
equip students with skills in human resource and financial management in educational institutions.

C.2.4 ADMISSION REQUIREMENTS

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

C.2.5 ASSESSMENT AND EVALUATION

Assessment of both the module work and the project work shall be in accordance with the general regulations of the University of Namibia:
a) Continuous assessment (e.g. tests, assignments, projects, seminars) 50 %
b) Final examination 50 %

C.2.6 AWARD OF THE DIPLOMA

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

C.2.7 CURRICULUM FRAMEWORK

SEMESTER 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Computer Literacy	CLC 3509	2	5	8	None
English Communication and Study Skills	CLE 3419	4	4	16	None
English for Teachers 1	EET 4589	2 + 2hp every 2nd week	5	4	LCE 3419 (English Communication and Study Skills) or equivalent

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

EQUIVALENT B. ED COURSES

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

C.2.8 COURSE DESCRIPTORS:

SEMESTER 1

Course Title: **COMPUTER LITERACY**

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

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

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

Course Title: ENGLISH COMMUNICATION AND STUDY SKILLS

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

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

Course Title: ENGLISH FOR TEACHERS 1

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

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

Course Title: INTRODUCTION TO EDUCATIONAL RESEARCH

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

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

Course Title: GOVERNANCE OF SCHOOLS

Code:	FMG 4781
NQF Level:	7
Semester Offered:	1st Semester
Contact Hours:	3 hours per week for 14 weeks
Credits:	12
Prerequisite:	None

Course Assessment:	Continuous Assessment 50% (At least 2 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

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

Course Title: HUMAN RESOURCE MANAGEMENT

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

Course Aim:

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

Course Title: PRINCIPLES, THEORY AND PRACTICE OF EDUCATIONAL MANAGEMENT

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

Course Aim:

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

Course Title: EFFECTIVE LEADERSHIP IN SCHOOLS

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

Course Aim:

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

Course Title: PROJECT PHASE 1

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

Course Aim:

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

SEMESTER TWO

Course Title: **ENGLISH FOR ACADEMIC PURPOSES**

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

Course Aim:

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

Course Title: **ENGLISH FOR TEACHERS 2**

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

Course Aim:

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

Course Title: **EDUCATIONAL RESEARCH**

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

Course Aim:

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

Course Title: **FINANCIAL MANAGEMENT FOR EDUCATORS**

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

Course Aim:

This course provides students with an understanding of handling financial matters at schools. Principles of good financial management especially with regard to financial school management, planning and control in schools will be an important part of this course. This includes budgeting procedures and the acquirement of school stock. School

managers also need to be creative business people and this module intends to teach the necessary business skills to generate funds.

Course Title: EDUCATIONAL POLICY STUDIES AND THE EDUCATION SYSTEM

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

Course Aim:

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

Course Title: MONITORING SCHOOL EFFECTIVENESS

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

Course Aim:

This course provides students with skills and knowledge to understand how schools can be effectively run. This course will assist aspiring principals or those who are in leadership positions in schools to use educational management and leadership approaches and strategies to monitor school effectiveness.

Course Title: MANAGING CHANGE

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

Course Aim:

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

Course Title: PROJECT PHASE 2

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

Course Aim:

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

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

C.3.1 PURPOSE OF THE PROGRAMME

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

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

1.1 OBJECTIVES OF THE PROGRAMME

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

The programme objectives are to:

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

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

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

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

Provide a critical engagement with the field of higher education

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

C.3.2 EXIT PROGRAMME OUTCOMES

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

2.1 Apply a variety of teaching approaches, methods and strategies as informed by contemporary theories of teaching and learning in Higher Education.

2.2 Analyse and apply curriculum design and development models in Higher Education including techniques for evaluation and assessment of teaching and learning.

2.3 Apply conceptual frameworks of the learner's psychosocial characteristics and learning styles in Higher Education.

2.4 Evaluate and apply principles and strategies of inclusive education in Higher Education teaching and learning.

2.5 Discuss theories and practices of Open and Distance eLearning and integrate and evaluate the use of emerging technologies in Higher Education learning and teaching.

2.6 Evaluate courses and teaching to reflect its impact on the quality of Higher Education.

2.7 Critique the role of educators in terms of applying a range of teaching and learning methods in the context of Higher Education.

2.8 Appraise and apply theories, practices and principles of a reflective practitioner in the context of teaching and learning of a specific discipline.

C.3.3 NATIONAL QUALIFICATION FRAMEWORK (NQF) REGISTRATION

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

C.3.4 ARTICULATION OPTIONS

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

C.3.5 MODE OF DELIVERY

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

C.3.6 ADMISSION REQUIREMENTS

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

C.3.7 DURATION OF STUDY

The minimum duration of the programme is two (2) years part-time.
The maximum duration of the programme is four (4) years.

C.3.8   TEACHING AND LEARNING STRATEGIES

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

C.3.9   ASSESSMENT STRATEGIES

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

C.3.10   QUALITY ASSURANCE ARRANGEMENTS

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

EXAMINATION OF PORTFOLIO
The examiners allocate marks for each chapter representing content of the modules in the portfolio by following the guidelines and the rubric for marking the portfolio provided by the programme coordinator.
All examination reports must be submitted to the Programme Coordinator within the stipulated time frame from the date of receipt of the documents.

The Programme Coordinator forwards the examination reports to the Chairperson of the PDHE Steering Committee. Once the Programme Coordinator has received ALL the examination reports for a particular student he/she removes the names and affiliation of the examiners as well as the allocated marks and distribute it to the mentor.
The mentor will share the reports with the student to make the indicated corrections. Where the examiners' reports contain conflicting recommendations, the mentor will guide the student in addressing them. The revised Portfolio together with a comprehensive table of corrections must be signed off by the mentor and the student to verify that all corrections have been made before the portfolio is bound.

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

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

C.3.12   ADVANCEMENT AND PROGRESSION RULES

This will be in accordance with the approved general regulations of the University of Namibia as well as the specific approved programme regulations.
A student wishing to pursue his/her studies leading to the Postgraduate Diploma in Higher Education will not be permitted to re-register if he/she has not completed a minimum of course equivalents as indicated below:
1.   End of first year: Complete at least 32 credits in the first year
2.   End of second year: Complete all remaining first year credits as well as completing all second year credits and meet all requirements for obtaining the diploma.

3.   If at the end of the second year a student did not complete all the required modules (including reflective chapters of the Integrated Professional Portfolio), he/she must do so within the next two years of study.

C.3.13   MAXIMUM NUMBER OF COURSES PER YEAR

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

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

C.3.14   CAREER OPPORTUNITIES

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

C.3.15   APPLICATION PROCESSES

Application forms for the PDHE can be accessed from the University of Namibia website. The potential students are expected to express interest to participate in the programme or be nominated by their departments or institutions in response to the call for applications.
Applicants must complete normal UNAM application processes. Once the applicants are admitted, they are notified. The maximum intake per year is 50 students.

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

C.3.16   PROGRAMME STRUCTURE: CURRICULUM FRAMEWORK

YEAR I: 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
Total Credits for Year 1: 64				64		
Not a credit bearing course						
YEAR 2: SEMESTER 1 & 2						
TLT4800	Technologies in Higher Education	8	2/pw	16	C	None
TLS4800	Student Supervision in Research	8	2/pw plus supervising with a mentor	16	C	None
TLQ4800	Quality Assurance & Evaluation in Higher Education	8	2/pw	16	C	None
TLP4890	Integrated Professional Portfolio	8	Individual Consultation	12	C	Completion of all first year modules
Total Credits for Year 2: 60				60		
TOTAL CREDITS FOR THE PROGRAMME: 124						

C.3.17 COURSE DESCRIPTORS

PROGRAMME SPECIFICATIONS

18.1 Module TLL4800: Teaching and Learning in Higher Education

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

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

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

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

Course Aims
This module provides students with knowledge and skills to conceptualise the role of an academic in relation to the design and transformation of curricula (at all levels) appropriate for differentiated institutions and knowledge for any university on the globe.
Learning Outcomes
After engaging with the course processes and materials, course students should be able to:
Apply key theories, concepts, models, approaches and principles of curriculum development in the HE.
Analyse, compare and align the National Development agenda with field-related curricula
Design courses/modules which are aligned with learning outcomes taking into account relevant values, ethics and quality assurance measures.
Examine the relationship between different kinds of knowledge, disciplinary/field structures, differentiated institutions and curriculum development.
Discuss principles and implementation plans for curriculum transformation and decolonisation appropriate for the institutional type.
Apply Quality Assurance principles and processes in relation to curricula.
Conceptualise the role of educators in relation to curricula within an institutional context.

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

18.3 Module TLA4800: Assessment of and for Student Learning

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

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

1. Compare and contrast conceptual frameworks, models, assessment policies and guidelines in Higher Education

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

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

18.4 Module 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.

18.5 Module TLQ4800: Quality Assurance and Evaluation in Higher Education

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

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

Module Content

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

18.6 Module TLS4800: Student Supervision in Research

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

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

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

18.7 Module TLP4980: Integrated Professional Portfolio
Course Aims
The aim of this course is to provide an opportunity to educators to integrate theory with practice in their field of specialization through a reflective style of writing. The course requires students to compile an integrated professional portfolio with multiple opportunities for self-assessment that showcases the ability to bridge strong theoretical knowledge with effective teaching practices as a Higher Education educator. The development of the portfolio therefore requires personal learning moments in each module, where the students write about their journals, observations, experiences, transformations and reflections. This module set a foundation to provide evidence how learning experiences have informed teaching and learning practices and critical experiences.
Learning Outcomes
Upon completing this module, the students should be able to:
1. Develop a comprehensive portfolio that highlights specialised development and growth as Higher Education educators.
2. Select artefacts from practice/courses that provide evidence of their knowledge and skills.
3. Reflect in the form of a self-assessment summary of their development as professional educators.
4. Develop threaded chapters in the portfolio, unique to the student's context of the higher education system and their institution
5. Create a portfolio using an electronic format and the UNAM Integrated Professional Portfolio Guide for the Postgraduate Diploma in Higher Education

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

D. UNDERGRADUATE DEGREES

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

NOTE: *A new curriculum will be implemented for the degree in 2025 with the third year of the curriculum*

D.1.1   RATIONALE AND PROGRAMME DESCRIPTION

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

D.1.2   AIMS

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

D.1.3   GRADUATE EMPLOYABILITY ATTRIBUTES ATTRIBUTES

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

D.1.4   EXIT PROGRAMME OUTCOMES

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

D.1.5   DEPARTMENTAL REGULATIONS

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

D.1.6   DURATION

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

D.1.7 MODE OF DELIVERY

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

D.1.8 PROFESSIONAL DEVELOPMENT PLACEMENT

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

D.1.9 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:

D.1.10 ADMISSION BASED ON NAMIBIAN SCHOOL LEAVING CERTIFICATES 2021 ONWARDS:

Undergraduate Degree Programmes

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

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

ADMISSION CRITERIA BASED ON SCHOOL LEAVING CERTIFICATES PRIOR TO 2021

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

undergraduate degree programmes shall be:

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

   Or

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

ADMISSION BASED ON OTHER SCHOOL LEAVING CERTIFICATES

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

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

MATURE AGE ENTRY SCHEME

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

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

The Mature Age Entry Examination will consist of three / four papers:
a) Paper 1: An English Proficiency Paper;

b) Paper 2: A General Knowledge Paper;
c) Paper 3: A Numerical Ability Paper;
d) Paper 4: A Faculty Specific Paper (Programme Interests and motives).

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

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

STUDENT ADMISSION BASED ON RECOGNITION OF PRIOR LEARNING:

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

STUDENT ADMISSION UNDER THE INDIGENOUS GROUPS CATEGORY:

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

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

D.1.11   ARTICULATION OPTIONS

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

D.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.

D.1.13   QUALITY ASSURANCE ARRANGEMENTS
This will be in accordance with the general regulations of the University of Namibia, which includes the following:

D.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.

D.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.

D.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.

D.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%.

D.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,

D.1.17   CAREER OPPORTUNITIES

The career roles and opportunities of the graduates are diverse and occur in various settings such as:
• Human Resources Development/Training officers,
• Staff/Employee Training officers,

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

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

D.1.18   IMPLEMENTATION STRATEGY

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

Programme	2024	2024	2025	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.

D.1.19 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 (*Program specific*)	5	4	L (2h/week)	None	C

E3540HC	Corporate Strategy and Entrepreneurship (*Program Specific*)	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

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
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
W3600HP	CWIE Preparation	6	8	L (2h/week)	None	C
Total Credits Semester 2						53
Total credits YEAR 2						136

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						
W3700IC	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						

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
W3702HW	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**

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	C

					2A (Co-requisite)	
E3672HL	Financial Literacy and Statistics	6	16	L + P (4h+2h prac)/week	None	C
TBC	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						
W3700IC	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						
W3702HW	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**

D. 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.

Learning and Teaching Enhancement Strategies

For each unit of the module there will be discussion activities questions designed to enhance and improve the quality and standards of learning and teaching in this module. Each student will be given an opportunity to apply the concepts in own context during lesson.

Prescribed Learning Resources

Reddy C. (Ed.) (2020). *Environmental Education: Principles and Practices for Teachers*. Cape Town: Juta and Company PTY LTD.

Kanyimba, A. (N.D). *Bio-geochemical Cycles Notes*. Windhoek: Unpublished Notes.

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.

Learning and Teaching Enhancement Strategies

For each unit of the module there will be learning activities and discussion forum questions designed to enhance and improve the quality and standards of learning and teaching in this module. Each student will be motivated to reply to these activities and questions by posting answers to the available learning platform.

Prescribed Learning Resources

Prosek, J. (2011). *Army of Entrepreneurs: Create an Engaged and Empowered Workforce for Exceptional Business Growth*. Amacom: New York.

Manne, H.G. (2011). *Entrepreneurship, Compensation, and the Corporation*. The Quarterly Journal of Austrian Economics: Auburn.

PART B: MODULE DESCRIPTOR	
Module Title:	Learning and Development Needs Analysis
Module Code	E3511HD
NQF Level	5
Notional Hours	120
Contact hours	(4h)/w
Additional learning requirements	Site Visit: Students will be required to visit organization with purpose of observing and talking to employees and employers about needs with the purpose of practicing needs analysis.
NQF Credits	12
(Co-requisites) Prerequisite	None
Compulsory/Elective	Compulsory
Semester Offered	1
Module 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 (regular, supplementary, 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.

Learning and Teaching Enhancement Strategies

Continuous module review will be done every designated year of review as per the policy. Class visits and evaluation of teaching by colleagues and supervisor(s) and student evaluation should be regularly done for monitoring and improvement of quality.

Prescribed Learning Resources

Coetzee, M. (Ed.) (2013). *Practising Training and Development in South African Organisations* (2nd ed.). Cape Town: Juta and Company Ltd.

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.

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback, Peer Observation of Learning and Teaching (PoLT), Discussion Forums, Group work, online supplementary courses, video tutorials, learning simulations, student-lecturer evaluation.

Prescribed Learning Resources
Morrison, G.R. Ross, S.J. Kalman, H.K. (2019). *Designing Effective Instruction, 8th Edition,* John Wiley and Sons Inc.
Smith, P.L and Ragan, T.J. (2018). *Instructional Design*. John Wiley and Sons Inc

Websites:
http://www.learningexpereince.com
http://www.edtech.wikia.com

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/transformative 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 transformative 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 (regular, supplementary, 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%).
Learning and Teaching Enhancement Strategies
For each unit of the module there will be learning activities and discussion forum questions designed to enhance and improve the quality and standards of learning and teaching in this module. Each student will be motivated to reply to these activities and questions by posting answers to the available learning platform.
Prescribed Learning Resources
Ormrod, J.E. (2016). Human Learning (7th ed.). Boston, MA: Pearson Education, Inc.
Slavin, R. f. (2015). *Educational psychology theory and practice* (11th ed.). Boston, MA: Pearson Education, Inc.

Additional Reading
Brown, A.H., & Green T.D., (2015). *The essentials of instructional design: Connecting fundamental principles with process and practice*. Routledge.

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.

Learning and Teaching Enhancement Strategies
For each unit of the module there will be learning activities and discussion forum questions designed to enhance and improve the quality and standards of learning and teaching in this module. Each student will be motivated to reply to these activities and questions by posting answers to the available learning platform.

Prescribed Learning Resources
Caffarella, R. S. (2002). *Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers and Staff Developers:* Jossey-Bass, San Fancisco

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 (regular, supplementary, promotional) as per the university requirements will be written at the end of the module.

Learning and Teaching Enhancement Strategies
Continuous module review will be done every designated year of review as per UNAM policy. Class visit and evaluation of teaching by colleagues and supervisor(s) and student evaluation should be regularly done for monitoring and improvement of quality.

Prescribed Learning Resources
Knowels, M.S., Elwood, F., Holton 111, S. & Richards, A.S. (2015). *The definite classic in Adult education and human resource development*. 8th Ed. The Amazon Warehouse. USA. ISBN -10 0415739020.

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 (regular, supplementary, promotional) as per the university requirements will be written at the end of the module.
Learning and Teaching Enhancement Strategies
For each unit of the module there will be learning activities and discussion forum questions designed to enhance and improve the quality and standards of learning and teaching in this module. Each student will be required to respond to these activities and questions by posting responses to the online platform.

Prescribed Learning Resources
Howlett, M. (2009 or latest edition). *Studying public policy: Policy cycles and policy subsystems. London: Oxford Publishers.*
Les Bell, Less & Stevenson Howard (2006 or latest edition). *Education Policy: Process, Themes and Impact. London: Routledge Taylor & Francis Group*
Additional Reading
Bates, J., Lewis, S. & Pickard, A. (2011). *Education Policy, Practice and the Professional. Bloomsbury*

Birkland, A. T. (2011), (3rd. Ed.). *An Introduction to the Policy Process: Theories, Concepts and Models of Public Policy*

Making. New York ME. Sharpe.
Sykes, G., Schneider B., Plank, D.N. & Ford T.G. (2009). *Handbook of education policy research. New York: Routledge Taylor & Francis Group*

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%).

Learning and Teaching Enhancement Strategies
Continuous review of module and student-lecturer evaluations

Prescribed Learning Resources

Hubbard, E. E. (2004). *The Manager's pocket guide to Diversity Management.* Amherst: HRD press, Inc.

Cope. B & Kalantzis, M. (1997). *Productive Diversity: A New Australian Model for Work and Management.* Sydney: Pluto Press.
Hubbard, E. E. (2004). The manager's pocket guide to diversity management. Amherst, MA:
HRD PRESS, Inc.
Kreitner, R., & Kinicki, A. (2001). Organizational behaviour (5th ed.). New York, NY:
McGraw-Hill.
Hubbard, E. E. (2004). The manager's pocket guide to diversity management. Amherst, MA:
HRD PRESS, Inc

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 orgnaisationnal 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%).

Learning and Teaching Enhancement Strategies
Continuous review of module and student-lecturer evaluations.

Prescribed Learning Resources
Johnson C. E (2015). *Organizational Ethics: A Practical Approach*. SAGE.
Becton, J. & Gilstrap, J. & Forsyth, Maurice. (2016). *Preventing and correcting workplace harassment: Guidelines for employers*. Business Horizons. 10.1016/j.bushor.2021.08.04.

Additional Reading
Mitchell, R. (2013). *What is professional development, how does it occur in individuals, and how may it be used by educational leaders and managers for the purpose of school improvement? Professional Development in Education*. 39. 387-400. 10.1080/19415257.2012.762721.
Chumney, W. (2012). *Organization Ethics: A Practical Approach*, 2nd Edition by Johnson, C. E. Journal of Business Ethics Education. 9. 477-479. 10.5840/jbee2012927.

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; **he 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%).

Learning and Teaching Enhancement Strategies
Reflective journaling and discussion forum, student-lecturer evaluations.

Prescribed Learning Resources

Knowels, M.S., Elwood, F., Holton 111, S. & Richards, A.S. (2015). *The definite classic in Adult education and human resource development.* 8th Ed. The Amazon Warehouse. USA. ISBN -10 0415739020.

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.

Learning and Teaching Enhancement Strategies

Continuous module review, lecturer/student evaluation, self-reflection, and peer evaluation.

Prescribed Learning Resources

Northouse, P.G. (2014). *Introduction to Leadership: Concepts and Practice*. Available online at extranet.francenum.gouv.fr.
Williams, R and Weber, K. (2019). *Learning to Lead: The Journey to Leading Yourself, Leading*. Greenleaf Book Group Press. USA.

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.

Learning and Teaching Enhancement Strategies
Continuous module review and student-lecturer evaluations.

Prescribed Learning Resources
Kogon, K., Blakemore, S., & Wood, J. (2019). *Project management for the unofficial project manager*. Brattleboro, VT: Echo Point Books & Media LLC.
Harvard Business Review (2014). *20 Minute manager: Managing projects*. Boston, Ma: Harvard Business Review Publishers.

Additional Reading Resources
Berkun, S. (2008/ or latest edition). *Making things happen: Mastering project management*. La Vergne, TN: Ingram Publisher Services

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.

Learning and Teaching Enhancement Strategies

Continuous module review, lecturer/student evaluation, self-reflection and peer evaluation.

Prescribed Learning Resources

Hayles, K.N. (2012). *How We Think: Digital Media and Contemporary Technogenesis.* University of Chicago Press. Chicago.

Romele, A. (2019). *Digital Hermeneutics: Philosophical Investigations in New Media and Technologies.* Routledge. New York.

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.

Learning and Teaching Enhancement Strategies

Continuous module review will be done every designated year of review as per the policy.

Prescribed Learning Resources

Maree, K. (Ed.) (2016). *First Steps in Research* (2nd ed.). Hatfield, Pretoria: Van Schaik Publishers.

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 ne 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 inn 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%).

Learning and Teaching Enhancement Strategies
Student-lecturer evaluation, continuous module reviews.

Prescribed Learning Resources
Page-Tickell, R. (2018). *Learning and development: A practical introduction (HR fundamentals) 2ⁿᵈ Edition. London: KoganPage*
Boller, Sharon & Fletcher, Laura (2020). *Design thinking for training and development: Creating learning journeys that get results. Danvers, MA: ASTD DBA the Association for Talent Development.*

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.

Learning and Teaching Enhancement Strategies
Continuous module review, lecturer/student evaluation, self-reflection and peer evaluation.

Prescribed Learning Resources
Dovey, J., Shawn S. & Agusita, E. (2017). Community Media as Social Innovation Transformation, Agency and Value. Routledge. ISBN: 9781315642727
Howley, K. (2005). *Community Media People, Places and Communication Technologies*. University
    Pres. UK
Howley, K. (2009). *Understanding Community Media*. SAGE Publications. USA

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.

Learning and Teaching Enhancement Strategies
Continuous Module review and student-lecturer evaluations.

Prescribed Learning Resources
UNESCO (2018). *Developing Alternative Assessments for ESD in Sustainability Starts with Teachers Programme*. UNESCO.
Prasanthi, B.V & Vas, V (2019). Classroom Assessment Methods and Tools: A Review. *International Journal of Research and Analytical Reviews*. 6 I (2), 94-97.

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/embodied/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.

Learning and Teaching Enhancement Strategies
Continuous module review and student-lecturer evaluations.

Prescribed Learning Resources
Clifford, Jackie & Thorpe, Sara (latest edition); *Workplace learning and development: Delivering competitive advantage for your organization*. London: Kogan Page

Gebrow, David & Gill, Stephen J. (2017). *Minds at work: Managing for success in the knowledge economy.* Danvers, MA: Association of Talent Development

Kegan, Robert & Lahey, Lisa Laskow (2016). *An everyone culture: Becoming a deliberately developmental organization*. Harvard Business Review Press.

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 chart 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.

Learning and Teaching Enhancement Strategies
Continuous module review, lecturer/student evaluation, Student-lecturer evaluations, Forum and live virtual discussions could also be used to monitor student progress.

Prescribed Learning Resources
Chaudhuri, T. & Cabau, B. (Eds.). (2017). *E-Portfolios in Higher Education: A Multidisciplinary Approach*. Springer Nature Singapore Pte Ltd: Springer Singapore. ISBN: 978-981-10-3803-7.

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.

Learning and Teaching Enhancement Strategies

Continuous module review, Class visit and evaluation of teaching by colleagues and supervisor(s) and student evaluation should be regularly done for monitoring and improvement of quality.

Prescribed Learning Resources

De Vos, A.S.; trydom, H.; Fouche, C.B.; & Delport, C.S.L. (2011). *Research at Grass Roots*. Hatfield, Pretoria: Van Schaik Publishers.

Publication Manual of the American Psychological Association (3rd ed.) (2010). Washington DC: American Psychological Association.

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**: Urkrund, 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.

Learning and Teaching Enhancement Strategies

Continuous module review, student-lecturer evaluations, Forum and live virtual discussions could also be used to monitor student progress.

Prescribed Learning Resources

Prasad, M. R. (2017). Usage of References and Its Management in Research. In A. Munigal (Eds.), *Scholarly Communication and the Publish or Perish Pressures of Academia* (pp. 118-142). IGI Global. http://doi:10.4018/978-1-5225-1697-2.ch007

Munigal, A. (Ed.). (2017). *Scholarly Communication and the Publish or Perish Pressures of Academia*. IGI Global. http://doi:10.4018/978-1-5225-1697-2

Glassman, N. R. (2018). *Citation Management Tools: A Practical Guide for Librarians*. Rowman & Littlefield Publishers

PART B: MODULE DESCRIPTOR	
Module Title:	Cooperative Work Integrated Learning Education (CWIE)
Module Code	W3700HE
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**		

Learning and Teaching Enhancement Strategies
Continuous module review and student-lecturer evaluations.

Prescribed Learning Resources
Heffernan, K. (2001). *Fundamentals of Service-Learning Course Construction*. Brown University: Campus Compact.
Butin, D. & Palgrave. W. (2005). *Service-Learning in Higher Education: Critical Issues and Directions*. New York: Palgrave Macmillan.

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.

Learning and Teaching Enhancement Strategies
Continuous module review, student-lecturer evaluations, Forum and live virtual discussions

Prescribed Learning Resources
Patterson, P. & Lee W. (2011). *Media Ethics: Issues and Cases,* McGraw-Hill, 7th edition, 2011.

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.

Learning and Teaching Enhancement Strategies.
mid-semester student feedback, video tutorials, learning simulations, student-lecturer evaluation.

Prescribed Learning Resources
Morrison, G.R. Ross, S.J. Kalman, H.K. (2019). *Designing Effective Instruction, 8th Edition,* John Wiley and Sons Inc.
Smith, P.L and Ragan, T.J. (2018). Instructional Design. John Wiley and Sons Inc

Recommended Textbooks
Horton, S. (2000). *Web teaching guide: A practical approach to creating course web sites*. New Haven, CT: Yale
    University Press. ISBN 0-300-08727-6.

Roblyer, M.D. & Edwards, J. (2000). *Integrating educational technology into teaching*. Upper Saddle River, NJ: Merrill. (Prentice-Hall, Inc.). ISBN 0-13-974-387-1.

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 (regular, supplementary, promotional) as per the university requirements will be written at the end of the module.

Learning and Teaching Enhancement Strategies
Continuous module review, lecturer/student evaluation, self-reflection and peer evaluation.

Prescribed Learning Resources
O'Carroll, A. (2015). *Working Time, Knowledge Work and Post-Industrial Society: Unpredictable Work*. Palgrave Macmillan UK: Palgrave Macmillan, a division of Macmillan Publishers Limited. ISBN: 978-0-230-28297-1

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**		

Learning and Teaching Enhancement Strategies

Continuous module review, lecturer/student evaluation and Industry supervisor's reports.

Prescribed Learning Resources

A manual development by the Department.

D.1.21. BACHELOR OF EDUCATION (LIFELONG LEARNING AND COMMUNITY EDUCATION) (HONOURS) (LEVEL 8) (10BLCE) (Phasing out -No New- Intake in 2025)

D.1.21.1 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	AIN 3891	12 weeks + 2hp	8	12	None
Project Management	AMP 3811	4	8	16	None
Policy Studies in Adult Education	APS 3811	4	8	16	None
Educational Research Report	APP3880	4	8	(16)	Pre-requisite AFR 3701 (Educational Research 1) and AFR 3892 (Educational Research 2)
Elective Community Education and Training for Sustainable Development Or Management of Lifelong Learning and Sustainable Development	ACD 3810 AMD3810	4 4	8 8	(12)	Pre-requisite ACD 3710 (Community Development Studies 3) Pre-requisite AMS 3710 (Manage-ment Studies 3)
Total Semester 1				72	
SEMESTER 2					
Course	Code	Periods	Level	Credits	Pre-requisite /Co-requisite
Workplace Learning	AWP 3812	4	8	16	None
Adult Education and Social Change	ASS 3802	4	8	16	None

Educational Research Report	APP3880	Indivudual consultation	8	(16)	Pre-requisite AFR 3701 (Educational Research 1) and AFR 3892 (Educational Research 2)
Elective Community Education and Training for Sustainable Development	ACD 3810	4	8		Pre-requisite ACD 3710 (Community Development Studies 3)
Or Management of Lifelong Learning and Sustainable Development	AMD3810	4	8	(12)	Pre-requisite AMS 3710 (Manage-ment Studies 3)
Total Semester 2				60	

D.1.21.2 COURSE DESCRIPTORS: BACHELOR OF EDUCATION (LIFELONG LEARNING AND COMMUNITY EDUCATION) (HONOURS) (LEVEL 8)

YEAR 2

Course Title: ENGLISH FOR LIFELONG LEARNERS AND COMMUNITY EDUCATORS 1

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

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

Course Title: PRINCIPLES OF ADULT EDUCATION RESEARCH

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

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

Course Title: EDUCATION FOR SUSTAINABLE DEVELOPMENT 2

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

Course Aim:

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

Course Title: **INTEGRATED MEDIA AND TECHNOLOGY FOR ADULT EDUCATION**

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

Course Aim:

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

Course Title: **HEALTH EDUCATION**

Code:	AHA 3612
NQF Level:	6
Semester Offered:	1st 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 ad HIV and AIDS

Course Title: **ENGLISH FOR LIFELONG LEARNERS AND COMMUNITY EDUCATORS 2**

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

Course Aim:

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

Course Title: **TEACHING METHODS IN ADULT EDUCATION**

Code:	ATM 3612
NQF Level:	6
Semester Offered:	2nd Semester, Year 3
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%, (minimum 3 assessments) Examination 50% (1 x 3 hour paper)

Course Aim:

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

Course Title: MANAGEMENT STUDIES 2

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

Course Aim:

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

Course Title: COMMUNITY DEVELOPMENT STUDIES 2

Code:	ACD 3610
NQF Level:	6
Semester Offered:	1st & 2nd 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:	1st semester
Contact Hours:	2 for 14 weeks
Credits:	8

Pre-requisite:	None
Course Assessment:	Continuous assessment 50% (At least 2 assessments) Examination 50%. (1 x 2 hour paper)

Course Aim:

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

Course Title: LIFELONG LEARNING

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

Course Aim:

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

Course Title: ENTREPRENEURSHIP

Code:	AET 3711
NQF Level:	7
Semester Offered:	1st 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:	2nd 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:	2nd 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:	2nd 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:	1st and 2nd 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:	1st and 2nd 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:	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 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:	2nd 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:	2nd 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:	1st and 2nd 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:	1st and 2nd semester
Contact Hours:	4 hours per week for 28 weeks
Credits:	16 (1st semester) and 16 (2nd 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:	1st & 2nd semester
Contact Hours:	4 hours per week for 28 weeks
Credits:	16 (1st semester) & 16 (2nd semester)
Pre-requisite:	None
Course Assessment:	Continuous Assessment 50%; At least 6 assignments, which may include a field project; Examination 50% (1 x 3 hour paper)

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

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

D.2.1   RATIONALE

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

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

D.2.2   GRADUATE EMPLOYABILITY ATTRIBUTES

Graduates of this programme will exhibit the following attributes:
- Knowledgeable and skilled in conceptual and pedagogical knowledge in Early Childhood and Junior Primary Education;
- Professional competence, collaboration with social skills;
- Lifelong learning and globally-oriented;
- Technological and digital literacy;
- Ethical and moral leadership and conduct;

- Innovation, problem-solving skills, creativity and critical thinking skills;
- Care, compassion and tolerance to diversity;
- Responsibility and accountability, i.e. ethical; civic literacy;
- Resilience, adaptability and flexibility;
- Effective communication skills

D.2.3.   EXIT PROGRAMME OUTCOMES

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

D.2.4   ADMISSION CRITERIA

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

Undergraduate Degree Programmes
Subject to School Specific Regulations, the normal basic requirement for entrance to undergraduate degree programmes shall be:
(1) A pass in five different subjects as follows:
    (a) 2 subjects on NSSCAS level with an average **d** or higher
    (b) 3 subjects on NSSCO level with a **C** or higher
    (c) English must be at minimum **C** at NSSCO level
    (d) Namibian Language must be at minimum **C** at NSSCO level
    (e) Mathematics must be a **D** at NSSCO level
<div align="center">Or</div>

(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.

D.2.5   ARTICULATION OPTIONS

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

D.2.6   DURATION OF THE STUDY

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

D.2.7   ASSESSMENT CRITERIA

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

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

D.2.8   QUALITY ASSURANCE ARRANGEMENTS

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

Monitoring of student progress

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

Tracer studies and employer feedback

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

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

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

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

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

NQF registration and Programme accreditation

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

D.2.9   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

D.2.10   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 - 10**2 second year credits
Year 3 to Year 4: All second and third year credits / All second year credits and at least **102 - 112** third year credits

A student who fulfilled the re-admission regulations but could not advance to the next academic year must first register for all failed modules. Subject to pre-requisites, such a student may then add modules of the

subsequent academic year, provided that the total number of registered credits does not exceed the prescribed number of credits of the current academic year by more than 20%.

D.2.11   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.

D.2.12   CAREER OPPORTUNITIES
- a Pre-Primary Teacher
- a Junior Primary Teacher

D.2.13   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 2025 respectively. A staggered approach will be used to implement the new programme as well as the phasing-out of the old programme as follows:

Programme	2024	2024	2025	2026
B. Ed Pre- & Lower Primary (Honours)- Phasing out	Year 2 Year 3 Year 4	Year 3 Year 4	Year 4	Outliers will have up to 2028 to complete.
B. Ed Early Childhood and Junior Primary Education Honours - to be implemented	Year 1	Year 1 Year 2	Year 1 Year 2 Year 3	Year 1 Year 2 Year 3 Year 4
Module repeaters of the old programme	Year1	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 *(Compulsory for all students who have selected Sign language Education as their language of choice)*	PLD3880	8	24	None				

D.2.14 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						
E3511IB	Becoming a Teacher	5	12	L (4h)/week	None	C
E3531CE	Fundamentals of Early Childhood Development	5	12	L + P (4h) /week	None	C
E3551CL	Language and Literacy Studies (Practicals in Namibian Languages)	5	12	L + P (4h)/week	None	C
E3543CS	Environmental Education for Sustainability I	5	12	L (4h)/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

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
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)[1]	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 E3651CN & E3652CN **Pre-requisite**	C
E3733CS	Education for Sustainable Development	7	16	L + P (4h+ 2h prac.)/week	Environmental Education for Sustainability II E3612CS **Pre-requisite**	C

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[1] 6 hours of teaching and 2 hours for extra-mural activities and lesson planning per day

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 E3732CJ	**Programme Specific Specialisation**: *Students choose one specialisation.* ECEC & Pre-Primary Teaching I Junior Primary Teaching I	7 7	9 9	L (4h+ 2h prac)/week L (4h+ 2h prac)/week	Fundamentals of Early Childhood Development E3531CE None	E 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 Learning Support E3723CL **Pre-requisite**	E
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[2]	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[3]	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.* ECEC and Pre-Primary Teaching II	8	20	L (4h +2h prac.)/week	Pre-Primary Teaching I E3732CP **Pre-requisite**	E
E3832CJ	Junior Primary Teaching II	8	20	L (4h +2h prac.)/week	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

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

[3] 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.

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**

D.2.15 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[4]	Khomasdal
91BECN	English & Setswana[5]	Khomasdal
91BECJ	English & Ju! 'hoansi[6]	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

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[4] Will only be offered after 4 years, due to oversupply of teachers to the School of the Hearing Impaired. There are currently only two schools in the country (in Windhoek and Ongwediva)
[5] To be offered upon student intake and staff availability
[6] To be offered upon student intake and staff availability
7 To be offered upon student intake and staff availability

U3520LP	Leadership Skills
U3420PJ	Project Management Skills
E3622IP	Teaching Practicum Preparation
E3600CA **E3600CM**	**School Specific Electives: (Students select one)** Aesthetics and Creativity 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
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

D.2.16 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)

D.2.17   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.

Learning and Teaching Enhancement Strategies

Continuous module review will be done every specified year of review as per the policy. Class visits and evaluation of teaching by supervisor (s) and student evaluation will be done frequently for monitoring and improvement of quality.

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	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,

Learning and Teaching Enhancement Strategies

Continuous module review will be done every specified year of review as per the policy. Class visits and evaluation of teaching by supervisor (s) and student evaluation should be frequently done for monitoring and improvement of quality. Evaluation of discussions and presentations will be done using self-evaluation/assessment. Peer evaluation/assessment.

Prescribed Learning Resources

Coetzee, M. and Jansen, C. (2016). Emotional Intelligence in the Classroom. The secret of happy teachers.
Jacobs, M. Vakalisa, N & Gawe, N. (2004). Teaching-Learning Dynamics: A participative approach for OBE, 3rd Edition.

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, Waldolf, Reggio Emilia in the 21st Century; **Theories of Early Childhood Education**: Piaget, Vygostsky, 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

Learning and Teaching Enhancement Strategies

Student-lecturer evaluation, peer review, supervisor evaluation, internal and external moderation of examinations

Prescribed Learning Resources

Ministry of Gender and Child Welfare. (2007). *National Integrated Early Childhood Development Policy*. Windhoek, Namibia.

Ministry of Gender Equality and Child Welfare. (2013). *Curriculum framework for Children in Namibia aged 3-4 years*. Windhoek, Namibia.

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

Learning and Teaching Enhancement Strategies.
Oral Presentations, video tutorials, and student-lecturer evaluation.

Prescribed Learning Resources

Armbruster, B. B., Lehr, F., Osborn, J., & Adler, C. R. (2009). *Put reading first: The research building blocks of reading instruction: kindergarten through grade 3* (3rd ed.). Washington, DC: National Institute for Literacy.
Benson, C. (2004). *The importance of mother tongue-based schooling for Educational quality*. Commissioned study for EFA Global Monitoring Report 2005.
Ministry of Basic Education, Sports and Culture. (2003). The Language Policy for Schools in Namibia. Discussion Document.
MoEC (1993). The Language Policy for Schools 1992 – 1996 and Beyond.

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:	

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

Learning and Teaching Enhancement Strategies
Students' evaluation and reflections, lecturer reflections and continuous module.

Prescribed Learning Resources
Ministry of Education. (2015). *Environmental Studies syllabus: Junior Primary Phase*. Okahandja: NIED
Ministry of Education. (2015). *Integrated Planning Manuals Grades 1 – 3*. Okahandja: NIED

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

Learning and Teaching Enhancement Strategies.
Peer Observation of Learning and Teaching (PoLT), student-lecturer evaluation, internal and external moderator feedback.

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

Learning and Teaching Enhancement Strategies
Peer Observation of Learning and Teaching (PoLT), student-lecturer evaluation, internal and external moderator feedback.

Prescribed Learning Resources
Department of Education. (2012). *Numeracy Handbook for Grade R- Grade 3*. South Africa-Open Source downloadable from www.thutong.org.za

Van de Walle, J.A (2020) *Elementary and Middle School mathematics: Teaching Developmentally. 10th Edition.* Boston: Allyn & Bacon
Shumway, J.F. (2011). Number Sense Routines: Building numerical literacy every day in Grades K-3. StenHouse. https://snap.sd33.bc.ca/sites/snap.sd33.bc.ca/files/2019-03/Number%20Sense%20Routines%2C%20Jessica%20Shumway.pdf

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.

Learning and Teaching Enhancement Strategies
Student-lecturer evaluations; Continuous module review; Moderator's reports, Forum and live virtual discussions to monitor student progress
Prescribed Learning Resources
Ministry of Education, Arts and Culture and Ministry of Sport, Youth and National Service. (2021). *PHYSICAL EDUCATION 4 LIFE; A Physical Education Guide for Educators in Namibia*. Windhoek: Christer Printing and Design.

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 unturned 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%

Learning and Teaching Enhancement Strategies
Student-lecturer evaluation, peer review, supervisor evaluation, oral critiques, suggestion boxes in classrooms/online chat platforms.

Prescribed Learning Resources
Birkenshaw, L. (2006). *Music for Fun, Music for Learning (4th Ed.)*. Texas, USA: Barcelona Publishers.
Bowell, P. & Heap, B. S. (2013). *Planning Process Drama: Enriching Teaching and Learning (2nd Ed.).* Oxford-shire, England: Routledge

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%.

Learning and Teaching Enhancement Strategies
Student-lecturer evaluation, peer review, oral critiques, Observation.

Prescribed Learning Resources
Gibb, S. (2005) *Aesthetics and Human Resource Development: Connections, Concepts and Opportunities.* Oxford-shire, England: Taylor & Francis Group.
Mayesky , M. (2015). *Creative activities and curriculum for young children (11th Ed.).* Stamford, United States of America: Cengage Learning.

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 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%
Learning and Teaching Enhancement Strategies
Student-lecturer forum; Student-lecturer evaluations
Prescribed Learning Resources
Module Study Guide / Material compiled by lecturer

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

Learning and Teaching Enhancement Strategies.
Peer Observation of Learning and Teaching (PoLT), student-lecturer evaluation, internal and external moderator feedback.

Prescribed Learning Resources
Christie, F. (2003). Writing the World. In N.Hall, J.Larson and J.Marsh. *Handbook of Early Childhood Literacy*. Reading Rockets http://www.readingrockets.org/teaching/reading-basics

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

Learning and Teaching Enhancement Strategies.
Peer Observation of Learning and Teaching (PoLT), student-lecturer evaluation, internal and external moderator feedback.

Prescribed Learning Resources
Christie, F. (2003). Writing the World. In N.Hall, J.Larson and J.Marsh. *Handbook of Early Childhood Literacy.*
Reading Rockets http://www.readingrockets.org/teaching/reading-basics

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. 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

Learning and Teaching Enhancement Strategies
Student-lecturer evaluation, peer review, internal and external moderation of examinations

Prescribed Learning Resources
Department of Education (2012) *Numeracy Handbook for Grade R- Grade 3.* South Africa-Open Source downloadable from www.thutong.org.za

Van de Walle, J.A. (2020). *Elementary and Middle School mathematics: Teaching Developmentally. 10th Edition*. Boston: Allyn & Bacon

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 21st 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; **Boolen 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%

Learning and Teaching Enhancement Strategies.
Collaborative learning groups, Discussion Forums, learning simulations, student-lecturer evaluation.

Prescribed Learning Resources
Introduction to Information and Communication Technology in Education (https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf)
ICT policy: http://www.tech.na/download/ICT Policy.pdf

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

Learning and Teaching Enhancement Strategies
Student-lecturer evaluation, peer review, internal and external moderation of examinations

Prescribed Learning Resources
Seifert, K. & Sutton, R. (2017). *Educational Psychology*. file:///Users/hannah/Downloads/Educational-Psychology-1506014433_regexified.html.

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%

Learning and Teaching Enhancement Strategies
Student-lecturer evaluation, peer review, supervisor evaluation, oral critiques, suggestion boxes in classrooms/online chat platforms.

Prescribed Learning Resources
Ministry of Education, Arts and Culture and Ministry of Sport, Youth and National Service. (2021). *PHYSICAL EDUCATION 4 LIFE; A Physical Education Guide for Educators in Namibia.* Windhoek: Christer Printing and Design.

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%

Learning and Teaching Enhancement Strategies
Student-lecturer evaluation, peer review, oral critiques, Observation, Music Room Activities

Prescribed Learning Resources
Ronald, E. K. (2017). *Recording Tips for Music Educators*. Oxford University Press.
Clements, R.D. & Wachowiak, F. (2010). *Emphasis Art: A Qualitative Art Program for Elementary and Middle Schools (9th Ed.)*. Boston, USA: Allyn & Bacon.

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%

Learning and Teaching Enhancement Strategies.

Online discussion Forums, FAQ, and feedback from stakeholders (students and schools) and continuous module curriculum review.

Prescribed Learning Resources

Trinity College Dublin's "Writing a teaching philosophy statement" (https://www.tcd.ie/CAPSL/resources/teaching-philosophy-statements/).

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

Learning and Teaching Enhancement Strategies
Student-lecturer evaluation, peer review, internal and external moderation of examinations

Prescribed Learning Resources
Department of Education (2012) *Numeracy Handbook for Grade R- Grade 3.* South Africa-Open Source downloadable from www.thutong.org.za
Van de Walle, J.A. (2020). *Elementary and Middle School mathematics: Teaching Developmentally. 10th Edition.* Boston: Allyn & Bacon
Hayloc, D. (2012). *Mathematics Explained for Primary Teachers.* 4th Edition. Sage

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.

Learning and Teaching Enhancement Strategies
Online discussion Forums, FAQ, and feedback from stakeholders (students and schools) and continues module review will be used for evaluating and improving the quality and standards of learning and teaching in module.

Prescribed Learning Resources
Work-Integrated Learning manual

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:	

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

Learning and Teaching Enhancement Strategies
Student-lecturer evaluations, continuous module review and moderators' reports.

Prescribed Learning Resources
Cope, B. & Kalantzis, M. (2009) "Multiliteracies": New Literacies, New Learning, Pedagogies: *An International Journal,* 4(3), 164-195, DOI: 10.1080/15544800903076044
Stein, P. & Newfield, D. (2006). *Multiliteracies and Multimodality in English Education in Africa*: Mapping the Terrain, English Studies in Africa, 49(1), 1-21, DOI:10.1080/00138390608691341.

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 examination100 marks, 3h paper

Learning and Teaching Enhancement Strategies
Continuous module review, lecturer/student evaluation

Prescribed Learning Resources
Department of Education (2012) *Numeracy Handbook for Grade R- Grade 3*. South Africa-Open Source downloadable from www.thutong.org.za.
Van de Walle, J.A. (2020*). Elementary and Middle School mathematics: Teaching Developmentally.* 10th Edition. Boston: Allyn & Bacon.

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 60%:
Summative assessment 40%:

Learning and Teaching Enhancement Strategies
Student-lecturer evaluations, peer review, internal and external moderation of portfolios, projects.

Prescribed Learning Resources

The Wildlife and Environment Society of South Africa Stories of Change. (2015). *Youth Environment Services Programme Western Cape*. WESSA www.wessa.org.za.

UNESCO. (2017). *Education for Sustainable Development: Learning Objectives*. UNESCO, Paris.

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%

Learning and Teaching Enhancement Strategies

Online discussion forums, and feedback from students and continuous module review

Prescribed Learning Resources

Brynard, D.J.; Hanekom, S. X. and Brynard, P. A. (2014). *Introduction to Research*. ISBN: 9780627030178.

Bertram, C., Christiansen, I. (2014). *Understanding Research: An Introduction to Reading Research*: ISBN: 9780627031175.

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)

Learning and Teaching Enhancement Strategies

Mid-semester student feedback, Oral Presentations, Discussion Forums, case studies, video tutorials,

Prescribed Learning Resources

Grayson, H., O'Donell, S., Sargent, C. (2014). *Education about Religions and Beliefs and Ethics in Primary Education.* UK: National Foundation for Educational Research.

National Institute for Educational Development. (2014). *Religious and Moral Education Syllabus Gr. 1-3.* Okahandja: NIED.

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%
Learning and Teaching Enhancement Strategies

Mid-semester student feedback, Peer Observation of Learning and Teaching (PoLT), Students' evaluation, Lecturer reflections and continuous module review
Prescribed Learning Resources
Bruce T. & Megitt C. (2011). *CACHE Level 3. Child Care and Education.* Hodder Anorld.
Kjørholt, A. & Penn, H. (2017*). Early Childhood and Development Work. Theories, Policies, and Practices,* Palgrave Macmillan.

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%

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback, Peer Observation of Learning and Teaching, moderator's reports, continuous module review

Prescribed Learning Resources
Morrison, G.R., Ross, S.J., & Kalman, H.K. (2019). *Designing Effective Instruction, 8th Edition,* John Wiley and Sons Inc.
Smith, P.L., & Ragan, T.J. (2018). *Instructional Design*. John Wiley and Sons Inc
Websites:
http://www.learningexpereince.com

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%

Learning and Teaching Enhancement Strategies

continuous module review, Student lecturer- evaluation, moderator's report

Prescribed Learning Resources

Landsberg, E., Krüger, D. and Swart E. (2016). 3rd Edition. *Addressing Barriers to Learning: A South African Perspective.* Pretoria: J. L. van Schaik.

Ministry of Education. (2013). *The Education-Sector Policy on Inclusive Education*. Republic of Namibia.

Brown A. & Haihambo C. K. *Inclusive Education as a Democratic Imperative.* In Amukugo E. (2015).

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 **L**eadership and Management styles: autocratic leadership style; pacesetting 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%

Learning and Teaching Enhancement Strategies
Continuous module review, class visits and evaluation of teaching by supervisor (s) and student evaluation.

Prescribed Learning Resources
Smit, P.J., Cronje, G.J., Brevis, T., Vrba, M.J. (2011*). Management Principles. (fifth edition)*.SA: Juta
Van der Westhuizen. (2016). *Schools as Organizations*. SA: Van Schaik.

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)	ICT for Educators
Prerequisite	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.	

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: d**igital 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

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback, Discussion Forums, video tutorials, gamification; web-based platforms; Flipped classroom

Prescribed Learning Resources (e-books available)
Roblyer, D. (nd). *Integrating Educational Technology into Teaching.* Pearson New International Edition, 6/EM.
Lever-Duffy, J., McDonald, J. (2018). *Teaching and Learning with Technology, 6th edition*. Pearson publishers. (June 14th 2021) - ISBN-13: 9780137498185

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)	Learner and the Learning Environment
Prerequisite	E3651AL
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 contex**t: **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%

Learning and Teaching Enhancement Strategies
Continuous module reviews, student-lecturer evaluations and student portfolios.

Prescribed Learning Resources
Cecilia B. & Elize du Plessis (2018). *Curriculum Studies Development, interpretation, plan and practice* (3rd ed.). Cape town: Van Schaik Publishers.
Ornstein, A.C. & Hunkins, F.P. (2018). *Curriculum: Foundations, Principles and Issues* (3rd Ed). Boston: Allyn and Bacon.

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%

Learning and Teaching Enhancement Strategies

Continuous module review, lecturer/student evaluation, internal and external moderation of examinations.

Prescribed Learning Resources

Neuman S. B. & Dickinson, D. K. (2011). *Handbook of Early Literacy Research (Volume 3)*. Guilford Press

Schunk, D. H. (2020). *Learning Theories: An Educational Perspective (8th. ed.).* University of North Carolina at Greensboro: Pearson.

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)

Learning and Teaching Enhancement Strategies

Lecturer reflections, student feedbacks, student-lecturer evaluation

Prescribed Learning Resources

Stafford, I. (Ed.). (2011*). Coaching Children in Sport* (1st ed.). Routledge.https://doi.org/10.4324/9780203850688
Jones, R.L. (Ed.). (2006). *The Sports Coach as Educator: Re-conceptualising Sports Coaching* (1st ed.). Routledge. https://doi.org/10.4324/9780203020074

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

Learning and Teaching Enhancement Strategies
Online discussion Forums, feedback from stakeholders (students and schools) and continues module review

Prescribed Learning Resources
Borabo, M. (2015). *My practice teaching handbook and portfolio*. Quezon City: Lorimar Publishing Inc.

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%

Learning and Teaching Enhancement Strategies.
Consultations on Research Report Writing, Data Collection, Analysis

Prescribed Learning Resources
Brynard, D.J.; Hanekom, S. X. and Brynard, P. A. (2014). *Introduction to Research*. ISBN: 9780627030178.
Bertram C, Christiansen, I. (2014). *Understanding Research: An Introduction to Reading Research:* ISBN: 9780627031175

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%

Learning and Teaching Enhancement Strategies
reflective essay feedback, peer observations and evaluations

Prescribed Learning Resources
UNESCO: IIEP (updated 2021-08-09). *School Community Relationship*. Retrieved on 08-13-2021 from https://policytoolbox.iiep.unesco.org/policy-option/school-community-relationship/
Afridi, M. (2014). *Parent and Community Involvement in Education: A rapid review of the literature*: Ontario Institute for studies in education. Retrieved on 08-13-2021 from https://www.oise.utoronto.ca/cidec/User

PART B: MODULE DESCRIPTOR:	
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 kindergardens 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 kindergardens: 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%

Prescribed Learning Resources
Carr, M. (2001). *Assessment in early childhood settings: Learning stories*. London: Paul Chapman Publishing.
 Ministry of Education. (2014). *Learning Support Resource Book*. NIED, Okahandja.

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%

Learning and Teaching Enhancement Strategies

Mid-semester student feedback, student-lecturer evaluation, continuous module review

Prescribed Learning Resources

Grove, M.C., & Hauptfleisch, H. M. (1985). *Remedial education in the primary school*. Pretoria: HAUM.
Joubert, I., Bester, M., & Meyer, E. (2011). *Literacy in the foundation phase*. Pretoria: Van Schaik.

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 inclusive learning environment.

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%

Learning and Teaching Enhancement Strategies

continuous module review, lecturer/student evaluation

Prescribed Learning Resources

Hardman J. (2017). Second Impression. Child and Adolescent Development: A South African Socio-Cultural Perspective. Southern Africa. Oxford University Press.

Donald, D., Hardman J., Lazarus S. and Moolla N. (2017). Educational Psychology in Social Context: Ecosystemic Applications in Southern Africa. Southern Africa. Oxford University Press.

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%

Learning and Teaching Enhancement Strategies
Module curriculum review, student -lecturer evaluation, moodle reports

Prescribed Learning Resources
Coetzee, S. A., Van Niekerk, E. J., Wydeman J.L. (2010*). An Educator's Guide to Effective Classroom Management.* Pretoria: Van Schalik publisher
Musaazi, J. C. S. 1982. *The Theory and Practice of Educational Administration*. London: Macmillan Publishers Van der Westhuizen (2016). Schools as Organisations. Pretoria: Van Schalik publisher.

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

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback, Collaborative learning groups, video tutorials, gamification; web-based platforms;

Prescribed Learning Resources (e-books available)
Roblyer, D. (n.d). *Integrating Educational Technology into Teaching*. Pearson New International Edition, 6/EM., University of Minnesota ISBN-13: 9781292022086
Lever-Duffy, J., McDonald, J. (2018). *Teaching and Learning with Technology, 6th edition*. Pearson (June 14th 2021) - ISBN-13: 9780137498185

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 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. 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%

Learning and Teaching Enhancement Strategies
lecturer and student reflections, continuous module reviews, lecturer/student evaluations

Prescribed learning Resources

Cecilia B. & Du Plessis. (2018). *Curriculum Studies Development, interpretation, plan and practice (3rd* ed.). Cape town: Van Schaik Publishers.

Ornstein, A.C. & Hunkins, F.P. (2018). *Curriculum: Foundations, Principles and Issues* (3rd Ed). Boston: Allyn and Bacon.

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 iteracy 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.

Learning and Teaching Enhancement Strategies

Mid-semester student feedback, student-lecturer evaluation

Prescribed Learning Resources

Neuman S. B. & Dickinson, D. K. (2011). *Handbook of Early Literacy Research, Volume 3, Guilford Press Early literacy skills Assessment kit.*

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)

Learning and Teaching Enhancement Strategies
Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation

Prescribed Learning Resources
YDF Manual for Sports Event Management: Guidelines for the Organization and Management of Development Events. (2011). Deutsche Gesellscahft fűr Internationale Zusammenarbeit (GIZ) for the Youth Development through Football (YDF) project. South Africa. Retrieved from http://www.za-ydf.org/giz/YDF%20Manual%20for%20Sport%20Event%20Management/YDF%20Manual%20for%20Sports%20Event%20Management.pdf
Byl. J. (2013). *Organizing Successful Tournaments*. Human Kinetics. https://www.amazon.in/Organizing-Successful-Tournaments-John-Byl/dp/1450460275#detailBullets_feature_div

D.2.19 BACHELOR OF EDUCATION (PRE-PRIMARY AND LOWER PRIMARY) (HONOURS) ([Phasing out- No New Intake in 2025)

D.2.19.1 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	ESP 3690	Equal to 2 weeks	6	(2)	None
English for Teachers 1	EET 3589	2 + 2hp per week	5	4	Pre-requisite LCE 3419 (English Communication and Study Skills) and LEA 3519 (English for Academic Purpose)
Childhood Learning	PSP 3721	2 + 1hp per week	7	8	Pre-requisite PSP 3622 (Child Development)
Inclusive Education 1	PSP 3741	2 + 1hp per week	7	8	None
Integrated Media and Technology Education 2	CFP 3729	2 + 1hp per week	7	8	Pre-requisite CFP3622 (Integrated Media and Technology Education 1)
English Language Education 2	LEP 3600	2 + 1hp per week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 1hp per week	6	(8)	None
Environmental Education 2	MSP 3600	2 + 1hp per week	6	(8)	None
Numeracy and Mathematics Education 2	MMP 3600	2 + 1hp per week	6	(8)	Pre-requisite MMP 3500 (Numeracy and Mathematics Education 1)
Physical and Health Education 2	MPP 3721	2 + 3hp per week	7	8	None
Arts Education 1	LAP 3620	2 + 3hp per week	6	(8)	None
Total				78	
SEMESTER 2 (74 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESP 3690	Equal to 2 weeks	6	(2)	None
English for Teachers 2	EET 3609	2 + 2hp per week	6	8	Co-requisite EET 3589 (English for Teachers 1)
Science of Teaching	CFP 3769	2 + 1hp per week	7	8	None
Curriculum Studies	CFP 3749	2	7	8	None
Educational Foundations 1	FMP 3622	2	6	8	None
English Language Education 2	LEP 3600	2 + 1hp per week	6	(8)	None
Namibian Language Education 2	List of codes provided	2 + 1hp per week	6	(8)	None
Environmental Education 2	MSP 3600	2 + 1hp per week	6	(8)	None
Numeracy and Mathematics Education 2	MMP 3600	2 + 1hp per week	6	(8)	Pre-requisite MMP 3500 (Numeracy and Mathematics Education 1)
Arts Education 1	LAP 3620	2 + 3hp per week	6	(8)	None
Total				74	

YEAR 3 (138 credits)
SEMESTER 1 (68 credits)

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

SEMESTER 2 (70 credits)

Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESP 3790	Equal to 2 weeks	7	(3)	Pre-requisite ESP 3690 (School Based Studies Phase 1)
Project Based Learning	CFP3782	Individual consultations	7	4	Co-requisite: CFP 3781 (Educational Research)
Guidance and Counseling 1	PSP 3702	2 + 1hp per week	7	8	None
Educational Management	FMP 3702	2	7	8	None
English Language Education 3	LEP 3700	2 + 1hp per week	7	(8)	None
Namibian Language Education 3	List of codes provided	2 + 1hp per week	7	(8)	None
Environmental Education 3	EMSP 3720	2 + 1hp per week	7	(8)	Pre-requisite MSP 3600 (Environmental Education 2)
Educational Foundations 2	FMP 3742	2	7	8	None
Numeracy and Mathematics Education 3	MMP 3700	2 + 1hp per week	7	(8)	MMP 3600 Numeracy and Mathematics Education 2)
Total				70	

YEAR 4 (128 credits)					
SEMESTER 1 (64 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 3	ESP 3891	Equal to 12 weeks in schools	8	12	Pre-requisite students should have passed all school subject in years 1, 2 and 3, ESP 3790 (School Based Studies Phase 2)
Guidance and Counseling 2	PSP 3800	2 for 7 weeks + 1hp every week	8	(4)	Pre-requisite PSP 3702 (Guidance and Counseling 1)
Educational Research Project	List of codes provided	Individual consultations	8	(16)	Pre-requisite CFP 3781 (Educational Re-search) and CFP 3782 (Project Based Learning)
English Language Education 4	LED 3800	2 for 7 weeks every week	8	(4)	None

Namibian Language Education 4	List of codes provided	2 for 7 weeks every week	8	(4)	None
Learning Support in the Mathematics Classroom	MMD 3880	4 periods for 7 weeks for the first semester + 1 hour practical every week	8	(8)	Pre-requisite MMP 3700 (Numeracy and Mathematics Education 3)
Career Specialisation (*The School reserves the right to use quotas to determine number of students allowed per career spesialisation*) One Elective from list below:					
Assessment and Evaluation	CFD 3880	6 for 7 week	8	(12)	60 % in Pre-requisite CFP 3721 (Assessment and Evaluation of Learning)
School Leadership and Management	FMD 3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Educational Technology	CFD 3890	6 for 7 week	8	(12)	60 % in Pre-requisite CFP 3729 (Integrated Media and Technology Education 2)
Inclusive Education 2	PSD 3880	6+2 hrs/week practical for 7 weeks	8	(12)	60 % in Pre-requisite PSP 3741 (Inclusive Education 1)
Life Skills	PSD 3890	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	MPD 3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Arts and Culture Development and Organisation.	LID 3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational management)
Early Childhood and Pre-Primary Education	EED3880	6 + 2hours practical per week for 7 weeks	8	(12)	60 % in Pre-requisite LEP 3700 English Language Education 3 and 60% in MMP 3700 (Mathematics and Numeracy Development 3)
Advanced Sign language *(Compulsory for all students who have selected Sign language Education as their language of choice)*	PLD3880	6 for 7 weeks	8	(12)	Sign language 1 and 2
Total				64	
SEMESTER 2 (64 credits)					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Professional and Community Development	FMP 3822	2	8	8	None
Guidance and Counseling 2	PSP 3800	1 + 1 hp every week	8	(4)	Pre-requisite PSP 3702 (Guidance and Counseling 1)
First Aid Education	MFA 3699	2/ 3 days	6	None credit bearing	None
Learning Support in Reading and Writing	PSP 3822	2 + 1hp every week	8	8	None
Educational Research Project	List of codes provided	Individual consultations	8	(16)	Pre-requisite CFP 3781 (Educational Research) and CFP 3782 (Project Based Learning)
Children's Literature 2	LLP 3822	4 + 2hp every week	8	8	None
Literacy Development	LLP 3842	2 + 2hp every week	8	8	None

Learning Support in the Mathematics Classroom	MMD 3800	2 +1 hour practical every week	8	(8)	MMP 3700 (Numeracy and Mathematics Education 3)
English Language Education 4	LED 3800	1 periods +1hp every week	8	4	None
Namibian Language Education 4	List of codes provided	1 periods +1hp every week	8	(4)	None
Career Specialisation One Elective from list below:					
Assessment and Evaluation	CFD 3880	6 for 7 week	8	(12)	60 % in Pre-requisite CFP 3721 (Assessment and Evaluation of Learning)
School Leadership and Management	FMD 3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Educational Technology	CFD 3890	6+2 hrs / week practical for 7 weeks	8	(12)	60 % in Pre-requisite CFP 3729 (Integrated Media and Technology Education 2)
Inclusive Education 2	PSD 3880	6 for 7 week	8	(12)	60 % in Pre-requisite PSP 3741 (Inclusive Education 1)
Life Skills	PSD 3890	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 Stu-dies)
Sport Organisation and Administration	MPD 3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Arts and Culture Development and Organisation.	LID 3880	6 for 7 week	8	(12)	60 % in Pre-requisite FMP 3702 (Educational Management)
Early Childhood and Pre-Primary Education	EED3880	6 + 2hours practical per week for 7 weeks			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 spesialisation

D.2.19.2 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:	EET 3589
NQF Level:	5
Semester Offered:	1st semester
National Professional Standard Competencies:	(C 9)
Contact Hours:	2 for 14 weeks + 2 hours practical every week
Credits:	4
Prerequisite:	LCE 3419 (English Communication and Study Skills) or equivalent and LEA 3519 (English for Academic Purpose)
Course Assessment:	Continuous assessment 50% At least two assessments (made up of theory and micro-teaching components) Examination 50%.(1 x 2 hour paper)

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:	1ST 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; 1st 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; 1st 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:	2nd 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:	2nd 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:	2nd 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:	2nd 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:	1st semester: 4 weeks in the beginning of year from start of school trimester until second week of February 2nd 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:	1st 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:	1st 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:	2nd 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:	Continious 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:	2nd 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:	2nd 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 (1st semester), 1 period 14 weeks (2nd 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:	1st 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 (1st semester), 1 + 1 hp every week for 14 weeks (2nd 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:	1st and 2nd 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 CFP 3782 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	LJP 3810	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:	1st semester 12 weeks in the beginning of the year from start of school trimester until Easter break , Year 4

National Professional Standard Competencies:	C 1, C4, C 5, C 6, C7, C 8, C 9, C 10, C 11, C 12, C 13, C 14, C 15, C 18, C 20, C 26, C 28
Contact Hours:	Twelve weeks in schools,
Credits:	12
Pre-requisite:	Students should have passed all school subjects in years 1, 2 and 3, and ESP 3790 (School Based Studies Phases 2)
Course Assessment:	Final assessment 100% Contribution to final assessment mark: Portfolio 20% Lesson preparation 30% Lesson presentation 50%

Course Aim:

This course is designed to provide supervised practice-based exercises intended to demonstrate readiness for employment in different facets of learning, teaching and management. Students will demonstrate their ability to teach 80 lessons spread across all school subjects in different phases at school from pre-primary to grade 4.

SEMESTER 2

Course:Title: PROFESSIONAL AND COMMUNITY DEVELOPMENT

Code:	FMP 3822
NQF Level:	8
Semester Offered:	2nd 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:	2nd 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:	1st & 2nd 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:	1st & 2nd 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:	1st & 2nd semesters, year 4
National Professional Standard Competencies:	C 3, C 6, C 7, C 18, C 19, C 26, C 27, C 28, C 29
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester, 2 hours per week practical for 21 weeks
Credits:	24
Prerequisite:	60% in CFP 3729 (Integrated Media and Technology Education)
Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:
This module will provide the student with a deeper understanding of the uses of ICTs in facilitating the teaching and learning process as well as the role that ICTs play in the larger educational and national context. Students will explore ways in which ICTs can be used for professional development, educational management, and school administration and publicity.

Course Title: **INCLUSIVE EDUCATION 2**

Code:	PSD 3880
NQF Level:	8
Semester Offered:	1st & 2nd semesters, year 4
National Professional Standard Competencies:	(C 8, C 13)*
Contact Hours:	6 per week for 7 weeks in first semester, 3 per week for 14 weeks in second semester
Credits:	24
Prerequisite:	60 % in PSP 3721 (Inclusive Education 1)

Course Assessment:	Continuous assessment 50%. At least 6 assessments Examination 50%. (1 x 3 hour paper)

Course Aim:

The aim of this course is to enable students to understand and apply the latest thinking and philosophical understandings in inclusive education such as identification, assessment and intervention strategies for learners with diverse educational needs in diverse educational settings. The major focus of the course is the role of teachers in providing support and adapting curriculum to facilitate the learning processes of learners with diverse educational needs.

Course Title: **LIFE SKILLS**

Code:	PSD 3890
NQF Level:	8
Semester Offered:	1st & 2nd 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:	1st & 2nd 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:	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:	60% in FMP 3702 (Educational Management)
Courser 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 Administartion. 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:	1st and 2nd 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:	1st and 2nd 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	2periods for 7 weeks+	8	(4)	None

		2hp every week			
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:	1st 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:	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
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:	2nd 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 2nd 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:	1st semester and 2nd 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:	1st and 2nd 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:	2nd 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:	2nd 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:	1st 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:	2nd 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:	2nd 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 PROFICIENCT 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 intepret 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:	2nd 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:	1st and 2nd 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:	1st and 2nd 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 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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 1st semes-ter and 2 hp every week 2 periods for 14 weeks for the 2nd semes-ter 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:	1st and 2nd semester, year 1
National Professional Standard Competencies:	C 1, C 2, C 3, C 5, C 6, C7, C 10, C11, C 12
Contact Hours:	2 + 1 hour practical every week
Credits:	16
Notional Hours	160
Prerequisite:	None
Course Assessment:	Continuous assessment 50% A Portfolio will form part of the continuous assessment At least 4 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)
Compulsory/Elective	Compulsory

Course Aim:

This course will introduce students to the nature of mathematics: rationale of mathematics teaching; history of mathematics education; the knowledge quartet and how it relates to teaching math; learning and teaching trajectories. Thereafter it will focus on enabling students to develop the following theoretical understanding, values and competencies: to explain the development and progression of number concept and number sense, learners understanding of numbers; of patterns, sequences/ seriation and ordinal numbers; of spatial relations; enhance own

mental skills, and reflect upon the methods and content for the provision of essential learning experiences in Pre- and Lower Primary classes: and the media to teach such mathematical ideas. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course

YEAR TWO

Course Title: NUMERACY AND MATHEMATICS EDUCATION 2

Code:	MMP 3600
NQF Level:	6
Semester Offered:	1st and 2nd 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 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:	1st and 2nd 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:	1st and 2nd 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 (1st semester), 2 hours per week, 1 hour practical every week (2nd 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:	1st and 2nd 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:	1st 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:	1st and 2nd 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:	1st 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:	1st semester, Year 3
National Professional Standard Competencies:	C 1, C 6, C 7, C 8, C 9, C 10, C 11, C 12*, C 14, C 15
Contact Hours:	2 periods per week, 2 hour practical every week
Credits:	8
Prerequisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments (made up of theory and micro-teaching components) Examination 50%

Course Aim:
The aims of this course are to enable students to develop the following theoretical understanding, values and competencies: to guide learners to discover their own religious identity and to accept values to live by; to clarify positive values and social behaviour; to discuss features of positive emotional intelligent behaviour. Describe aspects of belonging; ceremonies, festivals and sacred issues from different religions; reflect on creation and the relationship between happiness and values; and which methods and materials are necessary to teach this module content. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

D.3 BACHELOR OF EDUCATION IN SENIOR PRIMARY EDUCATION HONOURS (91BESP)

D.3.1   RATIONALE

The purpose of this programme is to prepare teachers who are lifelong learners and creators of knowledge through research and are passionate about teaching. In the same vein, the programme seeks to develop teachers who are cooperative, able to take initiative, flexible and adaptable to diverse realities, emotionally intelligent and possess both soft and classroom management skills.

In addition to that, the programme aims to contribute towards the UNAM vision, mission and strategic direction, with the aim to address national and international development goals contained in the Vision 2030, NDPs, Harambee Prosperity Plan II as well as the Africa Agenda 2063 (Goal 2). The programme also focuses on SDG number 4 on quality education which is aiming at achieving inclusive and quality education for all which reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development

D.3.2   GRADUATE EMPLOYABILITY ATTRIBUTES

The following teacher education graduate attributes are based on the UNAM graduate attributes and the National Professional Standards for Teachers in Namibia:
- creative and critical thinking skills;
- technological and digitally literacy;
- professional competence;
- effective communication skills;
- ethical and moral leadership and conduct;
- resilience, adaptability and flexibility;
- compassion and diversity tolerance;
- collaboration and social skills; and
- civic literacy.

D.3.3 EXIT PROGRAMME OUTCOMES

Holders of this qualification are able to:
1. apply skills of on how to identify, select, and organize learning experience pertaining to their subject specializations in a senior primary classroom;
2. model and apply the national ICT standards for teachers in design, implementation and assessment of learning experiences;
3. create learning environments which are culturally responsive to help all learners to learn regardless of their language, ethnicity, socio-economic backgrounds, geographic locations, special needs;
4. uphold and apply the professional code of conduct for teachers at senior primary phase,
5. select effective and appropriate communication techniques in teaching;
6. evaluate a variety of communication, instructional and assessment strategies in their teaching;
7. design a research proposal and synthesise the findings into research report; apply advanced content and skills in an area of specialization.

D.3.4. ADMISSION CRITERIA

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

Admission Based on Namibian School Leaving Certificates 2021 Onwards:

Undergraduate Degree Programmes
Subject to School Specific Regulations, the normal basic requirement for entrance to undergraduate degree programmes shall be:
(1) A pass in five different subjects as follows:
   a) 2 subjects on NSSCAS level with an average d or higher
   b) 3 subjects on NSSCO level with a C or higher
   c) English must be at minimum C at NSSCO level
   d) Mathematics ("C" in Mathematics) and Natural Science and Health Education ("C" in either Biology or Physical Science and a D in the remaining subject)
   e) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and English ("C" in English)
   f) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and Namibian Language ("C" in Namibian)
   g) English ("C" in English) and Namibian Language ("C" in Namibian Language)
   h) English and Sign Language ("C" in English)

Or
(2) A pass in five different subjects as follows:
   a) 3 subjects on NSSCAS level with an average d or higher
   b) 2 subjects on NSSCO level with a D or higher
   c) English must be at minimum C at NSSCO level
   d) Mathematics ("C" in Mathematics) and Natural Science and Health Education ("C" in either Biology or Physical Science and a D in the remaining subject)
   e) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and English ("C" in English)
   f) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and Namibian Language ("C" in Namibian)
   g) English ("C" in English) and Namibian Language ("C" in Namibian Language)
   h) English and Sign Language ("C" in English)

Admission Criteria Based on School Leaving Certificates Prior to 2021

Subject to School Special Regulations, the normal basic requirement for entrance to undergraduate degree programmes shall be:
   a) A pass in five different subjects as follows:
   b) 2 subjects on higher level (NSSCH) with a 4 or higher
   c) 3 subjects on ordinary level (NSSCO) with a C or higher
   d) English must be at minimum C at NSSCO level
   e) Mathematics ("C" in Mathematics) and Natural Science and Health Education ("C" in either Biology or Physical Science and a D in the remaining subject)
   f) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and English ("C" in English)
   g) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and Namibian Language ("C" in Namibian Language)
   h) English ("C" in English) and Namibian Language ("C" in Namibian Language)

i) English and Sign Language ("C" in English)

Or

1) A pass in five different subjects as follows:
   a) 3 subjects on higher level (NSSCH) with a 4 or higher
   b) 2 subjects on ordinary level (NSSCO) with a D or higher
   c) English must be at minimum C at NSSCO level
   d) Mathematics ("C" in Mathematics) and Natural Science and Health Education ("C" in either Biology or Physical Science and a D in the remaining subject)
   e) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and English ("C" in English)
   f) Social Science ("C" in one of the following subjects History, Geography or Development Studies and a "D" in the other subject) and Namibian Language ("C" in Namibian)
   g) English ("C" in English) and Namibian Language ("C" in Namibian Language)
   h) English and Sign Language ("C" in English)

Mature Age Entry Scheme

Applicants aspiring for admission to UNAM's undergraduate programmes through the Mature Age Entry Scheme must satisfy the following conditions:
1. Applicants should have completed senior secondary education for admission into undergraduate degree programmes.
2. They should normally have proof of at least five years' relevant work experience teaching at senior primary education level.

The Mature Age Entry Examination will consist of three / four papers:
(a) Paper 1: An English Proficiency Paper;
(b) Paper 2: A General Knowledge Paper;
(c) Paper 3: A Numerical Ability Paper;
(d) Paper 4: A Faculty of Education and Human Sciences Paper (where applicable)

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

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

Student Admission Based on Recognition of Prior Learning:
Admission based on Recognition of Prior Learning will be according to the procedures as set out in the Recognition of Prior Learning Policy.
Student Admission Under the Indigenous Groups Category:
Indigenous group of students will be admitted to this programme as per recruitment policy.

Additional Selection Criteria

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

D.3.5   ARTICULATION OPTIONS

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

D.3.6   ASSESSMENT CRITERIA

Assessment for most of the modules will be in accordance with the general regulations of the university of Namibia. The assessment criteria used for this qualification are in the following format:
- A minimum CA Mark of 40% is required to gain entrance into the relevant module examination, unless otherwise stated in the individual module descriptor.
- To pass a module, a minimum final mark of 50% is required, unless otherwise stated in the individual module descriptor.
- The final mark for each module will be calculated using a ratio of 60 % CA mark: 40 % Exam mark of 3:2 unless otherwise stated in the individual module descriptor.
- Notwithstanding the above, a subminimum of at least 40% will apply to the Exam Mark, unless otherwise stated in the individual module descriptor.

D.3.7   QUALITY ASSURANCE ARRANGEMENTS

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

Monitoring of student progress

Students' progress will be monitored as follows:

a) E-learning reports from the existing platform such as Moodle will be used to formulate remedial actions for students at risk.

b) All students will do assessments in each module as described in the module descriptors, and in accordance with the University Assessment Policy.

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

      i. Student's progression and course pass/completion rate

      ii. Moderator's report

      iii. Students-lecturer evaluation reports

D.3.8 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL/PROGRAMME

Re-admission rules

36 – 40 credits (of which 24 must be non-core) by the end of the first year of registration)

132 credits by the end of the second year of registration

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

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

420 – 430 credits by the end of the fifth year of registration

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

D.3.9 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%.

D.3.10 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.

D.3.11 CAREER OPPORTUNITIES

- Primary school teacher

D.3.12 IMPLEMENTATION STRATEGY

The first year of the new programme will be implemented in January 2024. The third and fourth year will be implemented in 2025 and 2026 respectively. A staggered approach will be used to implement the new programme as well as the phasing out of the old programme as follows:

Programme	2024	2024	2025	2026
B. Ed Upper Primary (Honours)- Phasing out	Year 2 Year 3 Year 4	Year 3 Year 4	Year 4	Outliers will have up to 2029 to complete.
B. Ed Senior Primary Honours- Revised to implemented	Year 1	Year 1 Year 2	Year 1 Year 2 Year 3	Year 1 Year 2 Year 3 Year 4
Module Repeaters of the old programme	1	1,2	2,3	3,4

D.3.11 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	5	2	L(2h)/week	None
U3420EM	Ethics and Morality	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
***Elective Support Subjects: (**Student choose one elective support module**)**					
E3503IP	*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 + P (4h + 2h prac)/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
E3552AC	Communication Skills for Educators	5	12	L (4h)/week	None
***Elective Support Subjects: (**Student choose one elective support module**)**					
E3503IP	*Physical Education 1B	5	8	**L (4h + 2 prac)/week**	Physical Education 1A (Co-requisite)

E3502IA	*Arts and Culture Education 1B	5	8	L (4h + 2 prac)/week	Arts Education 1A (Co-requisite)
E3502IR	*Moral and Religious Education 1B	5	8	L (4h + 2 prac)/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 + 2 prac)/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)**
E3612CI	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)[7]	Teaching Practicum Preparation **Pre-requisite**
Total Credits Core Semester					36
Semester 1					
	School subject 1 3A *(See list of codes for subject combinations)*	7	16	L (4h)/week	School Subject 1 2B **Pre-requisite**
	School subject 2 3A *(See list of codes for subject combinations)*	7	16	L (4h)/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 3B *(See list of codes for subject combinations)*	7	16	L (4h)/week	School Subject 1 3A **(Co-requisite)**
	School Subject 2 3B *(See list of codes for subject combinations)*	7	16	L (4h)/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	Inclusive Responsive Teaching **Pre-requisite**
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**

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[7] 6 hours for teaching and 2 hours for extra-mural activities and lesson preparation per day.

E3762AM	Mathematics Education	I	7	8	L (4h)/week	Mathematics 2B **Pre-requisite**
E3762AS	Science Education	I	7	8	L (4h)/week	Integrated Natural Science 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
E3762CA	Arts Management	I	7	8	L (4h)/week	Arts Education
Total Credits Semester 2						**48**
Total Credits Year 2						**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
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	Educational Research Proposal
Teaching Practicum II	E3851CP	8	36[8]	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):					
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	E3812AM	8	18	L+ P (4h+2h)/week	Mathematics Education I **Pre-requisite**

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[8] 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.

Science Education II	E3812AS	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**
Arts Management II	E3812CA	8	18	L+ P (4h+2h)/week	Arts 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 + 2 prac)/week	IPE 3542 Physical Education 1A (Co-requisite)
E3502IA	Arts and Culture Education 1B		5	8	L (4h + 2 prac)/week	IAE 3542 Arts Education 1A (Co-requisite)
E3502IR	Moral and Religious Education 1B		5	8	L (4h + 2 prac)/week	IMR 3542 Moral and Religious Education 1A (Co-requisite)
Total Credits semester 2						**35**
Total Credits Year 1						**67**

D.3.12   PROGRAMME STRUCTURE

QUALIFICATION CODE	SUBJECT COMBINATION	CAMPUS OFFERED
91BSMN	Mathematics Education & Natural Science and Health Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSDM	Mathematics Education & Design and Technology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSHM	Mathematics & Home Ecology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSDN	Natural Science and Health Education & Design and Technology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSHN	Natural Science and Health Education & Home Ecology Education	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSAN	Natural Science and Health Education & Agriculture Education	Hifikepunye Pohamba, Katima Mulilo, Rundu Campuses
91BSMA	Mathematics & Agriculture Education	Hifikepunye Pohamba, Rundu and Katima Mulilo Campus
91BSSE	Social Science Education & English	Hifikepunye Pohamba, Katima Mulilo, Khomasdal and Rundu Campuses
91BSSW	Social Science Education & Oshikwanyama	Hifikepunye Pohamba Campus
91BSSO	Social Science Education & Oshindonga	Hifikepunye Pohamba
91BSSH	Social Science Education & Otjiherero	Khomasdal Campus
91BSSK	Social Science Education & Khoekhoegowab	Khomasdal Campus
91BSSA	Social Science Education & Afrikaans	Khomasdal Campus
91BSSZ	Social Science Education & Silozi	Katima Mulilo Campus
91BSSM	Social Science Education & Romanyo	Rundu Campus
91BSST	Social Science Education & Timbukushu	Rundu Campus
91BSSR	Social Science Education & Rukwangali	Rundu Campus
91BSEO	English & Oshikwanyama	Hifikepunye Pohamba, Khomasdal Campuses
91BSEW	English & Oshindonga	Hifikepunye Pohamba, Khomasdal Campuses
91BSSS	Social Science Education & Sign Language[9]	Khomasdal Campus (will not be offered in 2025)
91BSSN	Social Science Education & Setswana	Khomasdal Campus
91BSEA	English & Afrikaans	Khomasdal Campus
91BSEG	English & German	Khomasdal Campus
91BSEZ	English & Silozi	Katima Mulilo Campus
91BSEM	English & Rumanyo	Rundu Campus

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

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

Elective Support Subjects (students elect one)

Physical Education (Offered only at Hifikepunye Pohamba, Katima Mulilo, Rundu, Khomasdal)

YEAR 1					
SEMESTER 1					
Course Title	**Code**	**Periods**	**NQF level**	**Credits**	**Co-/Pre-requisite**
Physical Education I	E3503IP	L + P (4h + 2h prac)/week	5	7	None
SEMESTER 2					
Physical Education I	E3503IP	L + P (4h + 2h prac)/week	5	7	Physical Education 1A
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
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 + 2h prac)/week	5	7	None
SEMESTER 2					
Religious and Moral Education 1B	E3502IR	L + P (4h + 2h prac)/week	5	7	Religious and Moral Education 1A
YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Religious and Moral Education	E3622IR	L + P (4h + 2h prac)/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 Multicultural Studies	**E3600CA**
	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	Inclusive Responsive Teaching **Pre-requisite**
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	E3762AM				Mathematics Education 2B **Pre-requisite**
Science Education I	E3762AS				Natural Science and Health Education 2B **Pre-requisite**
Curriculum Studies I	E3762AC				Learner and Learning Environment **Pre-requisite**
Sports Management I	E3762IP				Arts 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	E3812AM				Mathematics Education I

Science Education II	E3812AS				Science Education I
Curriculum Studies II	E3812AC				Curriculum Studies I
Sports Management II					Sport Management I

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

English Language Education

Module Code	Module Name	NQF Level	Credits	Contact hours per week (L/P/T)	(Co-requisite)/Pre-requisite
Year 1					
	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	Ju!'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					
E3771IE	English Language Education 3A	7	16	L + P (4h + 2h prac)/week	English Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IG	German Language Education 3A	7	16	L + P (4h + 2h prac)/week	German Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IO	Oshindonga Language Education 3A	7	16	L + P (4h + 2h prac)/week	Oshindonga Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IW	Oshikwanyama Language Education 3A	7	16	L + P (4h + 2h prac)/week	Oshikwanyama Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**

E3771II	Otjiherero Language Education 3A	7	16	L + P (4h + 2h prac)/week	Otjiherero Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IK	Khoekhoegowab Language Education 3A	7	16	L + P (4h + 2h prac)/week	Khoekhoegow ab Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IT	Setswana Language Education 3A	7	16	L + P (4h + 2h prac)/week	Setswana Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IF	Afrikaans Language Education 3A	7	16	L + P (4h + 2h prac)/week	Afrikaans Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IU	Rumanyo Language Education 3A	7	16	L + P (4h + 2h prac)/week	Rumanyo Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IL	Rukwangali Language Education 3A	7	16	L + P (4h + 2h prac)/week	Rukwangali Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IB	Thimbukushu Language Education 3A	7	16	L + P (4h + 2h prac)/week	Thimbukushu Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IZ	Silozi Language Education 3A	7	16	L + P (4h + 2h prac)/week	Silozi Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IC	Sign Language Education 3A	7	16	L + P (4h + 2h prac)/week	Sign Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
E3771IJ	Ju!'hoansi Language Education 3A	7	16	L + P (4h + 2h prac)/week	Ju!'hoansi Language Education 2B: Analysis and Teaching of Literature **Pre-requisite**
Semester 2					

Module Code	Module Name	NQF Level	Credits	Contact hours per week (L/P/T)	(Co-requisite)/Pre-requisite
E3772IE	English Language Education 3B	7	16	L + P (4h + 2h prac)/week	English Language Education 3A **Co-requisite**
E3772IG	German Language Education 3B	7	16	L + P (4h + 2h prac)/week	German Language Education 3A **Co-requisite**
E3772IO	Oshindonga Language Education 3B	7	16	L + P (4h + 2h prac)/week	Oshindonga Language Education 3A **Co-requisite**
E3772IW	Oshikwanyama Language Education 3B	7	16	L + P (4h + 2h prac)/week	Oshikwanyama Language Education 3A **Co-requisite**
E3772II	Otjiherero Language Education 3B	7	16	L + P (4h + 2h prac)/week	Otjiherero Language Education 3A **Co-requisite**
E3772IK	Khoekhoegowab Language Education 3B	7	16	L + P (4h + 2h prac)/week	Khoekhoegowab Language Education 3A **Co-requisite**
E3772IT	Setswana Language Education 3B	7	16	L + P (4h + 2h prac)/week	Setswana Language Education 3A **Co-requisite**
E3772IF	Afrikaans Language Education 3B	7	16	L + P (4h + 2h prac)/week	Afrikaans Language Education 3A **Co-requisite**
E3772IU	Rumanyo Language Education 3B	7	16	L + P (4h + 2h prac)/week	Rumanyo Language Education 3A **Co-requisite**
E3772IL	Rukwangali Language Education 3B	7	16	L + P (4h + 2h prac)/week	Rukwangali Language Education 3A **Co-requisite**
E3772IB	Thimbukushu Language Education 3B	7	16	L + P (4h + 2h prac)/week	Thimbukushu Language Education 3A **Co-requisite**
E3772IZ	Silozi Language Education 3B	7	16	L + P (4h + 2h prac)/week	Silozi Language Education 3A **Co-requisite**
E3772IC	Sign Language Education 3B	7	16	L + P (4h + 2h prac)/week	Sign Language Education 3A **Co-requisite**
E3772IJ	Ju!'hoansi Language Education 3B	7	16	L + P (4h + 2h prac)/week	Ju!'hoansi Language Education 3A **Co-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					
E3771IS	Social Science Education 3A	7	16	L + P (4h + 2h prac)/week	Social Science Education 2B **Pre-requisite**
Semester 2					
E3772IS	Social Science Education 3B	7	16	L + P (4h + 2h prac)/week	Social Science Education 3A **Co-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					
E3771IM	Mathematics Education 3A	7	16	L + P (4h + 2h prac)/week	Mathematics Education 2B **Pre-requisite**
Semester 2					
E3772IM	Mathematics Education 3B	7	16	L + P (4h + 2h prac)/week	Mathematics Education 3A **Co-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					

Module Code	Module Name	NQF Level	Credits	Contact hours per week (L/P/T)	(Co-requisite)/Pre-requisite
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					
E3771IN	Natural and Health Education 3A	7	16	L + P (4h + 2h prac)/week	Natural and Health Education 2B **Pre-requisite**
Semester 2					
E3772IN	Natural and Health Education 3B	7	16	L + P (4h + 2h prac)/week	Natural and Health Education 3A **Co-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					
E3771IH	Home Ecology Education 3A	7	16	L + P (4h + 2h prac)/week	Home Ecology Education 2B **Pre-requisite**
Semester 2					
E3772IH	Home Ecology Education 3B	7	16	L + P (4h + 2h prac)/week	Home Ecology Education 3A **Co-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					
E3771IA	Agriculture Education 3A	7	16	L + P (4h + 2h prac)/week	Agriculture Education 2B **Pre-requisite**
Semester 2					
E3772IA	Agriculture Education 3B	7	16	L + P (4h + 2h prac)/week	Agriculture Education 3A **Co-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					
E3771ID	Design and Technology Education 3A	7	16	L + P (4h + 2h prac)/week	Design and Technology Education 2B **Pre-requisite**
Semester 2					
E3772ID	Design and Technology Education 3B	7	16	L + P (4h + 2h prac)/week	Design and Technology Education 3A **Co-requisite**

D.3.13   YEAR 1 MODULE DESCRIPTORS

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, lecturers,

Student Assessment Strategies
Continuous Assessment: 60%
Examination: 40%

Learning and Teaching Enhancement Strategies
Class visits; student evaluation

Prescribed Learning Resources
Whitaker, T. (2020). *What The Great Teachers Do Differently: Nineteen Things That Matter Most (3rd ed.)*. Eye on Education,
Routledge
Verde, S. (2019). *I am …yoga, peace, human.* Illustrated by Peter H. Reynolds.

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%

Learning and Teaching Enhancement Strategies
Student-lecturer evaluation, peer review, internal and external moderation of examinations

Prescribed Learning Resources
Seifert, K. & Sutton, R. (2017). *Educational Psychology*. file:///Users/hannah/Downloads/Educational-Psychology-1506014433_regexified.html (free online resource)

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 actives, 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%

Learning and Teaching Enhancement Strategies
Student-lecturer evaluations, continuous module reviews and moderators' reports.

Prescribed Learning Resources
Ministry of Education, Arts and Culture and Ministry of Sport, Youth and National Service. (2019). *Physical Education 4 Life: A*
Physical Education Guide for Educators in Namibia. Grade 4 to 7 Windhoek: John Meinert Printing (Pty) Ltd

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%

Learning and Teaching Enhancement Strategies
Student-Lecturer evaluations, suggestion boxes and student feedback
Prescribed Learning Resources

Birkenshaw, L. (2006). *Music for Fun, Music for Learning (4th Ed.)*. Texas, United States of America: Barcelona Publishers.
Visual Arts:
Wachowiak, F. (1977). *Emphasis Art. A Qualitative Art Program for the Elementary School* (3rd Ed.). New York: Harper & Row Publishers.
Drama:
Bowell, P. & Heap, B. S. (2017). *Putting Process Drama into Action: The Dynamics of Practice* (1st Ed.). Oxfordshire, England: Routledge

PART B: MODULE DESCRIPTOR:	
Module Title: Religious and Moral Education 1A	
Module Code	E3501IR
NQF Level	5
Notional Hours	80
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	8
(Co-requisites) Prerequisite	None
Compulsory/Elective	Elective
Semester Offered	1
Module 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.

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%

Prescribed Learning Resources

Barnes, Philip, L. (2014). *Education, Religion and Diversity: Developing a New Model of Religious Education*. Oxon: Routledge.

Mathewes, C. (2010). *Understanding Religious Ethics.* Oxford: Wiley-Blackwell.

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%.

Learning and Teaching Enhancement Strategies
Student-lecturer evaluations, Continuous module reviews

Prescribed Learning Resources
Coetzee, M. and Jansen, C. (2016). *Emotional Intelligence in the Classroom. The secret of happy teachers.*
Jacobs, M. Vakalisa, N & Gawe, N. (2004). *Teaching-Learning Dynamics: A participative approach for OBE,* 3rd Edition.

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

Learning and Teaching Enhancement Strategies

Students' evaluation and reflections, Lecturer reflections and continuous module review.

Prescribed Learning Resources

Ministry of Education. (2015). *Environmental Studies syllabus: Junior Primary Phase*. Okahandja: NIED

Ministry of Education. (2015). *Integrated Planning Manuals Grades 1 – 3*. Okahandja: NIED

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 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%

Learning and Teaching Enhancement Strategies
Student-lecturer evaluations, Continuous module reviews, and moderators' reports.

Prescribed Learning Resources
Birkenshaw, L. (2006). *Music for Fun, Music for Learning (4th Ed.)*. Texas, United States of America: Barcelona Publishers.

PART B: MODULE DESCRIPTOR:	
Module Title: Religious and Moral Education 1B	
Module Code	E3502IR
NQF Level	5
Notional Hours	80
Contact hours	(2h)/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:	

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.

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

Prescribed Learning Resources
Barnes, Philip, L. (2014). *Education, Religion and Diversity: Developing a New Model of Religious Education*. Oxon: Routledge.
Afolayan, A., Falola, T., (eds) (2017). *The Palgrave Handbook of African Philosophy.* Cham: Palgrave Macmillan.

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 though 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%

Learning and Teaching Enhancement Strategies
Students-Lecturer evaluation, Suggestion boxes and continuous module reviews.

Prescribed Learning Resources

Ministry of Education, Republic of Singapore. (2013). *Aesthetics and Creative Expression: Nurturing Early Learners*. Singapore, Asia: LOUD! Productions Pte Ltd

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%

Learning and Teaching Enhancement Strategies

Lecturer and student reflections, continuous module reviews and student-lecturer evaluations.

Prescribed Learning Resources

Ministry of Education, Arts and Culture and Ministry of Sport, Youth and National Service. (2019). *Physical Education 4 Life: A Physical Education Guide for Educators in Namibia*. Grade 4 to 7 Windhoek: John Meinert Printing (Pty) Ltd

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 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 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%

Learning and Teaching Enhancement Strategies
Lecturer and student reflections, continuous module reviews and student-lecturer evaluations.

Prescribed Learning Resources
Music:
Primatic. S. (2015). *Percussion Methods: An Essential Resource for Educators, Conductors and Students.* Chicago Illinois, United States of America: Meredith Music

Visual Arts:
Matthew, B. & O'Hare, J. (2005). *Puppetry in Education and Therapy: Unlocking Doors to the Mind and Heart* (Eds.). Bloomington Indiana, United States of America: Authorhouse Publications.

PART B: MODULE DESCRIPTOR:	
Module Title: Religious and Moral Education	
Module Code	E3621IR
NQF Level	6
Notional Hours	80
Contact hours	(4h + 2h)/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)

Prescribed Learning Resources
Barnes, Philip, L. (2014). *Education, Religion and Diversity: Developing a New Model of Religious Education*. Oxon: Routledge.
Killen, M., Smetana, J. G. (eds) (2014). *Handbook of Moral Development*. New York: Psychology Press.
Watson, B & Thompson, P. (2007). *The Effective Teaching of Religious Education*. Pearson Longman.

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 %

Learning and Teaching Enhancement Strategies

Student reflections, continuous module reviews, lecturer/student evaluations.

Prescribed Learning Resources

Regents of the University of Minnesota. (2018). *Inclusive Education Strategies: A textbook*.
Roska, J., Kilgo, C.A., Trolian, T.L., Pascarella, E.T., Blaich, C. & Wise, K.S. (2017). Engaging with diversity: How positive and negative diversity interactions influence students' cognitive outcomes. *The Journal of Higher Education,* 88(3), 297-322.

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 21st 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; **Boolen 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%

Learning and Teaching Enhancement Strategies
student-lecturer evaluation, continuous module review, and moderators' reports.

Prescribed Learning Resources
Introduction to Information and Communication Technology in Education (https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf)
ICT policy: http://www.tech.na/download/ICT Policy.pdf

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%

Learning and Teaching Enhancement Strategies.
Feedback from stakeholders (students and schools), supervisor evaluation and continuous module review

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%

Learning and Teaching Enhancement Strategies
Student-lecturer evaluations and feedback from stakeholders, continuous module review.

Prescribed Learning Resources
Teaching Practicum guide will be provided.

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%

Learning and Teaching Enhancement Strategies
Feedback from students, continuous module review and moderators' reports.

Prescribed Learning Resources
Brynard, D.J.; Hanekom, S. X. and Brynard, P. A. (2014). *Introduction to Research. ISBN*: 9780627030178.
Bertram, C., Christiansen, I. (2014). *Understanding Research: An Introduction to Reading Research:* **ISBN:** 9780627031175.

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 21st 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 21st 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 4th 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%
Learning and Teaching Enhancement Strategies
Lecturer-student evaluations, continuous module review and moderators' report.

Prescribed Learning Resources
Project Based Learning Study Guide (for Distance mode)
21st Century Skills: a handbook:
http://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf

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 contex**t: 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%

Learning and Teaching Enhancement Strategies
Lecturer and student reflections, continuous module reviews, lecturer/student evaluations.

Learning Resources
Cecilia B. & Elize du Plessis (2018*). Curriculum Studies Development, interpretation, plan and practice (3rd Ed.)*. Cape town: Van Schaik Publishers
Ornstein, A.C. & Hunkins, F.P. (2018). *Curriculum: Foundations, Principles and Issues (3rd Ed).* Boston: Allyn and Bacon

Additional resources
South African Institute for Distance Education (2012). *Curriculum: Organising knowledge for the classroom, 3rd edition.* Oxford University Press.

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	Inclusive Responsive Teaching
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%

Learning and Teaching Enhancement Strategies
Continuous module review, lecturer/student evaluation and moderators' report.

Prescribed Learning Resources
Landsberg, E. Krüger, D. and Swart E. (2016). 3rd Edition. *Addressing Barriers to Learning: A South African Perspective.* Pretoria: J. L. van Schaik.
Brown A. & Haihambo C. K. *Inclusive Education as a Democratic Imperative.* In Amukugo E. (2015).

Recommended readings
Hallahan, D. P. and Kauffman, J. M. (2000). *Exceptional learners. Introduction to special education. Eighth edition.* Boston: Allyn and Bacon.
Smith, D. D. (2001). *Introduction to special education. Teaching in an age of opportunity. Fourth edition.* Boston: Allyn and Bacon.

Additional reading:
The Salamanca Statement (1994).
Education Sector Policy on the Prevention and Management of Learner Pregnancy (2012).

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; pacesetting 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%

Learning and Teaching Enhancement Strategies
Continuous module review, student-lecturer evaluations and moderators' report.

Prescribed Learning Resources
Smit, P.J., Cronje, G.J., Brevis, T., Vrba, M.J. (2011). *Management Principles. (fifth edition).* SA: Juta.
Van der Westhuizen. (2016). *Schools as Organizations.* SA: Van Schaik.

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: d**igital 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%

Learning and Teaching Enhancement Strategies.

Student-lecturer evaluations, continuous module review and moderators' report.

Prescribed Learning Resources (e-books available)

Marino, M. T., Israel, M., Vasquez III, E., Fisher, K. M., & Gallegos, B. (2018). *Teaching and learning with technology*. The Wiley International Handbook of Educational Foundations, 245.

Lever-Duffy, J. & McDonald, J. (2018) *Teaching and Learning with Technology, 6th edition*, Published by Pearson (June 14th 2021) - ISBN-13: 9780137498185

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education I	
Module Code	E3762AM
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%.

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback, student-lecturer evaluation and moderators' report.

Prescribed Learning Resources
Griffin, P. and Care, E. (2015). *Assessment and Teaching of 21st Century Skills. Methods and Approach. New York*.

(eBook, DOI 10.1007/978-94-017-9395-7)

PART B: MODULE DESCRIPTOR:	
Module Title: Science Education I	
Module Code	E3762AS
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%

Learning and Teaching Enhancement Strategies
Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation.

Prescribed Learning Resources
Wellington, J and Ireson, G. (2008). *Science Learning, Science Teaching*. Oxon, UK: Routledge.
Bryce, T.G.K. (2011). Does the discussion of socio-scientific issues require a paradigm shift in science teachers' thinking?
International Journal of Science Education. 33.12, 1675 – 1702. DOI: 10.1080/09500693.2010.519804.
Oldknow, A. & Taylor, R. (2004). *Teaching Mathematics using ICT (2Ed) Continuum*. ISBN 0-8264-7059-9
Websites: The list of websites will be compiled by lecturers.

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%

Learning and Teaching Enhancement Strategies
Lecturer and student reflections, continuous module reviews, lecturer/student evaluations.

Learning Resources
Cecilia B. & Elize du Plessis (2018). *Curriculum Studies Development, interpretation, plan and practice (3rd ed.)*. Cape town:
Van Schaik Publishers
Ornstein, A.C. & Hunkins, F.P. (2018). *Curriculum: Foundations, Principles and Issues* (3rd Ed). Boston: Allyn and Bacon

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%.

Learning and Teaching Enhancement Strategies
Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation.

Prescribed Learning Resources
Stafford, I. (Ed.). (2011). *Coaching Children in Sport (1st ed.)*. Routledge. https://doi.org/10.4324/9780203850688
Jones, R.L. (Ed.). (2006). *The Sports Coach as Educator: Re-conceptualising Sports Coaching (1st ed.)*. Routledge.
https://doi.org/10.4324/9780203020074

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%

Learning and Teaching Enhancement Strategies.
Consultations on Research Report Writing, Data Collection, and Analysis.

Prescribed Learning Resources
Brynard, D.J.; Hanekom, S. X. and Brynard, P. A. (2014). *Introduction to Research*. **ISBN**: 9780627030178.
Bertram C, Christiansen, I. (2014). *Understanding Research: An Introduction to Reading Research*: **ISBN:** 9780627031175.

Additional learning resources:
American Psychological Association (2010). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, DC: American Psychological Association.
Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th .ed.)*. Boston: Pearson.

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%

Learning and Teaching Enhancement Strategies
Peer observations and evaluations, student-lecturer evaluations and moderators' report.

Prescribed Learning Resources
On-line References:
UNESCO: IIEP (updated 2021-08-09). *School Community Relationship*. Retrieved on 08-13-2021 from https://policytoolbox.iiep.unesco.org/policy-option/school-community-relationship/
Afridi, M. (2014). *Parent and Community Involvement in Education: A rapid review of the literature*: Ontario Institute for studies in education. Retrieved on 08-13-2021 from https://www.oise.utoronto.ca/cidec/User

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%

Learning and Teaching Enhancement Strategies.
Student-lecturer evaluations, Peer-review of lessons taught, Self-reflection

Prescribed Learning Resources
United Nations Population Fund, UNPF (2017). *Comprehensive Sexuality Education for out of School Young Adults*.
Bonjour, M. and Van der Vlugt, I. (2018). *Comprehensive Sexuality Education: Knowledge File*. Rutgers.

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 21st 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 21st 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%

Learning and Teaching Enhancement Strategies

Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation etc.

Prescribed Learning Resources

https://www.ped.muni.cz/cphpjournal/520132/06.pdf
https://www.umalusi.org.za/docs/presentations/2015/textbooks.pdf
Nawani, D. (2019). *Teaching-Learning Resources for School Education.* SAGE Publication.

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%
Learning and Teaching Enhancement Strategies
Continuous module review, lecturer/student evaluation.

Prescribed Learning Resources
Donald D., Lazarus S. & Moolla (2014). *Educational Psychology in Social Context: Ecosystemic Applications in Southern Africa.*
.Edition. Cape Town.
Gous I. & Roberts J. (2015). *Teaching Life Orientation: Senior and FET Phases.* Cape Town. Oxford University Press.

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; pacesetting 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%

Learning and Teaching Enhancement Strategies
Student-lecturer evaluations, continuous module review and moderatos' report.

Prescribed Learning Resources
Coetzee, S. A., Van Niekerk, E. J., Wydeman J.L. (2010). *An Educator's Guide to Effective Classroom Management.* Pretoria: Van Schalik publisher
Musaazi, J. C. S. 1982. *The Theory and Practice of Educational Administration.* London: Macmillan Publishers Van der Westhuizen (2016). Schools as Organisations. Pretoria: Van Schalik publisher

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)

Learning and Teaching Enhancement Strategies.
Student-lecturer evaluations, Continuous module review, and moderators' report.

Prescribed Learning Resources (e-books available)
Marino, M. T., Israel, M., Vasquez III, E., Fisher, K. M., & Gallegos, B. (2018). *Teaching and learning with technology*. The Wiley
international Handbook of Educational Foundations, 245.

PART B: MODULE DESCRIPTOR:	
Module Title: Science Education II	
Module Code	E3812AS
NQF Level	8
Notional Hours	180
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	18
Prerequisite	Science Education 3A
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%

Learning and Teaching Enhancement Strategies
Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation

Prescribed Learning Resources

Day, S.P. and Bryce, T.G.K. (2011). Does the discussion of socio-scientific issues require a paradigm shift in science teachers' thinking? *International Journal of Science Education*. 33.12, 1675 – 1702. DOI: 10.1080/09500693.2010.519804.

Vieira, R. & Tenreiro-Vieira, C. (2016). Fostering Scientific Literacy and Critical Thinking in Elementary Science Education, *International Journal of Science and Mathematics Education*, 14, 659-680. DOI:10.1007/S10763-014-9605-2

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education II	
Module Code	E3812AM
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; Ethnomathematics/Science; **Zone of Proximal Development:** Vygotsky, Tolman & Bandura; **Constructivism:** Piaget; Gestalt; Robert Gagne; **Assoiationistic:** 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)

Learning and Teaching Enhancement Strategies
Student-lecturer evaluations
Formative assessment tasks will be used to monitor student progress.

Prescribed Learning Resources
Higgs, P., and Smith, J. (2003). *Rethinking Truth*. Juta & Co.
Reid, G. (2005). *Learning styles and inclusion*. London: Paul Chapman.

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)

Learning and Teaching Enhancement Strategies

lecturer and student reflections, continuous module reviews, lecturer/student evaluations

Prescribed Learning Resources

Cecilia B. & Elize du Plessis (2018). *Curriculum Studies Development, interpretation, plan and practice (3rd ed.).* Cape town: Van Schaik Publishers.
Ornstein, A.C. & Hunkins, F.P. (2018). *Curriculum: Foundations, Principles and Issues* (3rd Ed). Boston: Allyn and Bacon.

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)

Learning and Teaching Enhancement Strategies
Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation

Prescribed Learning Resources
YDF Manual for Sports Event Management: Guidelines for the Organization and Management of Development Events. (2011). Deutsche Gesellscahft fűr Internationale Zusammenarbeit (GIZ) for the Youth Development through Football (YDF) project. South Africa. Retrieved from http://www.za-ydf.org/giz/YDF%20Manual%20for%20Sport%20Event%20Management/YDF%20Manual%20for%20Sports%20Event%20Management.pdf
Byl. J. (2013). Organizing Successful Tournaments. Human Kinetics. https://www.amazon.in/Organizing-Successful-Tournaments-John-Byl/dp/1450460275#detailBullets_feature_div

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

Learning and Teaching Enhancement Strategies
Online discussion Forums, feedback from stakeholders (students and schools) and continues module review.

Prescribed Learning Resources
Borabo, M. (2015). *My practice teaching handbook and portfolio*. Quezon City: Lorimar Publishing Inc.

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)

Learning and Teaching Enhancement Strategies:
Mid-semester student feedback, Student-lecturer evaluation

Prescribed Learning Resources:
Van de Walle, J. A., Karp, J.S., Bay-Williams, J.M. (2012). *Elementary and Middle School Mathematics: Teaching Developmentally*. 8th Edition. Boston: Allyn & Bacon.

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) Prerequisites	(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)

Learning and Teaching Enhancement Strategies
Student-lecturer evaluation

Prescribed Learning Resources
Naweseb, T. (2021). *Mathematics Education 1B*. Windhoek: University of Namibia Press.

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)

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback, and student-lecturer evaluation

Prescribed Learning Resources
Van de Walle, J.A; Karp, K.; & Bay-Williams, J. M. (2014). *Elementary and Middle School mathematics: Teaching Developmentally, Student Value Edition (8th Edition)*. Boston: Allyn & Bacon.

Kilpatrick, J., Swafford, J., Findell, B. (2000). *Add it up: Helping children to learn mathematics*. Washington DC. National Academy Pres.

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) Prerequisites	(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)

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback, student-lecturer evaluation

Prescribed Learning Resources
Van de Walle, J.A; Karp, K.; & Bay-Williams, J. M. (2014). *Elementary and Middle School mathematics: Teaching Developmentally, Student Value Edition (8th Edition)*. Boston: Allyn & Bacon.
Kilpatrick, J., Swafford, J., Findell, B. (2000). *Add it up: Helping children to learn mathematics*. Washington DC. National Academy Pres.

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education 3A	
Module Code	E3771IM
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
Co-requisites Prerequisite	Mathematics Education 2B
Compulsory/Elective	Compulsory
Semester Offered	1
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.	
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.	
Specific Learning Outcomes	
On completing the module, students should be able to: 1. Interpret Grade 4 -7 mathematics syllabus. 2. Create a scheme of work. 3. Plan lessons on measurement, mensuration and data handling with accompanying teaching aids and classroom assessment activities. 4. Present mathematics lessons in microteaching. 5. Apply various assessment strategies in micro-teaching lessons. 6. Apply teaching strategies for the topics of money and finance and, geometry. 7. Solve mathematical problems involving money and finance and, geometry.	

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.**

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)

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback and student-lecturer evaluation.

Prescribed Learning Resources
Van de Walle, J.A, Karp, K.S., Bay-Williams, J. M. (2014). *Elementary and Middle School Mathematics: Teaching Developmentally 8th Edition*. Boston: Allyn & Bacon.

PART B: MODULE DESCRIPTOR:	
Module Title: Mathematics Education 3B	
Module Code	E3772IM
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisite) Pre-requisite	(Mathematics Education 3A)
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is 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 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. Identify and continue patterns in mathematics.
2. Solve mathematical problems on sequences and equations.
3. Sketch the graphs of linear and quadratic functions.
4. Identify and diagnose learning difficulties.
5. Identify common misconceptions in learning primary school mathematics and develop relevant approaches to address them.
6. Apply appropriate intervention strategies to address specific learning difficulties.
7. Design appropriate intervention strategies for remedial teaching.
8. Plan and present lessons on money and finance and, geometry with accompanying teaching aids and classroom assessment activities for microteaching.
9. Apply various assessment strategies in micro-teaching lessons.
10. Design summative assessment tasks for given topics in grade 4 -7 syllabus.

Module Content

Number patterns and sequences: Equations: solve linear and quadratic equations**; Graphs of functions**: **s**ketch 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)

Learning and Teaching Enhancement Strategies.

Mid-semester student feedback and student-lecturer evaluation.

Prescribed Learning Resources

Van de Walle, J.A; Karp, K.; & Bay-Williams, J. M. (2014). *Elementary and Middle School mathematics: Teaching Developmentally, Student Value Edition* (8th Edition). Boston: Allyn & Bacon.
 Kilpatrick, J., Swafford, J., Findell, B. (2000). *Add it up: Helping children to learn mathematics*.Washington   DC. National Academy Pres.

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)

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback and student-lecturer evaluation

Prescribed Learning Resources
Tillery, B., Enger, E. and Ross, F. (2021). *Integrated Science, 8th Edition*, McGraw Hill. ISBN10: 1260721485; ISBN13: 9781260721485; Copyright: 2022

Websites:
https://www.teacherspayteachers.com/
https://www.education.com/worksheets/science/
https://www.teacherspayteachers.com/
https://www.education.com/worksheets/science/

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)

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback, student-lecturer evaluation.

Prescribed Learning Resources
Tillery, B., Enger, E. and Ross, F. (2021). *Integrated Science, 8th Edition*, McGraw Hill. ISBN10: 1260721485; ISBN13: 9781260721485; Copyright: 2022

Websites:
https://www.teacherspayteachers.com/
https://www.education.com/worksheets/science/
https://www.teacherspayteachers.com/
https://www.education.com/worksheets/science/

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)

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback and student-lecturer evaluation.

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)

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback and student-lecturer evaluation.

PART B: MODULE DESCRIPTOR	
Module Title: Natural Science and Health Education 3 A	
Module Code	E3771IN
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisite) Prerequisite	Natural Science and Health Education 2A & B
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 Natural Science and Health Education content.	
Overarching Learning Outcome	
Students will be able to explain the concepts electricity, magnetism 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. Draft lesson plans for Natural Science and Health Education.
8. Evaluate varied teaching methods in the teaching of Natural Science and Health Education.
9. Design 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.

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)

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback and student-lecturer evaluation.

Prescribed Learning Resources
Tillery, B., Enger, E. and Ross, F. (2021). *Integrated Science, 8th Edition*, McGraw Hill. ISBN10: 1260721485; ISBN13: 9781260721485; Copyright: 2022

Websites:
https://www.teacherspayteachers.com/
https://www.education.com/worksheets/science/
https://kidshealth.org/en/kids/center/htbw-main-page.html

PART B: MODULE DESCRIPTOR	
Module Title: Natural Science and Health Education 3 B	
Module Code	E3772IN
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites)	(Natural Science and Health Education 3A)
Compulsory/Elective	Compulsory
Semester Offered	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 explain human body systems and interpret basic genetics.	

Specific Learning Outcomes	
On completing the module, students should be able to:	

1. Discuss the anatomy and physiology of the different systems of the human body.
2. Describe characteristics of the stages in human development.
3. Differentiate between physical and emotional changes in boys and girls during puberty.
4. Distinguish between mitosis and meiosis.
5. Describe the structure of DNA and its link to genes and chromosomes.
6. Apply basic Mendelian genetics.
7. Draft lesson plans for Natural Science and Health Education.
8. Evaluate varied teaching methods in the teaching of Natural Science and Health Education.
9. Design teaching aids.

Module Contents

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)

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback, and student-lecturer evaluation.

Prescribed Learning Resources
Tillery, B., Enger, E. and Ross, F. (2021). *Integrated Science, 8th Edition*, McGraw Hill. ISBN10: 1260721485; ISBN13: 9781260721485; Copyright: 2022

Websites:
https://www.teacherspayteachers.com/
https://www.education.com/worksheets/science/
https://kidshealth.org/en/kids/center/htbw-main-page.html

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)

Learning and Teaching Enhancement Strategies
Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation.

Prescribed Learning Resources
Mann, J. & Trustwell, S. (Eds.) (2017). *Essentials of human nutrition (5th ed.)*. Oxford University Press.
Geissler, C. & Powers, H. (Eds.) (2017). *Human nutrition (13th ed.)*. Oxford University Press.

Additional reading
Whitney, E. & Rolfes, S. R. (2021). *Understanding nutrition: Mindtap course list* (16th ed.) CENGAGE
Keyter, C. and Jordaan, D. (2016). *Exploring the Home Environment and Teacher's Guide for Home Ecology in Namibian Schools*, Windhoek, Out of Africa. (Or their latest versions) and the teachers' guide.
Government of the Republic of Namibia (2000). *Food and nutrition guidelines for Namibia: Food choices for a healthy life*. Ministry of Health and Social Services.

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 Edcuation1A)
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)

Learning and Teaching Enhancement Strategies
Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation.

Prescribed Learning Resources
Mann, J. & Trustwell, S. (Eds.) (2017). *Essentials of human nutrition (5th ed.)*. Oxford University Press.
Geissler, C. & Powers, H. (Eds.) (2017). *Human nutrition (13th ed.).* Oxford University Press.

Additional reading
Whitney, E. & Rolfes, S. R. (2021). *Understanding nutrition: Mindtap course list* (16th ed.) CENGAGE
Keyter, C. and Jordaan, D. *Exploring the Home Environment. Teacher's Guide for Home Ecology in Namibian Schools,* Out
of Africa, Windhoek. (Or their latest versions) and the teachers' guide.
Government of the Republic of Namibia (2000). *Food and nutrition guidelines for Namibia: Food choices for a healthy life*.
Ministry of Health and Social Services.

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)

Learning and Teaching Enhancement Strategies
Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation.

Prescribed Learning Resources
Jordaan, D and Keyter C, (2016) *Solid foundation Home Ecology.* Macmillan Education Namibia, Windhoek. (Or their latest versions) and the teachers' guide.
Kaichis, M., Neumbo, T. & Turley, C. (2015). *Platinum Home Ecology.* Pearson. (Or their latest versions)

Additional reading
Keyter, C. & Jordaan, D. (2015). *Exploring the Home Environment. Teacher's Guide for Home Ecology in Namibian Schools,*

Out of Africa, Windhoek. (Or their latest versions) and the teachers' guide.

Jordaan, D and Keyter C, (2011) *Go for Home Ecology*. Macmillan Education Namibia, Windhoek. (Or their latest versions)

and the teachers' guide

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 ar/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)

Learning and Teaching Enhancement Strategies
Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation.

Prescribed Learning Resources
Jordaan, D and Keyter C, (2016) *Solid foundation Home Ecology*. Macmillan Education Namibia, Windhoek. (Or their latest
versions) and the teachers' guide.
Kaichis, M., Neumbo, T. & Turley, C. (2015). *Platinum Home Ecology*. Pearson. (Or their latest versions)

Additional reading
Keyter, C. and Jordaan, D. *Exploring the Home Environment. Teacher's Guide for Home Ecology in Namibian Schools*, Out
of Africa, Windhoek. (Or their latest versions) and the teachers' guide.
Jordaan, D and Keyter C, (2011) *Go for Home Ecology*. Macmillan Education Namibia, Windhoek. (Or their latest versions)
and the teachers' guide

PART B: MODULE DESCRIPTOR:	
Module Title: Home Ecology Education 3A	
Module Code	E37711H
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Pre-requisite	Home Ecology Education 2B
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 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. Justify the importance of consumer education to families.
2. Explain the importance of financial management (budgeting and saving concerning household resource management.
3. Compare and contrast different methods of payment.
4. Evaluate factors influencing consumer behaviours.
5. Analyse how advertisement, packaging and labelling, pricing and shop layout influence consumers to buy.
6. Create lesson plans for Home Ecology.
7. Evaluate varied teaching methods in the teaching of Home Ecology.
8. Design teaching aids.
9. Apply craftwork techniques to design household products from (weaving, plaiting, knotting, knitting and clay work) using recyclable materials

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; **Teaching methods of Home Ecology:** Lesson planning; teaching methods; teaching aids; **Craftwork techniques**: 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)

Learning and Teaching Enhancement Strategies

Lecturer reflections and student feedbacks and end of semester student-lecturer evaluation.

Prescribed Learning Resources

Nieman, G. & Nieuwenhuizen, C. (2018). Entrepreneurship: A South African perspective (4rd ed.) South Africa: Van Schaik
Nieuwenhuizen, C. (2015). *Basics of Entrepreneurship (3rd ed.),* South Africa: Juta.

Additional reading

Jordaan, D and Keyter C, (2016). *Solid foundation Home Ecology.* Macmillan Education Namibia, Windhoek. (Or their latest
versions) and the teachers' guide.
Zebra, (2010). *Take a risk Entrepreneurship Board Game*. Zebra.
Kaichis, M. & Neumbo, T. & Turley, C. (2015). *Platinum Home Ecology 5, 6 and 7.* Pearson. (Or their latest versions)

PART B: MODULE DESCRIPTOR:	
Module Title: Home Ecology Education 3B	
Module Code	E3772IH
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16

(Co-requisites) Pre-requisite	Home Ecology Education 3A
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 knowledge and skills of 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. Analyse existing local businesses and their owner's motivation.
2. Contrast between types and forms summarises.
3. Summarize ways to register different forms of businesses in Namibia.
4. Recommend ways to start, finance and run a successful family and small businesses.
5. Analyse the entrepreneurial opportunities in and outside Namibian households related to home ecology.
6. Compile a business plan.
7. Apply marketing strategies to market and sell craftwork products.
8. Evaluate the market needs for their craftwork items.
9. Apply craftwork techniques to design products from recycled materials.

Module Content

Entrepreneurship: motivations and opportunities; Characteristics and success factors of ideal entrepreneurs; benefits of entrepreneurship to the economy; **Types of business:** micro; small; medium; and large enterprise; **Forms of business:** Sole proprietorship; partnership; close cooperation; public company (Pty, LTD); private company (LDT) registering a business; running and managing small and 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); **Craftwork techniques;** knitting and clay work.

Learning and Teaching Strategies
Lectures, presentations, and practical activities.

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

Learning and Teaching Enhancement Strategies
Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation.

Prescribed Learning Resources
Nieman, G. & Nieuwenhuizen, C. (2018). *Entrepreneurship: A South African perspective* (4rd ed.) South Africa: Van Schaik
Nieuwenhuizen, C. (2015). *Basics of Entrepreneurship (3rd ed.),* South Africa: Juta.

Additional reading
Jordaan, D and Keyter C, (2016). *Solid foundation Home Ecology.* Macmillan Education Namibia, Windhoek. (Or their latest
versions) and the teachers' guide.
Zebra, (2010). *Take a risk Entrepreneurship Board Game*. Zebra.
Kaichis, M. & Neumbo, T. & Turley, C. (2015). *Platinum Home Ecology 5, 6 and 7.* Pearson. (Or their latest versions)

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)

Learning and Teaching Enhancement Strategies
Mid-semester student feedback, student-lecturer evaluation, etc.

Prescribed Learning Resources
English for Everyone English Grammar Guide. (2016). DK Publishers.
English for Everyone English Grammar Guide: A comprehensive visual reference. (2017). DK Publisher.

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 chucks/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)

Learning and Teaching Enhancement Strategies
Mid-semester student feedback, student-lecturer evaluation.
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Prescribed Learning Resources
Newton, J. M. and Nation, I. S. P. (2020). *Teaching ESL/EFL Listening and Speaking,* 2nd Edition. Routledge
Abrahams, D. J. (2017). *Communication Beginnings: An Introductory Listening and Speaking Text for English Language Learners.* Portland State University Library.

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)

Learning and Teaching Enhancement Strategies
Oral Presentations, Collaborative learning groups; Discussion Forums; Group work, E-books; podcasts; video tutorials on critical analysis of various genre.

Prescribed Learning Resources
Materials will be prescribed for the students for additional reading.

PART B: MODULE DESCRIPTOR:	
Module Title: Language Education 3A	
Module Code	E3771IE
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 to develop a theoretical understanding of reading and its instructional practices. 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 reading and apply effective reading instructional practices.	
Specific Learning Outcomes	
On completing the module, students should be able to:	

1. Analyse the Namibian curriculum and Language syllabi in terms of reading instruction and discuss the challenges of teaching reading in different communities.
2. Describe the nature of reading development.
3. Describe different component skills in reading, theories that explain reading (e.g. bottom up, top down, interactive theories).
4. Design reading activities to develop learners' oral reading fluency and accuracy.
5. Explain the role of vocabulary in reading.
6. Apply different vocabulary learning strategies.
7. Apply explicit instruction for reading comprehension strategies.
8. Design reading comprehension lessons for different comprehension strategies.
9. Design questions at different levels according to Bloom's taxonomy.
10. Design reading programmers to motivate learners to read extensively for pleasure.

Module Content
Namibian curriculum and Language syllabi in terms of reading instruction and discuss the challenges of teaching reading in book poor communities: explain the importance of language and reading and its place in the Namibian Curriculum; analyse and compare first and second language syllabi in terms of the role of reading; discuss the challenges of teaching reading in book poor communities with reference to relevant UNESCO and other reports; analyse the text books prescribed for language and reading in the specific language; and indicate how additional material will be availed. **different reading components**: define reading (with reference to the simple view of reading) and explain what the term decoding entails; explain reading as active process in terms of reader response; explain the role of phonemic awareness; phonics; vocabulary; comprehension and motivation as components of reading; describe factors that affect reading comprehension; explain the difference between opaque orthographies and transparent orthographies; **the nature of reading development**: describe the main characteristics of skilled readers;

describe models of reading development (e.g. Chall's 1983 model); explain relevant theories regarding the development of reading skills; based on, e.g., behaviouristic and psycholinguistic/ bottom up and top down approaches; d**esign reading activities to develop learners' oral reading fluency**: describe oral reading fluency; explain different fluency strategies; describe instruction and activities for oral reading fluency; design an oral reading fluency assessment based on the criteria for the effective reading aloud (pronunciation, fluency, interpretation, etc.); **role of vocabulary in reading**: describe various vocabulary frequency levels; describe different tools for measuring learners' vocabulary size; explain the term vocabulary knowledge; design activities for assessing vocabulary; design different vocabulary assessment tasks (e.g. translation tasks, cloze tasks, definition-word matching tasks; fill-in word tasks, and word recognition tasks); **reading instructional practices:** describe different reading components; describe what explicit instruction and modelling entail; design activities that include elements of a balanced reading approach (inclusive of reading aloud, shared reading, guided reading; paired reading and independent reading); taking the social value of reading into account; explain setting reading goals with reference to the different types of reading; (skimming, scanning, intensive reading); **different vocabulary learning strategies**: explain how morphological analysis skills (word-part knowledge) can be used to work out meanings of new words; use context clues to figure out meanings of new words; use a dictionary to teach new words; design activities aimed at understanding the structure and use of printed (and electronic) reference works; demonstrate basic knowledge of lexicography; (micro and macro structure of reference works; structure of articles and definitions; **explicit instruction for reading comprehension strategies**: distinguish between teaching and assessing reading; explain how reading comprehension strategies can be applied in different phases of the lesson; **design reading comprehension lessons for different comprehension strategies**: describe steps to follow when teaching reading comprehension strategies explicitly; design a reading lesson for activating background knowledge; design a reading lesson for making predictions and inferences; design a lesson for identifying main ideas; design a reading lesson for asking questions; design a reading lesson for monitoring comprehension; design a reading lesson for identifying text structure; **ability to ask questions based on different comprehension levels**: set literal questions; set inferential questions; set integrative questions; set evaluative questions; assess the readability of a text using: 1. the Flesch Kincaid Calculator; 2. Vocabulary profile using the British National Corpus (BNC) and/or the Corpus of Contemporary American English (COCA) profile option; Or 3; any available readability formula tool; set tests and/or end of year examination papers for reading comprehension using different levels and formats (e.g. open-ended questions, True/False, multiple choice, cloze tasks) of questions; **design reading programmers to motivate learners to read extensively for pleasure**: define reading for pleasure and explain the value of reading for pleasure and enjoyment; discuss the reading behavior; attitudes and reading preferences of Upper Primary learners; compare internal and external motivation for reading and reading engagement; develop in class and whole school approaches to support and sustain a reading culture in schools (with reference to the reading period as prescribed in the curriculum); select and implement a variety of texts and activities (including the media centre; the class room collection; as well as electronic reading possibilities) to sustain reading motivation; **awareness of strategies to work with struggling readers**: discuss physical factors that hinder reading development (visual problems, eye movement, reading span, etc.); explain typical challenges of slow readers (e.g. vocalization, word for word reading, using finger to mark; poor vocabulary; concentration; etc.; discuss the psychological and academic impact of reading challenges; research and implementation of the strategies to mitigate reading challenges; explain levels of intervention and indicate how and when to refer a learner with severe reading difficulties for evaluation and remedial programmers.

Learning and Teaching Strategies
Lectures, tutorials, micro-teaching.

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

Learning and Teaching Enhancement Strategies
Continuous module review and lecturer/student evaluation.

Prescribed Learning Resources
Day, R.R. & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
Pretorius, E.J. & Murray, S. (2019). *Teaching reading comprehension*. Cape Town: Oxford University Press Southern Africa

PART B: MODULE DESCRIPTOR:	
Module Title: Language Education 3B	
Module Code	E3772IE
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	2
Module Purpose	
The purpose of this module is to equip students with essential writing skills and knowledge that enable students to develop a theoretical understanding of the desired skill. Micro-teaching, the development of learning and	

teaching resources and portfolio development in line with the faculty's micro-teaching policy is required for this module.

Overarching Learning Outcome
Students will be able to create and evaluate theoretical and practical activities, the production of learning and teaching resources, learning sessions and relevant assessment.

Specific Learning Outcomes
On completing the module, students should be able to: 1. Describe the developmental stages of spelling and writing up to upper primary phase and theories related to them e.g., genre-based approach, writing as constructed socially. 2. Describe the development of learners' writing styles and skills. 3. Apply creative writing skills using correct format and style. 4. Discuss different types of writing and their purposes. 5. Apply relevant grammar, syntax and vocabulary skills in writing. 6. Design clear, coherent and standard-based learning plans and sessions. 7. Evaluate and assess writing skills and facilitate follow-up progress. 8. Identify, explain and interpret possible causes and intervention of writing difficulties. 9. Apply assessment approaches and the uses of assessment information for writing support.

Module Content

Writing: writing skills; writing theories; **Writing styles and skills:** reasons for writing; writing process; (planning, drafting and editing); identifying the appropriate audience; register and style; features of writing (vocabulary, sentences and paragraphs); directed writing, continuous writing; **grammar and sentence skills in writing**: syntax, punctuation, idioms and vocabulary**; creative writing skills:** guide creative writing; different writing pieces (poems, compositions or essay); c**ross curricular teaching**: integrated thematic teaching; communicative language teaching; selection of appropriate texts; **design lesson plans:** develop syllabus-based lessons (directed, continuous and creative writing lessons); e**valuate and assess writing skills and facilitate follow-up progress:** criteria for evaluation of writing skills; administer supplement teaching; setting of question papers and memorandums; **identify, explain and interpret possible causes and intervention of writing difficulties:** identify and analyse common writing difficulties and causes; develop ways and strategies to manage writing difficulty**; explain and apply assessment approaches and uses of assessment information:** discuss the importance of assessment for improved learning and teaching, discuss; Response to Intervention strategy and the use of Tier 1, 2, 3; instructions to support learners who struggle with reading and writing; **describe and apply various teaching approaches applicable to learners with writing difficulties:** use the Language Experience Approach; genre theory (for improvement of writing proficiency); Cognitive Process theory of Writing; Sociocultural theory of Writing; Ecological Theory.

Learning and Teaching Strategies
This module will be presented using multiple teaching strategies: lecture and discussion, presentations, role-plays, projects, self-study and/or cooperative group work.

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

Learning and Teaching Enhancement Strategies
Continuous module review and lecturer/ student evaluation, peer observation, group work and video tutorials.

Prescribed Learning Resources
Khoekhoegowab 3rd Orthography & Khoekhoegowab Glossary
Afrikaans
Peacock, M. Scheepers, R. Gouws, R & McLachlan T. (2010). *X-Kit Essensiële gids Afrikaans*. Kaapstad: Pearson

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)

Learning and Teaching Enhancement Strategies
Mid-semester student feedback and student-lecturer evaluation.

Prescribed Learning Resources
James Garratt. (2008 4th print). *Design and Technology, Cambridge Low price Editions*:
ISBN 978-0-521-64831-8 low price paperback

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)

Learning and Teaching Enhancement Strategies
Mid-semester student feedback and student-lecturer evaluation.

Prescribed Learning Resources
James Garratt. (2008 4th print) Design and Technology, Cambridge Low Price Editions:
  ISBN 978-0-521-64831-8 low price paperback

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 (proto-type). 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)

Learning and Teaching Enhancement Strategies
Mid-semester student feedback and student-lecturer evaluation.

Prescribed Learning Resources
James Garratt. (2008 4th print). *Design and Technology.* Cambridge Low price Editions:
  ISBN 978-0-521-64831-8 low price paperback

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 2A

	Design and Technology 1A & 2B
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 (proto-type).
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)

Learning and Teaching Enhancement Strategies

Mid-semester student feedback and student-lecturer evaluation.

Prescribed Learning Resources

James Garratt. (2008 4th print). *Design and Technology*. Cambridge Low price Editions:
ISBN 978-0-521-64831-8 low price paperback

PART B: MODULE DESCRIPTOR:	
Module Title: Design and Technology 3A	
Module Code	E3771ID
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
Prerequisite	Design and Technology 2A & 2B
Compulsory/Elective	Compulsory
Semester Offered	1
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 to be used in a technological world.

Specific Learning Outcomes

On completing the module, students should be able to:

1. Apply and draw first Angle Orthographic Projection.
2. Describe the different types, properties and uses of resistant materials.

3. Apply the knowledge gained to develop a Design Folio.
4. Create an artefact/model.
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 practical examples.
8. discuss various uses of electricity in daily life.

Module Content

Design Communication: **Different methods of drawings**: First Angle Orthographic; Projection; Isometric Drawings; Plain and Solid Geometrical Figures; Cutting Planes and True Shapes; Developments/Nets; **Resistant materials**: types; properties and uses; wood, plastic and metal; **Structures:** Identify Natural and Man-made structures and its properties.

Learning and Teaching Strategies
Lectures, demonstration and practical.

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

Learning and Teaching Enhancement Strategies
Mid-semester student feedback and student-lecturer evaluation.

Prescribed Learning Resources
James Garratt. (2008 4th print). *Design and Technology*. Cambridge Low price Editions:
 ISBN 978-0-521-64831-8 low price paperback.

PART B: MODULE DESCRIPTOR:	
Module Title:	Design and Technology 3B
Module Code	E3772ID
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites)	Design and Technology 3A
Compulsory/Elective	Compulsory
Semester Offered	1
Module Purpose	
The purpose of this module is to equip students with knowledge and skills in the world of Technology.	
Overarching Learning Outcome	
Students will be able to analyse structures, mechanisms, levers and linkages, pulley and belt drives, resistant materials, forms, and sources of electricity to be used in a technological world.	
Specific Learning Outcomes	
On completing the module, students should be able to:	

1. Apply and draw isometric drawings.
2. Describe the different types, properties and uses of resistant materials.
3. Construct an artefact/model.
4. Distinguish between natural and man-made structures and its properties with regards to application in the practical sense.
5. Explain the use of levers in real life practical examples.
6. Distinguish between the various types of pulley systems, chain and sprocket systems and solve formalistic calculations.

Module Content

Levers and Linkages: Types of levers; Moments; Acting forces**; Pulley systems:** Chain and sprocket systems; **Energy**; Heat/thermal energy; Light energy; Magnetic energy; Renewable and non-renewable energy; Potential and kinetic energy; **Electricity**. Uses of electricity.

Learning and Teaching Strategies
Lectures, demonstration and practical.

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

Learning and Teaching Enhancement Strategies
Mid-semester student feedback andstudent-lecturer evaluation.

Prescribed Learning Resources
James Garratt. (2008 4th print). *Design and Technology*. Cambridge Low price Editions:
 ISBN 978-0-521-64831-8 low price paperback.

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)

Learning and Teaching Enhancement Strategies
Continuous module review and lecturer/student evaluation.

Prescribed Learning Resources
Bruner C. et al. (2005). *Platinum Social Studies 6 and 7*. Namibia: Pearson.
Ministry of Education. (2014). *Social Studies Syllabus Grade 4 – 7*. Okahandja: NIED.

Alternative Learning Resources
Poston Dudley L. & Bournier Leon F. (2010). *Population and Society*: An Introduction to demography.
Natural Resource Conservation: *An Ecological Approach by Daniel Chiras*, John Reganold, and Oliver Owen. Prentice Hall.
2002.

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)

Learning and Teaching Enhancement Strategies
Continuous module review, lecturer/student evaluation, etc.

Prescribed Learning Resources

Lau, B, (1987). *Namibia in Jonker Afrikaner's time*. Windhoek,
Kinahan, J, (1991). *Pastoral Nomads of the Central Namib Desert,* Windhoek

Alternative Learning Resources

Ake, C. (1980). *Revolutionary Pressures in Africa*. London: Zed.
Ake, C. (1981). *A Political Economy of Africa*. Longman, Geria.
Cohen, D. I., & Dnil, J. (Eds.) (1981). *Political Economy of Africa. London: Longman*. Ejimofor, C.

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

C**ivilization**: 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)

Learning and Teaching Enhancement Strategies
Continuous module review, lecturer/student evaluation, etc.

Prescribed Learning Resources

Daniel McCall and Reed F. Stewart, "*Reconstructing Early Mande Civilizations: Ghana and Mali", Bulletin of the American Schools of Oriental Research*. Supplementary Studies, No. 20, Reconstructing Complex Societies: An Archaeological Colloquium (1974), pp. 41-48
David Brion Davis, *Inhuman Bondage*: The Rise and Fall of Slavery in the New World

Alternative Learning Resources
F.F. INDIRE, "*Education and Black Civilization*", Présence Africaine, Nouvelle série, No. 89 (1er TRIMESTRE 1974), pp. 28-39.
Marcus Rediker, *The Slave Ship*: A Human History
Robert W. Cox, "*Thinking about Civilizations*", Review of International Studies, Vol. 26, How Might

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: - Discuss the origin and development of settlement, urbanization and migration in Namibia. - Analyses the paradoxes of these phenomena. - Synthesize the classification of rural- urban settlements according to function and urban hierarchies. - Discuss shortcoming of settlement, urbanization and migration development in Namibia. - Outline the basic human environmental physical features and space. - Assess the concept of geographical data acquisition techniques and its scale representation. - Scrutinize the various types of maps and their basic interpretation elements. - Explain the basic principle of map making and utilization. - 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)

Learning and Teaching Enhancement Strategies
Continuous module review and student-lecturer evaluation.

Prescribed Learning Resources
European Commission. 2015. *Towards a Country-Wide Mapping and Monitoring of Formal and Informal Settlements in South*
Africa. Pilot-study in Cooperation with the South African National Space Agency (SANSA). JRC Science and Policy Reports
[Online]. Available at: http://publications.jrc.ec.europa.eu/repository/bitstream/JRC92657/lbna27024enn.pd
Hall, Tim, and Heather Barrett, 2012. *Urban Geography 4th ed*. New York: Routledge.

Addtional Learning Resources
Jensen, J.R. (2000). *Remote Sensing of the Environment: An Earth Resource Perspective*, Upper Saddle River, NJ: Prentice Hall,
544 pages.
Peterson, M.P. (1995). *Interactive and Animated Cartography*. Upper Saddle River, NJ: Prentice Hall.
Monmonier, M., and Schnell, G.A. (1988). *Map Appreciation*. Englewood Cliffs, Prentice Hall, New Jersey.

PART B: MODULE DESCRIPTOR:	
Module Title: Social Science Education 3A	
Module Code	E3771IS
NQF Level	6
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	1B, 2A
Compulsory/Elective	Compulsory
Semester Offered	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.

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.

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.
2. Analyse aspects of the Namibian constitution
3. Discuss what the Namibian Constitution says about human rights, fundamental freedoms, civic rights and responsibilities.
4. Describe the different ways in which one can become a Namibian citizen
5. Explain the importance of and the symbolism behind National symbols in Namibia
6. State the significance of living in neighbourhoods.
7. Analyse the development of the industrial revolution and impacts.
8. Summarize the management of economic development, communication and technology.
9. Evaluate the issue of technology for development and welfare.
10. Explore the issue of technology for mass communication and 4th Industrial Revolution.

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, Discuss our civic rights and responsibilities in Namibia, Differentiate between rights and responsibilities, List examples of rights and responsibilities, List civic rights and civic responsibilities (voting, owning properties, public participation, protection form harm, loyalty, Responsibilities of good citizens, Describe the different ways in which one can become a Namibian citizen, Citizenship/nationality, How to become a Namibian citizen-: descent, birth, naturalization, marriage, registration, Explain conditions for acquiring citizen through other means than by birth, Explain condition under which one can lose Namibian citizenship, amendment matters addressed, 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, The Scientific Revolution, Produced the first wave of technological advances and inventions, The advancements in medical/agricultural science—led to massive population rate, Proto-Industrialization (aka: "The Cottage Industry", Merchants provide peasants with raw materials, peasants produce, sold back to merchants, Led to major economic growth, The Agricultural Revolution, Crop-rotation: convertible husbandry (dealt with lost nutrients in soil), more efficient farming, farmers moving to cities, factory labor surplus, Conditions Favorable to the Industrial Revolution in England, Important Inventions, Transportation Revolution, Continental Europe industrializes after 1815, 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.

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)

Learning and Teaching Enhancement Strategies
Continuous module review and student-lecturer evaluation.

Prescribed Learning Resources
Horn, Jeff, Leonard N. Rosenband, and Merritt Roe Smith, (2010) eds. *Reconceptualizing the Industrial Revolution.* Cambridge
MA: MIT Press,. ISBN: 9780262515627.
The Namibian Constitution

PART B: MODULE DESCRIPTOR:	
Module Title: Social Science Education 3B	
Module Code	E3772IS
NQF Level	7
Notional Hours	160
Contact hours	(4h)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites) Prerequisite	1A, 2B
Compulsory/Elective	Compulsory
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with advanced knowledge, skills and analysis of primary health care (PHC).	
Overarching Learning Outcome	
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. Define primary health care (PHC). 2. Critically appraise the role of health promotion, anticipatory health and other preventative health strategies. 3. Discuss HIV and AIDS in Namibia, covid-19, sexual transmitted diseases and health hazards. 4. Explain the mythologies associated to the series of these diseases and understand its irreversible impact on Namibia. 5. Describe survivalist strategies to cope and live with these diseases. 6. Explain key concepts in regional integration in Africa. 7. Discuss the trends and challenges of regional integration in Africa. 8. Analyse concepts of sustainable development and the major issues affecting sustainable development. 9. Apply a high level of competence in knowledge on principles of sustainable tourism development. 10. Critique Namibia's and Africa's position and opportunities in the international tourism economy.	

Module Content

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 Concept of Health for All, Strategy for Health for All, The Global Strategy, The National Health Policy in Namibia, facts about HIV and AIDS in Namibia, Differentiate between myths and facts, various myths and facts about HIV and AIDS. the impacts of HIV and AIDS in Namibia, ways of caring for HIV infected people, possible ways of preventing HIV infection, how our values van change our lives. HIV/AIDS in Namibia is a critical public health issue, the prevalence of HIV in Namibia, various types of treatment available, the drugs for managing HIV/AIDS, combination of drugs/Highly Active Antiretroviral Therapy (HATT), 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) - what is SD and sustainability; Is there a difference between SD and sustainability? The SD timeline (World Commission on Environment & Development, 1987; United Nations Conference on Environment & Development, 1992 and Agenda 21; **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? What are the approaches being used? Who are the stakeholders and what are their roles? What are the issues and challenges? Are the approaches and methods practical, transferable or replicable? Selected SD challenges in depth (Climate and Global Change, Energy, Water Resources, Population, Economic Development, Problem-solving, metrics, and tools for sustainable development – e.g., life cycle analysis; sustainability indices and rating systems; Carbon, water and ecological foot printing; GHG Inventory; Environmental Performance indicators; UN Millennium Development Goals; Environmental Management Systems. **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) and cooperative learning.

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

Learning and Teaching Enhancement Strategies
Continuous module review and student-lecturer evaluation.

Prescribed Learning Resources

Ainsworth, M., and A. M. (1994). The economic impact of AIDS on Africa. Pp. 559-588 in M. Essex, S.
Bricker, K. S., Black, R., & Cottrell, S. (Eds.). (2013). Sustainable Tourism & the Millennium Development Goals: Effecting Positive Change. Burlington, MA: Jones & Bartlett Learning.

Alternative Learning Resources
Barnett, T., and Blaikie, P.. (1992). AIDS in Africa: Its Present and Future Impact. London, UK: Belhaven Press.
Caldwell, J.C. (1995). Understanding the AIDS epidemic and reacting sensibly to it. Social Science and Medicine 41(3):299
-302.

PART B: MODULE DESCRIPTOR:	
Module Title: Agriculture Education 1A	
Module Code	E3531IA
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)

Learning and Teaching Enhancement Strategies
Continuous module review, and student-lecturer evaluations.

Prescribed Learning Resources
Iwena, O.A (2018). *Essential of Agricultural Science*. TONAD Publisher. Lagos, Nigeria.ISBN978-978-52654-9-1.
Mashebe, P.M. (2005). *Excellent JSCE Agriculture*. Zebra Publisher. ISBN 9991680438
Olatan, S.O. & Onazi,O.C (1994). *Agriculture Education in the Tropics*. Macmilllan. London. ISBN 0-333-35946-1

PART B: MODULE DESCRIPTOR:	
Module Title: Agriculture Education 1B	
Module Code	E3532IA
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)

Learning and Teaching Enhancement Strategies
Continuous module review and lecturer/student evaluation.

Prescribed Learning Resources

Iwena, O.A (2018). *Essential of Agricultural Science*. TONAD Publisher. Lagos, Nigeria.ISBN978-978-52654-9-1.
Mashebe, P.M. (2005). *Excellent JSCE Agriculture*. Zebra Publisher. ISBN 9991680438
Olatan, S.O. & Onazi,O.C (1994). *Agriculture Education in the Tropics*. Macmilllan. London. ISBN 0-333-35946-1

PART B: MODULE DESCRIPTOR:	
Module Title: Agriculture Education 2A	
Module Code	E3621IA
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)

Learning and Teaching Enhancement Strategies

Continuous module review and student-lecturer evaluation.

Prescribed Learning Resources

Iwena, O.A (2018). *Essential of Agricultural Science*. TONAD Publisher. Lagos, Nigeria.ISBN978-978-52654-9-1.
Mashebe, P.M. (2005). *Excellent JSCE Agriculture*. Zebra Publisher. ISBN 9991680438
Olatan, S.O. & Onazi,O.C (1994). Agriculture Education in the Tropics. Macmilllan. London. ISBN 0-333-35946-1

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)

Learning and Teaching Enhancement Strategies
Continuous module review, and student-lecturer evaluation.

Prescribed Learning Resources
Iwena, O.A (2018). Essential of Agricultural Science. TONAD Publisher. Lagos, Nigeria.ISBN978-978-52654-9-1.
Mashebe, P.M. (2005). Excellent JSCE Agriculture. Zebra Publisher. ISBN 9991680438
Olatan, S.O. & Onazi,O.C (1994). Agriculture Education in the Tropics. Macmilllan. London. ISBN 0-333-35946-1

PART B: MODULE DESCRIPTOR:	
Module Title: Agriculture Education 3A	
Module Code	E3771IA
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 train sstudents to acquire content knowledge 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.	
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.

4. Discuss livestock health and nutrition.
5. Distinguish between livestock breeding, pasture, and range management.
6. Create a system of record keeping.
7. Analyse the role of marketing in range management.

Module Content

Different farm animals found in Namibia: principles of livestock production; livestock anatomy and physiology; digestive system (ruminant and non-ruminant animals); livestock productions 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.

Learning and Teaching Strategies/Activities

Online for\ums and chats forums (virtual), lectures and tutorials.

Student Assessment Strategies

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

Learning and Teaching Enhancement Strategies

Continuous module review and student-lecturer evaluation.

Prescribed Learning Resources

Ministry of Agriculture, water and Forestry (2006). *Training manual of community animal health agents*. NASSP
Mashebe, P.M. (2010). *Discovering Agriculture: Namibia Senior Secondary Certificate*. Zebra Publishing. ISBN 9789994564484
Additional Readings
Mashebe, P.M. (2005). *Excellent JSCE Agriculture*. Zebra publishing. ISBN 9991680438
Oluyemi, A. (1996). *Senior Secondary Agricultural Science*. Longman. ISBN 0582003407
Chard, P. (n.d). *Focus on 'O' Level Agriculture Book 1-4*. College Press. Harare, Zimbabwe. ISBN 0869258591

PART B: MODULE DESCRIPTOR:	
Module Title: Agriculture Education 3B	
Module Code	E37721A
NQF Level	7
Notional Hours	160
Contact hours	(4h + 2h prac)/w
Additional learning requirements	None
NQF Credits	16
(Co-requisites)	Agriculture Education 3A
Compulsory/Elective	C
Semester Offered	2
Module Purpose	
The purpose of this module is to equip students with content knowledge about agricultural economics and extension (basic economic principles, farm management, farm budgeting, farm records and accounts, agricultural marketing, agricultural extension).	
Overarching Learning Outcome	
Students will be able to evaluate the importance of agricultural economics and extension.	
Specific Learning Outcomes	
On completing the module, students should be able to:	
1. Evaluate the basic economic principles in agriculture.	
2. Apply knowledge of agricultural technology/farm mechanisation and technology.	
3. Discuss the importance of biotechnology.	
4. Design a farm budget.	
5. Justify the role of agricultural market and extension.	
6. Outline the farm mechanism in terms of water supply systems and maintenance.	

Module Content

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)

Learning and Teaching Enhancement Strategies

Continuous module review, and student-lecturer evaluations.

Prescribed Learning Resources

Ministry of Agriculture, Water, and Forestry (2006). *Training manual of community animal health agents*. NASSP

Mashebe, P.M. (2010). *Discovering Agriculture: Namibia Senior Secondary Certificate*. Zebra Publishing. ISBN 9789994564484

Additional Readings

Mashebe, P.M. (2005). *Excellent JSCE Agriculture*. Zebra publishing. ISBN 9991680438

Oluyemi, A. (1996). *Senior Secondary Agricultural Science*. Longman. ISBN 0582003407

Chard, P. (Focus on 'O' Level Agriculture Book 1-4. College Press. Harare, Zimbabwe. ISBN 0869258591

D.3.14   BACHELOR OF EDUCATION (UPPER PRIMARY) (HONOURS) (10BEUP) (Phasing out, No New-intake in 2025)

D.3.15   OLD CURRICULUM FRAMEWORK YEAR 2,3,4

YEAR 2

YEAR 2 (144 credits)					
SEMESTER 1 (74 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESU 3690	2 weeks	6	(2)	None
English for Teachers 1	EET 3589	1 + 2 hp every week	5	4	Pre-requisite LCE 3419 (English Communication and Study Skills) and LEA 3519 (English for Academic Purpose)
Childhood Learning	PSU 3721	2 + 1 hp every week	7	8	Pre-requisite PSU 3622 (Child Development)
Integrated Media and Technology Education 2	CFU 3729	2 + 1 hp every week	7	8	Pre-requisite CFU 3622 (Integrated Media and Technology Education 1)
Major 1	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Major 2	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Minor	List of codes provided	3 + 2 hp every week	6	12	See school subject list
Additional Elective	List of codes provided	2	6	8	See school subject list
Total				74	
SEMESTER 2 (credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 1	ESU 3690	2 weeks	6	(2)	None
English for Teachers 2	EET 3609	2 + 2 hp every week	6	8	Co-requisite EET 3589 (English for Teachers 1)
Science of Teaching	CFU 3769	2 +1 hp every week	7	8	None
Educational Foundations 1	FMU 3622	2	7	8	None
Major 1	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Major 2	List of codes provided	4 + 2 hp every week	6	16	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Total				70	
YEAR 3 (158 credits)					
SEMESTER 1 (84 credits)					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESU 3790	Equal to 4 weeks	7	(4)	Pre-requisite ESU 3690 (School Based Studies Phase 1)

Educational Research	CFU 3781	3	7	12	None
Assessment and Evaluation of Learning	CFU 3721	2 + 1 hp every week	7	8	None
Inclusive Education1	PSU 3741	2 + 1 hp every week	7	8	None
Curriculum Studies	CFU 3749	2	7	8	None
Major 1	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Major 2	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Total				74	

SEMESTER 2 (credits)

Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 2	ESU 3790	Equal to 2 weeks	7	(2)	Pre-requisite ESU 3690 (School Based Studies Phase 1)
Project Based Learning	CFU3782	Individual consultations	7	4	Co-requisite: CFU 3781 (Educational Research)
Guidance and Counseling 1	PSU 3702	2 + 1 hp every week	7	8	None
Educational Management	FMU 3702	2	7	8	None
Educational Foundations 2	FMU3742	2	7	8	None
Major 1	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Major 2	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Minor	List of codes provided	3 + 2 hp every week	7	12	See school subject list
Total				74	

YEAR 4 (120 credits)

SEMESTER 1 (62 credits)

Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
School Based Studies Phase 3	ESU 3891	Equal to 12 weeks in schools	8	12	Pre-requisite students should have passed all school subject in years 1, 2 and 3,ESU 3790 (School Based Studies Phase 2)
Guidance and Counseling 2	PSU 3800	2 for 7 weeks + 1 hp every week	8	(4)	Pre-requisite PSU 3702 (Guidance and Counseling 1)
Educational Research Project	List of codes provided	Individual consultations	8	(16)	Pre-requisite Research Project Phase 1, CFU 3781 (Educational Research) and CFU 3782 (Project Based Learning)
Major 1	List of codes provided	6 for 7 weeks + 1hp every week	8	12	See school subject list
Major 2	List of codes provided	6 for 7 weeks + 1hp every week	8	12	See school subject list

Career Specialisation: **One Elective from the list below**					
Assessment and Evaluation	CFD 3880	6 for 7 weeks	8	(12)	60 % in Pre-requisite CFU 3721 (Assessment and Evaluation of Learning)

Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
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.

D.3.16   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:	1st 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:	2nd 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:	1st semester, Year 2
National Professional Standard Competencies:	(C 1, C 3*, C 4, C 5, C 6, C,10, C11, C12*)
Contact Hours:	4 +2hp every week
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:
This course enables students to develop a theoretical understanding of listening- and speaking skills and the ability to apply methods and materials necessary to teach listening - and speaking skills. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language: Language Education 2A	LAU 3611	16
English Language: Language Education 2A	LEU 3611	16
German Language: Language Education 2A	LGU 3611	16
KhoeKhoegowab Language: Language Education 2A	LKU 3611	16
Oshikwanyama Language: Language Education 2A	LWU 3611	16
Oshindonga Language: Language Education 2A	LOU 3611	16
Otjiherero Language: Language Education 2A	LHU 3611	16
Rukwangali Language: Language Education 2A	LRU 3611	16
Rumanyo Language: Language Education 2A	LMU 3611	16
Setswana Language: Language Education 2A	LTU 3611	16
Silozi Language: Language Education 2A	LSU 3631	16
Thimbukushu Language: Language Education 2A	LBU 3611	16

Course Title: LANGUAGE EDUCATION 2B (LITERATURE 1 – YOUTH LITERATURE)

Code:	List of codes provided
NQF Level:	6
Semester Offered:	2nd semester, Year 2
National Professional Standard Competencies:	C 1, C 3*, C 4, C 5, C 6, C 7, C 8, C10, C11, C12*, C 15, C 16, C 27
Contact Hours:	4 + 2hp every week
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 3 assessments (made up of theory and micro-teaching components) Examination 50% (1 x 3 hour paper)

Course Aim:
This course enables students to develop an in-depth theoretical understanding of youth literature, the ability to evaluate examples/ texts and to apply critical reading skills. Teaching methodology will form an integral part of this module. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

Course	Code	Credits
Afrikaans Language: Language Education 2B	LAU 3612	16
English Language: Language Education 2B	LEU 3612	16
German Language: Language Education 2B	LGU 3612	16
KhoeKhoegowab Language: Language Education 2B	LKU 3612	16
Oshikwanyama Language: Language Education 2B	LWU 3612	16
Oshindonga Language: Language Education 2B	LOU 3612	16
Otjiherero Language: Language Education 2B	LHU 3612	16
Rukwangali Language: Language Education 2B	LRU 3612	16
Rumanyo Language: Language Education 2B	LMU 3612	16
Setswana Language: Language Education 2B	LTU 3612	16
Silozi Language: Language Education 2B	LSU 3632	16
Thimbukushu Language: Language Education 2B	LBU 3612	16

Course Title: LANGUAGE EDUCATION 3 (READING AND WRITING SKILLS)

Code:	List of codes provided
NQF Level:	7
Semester Offered:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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 n 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 inSocial 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

Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
YEAR 1					
SEMESTER 1					
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					

Course	Code	Contact Hours	NQF Level	Credits	Pre-requisite
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:	1st 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:	2nd 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:	2nd semester, year 1
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	2 periods per week
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50% (1 x 2 hour paper)

Course Descriptor:

This course will introduce students to the history and culture of deaf people, both in Namibia and in an international context. The course will delve into the culture and history of deaf people and their education in Namibia and elsewhere. The course will examine minority groups, various kinds of oppression and opposing cultures and societies. It will be researched as to whether or not a correlation can be found between deaf communities at different points in time. The course will be taught in the form of both lectures and discussions and different guest speakers from the Namibian deaf community will be invited to join the class occasionally. In addition, organisations connected with the deaf community will be visited.

COURSE TITLE: **NAMIBIA SIGN LANGUAGE PROFICIENCY EDUCATION 2A**

Code:	LSU 3651
NQF Level:	6
Semester Offered:	1st semester, year 2
National Professional Standard Competencies:	C 1, C2, C3, C13, C21
Contact Hours:	4 periods per week +2hp
Credits:	16
Pre-requisite:	LSU 3501/2 (Namibia Sign Language Proficiency Education 1A and1B)
Course Assessment:	Continuous assessment 50%. At least 3 assessments Examination 50% (1 x 3 hour paper)

Course Aim:

Students should be able to understand conversations in Namibian sign language and be able to express themselves in sign language. Students will rehearse correct use of gesturing with signs. This course is a continuation of Proficiency Module II, which is a prerequisite. The course will continue to place emphasis on expression and comprehension, which will gain more value. Students will practise a new vocabulary, as well as specific vocabulary. The students will practice in reading sign language and work with sign language texts. This course will continue introducing students to teaching approaches of Namibian Sign Language. Teaching methods is an integral part of this course.

Course Title: **NAMIBIA SIGN LANGUAGE PROFICIENCY EDUCATION 2B**

Code:	LSU 3652
NQF Level:	6
Semester Offered:	2nd 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:	1st and 2nd 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:	1st and 2nd 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 2nd 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:	1st 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, reminder 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:	2nd 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 in 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:	1st 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:	2nd 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:	1st and 2nd 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:	1st and 2nd semester, Year 4
National Professional Standard Competencies:	C 1
Contact Hours:	6 periods per week, 2 hour practical per week semester 1, for 7 weeks and 3 periods per week, 1 hour practical per week semester 2
Credits:	24
Pre-requisite:	MMU 3611 (Mathematics Education 1A) and MMU 3780 (Mathematics Education 2)

Course Assessment:	Continuous assessment 50% (made up of theory and micro-teaching components) At least 6 assessments Examination 50% (1 x 3 hour paper)

Course Aim:
Methodology: generalization in number and operation; making structure in the number system explicit; repeating patterns; growing patterns; function concepts and representations; functional relationships; generalizations about functions; Developing concepts of exponents, integers, and real numbers. Content: one-to-one and onto functions, horizontal line test, composition of functions, inverse of a function, introduction to logarithmic and exponential functions. This course further develops a student's understanding and skills about mathematical difficulties that learners may have and equips them with knowledge on how to identify and diagnose mathematical difficulties and how to intervene in order to strengthen the mathematical concepts of learners and to ensure that the foundation formed in mathematics, especially in the primary school is solid. The course will assist students to investigate contemporary issues in mathematics education. Teaching methodology will form an integral part of this course. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course.

INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Integrated Natural Science and Health Education 1	MSU3510	4+2hp every week	5	(16)	None
SEMESTER 2					
Integrated Natural Science and Health Education 1	MSU 3510	4+2hp every week	5	(16)	None
YEAR 2					
SEMESTER 1					
Integrated Natural Science and Health Education 2	MSU 3610	4+2hp every week	6	(16)	Pre-requisite MSU 3510 (Integrated Natural Science and Health Education 1)
SEMESTER 2					
Integrated Natural Science and Health Education 2	MSU 3610	4+2hp every week	6	(16)	Pre-requisite MSU 3510 (Integrated Natural Science and Health Education 1)
YEAR 3					
SEMESTER 1					
Integrated Natural Science and Health Education 3	MSU 3780	3+2hp every week	7	(12)	Pre-requisite MSU 3610 (Integrated Natural Science and Health Education 2)
SEMESTER 2					
Integrated Natural Science and Health Education 3	MSU 3780	3+2hp every week	7	(12)	Pre-requisite MSU 3610 (Integrated Natural Science and Health Education 2
YEAR 4					
SEMESTER 1					
Integrated Natural Science and Health Education 4	MSD3880	6 for 7 weeks + 2hp every week	8	(12)	Pre-requisite MSU 3780 (Integrated Natural Science and Health Education 3)
SEMESTER 2					
Integrated Natural Science and Health Education 4	MSD 3880	3 per week for 14 weeks+2hp every week	8	(12)	Prerequisite MSU 3780 (Integrated Natural Science and Health Education 3)

Course Title: INTEGRATED NATURAL SCIENCE AND HEALTH EDUCATION 1

Code:	MSU 3510
NQF Level:	5
Semester Offered:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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; Stoichometry; 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:	1st and 2nd 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:	1st 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:	2nd 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:	1st 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:	1st and 2nd 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:	1st and 2nd 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:	1st 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:	2nd 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:	1st and 2nd 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:	1st 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:	2nd 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:	1st and 2nd semester, Year 3
National Professional Standard Competencies:	C 1
Contact Hours:	3 periods per week, 2 hours practical per week
Credits:	24
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 6 assessments; Examination 50% (1 x 3 hour paper)

Course Aim:

This course will introduce students to consumer education; family finance and budgeting and it will develop a student's knowledge of the Namibian business climate, employment and opportunities for entrepreneurship, marketing and financial concepts. Students will also master a variety of craft work skills; design and make a craft work item as well as draw up a plan business plan to sell this item. The course will also include the practice of specific teaching skills. Teaching methodology will form an integral part of this course.

DESIGN AND TECHNOLOGY EDUCATION

YEAR 2					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Design and Technology Education 1	MDU 3681	3 + 2hp every week	6	12	None
SEMESTER 2					
Design and Technology Education 2	MDU 3682	3 + 2hp every week	6	12	None
YEAR 3					
SEMESTER 1					
Course Title	Course code	Periods	NQF level	Credits	Co-/Pre-requisite
Design and Technology Education 3	MDU 3780	3 + 2hp every week	7	(12)	None
SEMESTER 2					
Design and Technology Education 3	MDU 3780	3 + 2hp every week	7	(12)	None

Course Title: DESIGN AND TECHNOLOGY EDUCATION 1

Code:	MDU 3681
NQF Level:	6
Semester Offered:	1st 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:	2nd 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:	1st and 2nd 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.

DELECTIVE

ARTS EDUCATION

YEAR 1					
SEMESTER 1					
Course Title	Code	Periods	NQF level	Credits	Co-/Pre-requisite
Arts Education 1	LAU 3620	2 + 3 hp every week	6	(8)	None
SEMESTER 2					
Arts Education 1	LAU 3620	2 + 3 hp every week	6	(8)	None
YEAR 2					
SEMESTER 1 and 2					
Arts Education 2	LAU 3790	1 + 3 h p every 2nd week	7	8	None

Course Title: ART EDUCATION 1

Code:	LAU3620
NQF Level:	6
Semester Offered:	1st and 2nd 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:	1st and 2nd 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 2nd week	7	8	None

Course Title: **PHYSICAL AND HEALTH EDUCATION 1**

Code:	MPU 3620
NQF Level:	6
Semester Offered:	1st and 2nd Semesters, Year 1
National Professional Standard Competencies:	C 1, C 2, C 3, C 4, C 5, C 6, C 7, C10, C11, C12, C14, C15, C16, C 23, C 25
Contact Hour:	2 periods per week, 3 hour practical per week
Credits:	16
Pre-requisite:	None
Course Assessment:	Continuous assessment 100% (50% theory and 50% practical work) (made up of theory, practical and micro-teaching components)At least 4 assessments

Course Aim:

This course develops the student's understanding, and dispositions regarding the appreciation of the value and importance of teaching Physical Education in the Upper Primary School as well as. structure and functions of the human body with relation to an appreciation of; the value of exercises that are essential for proper growth and development; promoting the concept that exercises are beneficial to the healthy functioning of all various body systems; understanding the different components of fitness and its valuable contribution to a healthy individual when participating in lifelong fitness activities. This course further develops the student's understanding, skills, dispositions and technique acquisition of the various track and field athletic events, peculiar to an upper primary learner. It will also develop the student's understanding of the various components of general and specific physical fitness. This module develops the student's understanding, and dispositions regarding the acquisition of skills to perform and evaluate gymnastic movements, exercises and sequences. This course will further aim to develop students understanding the behavioural rules associated with water activities. This course further develops the student's understanding of the value and dispositions of different ball games without implements. Students will acquire the skills to work individually, with partners and in groups to ensure safe practices while teaching different ball games. They will acquire the basic skills of throwing, catching, and kicking through the participation in various ball games in different competitive or non competitive situations. They will develop an understanding of the value and importance of ball games in the school and community and will develop the skills of teaching ball games with emphasis on enjoyment in various game situations. Micro-teaching and portfolio development in line with the faculty's micro-teaching policy is required for this course

Course Title: **PHYSICAL AND HEALTH EDUCATION 2**

Code:	MPU 3780
NQF Level:	7
Semester Offered:	1st and 2nd 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 2nd 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:	1st 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:	2nd semester, Year 1
National Professional Standard Competencies:	C 1
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50%

Course Aim:

This course develops a student's understanding of aspects of African traditions and religion, such as their viewpoints on the human community, phases of life, forces of life, and moral issues, such as viewpoints on sickness and health, as well as teaching skills such as planning a lesson and applying effective teaching methods.

Course Title: RELIGIOUS AND MORAL EDUCATION 3

Code:	LRU 3721
NQF Level:	7
Semester Offered:	1st semester, Year 2
National Professional Standard Competencies:	C 1
Contact Hours:	2 periods per week + 1hp every week
Credits:	8
Pre-requisite:	None
Course Assessment:	Continuous assessment 50%. At least 2 assessments Examination 50%

Course Aim:

This course develops a student's understanding of aspects of Judaism, such as the Jewish home and family, rules and law, festivals, people and history, and moral issues, such as viewpoints on beyond everyday life, as well as teaching skills such as managing learners and the learning environment, managing learning and reflecting on effective teaching methods

practise (C 3, C 10, C 15, C 27) s.

D.4 BACHELOR OF EDUCATION IN SECONDARY EDUCATION HONOURS (LEVEL 8) DEGREE (91BESS)

D.4.1   RATIONALE AND PROGRAMME DESCRIPTION

The purpose of this programme is to prepare an adequate supply of well-qualified and competent educators who are capable of teaching at all levels of secondary phase education in the private and public schools. The new programme will, therefore, address graduates' knowledge, skills and values to competently facilitate and manage learning and development interventions/programs designated to fill the teacher qualification gap and to drive societal transformation.

Furthermore, the programme purpose is to contribute towards the UNAM vision, mission and strategic direction, with the aim to address national and international development goals contained in the Vision 2030, NDPs, Harambee Prosperity Plan II as well as the Africa Agenda 2063 (Goal 2). The programme also focuses on SDG number 4 on quality education which is aiming at achieving inclusive and quality education for all which reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development.

OBJECTIVE OF THE FOUR –YEAR B. ED DEGREE INCLUDE THE FOLLOWING:

Graduate employability attributes

The following teacher education graduate attributes are based on the UNAM graduate attributes and the National Professional Standards for Teachers in Namibia:
a) Critical and creative thinking skills;
b) Technological and digital literacy;
c) Professional competence;
d) Effective communication skills;
e) Ethical and moral leadership and conduct;
f) Resilience, adaptability and flexibility;
g) Compassion and tolerance to diverseness;
h) Collaboration and social skills;
i) Civic literacy;

Holders of this qualification are able to:
1. apply subject and pedagogical knowledge, including how to select, sequence, design teaching and learning materials that fit diverse learner backgrounds and pace the content in a secondary classroom in line with both the subject and learner needs;
2. apply the national ICT standards for secondary school teachers, contemporary digital and media tools in the design, implementation and assessment of learning experiences,
3. Demonstrate skills on how to teach diverse learners at secondary school phase, including skills for working in partnership with parents, guardians and communities to identify learners with learning or social problems.
4. create learning opportunities that are culturally responsive to help all learners learn regardless of their language, ethnicity, socio-economic backgrounds, geographic locations, special needs;
5. apply and uphold the professional code of conduct for teachers at secondary phase,
6. Design a research proposal and synthesise the findings into a research report
7. Analyse and evaluate learning experiences in the subject specializations;
8. demonstrate effective and appropriate communication techniques in teaching;
9. analyse and apply a variety of assessment strategies in teaching and
10. demonstrate flexibility and ability to adapt to changing work contexts as well as Applying advanced content and skills in an area of specialization.

D.4.2   EXIT PROGRAMME OUTCOMES

Demonstrate flexibility and ability to adapt to changing work contexts as well as Applying advanced content and skills in an area of specialization.

D.4.3   DURATION AND MODE OF STUDY

The School of Education offers a 4-year (full-time) Bachelor of Education in Secondary Degree in a variety of areas of specialization, with a minimum of 4 years of study and a maximum of 6 years of study on full time and minimum of 6 years of study and a maximum of 86 years of study on part time.

D.4.4   ADMISSION REQUIREMENTS

The School will continue to follow the approved university general admission requirements for undergraduate degree programmes with the following additions:

GENERAL ADMISSION CRITERIA FOR UNDERGRADUATE PROGRAMMES
A student meeting the entry requirements to this programme should have a minimum of 30 points in 5 subjects, including a C or better grade in English obtained from different examination bodies (NSSC and Cambridge). Below are a few possible scenarios:

Namibian School leaving certificate as from 2021
(1) A pass in five different subjects as follows:
a) subjects at NSSCAS level with an average of c or higher
b) 1 subject at NSSCO / IGCSE level with an average of C or higher
c) 1 subject at NSSCO / IGCSE level with an average of D or higher
d) English must be at minimum C at NSSCO / IGCSE level
                    AND

Candidates should also meet subject specific requirements as specified by the respective departments of subject specialisation.

School Subject	Admission requirements: A student should meet one of the following requirements to register for the first year in the School Subject:
HUMANITIES	
English	Minimum "d" symbol in English First Language NSSCAS, or a grade 4 in Afrikaans First Language NSSCH; Minimum C symbol in English First Language NSSCO or the equivalent;

	Minimum "c" symbol in English Second Language NSSCAS, or a grade 3 in Afrikaans Second Language NSSCH; Minimum B symbol in English Second Language NSSCO or the equivalent
Afrikaans	Minimum "d" symbol in Afrikaans First Language NSSCAS, or a grade 4 in Afrikaans First Language NSSCH; Minimum C symbol in Afrikaans First Language NSSCO or the equivalent; Minimum "c" symbol in Afrikaans Second Language NSSCAS, or a grade 3 in Afrikaans Second Language NSSCH; Minimum B symbol in Afrikaans Second Language NSSCO or the equivalent.
French	Minimum "d" symbol in French Foreign Language NSSCAS, or a grade 4 in French Foreign Language NSSCH; Minimum C symbol in French Foreign Language NSSCO or the equivalent.
German	Minimum "d" symbol in German First Language NSSCAS, or a grade 4 in German First Language NSSCH; Minimum C symbol in German First Language NSSCO or the equivalent; Minimum "d" symbol in German Foreign Language NSSCAS, or a grade 4 in German Foreign Language NSSCH; Minimum C symbol in German Foreign Language NSSCO or the equivalent.
Portuguese	Minimum "d" symbol in Portuguese Foreign Language NSSCAS, or a grade 4 in Portuguese Foreign Language NSSCH; Minimum C symbol in Portuguese Foreign Language NSSCO or the equivalent.
Namibian Languages (Khoekhoegowab, Oshiwambo, Otjiherero. Rukwangali, Rumanyo, Thimbukushu, Silozi, Setswana, Ju!'hoansi, Namibian Sign Language)	Minimum "d" symbol in Namibian Language First Language NSSCAS, or a grade 4 in Namibian Language NSSCH; Minimum C symbol in Namibian Language First Language NSSCO or the equivalent.
SCIENCES	
Biology	Biology on NSSCAS level with an average of a "d" or higher.
Chemistry	Chemistry on NSSCAS level with an average of a "d" or higher.
Mathematics	Mathematics on NSSCAS level with an average of a "d" or higher.
Computer Studies	Computer Studies on NSSCAS level with an average of a "d" or higher.
Agriculture	Agriculture on NSSCAS level with an average of "d" or higher.
Physical Education	Biology on NSSCAS level with an average of "d" or higher. Evidence of sport participation in Secondary School Fitness test
Home Economics	Biology and Chemistry on NSSCAS level with an average of "d" or higher.
Physics	Physics on NSSCAS level with an average of a "d" or higher.
COMMERCE	
Accounting	Accounting on NSSCAS level with an average of "d" or higher. Mathematics must be at minimum C at NSSCO level
Business Studies	Business Studies on NSSCAS level with an average of "d" or higher. Mathematics must be at minimum C at NSSCO level
Economics	Economics on NSSCAS level with an average of "d" or higher. Mathematics must be at minimum C at NSSCO level
Entrepreneurship	Entrepreneurship on NSSCAS level with an average of "d" or higher. Mathematics must be at minimum C at NSSCO level

Namibian School Leaving Certificates Prior to 2021

(1)   A pass in five different subjects as follows:

- a)   3 subjects on NSSCH / HIGCSE with a 3 or higher
- b)   1 subject on NSSCO / IGCSE with a C or higher
- c)   1 subject on NSSCO / IGCSE with a D or higher
- d)   English must be at minimum C at NSSCO / IGCSE level
                    Or

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

Or
A pass in five different subjects as follows:

a) 5 subjects on NSSCH / HIGCSE with a 4 or higher
b) English must be at minimum 4 at NSSCO / IGCSE level

Mature Age Entry Scheme
Applicants aspiring for admission to UNAM's undergraduate programmes through the Mature Age Entry Scheme must satisfy the following conditions:
(1) Applicants should have completed a senior secondary education for admission into undergraduate degree programmes.
(2) They should normally have proof of at least five years' relevant work experience teaching at secondary education level.

The Mature Age Entry Examination will consist of three / four papers:
a) Paper 1: An English Proficiency Paper;
b) Paper 2: A General Knowledge Paper;
c) Paper 3: A Numerical Ability Paper;
d) Paper 4: A School of Education Paper.

Applicants seeking admission into this programme shall score an average of at least 60% with no paper less than 50%. Applicants who meet the qualifying requirements and passed the MAE examination, may be called for an additional interview before the final selection is made.

Student Admission Based on Recognition of Prior Learning:

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

Student Admission Under the Indigenous Groups Category:

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

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

D.4.5   ARTICULATION OPTIONS

Students may articulate into relevant postgraduate diplomas and masters' programmes for examples, master's degree in education.

D.4.6   ASSESSMENT CRITERIA

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

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

D.4.7   QUALITY ASSURANCE ARRANGEMENTS - MORE DETAILS

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

D.4.8   MONITORING OF STUDENT PROGRESS

Students' progress will be monitored as follows:

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

c) In addition to that, the following tools will be used to monitor student progress, evaluate programme impact, and effect improvement:
    i. Student's progression and course pass/completion rate
    ii. Moderator's report
    iii. Students-lecturer evaluation reports

Tracer studies and employer feedback

Tracer studies will be conducted after every five years. The programme impact will be informed by feedback from support teachers, HODs / the Principals comments. Support teachers and principals' engagement during onsite education as well as through a reflective portfolio, students will submit after completing the onsite attachment.

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

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

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

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

D.4.9 MINIMUM REQUIREMENTS FOR RE-ADMISSION INTO THE SCHOOL/PROGRAMME

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

    36 credits (of which 24 credits must be non-core) by the end of the first year of registration
    128 credits by the end of the second year of registration
    220 credits by the end of the third year of registration
    330 credits by the end of the fourth year of registration
    420 credits by the end of the fifth year of registration
The programme must be completed after a maximum of 6 years of registration.

Extended enrolment
The following re-admission regulations will apply to students enrolled for the extended programme:
To be re-admitted to the School of Education, a student must have successfully completed the following minimum number of credits as indicated below:

    24 credits by the end of the first year of registration (a minimum of 6 modules to be registered of which 2 of the modules must be non-core).
    38 credits by the end of the second year of registration
    29 credits by the end of the third year of registration
    104 credits by the end of the fourth year of registration
    28 credits by the end of the fifth year of registration
    114 credits by the end of the sixth year of registration
     26 credits by the end of the seventh year of registration
    169 credits by the end of the eighth year of registration
The programme must be completed after a maximum of eight years of registration

In determining these, consider that students must be given a fair chance to complete the programme within the maximum period allowed despite potential problems during their study period.

D.4.10   ADVANCEMENT AND PROGRESSION RULES

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

COMMERCE GROUPING		
SUBJECT COMBINATIONS	**NORMAL ENROLMENT**	**EXTENDED ENROLMENT**
1. **Entrepreneurship and Business Studies**	Year 1 to Year 2: At least 89 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 66 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 36 credits of combined 1st and 2nd year credits.
2. **Entrepreneurship and Accounting**	Year 1 to Year 2: At least 75 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 66 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 36 credits of combined 1st and 2nd year credits.
3. **Economics and Accounting**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 66 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 36 credits of combined 1st and 2nd year credits.
4. **Business Studies and Accounting**	Year 1 to Year 2: At least 86 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 66 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 36 credits of combined 1st and 2nd year credits.
5. **Economics and Business Studies**	Year 1 to Year 2: At least 66 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 66 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 36 credits of combined 1st and 2nd year credits.
6. **Economics and Entrepreneurship**	Year 1 to Year 2: At least 66 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 66 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 36 credits of combined 1st and 2nd 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 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 56 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 31 credits of combined 1st and 2nd year credits.
2. **English and Oshindonga**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.
3. **English and Oshikwanyama**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.

		than 48 credits of combined 1st and 2nd year credits.	
4.	**English and French**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.
5.	**English and German**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.
6.	**English and Portuguese**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.
7.	**English and Khoekhoegowab**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.
8.	**English and Otjiherero**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.
9.	**English and Setswana**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.
10.	**English and Silozi**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.
11.	**English and Thimbukushu**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.
12.	**English and Rukwangali**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.
13.	**English and Rumanyo**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided

		than 48 credits of combined 1st and 2nd year credits.	they do not carry more than 26 credits of combined 1st and 2nd year credits.
14.	**English and Ju!'hoansi**	Year 1 to Year 2: At least 57 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 48 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 26 credits of combined 1st and 2nd year credits.

	SUBJECT COMBINATIONS	**NORMAL ENROLMENT**	**EXTENDED ENROLMENT**
1.	**Mathematics and Physics**	Year 1 to Year 2: At least 99 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 69 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 38 credits of combined 1st and 2nd year credits.
2.	**Mathematics and Chemistry**	Year 1 to Year 2: At least 101 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 73 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 40 credits of combined 1st and 2nd year credits.
3.	**Mathematics and Biology**	Year 1 to Year 2: At least 95 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 69 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 38 credits of combined 1st and 2nd year credits.
4.	**Mathematics and Computer Science**	Year 1 to Year 2: At least 90 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 67 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 38 credits of combined 1st and 2nd year credits.
5.	**Biology and Agriculture**	Year 1 to Year 2: At least 88 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 65 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 36 credits of combined 1st and 2nd year credits.
6.	**Biology and Chemistry**	Year 1 to Year 2: At least 101 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 73 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 40 credits of combined 1st and 2nd year credits.
7.	**Biology and Physical Education**	Year 1 to Year 2: At least 89 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 65 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 36 credits of combined 1st and 2nd year credits.
8.	**Biology and Home Economics**	Year 1 to Year 2: At least 86 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 48 credits of combined 1st and 2nd year credits.	Year 1 to Year 2: At least 65 credits of the 1st Year 2 to Year 3: Students are allowed to advance to the 3rd year provided they do not carry more than 36 credits of combined 1st and 2nd year credits.

A student who fulfilled the re-admission regulations but could not advance to the next academic year must first register for all failed modules. Subject to pre-requisites, such a student may then add modules of the subsequent academic

year, provided that the total number of registered credits does not exceed the prescribed number of credits of the current academic year by more than 20%.

D.4.11 REQUIREMENTS FOR QUALIFICATION AWARD

This qualification will be awarded to candidates credited with a minimum of <mark>500 – 577</mark>, and who have met the requirements of the programme.

D.4.12 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 1 A	5	12(14)	4L + 1T/w (4L + 3P/w)	None	C
(see list of codes for subject combinations)	School Subject. 2 1 A	5	12(14)	4L /w (4L + 3P/w)	None	C
(see list of codes for subject combinations)	School Subject. 2 1 B	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 1 A	5	12(14)	4L + 1T/w (4L + 3P/w)	School Subject. 1 1 A **Pre-requisite**	C

(see list of codes for subject combinations)	School Subject. 1 1 B	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 1 A	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 1 B	5	12(14)	4L/w (4L + 3P/w)	School Subject. 2 1 B **Pre-requisite**	C
E3562AS	Education for Sustainability	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						
U3683LA	Academic Literacy II	6	8	4L/w	Academic Literacy 1	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 2 1B **Pre-requisite**	C
(see list of codes for subject	School Subject. 2 2A	6	14 (16)	4L/w (4L + 3P/w)	School Subject. 1 2A **Pre-requisite**	.C

combinations)						
(see list of codes for subject combinations)	School Subject. 2 2B	6	14 (16)	4L/w (4L + 3P/w)	School Subject. 1 1B **Pre-requisite**	.C
E3651AL	Learner and Learning Environment	6	14	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
E3622AT	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	School Subject 2	7	8 (9)	2L/w (2L + 1P/w)	School Subject. 2 3A **Pre-requisite**	C

Code	Subject		Credits	Contact	Pre/Co-requisite	C/E
subject combinations)						
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	7	8	4L/w	Mathematics 2B school subject **Pre-requisite**	E
E3752CA	Arts Management I	7	8	4L/w	None	E
E3752AS	Science Education I	7	8	4L/w		E
E3762AI	Life Skills and Inclusive Education I	7	8	4L/w	Inclusive responsive teaching **Pre-requisite**	E

Module code	Module name	NQF Level	Credits	Contact hours per week (L / P / T)	(Co-requisites) / Pre-requisites	Compulsory (C) / Elective (E)
E3762IP	Sports Management I	7	8	4L/w	Physical and Sport Education **Pre-requisite** *(This module is a school subject in the Combination of Biology and Physical Education)*	E
E3762AC	Curriculum Studies I	7	8	4L/w	Curriculum and Planning **Pre-requisite**	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 3B **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	C
(see list of codes for Teaching Practicum II)	Teaching Practicum II	8	36	360h	Teaching Practicum I **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): Stick to what you take in the third year						
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**

D.4.13   SCHOOL SUBJECT COMBINATIONS AND CAMPUSES WHERE OFFERED

QUALIFICATION CODE	SUBJECT COMBINATION	CAMPUS OFFERED
COMMERCE GROUPING		
91BEAE	Accounting & Economics	Main Campus & Rundu Campus
91BEAN	Accounting & Entrepreneurship	Main Campus & Rundu Campus
91BEBN	Business Studies & Entrepreneurship	Main Campus &Rundu Campus
91BEAB	Accounting &Business Studies	Main Campus & Rundu Campus
91BEEB	Economics and Business Studies	Main Campus & Rundu Campus
91BEEE	Economics and Entrepreneurship	Main Campus & Rundu
SCIENCES GROUPING		
91BEBA	Biology & Agriculture	Katima Mulilo , Main Campus & 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
91BEBC	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**

Code	Course Title	Credits	NQF level	Contact hours per week (L / P / T)	Co-/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)**
	<mark>Teaching Practicum II (code listed on page on the next page)</mark>	<mark>36</mark>	<mark>8</mark>		

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
E3631AE (used)	Accounting / Economics	36
E3651AE	Accounting / Entrepreneurship	36
E3671AB	Business Studies / Entrepreneurship	36
E3631AA	Accounting / Business Studies	36
E3651AB	Economics / Business Studies	36
E363AE	Economics and Entrepreneurship	36
E3631AB	Biology / Agriculture	36
E3651AM	Mathematics / Physics	36
E3611AP	Physics / Computer Science	36
E3631AC	Mathematics / Chemistry	36
E3671AB	Mathematics / Biology	36
E3651AB	Biology / Physical Education	36
E3631AC	Mathematics / Computer Science	36
E3631AC	Biology /Chemistry	36
E3611AB	Biology/ Home Economics	36
E3631AG	History / Geography	36
E3611AO	English / Oshikwanyama	36
E3631AE	English / Afrikaans	36
E3651AO	English / Otjiherero	36
E3611AO	English / Oshindonga	36
E3631AK	English / Khoekhoegowab	36
E3671F	English / French	36
E3671AS	English / Setswana	36
E3631AG	English / German	36
E3611AP	English / Portuguese	36
E3631AE	English / Silozi	36
E3671AS	English / Namibian Sign language	36
E3651ET	English / Timbukushu	36
E3651AR	English / Rukwangali	36
E3611AR	English / Rumanyo	36
E3611AJ	English / Ju!'hoansi	36

LIST OF CODES FOR TEACHING PRACTICUM II IN SCHOOL SUBJECTS

Code	School subject combination	Credits
E3731AE	Accounting / Economics	36
E375AE	Accounting / Entrepreneurship	36
E373AE	Economics and Entrepreneurship	36
E3771AB	Business Studies / Entrepreneurship	36
E3731AA	Accounting / Business Studies	36
E3751AB	Economics / Business Studies	36
E3731AB	Biology / Agriculture	36
E3751AM	Mathematics / Physics	36
E3711AP	Physics / Computer Science	36
E3731AC	Mathematics / Chemistry	36
E3771AB	Mathematics / Biology	36
E3751AB	Biology / Physical Education	36
E3731AC	Mathematics / Computer Science	36
E3731AC	Biology /Chemistry	36
E3711AB	Biology/ Home Economics	36
E3731AG	History / Geography	36
E3711AW	English / Oshikwanyama	36
E3711AO	English / Oshindonga	36
E3731AE	English / Afrikaans	36
E3751AO	English / Otjiherero	36
E3731AK	English / Khoekhoegowab	36
E3771F	English / French	36
E3771AS	English / Setswana	36
E3731AG	English / German	36
E3711AP	English / Portuguese	36
E3731AE	English / Silozi	36
E3771AS	English / Namibian Sign language	36
E3751ET	English / Timbukushu	36
E3751AR	English / Rukwangali	36
E3711AR	English / Rumanyo	36

E3711AJ	English / Ju!'hoansi	36

LIST OF TEACHING METHODOLOGIES OFFERED IN THE B. Ed

Course	Code	Credits
Teaching Methods of Geography and Development Studies	E3703AG	9
Teaching Methods of History	E3703GH	9
Teaching Methods of Accounting	E3703AA	9
Teaching Methods Entrepreneurship	E3703AV	9
Teaching Methods of Business Studies	E3703AJ	9
Teaching Methods of Economics	E3703AH	9
Teaching Methods of English	E3703AE	9
Teaching Methods of KhoeKhoegowab	E370AK	9
Teaching Methods of Rukwangali	E3703AR	9
Teaching Methods of Rumanyo	E3703AX	9
Teaching Methods of Thimbukushu	E3703AU	9
Teaching Methods of Ju!'hoansi	E3703AJ	9
Teaching Methods of Otjiherero	E3703AO	9
Teaching Methods of Oshikwanyama	E3703AW	9
Teaching Methods of Oshindonga	E3703HA	9
Teaching Methods of German	E3703AM	9
Teaching Methods of French	E3703AF	9
Teaching Methods of Afrikaans	E3703AI	9
Teaching Methods of Portuguese	E3703AP	9
Teaching Methods of Silozi	E3703AZ	9
Teaching Methods of Arts	E3703AQ	9
Teaching Methods of Namibian Sign Language	E3703AS	9
Teaching Methods of Setswana	E3703A	9
Teaching Methods of Biology	E3703AB	9
Teaching Methods of Agriculture	E3703AG	9
Teaching Methods of Physical Science	E3703AY	9
Teaching Methods of Computer Studies	E3703AC	9
Teaching Methods of Chemistry	E3703AT	9
Teaching Methods of Mathematics	E3703AT	9
Teaching Methods of Home Economics	E3703AD	9
Teaching Methods of Physical Education	E3703AL	9

D.4.14   FRAMEWORK OF SCHOOL SUBJECTS OFFERED IN THE B. ED SECONDARY EDUCATION

Agriculture, Engineering and Natural Sciences

Mathematics

Year 1						
Semester 1						
Course	**Code**	**Periods**	**Level**	**Credits**	**Pre-requisite**	**Compulsory (C)**
Calculus 1	S3511MC	4L 2T	5	12		C
Linear Algebra I	S3511ML	4L 2T	5	12		C
Semester 2						
Course	**Code**	**Periods**	**Level**	**Credits**	**Pre-requisite**	
Calculus ll	S3512MC	4L2T	5	14		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	S3512PS	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	E3532AS	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	E3631AO	4L+3P	6	16	E3522AP	**C**
Semester 2						

Course	Code	Periods	Level	Credits	Pre-requisite	
Programming Design and Development	E3642AD	4L+3P	6	8	E3522AF	**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	E3712AC	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 Resource 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	

Physical Education

Year 1					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Foundations of Physical Education and Sports	AB3511E	4L+1P	5	14	None

Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Physical and Health-related fitness	AB3512E	4L+1P	5	14	None
Applied Movement Skills I	AB3532E	4L+1P	5	14	None
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	

Biology

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 or Introduction to Ecology [**For the Bio and Chem**]	S3531CG S3511EE	4L+3P	5	14	None	E
Semester						
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 19th/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 20th 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	H3611YA	4L	6	14	H3511YA	C
Semester 2						
Course	**Code**	**Periods**	**Level**	**Credits**	**Pre-requisite**	**Compulsory (C) / Elective (E)**
Afrikaans Narratives and Drama	H3632YA	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**	E3732AO E3732AW	2L	7	8	None

Course	Code	Periods	Level	Credits	Pre-requisite
Applied Linguistics in Oshikwanyama					
				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
				76	

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
				76	

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	G3761MM	2h/w +2h tutorials/w	7	8	G3661MO/ G3662MO
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Marketing Management	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	C3713FG	4h/w/1t	7	16	C3613FF
Semester 2					
Course	**Code**	**Periods**	**Level**	**Credits**	**Pre-requisite**
Financial Accounting 3	C3713FG	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**	G3572MC	4h/w	5	12	None
Creative and Innovative Entrepreneurial Ventures **(for students taking Business Studies and Entrepreneurship)**	E3572AI	4h/w	5	12	None
Business Management or	G2572DM	2 h/w	5	6	None
Foundation of Entrepreneurship **(for students taking Business Studies and Entrepreneurship)**	E3572AE	2 h/w	5	6	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**	G3661MO	4h/w	6	14	None
Organisational Management **(for students taking Business Studies and Entrepreneurship)**	G2671DO	4h/w	6	14	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**
Marketing Management A	G3761MM	2h/w2 tutorials per week for 14 weeks	7	8	**Pre-requisites** G3661MO and G3662MO

Semester 2					
Course	**Code**	**Periods**	**Level**	**Credits**	**Pre-requisite**
Marketing Management B	G3762MM	2h/w2 tutorials per week for 14 weeks	7	8	**Co-requisites** G3761MM
				82	

D.4.15 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.

Learning and Teaching Enhancement Strategies.

Peer Observation of Learning and Teaching (PoLT), student-lecturer evaluation, etc.

Student Assessment Strategies

Continuous assessment, 60%

Projects, tests, assignments

Examination, 40%

Prescribed Learning Resources

Barnes, Philip, L. (2014). *Education, Religion and Diversity: Developing a New Model of Religious Education*. Oxon: Routledge.

Wariboko, N., Falolo, T. (2020). *The Palgrave Handbook of African Social Ethics.* Cham: Palgrave Macmillan

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, lecturers,

Student Assessment Strategies
Continuous Assessment (CA): 100%

Learning and Teaching Enhancement Strategies
Module curriculum review, student / lecturer evaluation, Moodle reports

Prescribed Learning Resources
Whitaker, T. (2020). *What The Great Teachers Do Differently: Nineteen Things That Matter Most* (3rd ed.). Eye on Education, Routledge
Verde, S. (2019). *I am …yoga, peace, human*. Illustrated by Peter H. Reynolds.

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:

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.

Learning and Teaching Enhancement Strategies
Lectures, Projects, case studies

Prescribed Learning Resources
Coetzee, M. and Jansen, C. (2016). *Emotional Intelligence in the Classroom*. *The secret of happy teachers*.
Jacobs, M. Vakalisa, N. and Gawe, N. (2004). *Teaching-Learning Dynamics: A participative approach for OBE,* 3rd Edition.

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.

Learning and teaching enhancement strategies
Students shall be exposed to library user-based services and training.
Students that might experience performance difficulty in the module will be identified and the necessary support and guidance as an intervention strategy will be provided by the teaching staff.
Statistics of the module pass and failure rate will be continuously monitored.
Student-lecturer evaluation
Lecturer-peer evaluation
Curriculum review
Moderation of assessment tools

Prescribed Learning Resources
Academic Literacy IA Study Guide (Material Development is in process) by Department of Language Development staff.
Literature texts (still to be decided)

Recommended Learning Resources
Bailey, S. (2015). *Academic writing: A handbook for international students* (4th ed.). NY: Routledge.
Beekman, L., Dube, C., Potgieter, H. & Underhill, J. (2016). *Academic literacy* (2nd ed.). Cape Town: Juta and Company (Pty) Ltd.
Gaetz, S & Phadke, S. (2018). *Academic English: Reading and writing across the disciplines* (3rd ed.).
London.UK: Pearson.
Machet, M. (2013). Mastering Information Skills for the 21st Century. 2nd Edition, UNISA Press, South Africa. Piscitelli, S. (2009). Study skills: do I really need this stuff? (2nd ed). N.J. Pearson Prentice Hall,
UNAM Library Subject Specific Guides https://unam-na.libguides.com/?b=g&d=a

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:
o   Blended instruction: Face-to-face and online
o   Tests and assignments
o   Tutorials/ Academic support
o   Oral presentations

Student assessment strategies

Assessment will be based on Continuous Assessment.

Learning and teaching enhancement strategies
o   Students shall be exposed to library user-based services and training.
o   Students that might experience performance difficulty in the module will be identified and the necessary support and guidance as an intervention strategy will be provided by the teaching staff.
o   Statistics of the module pass and failure rate will be continuously kept.
o   Student-lecturer evaluation
o   Lecturer-peer evaluation
o   Curriculum review
o   Moderation of assessment tools

Prescribed Learning Resources

Academic Literacy IB Study Guide (Material Development is in process) by Department of Language Development staff.

Recommended Learning Resources

Bailey, S. (2015). *Academic writing: A handbook for international students* (4th ed.). NY: Routledge. Beekman, L., Dube, C., Potgieter, H. & Underhill, J. (2016). *Academic literacy* (2nd ed.). Cape Town: Juta and Company (Pty) Ltd.
Gaetz, S & Phadke, S. (2018). *Academic English: Reading and writing across the disciplines* (3rd ed.). London.UK: Pearson.
Machet, M. (2013). Mastering Information Skills for the 21st Century. 2nd Edition, UNISA Press, South Africa.
Piscitelli, S. (2009). Study skills: do I really need this stuff? (2nd ed). N.J. Pearson Prentice Hall, UNAM Library
Subject Specific Guides https://unam-na.libguides.com/?b=g&d=a

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:
- o Blended instruction: Face-to-face and online
- o Integrated and/or collaborative instruction
- o 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.

Learning and teaching enhancement strategies

- o Weekly task completion monitoring
- o Student-lecturer evaluation
- o Lecturer peer-review
- o Moderation of assessment tools
- o Curriculum review

Prescribed learning resources

Academic Literacy II Study Guide (Material Development is in process) by the Department of Language Development
Beekman, L., Dube, C., Potgieter, H., & Underhill, J. (2019). *Academic Literacy* (3rd.). Cape Town: Juta & Company.

Recommended learning resources

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)

Learning and Teaching Enhancement Strategies
Student–lecturer evaluations, conducted twice a year
Moderation of assessment tools

Learning Resources
Prescribed:
None

Recommended materials:
Feldman, R. S. & Chick, S. (2005) *Power learning: Strategies for Success in Higher Education and Life*. Toronto: Mc Graw-Hill Ryerson Limited.
Light, R. J. (2001). *Making the most out of College: Students Speak their Minds*. Cambridge, Mass: Harvard University Press.
Tracy, E. (2002). *The student's guide to exam success*. Philadelphia: Open University Press

Toft, D. (2005*). Mastering Student Guide to Academic Success*. Boston: Houghton Mifflin Company.

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

Learning and Teaching Enhancement Strategies
- **Student feedback:** feedback from students using focused feedback instruments
- **Peer feedback:** student feedback on peer evaluation of each other's collaboration,

  participation and contribution

- **Self-evaluation:** quizzes and students' reflective journal/ portfolio on their own learning
- **Learning analytics:** use of learning management tools on student participation and online

  learning activities, and analyse assessment performance

Prescribed Learning Resources
Textbooks
- Schwartz, M., Bali, M., Blocksidge, K., Brown, C., Caines, A., Dermody, K., & Peters, J. (2020).
- *Digital Citizenship Toolkit*. Retrieved from https://pressbooks.library.ryerson.ca/digcit/ (online version); https://openlibrary-repo.ecampusontario.ca/jspui/bitstream/123456789/856/3/Digital-Citizenship-Toolkit-1598899274.pdf (PDF version) https://openlibrary-

Digital Resources
- o JISC. (2019). Jisc digital capabilities framework: The six elements defined. Retrieved from https://repository.jisc.ac.uk/7278/1/BDCP-DC-Framework-Individual-6E-110319.pdf
- o JISC. (2017). Digital capabilities framework. Retrieved from https://repository.jisc.ac.uk/6611/1/JFL0066F_DIGIGAP_MOD_IND_FRAME.PDF
- o Joint Research Centre (European Commission). (2019). *The Digital Competence Framework 2.0*. Retrieved from https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework
- o Carretero, S., Vuorikari, R., & Punie, Y. (2017). The digital competence framework for citizens. *Publications Office of the European Union*. Retrieved from http://svwo.be/sites/default/files/DigComp%202.1.pdf

Course resources (videos and SCORM package)
- o Microsoft. (2021). *Microsoft digital literacy courses and resources (videos and SCORM packages).*
- o Available at https://www.microsoft.com/en-us/digital-literacy Microsoft. (2021). *Microsoft digital literacy: Teaching guides*. Retrieved from
- o https://query.prod.cms.rt.microsoft.com/cms/api/am/binary/RWBupo
- o OER Commons. (2021). *Digital Literacy (learning objects)*. Retrieved https://www.oercommons.org/curated-collections/347

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.

Learning and Teaching Enhancement Strategies
- Peer reviews will be done twice a semester;
- Student-lecturer evaluations will be conducted twice a semester;
- Internal and external moderation of summative assessments.

Recommended Learning Resources
Hisrich, R.D., Peters, M.P., & Shepherd, D.A. (2017). Entrepreneurship (10ᵗʰ edition). McGraw-Hill Education Kuratko, D.F. (2017).

Entrepreneurship: Theory, process, and practice (10ᵗʰ edition). Cengage

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.

Learning and Teaching Enhancement Strategies
- Peer reviews will be done twice a semester;
- Student-lecturer evaluations will be conducted twice a semester;
- Internal and external moderation of summative assessments.

Recommended Learning Resources
Robbins, S.P., & Judge, T.A. (2019). Organizational behavior (19ᵗʰ edition). Pearson.
Muenjohn, N., McMurray, A., Fernando, M., Hunt, J., Fitzgerald, M., McKenna, B., Intezari, A., Bankins, S., & Waterhouse, J. (2018). Leadership: Regional and global perspectives. Cambridge University Press.

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 21stcentury. **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

Learning and Teaching Enhancement Strategies
The methods for evaluating and improving the quality and standards of learning and teaching in the module include the following techniques: student/lecturer evaluation, lecturer peer review, reflective practice and continuous improvement, tutorials, enforcement of the lecture attendance policy, and provision of online recorded lectures to the students for asymmetric learning.

Prescribed Learning Resources http://caae.phil.cmu.edu/Cavalier/80130/part2/II_preface.html

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).

Learning and Teaching Enhancement Strategies

o   Internal moderation of assessment tools
o   Student evaluation
o   Regular review of module content
o   Lecturer peer evaluation

Prescribed Reading

Module learning content to be uploaded on Moodle Learning System by Dr. Mukoroli

Recommended Readings

Chatfield, T. (2018). *Critical thinking*. Pearson: London

Dobeli, R. (2014). *The art of thinking clearly*. Johnson and Sons: New York Wartburton, N. (2019). *Thinking from A to Z.* London Press: London Rosling, H. (2016). *Factfulness*. Pearson: London

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 Shivoro* *rshivoro@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.

Learning and Teaching Enhancement Strategies
Strategies will include: Continuous Module Review, and Lecturer/student evaluations.
Student progress will be monitored by observing class participation during live lectures, and submission of feedback material. Including online portfolios.

Recommended Learning Resources

- Adler, R.P & Goggin, J. (2005). What do we mean by Civic Engagement? *A Journal of Transformative Education*. 3 (3) 236 – 253
- Bennett, M.J (1998). *Intercultural Communication: A current Perspective*. In Milton J. Bennett (Ed.) Basic Concepts of Intercultural Communication: Selected Readings. Yarmouth: ME Intercultural Press
- Green, M. (2012). *Global Citizenship: What are we talking about and why does it matter*. NAFSA Association of International Education
- International IDEA (2014). *What is a Constitution? Principles and Concepts*. Constitution-building Primers. Perception Change Project. *170 Daily Actions to Transform our World*. United Nations Office in Geneva Ritzer, G. (Ed.) (2007). *The Blackwell Companion to Globalization*. Blackwell Publishing: USA
- United Nations. *Transforming our World: the 2030 Agenda for Sustainable Development*. UNDP

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 (ii) 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 plaguing 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%.

Learning and Teaching Enhancement Strategies

1. Community and stakeholder feedback on students environmental campaigns
2. Peer assessment of each group's awareness raising pamphlets and posters
3. Teaching review by HOD
4. Student evaluation of teaching and materials at the end of the semester

Recommended Reading Material

Ashford, N. A and R. P. Hall (2018). Technology, Globalization, and Sustainable Development: Transforming the Industrial State, 1st Edition, Routledge Taylor & Francis Group

Kumara, B. and B. R. Prasad (2020). Environmental Technology and Sustainability: Physical, Chemical and Biological Technologies for Clean Environmental Management. Elsevier. pp.2 30
Brinkmann, R. (2016). Introduction to Sustainability. Wiley-Blackwell. pp. 336

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 *and* 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: -

- o Lectures: these will be carried out via face to face and online mode (blended method)
- o 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%.

Learning and Teaching Enhancement Strategies

- o Student evaluation of module delivery
- o Regular reviews of course content

Recommended Learning Resources

1. Project Management Institute. A Guide to the Project Management Body of Knowledge (PMBOK Guide). 6th ed., Project Management Institute, 2017.

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%

Learning and Teaching Enhancement Strategies

Student-lecturer evaluations; Continuous module review; Moderator's reports, Forum, and live virtual discussions to monitor student progress

Prescribed Learning Resources

Williams, J., W. (2021). *How to talk to anyone about anything.* Independently published.

Gallo, C. (2014). *Talk like TED: The 9 Public Speaking secrets*. St. Martin's Press.

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.

Learning and Teaching Enhancement Strategies

Student-lecturer evaluation, peer review, oral critiques, Observation.

Prescribed Learning Resources

Gibb, S. (2005) *Aesthetics and Human Resource Development: Connections, Concepts and Opportunities.* Oxford-shire, England: Taylor and Francis Group.

Mayesky, M. (2015). *Creative activities and curriculum for young children* (11th Ed.). Stamford, United States of America: Cengage Learning.

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 skills.
Learning and Teaching Strategies
Lectures, online content and exercises, written assignments, group work, class discussions and presentations.
Student Assessment Strategies
Continuous Assessment: 100%

Learning and Teaching Enhancement Strategies
Continuous module review and student-lecturer evaluations.

Prescribed Learning Resources
Module Study Guide / Material compiled by lecturer

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%

Learning and Teaching Enhancement Strategies

Student-lecturer evaluation, peer review, supervisor evaluation, internal and external moderation of examinations.

Prescribed Learning Resources

Seifert, K. and Sutton, R. (2017). *Educational Psychology*. file:///Users/hannah/Downloads/Educational-Psychology-1506014433_regexified.html (free online resource)
Educational Psychology https://courses.lumenlearning.com/educationalpsychology/ (free online resour

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%

Learning and Teaching Enhancement Strategies.

Online discussion Forums, FAQ, and feedback from stakeholders (students and schools) and continuous module curriculum review.

Prescribed Learning Resources

Trinity College Dublin's "Writing a teaching philosophy statement" (https://www.tcd.ie/CAPSL/resources/teaching-philosophy-statements/).

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 21st 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 21st 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 4th 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

Learning and Teaching Enhancement Strategies

Online discussion forum participation, Reflective journal writing, blogs (video blogs – recording of learning and project implementation process)

Prescribed Learning Resources
Project Based Learning Study Guide (for Distance mode)

21ˢᵗ Century Skills: a handbook:
 http://cbseacademic.nic.in/web_material/Manuals/21st_Century_Skill_Handbook.pdf

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%.

Learning and Teaching Enhancement Strategies
Feedback from stakeholders, Module curriculum review.

Prescribed Learning Resources

National Research Council. (2010). *Preparing Teachers: Building Evidence for Sound Policy*. Washington, DC: The National Academies Press.https://doi.org/10.17226/12882.

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; **Boolen 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%

Learning and Teaching Enhancement Strategies.
Module curriculum review, student-lecturer evaluation, Moodle reports.

Prescribed Learning Resources
Introduction to Information and Communication Technology in Education (https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf)
Teaching in a Digital Age: Guidelines for designing teaching and learning - 2nd Edition (https://open.umn.edu/opentextbooks/textbooks/teaching-in-a-digital-age-guidelines-for-designing-teaching-and-learning-for-a-digital-age)

Additional resources

Vision2030: http://www.tech.na/download/Vision2030.pdf;
ICT policy: http://www.tech.na/download/ICT Policy.pdf
NPST and ICTED: http://www.nied.edu.na
ICT student textbook (https://teacher-network.in/OER/images/9/9a/ICT_student_textbook.pdf)

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%

Learning and Teaching Enhancement Strategies:
Moodle report analytic platform, continuous module review, lecturer/student evaluation, etc.

Prescribed Learning Resources:
De Jager, T. (2014). *Geeral Subject Didactics*. Pretoria: Van Schaik Publishers.
Perkins, D. N., Schwartz, J. L., West, M. M., and Wiske, M. S. (1995). *Software goes to school: Teaching for understanding with new technologies*. New York: Oxford University Press. https://archive.org/details/softwaregoestosc00davi_0

Recommended Learning Resources/ Electronic resources:
National Institute for Educational Development. (2018). *A specified subject area Syllabus Ordinary level*. http://www.nied.edu.na/assets/documents/02Syllabuses/05SeniorSecondary/PhysicalScience/NSSCO_A__specified subject area_syllabus.pdf
National Institute for Educational Development (NIED). (2020). *A specified subject area Syllabus Advanced subsidiary level*.
http://www.nied.edu.na/assets/documents/02Syllabuses/05SeniorSecondary/A_____specified_____subject area/NSSCAS_8225_A specified subject area_syllabus_updated_19_November_2020_SIGNED_OFF.pdf

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 21st 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 3. sciences. 4. Describe the teaching methods and skills appropriate for the effective teaching of a 5. specified subject area in social sciences. 6. Analyze the importance of the utilization of instructional materials in the teaching of a 7. specified subject area of social sciences. 8. Discuss the development of the cognitive and affective strategies in a specified subject 9. area of social sciences. 10. Explain the development and planning of the secondary school curriculum, syllabus, 11. scheme of work and lesson note preparation in the teaching of a specified subject area of

12. social sciences in Namibia.
13. 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, Mapwork 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%

Learning and Teaching Enhancement Strategies
Continuous module review, lecturer/student evaluation, etc.

Prescribed Learning Resources
Garvey, B., and King, M. (1977). *Models of History teaching in secondary schools*. Oxford: Oxford University Press.
Kriewaldt and Digby (2010). *Keys to Geography*. Macmillan

Alternative Resources
Anstey, M. and Bull, G. (2006) *Teaching and learning multiliteracies*: Changing times, Changing literacies. Curriculum Press, Melbourne.
Henderson, R. (2012). *Teaching Literacies. Pedagogies and Diversity in the Middle Years*, Oxford University Press, Australia

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%

Learning and Teaching Enhancement Strategies:
Moodle report analytic platform, continuous module review, lecturer/student evaluation, etc.

Prescribed Learning Resources:
De Jager, T. (2014). *Geeral Subject Didactics*. Pretoria: Van Schaik Publishers.
Perkins, D. N., Schwartz, J. L., West, M. M., and Wiske, M. S. (1995). *Software goes to school: Teaching for understanding with new technologies.* New York: Oxford University Press. https://archive.org/details/softwaregoestosc00davi_0

Recommended Learning Resources/ Electronic resources:
National Institute for Educational Development. (2018). *A specified subject area Syllabus Ordinary level*. http://www.nied.edu.na/assets/documents/02Syllabuses/05SeniorSecondary/PhysicalScience/NSSCO_A_specified subject area_syllabus.pdf
National Institute for Educational Development (NIED). (2020). *A specified subject area Syllabus Advanced subsidiary level*.
http://www.nied.edu.na/assets/documents/02Syllabuses/05SeniorSecondary/A specified subject area/NSSCAS_8225_Aspecifiedsubjectarea_syllabus_updated_19_November_2020_SIGNED_OFF.pdf

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%.
Learning and Teaching Enhancement Strategies:
Moodle report analytic platform, continuous module review, lecturer/student evaluation, etc.

Prescribed Learning Resources:
De Jager, T. (2014). *Geeral Subject Didactics*. Pretoria: Van Schaik Publishers.
Perkins, D. N., Schwartz, J. L., West, M. M., and Wiske, M. S. (1995). *Software goes to school: Teaching for understanding with new technologies.* New York: Oxford University Press. https://archive.org/details/softwaregoestosc00davi_0

Recommended Learning Resources/ Electronic resources:
National Institute for Educational Development. (2018). *A specified subject area Syllabus Ordinary level.* http://www.nied.edu.na/assets/documents/02Syllabuses/05SeniorSecondary/PhysicalScience/NSSCO_A__specified subject area_syllabus.pdf
National Institute for Educational Development (NIED). (2020). *A specified subject area Syllabus Advanced subsidiary level.*
http://www.nied.edu.na/assets/documents/02Syllabuses/05SeniorSecondary/A___specified___subject area/NSSCAS_8225_A specifiedsubjectarea_syllabus_updated_19_November_2020_SIGNED_OFF.pdf

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 %

Learning and Teaching Enhancement Strategies
Student reflections, continuous module reviews, lecturer/student evaluations.

Prescribed Learning Resources
 Unknown. (2018). *Inclusive Education Strategies: A textbook.* Regents of the University of Minnesota.
Roska, J., Kilgo, C.A., Trolian, T.L., Pascarella, E.T., Blaich, C. and Wise, K.S. (2017). Engaging with diversity: How positive and negative diversity interactions influence students' cognitive outcomes. *The Journal of Higher Education.* 88 (3), 297-322.

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) Prerequisite	None
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%

Learning and Teaching Enhancement Strategies.
Student-lecturer evaluations, module curriculum review, Moodle reports.

Prescribed Learning Resources
Brynard, D.J.; Hanekom, S.X., and Brynard, P.A. (2014). *Introduction to Research*. ISBN: 9780627030178.
Bertram C, Christiansen, I. (2014). *Understanding Research: An Introduction to Reading Research*: ISBN: 9780627031175.

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 contex**t: 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%

Learning and Teaching Enhancement Strategies
Lecturer and student reflections, continuous module reviews, lecturer/student evaluations.

Learning Resources
Cecilia B. and Elize du Plessis (2018). *Curriculum Studies Development, interpretation, plan and practice (3rd Ed.).* Cape town: Van Schaik Publishers
Ornstein, A.C. and Hunkins, F.P. (2018). *Curriculum: Foundations, Principles and Issues* (3rd Ed). Boston: Allyn and Bacon

Additional resource
South African Institute for Distance Education (2012). *Curriculum: Organising knowledge for the classroom, 3rd edition.* Oxford University Press.

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:	

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%

Learning and Teaching Enhancement Strategies

Module curriculum review, student-lecturer evaluation reports, Moodle reports.

Prescribed Learning Resources

Smit, P.J., Cronje, G.J., Brevis, T., Vrba, M.J.(2011). *Management Principles*. (fifth edition). SA:Juta. SA.

Van der Westhuizen. (2016). *Schools as Organizations*. SA:Van Schaik.

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: d**igital 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, Problem-based learning.

Student Assessment Strategies
Continuous Assessment: 60%
Examination: 40%, 100 marks

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback, Peer Observation of Learning and Teaching (PoLT), Collaborative learning groups, Discussion Forums, Case studies, video tutorials, gamification; web-based platforms; Learning circles, Flipped classroom

Prescribed Learning Resources (e-books available)
Roblyer, D. (n.d). *Integrating Educational Technology into Teaching*. Pearson New International Edition, 6/EM.
Marino, M. T., Israel, M., Vasquez III, E., Fisher, K. M., and Gallegos, B. (2018). Teaching and learning with technology. The Wiley International Handbook of Educational Foundations, 245.
Lever-Duffy, J. and McDonald, J. (2018). *Teaching and Learning with Technology*. 6th edition. Pearson (June 14th 2021) - ISBN-13: 9780137498185.

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

Learning and Teaching Enhancement Strategies.
Mid-semester student feedback, Peer Observation of Learning and Teaching (PoLT), student/lecturer evaluations.
Prescribed Learning Resources (e-books available)
Marino, M. T., Israel, M., Vasquez III, E., Fisher, K. M., and Gallegos, B. (2018). *Teaching and learning with technology.* The Wiley International Handbook of Educational Foundations, 245.

Lever-Duffy, J. and McDonald, J. (2018). *Teaching and Learning with Technology*. 6th edition. Pearson (June 14th 2021) - ISBN-13: 9780137498185.

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%.

Learning and Teaching Enhancement Strategies

Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation etc.

Prescribed Learning Resources

Stafford, I. (Ed.). (2011*). Coaching Children in Sport* (1st ed.). Routledge. https://doi.org/10.4324/9780203850688
Jones, R.L. (Ed.). (2006). The Sports Coach as Educator: Re-conceptualising Sports Coaching (1st ed.). Routledge. https://doi.org/10.4324/9780203020074

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:
   o   Continuous assessment 60%
   o   Examination 40% (1 x 3hour paper)

Learning and Teaching Enhancement Strategies.
Discussions on theoretical work; Field trips reports; Exhibitions of plays, music performances, artworks; Oral critiques of the exhibited plays, music performances, artworks; Tests/ Moodle Quizzes; Continuous module review based on student discussions and feedback; Lecturer/student evaluations at the end of each semester

Prescribed Learning Resources
This module consists of 3 components. At least one prescribed book for each has been provided:

Music: Alida Anderson. (2015). *Arts Integration and Special Education: An Inclusive Theory of Action for Student Engagement*. Routledge.
Visual Arts: Wachowiak, F. (1977). *Emphasis Art. A Qualitative Art Program for the Elementary School* (3rd Ed.). New York: Harper & Row Publishers. Compilation of notes based on the relevant topics mentioned in the "Module Content".

Drama: Bowell, P. & Heap, B. S. (2013). *Planning Process Drama: Enriching Teaching and Learning* (2nd Ed.). Oxfordshire, England: Routledge.

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.

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:

o Continuous assessment 60%
o Examination 40% (1 x 3hour paper)

Learning and Teaching Enhancement Strategies.

Discussions on theoretical work; Field trips reports; Exhibitions of plays, music performances, artworks; Oral critiques of the exhibited plays, music performances, artworks; Tests/ Moodle Quizzes; Continuous module review based on student discussions and feedback; Lecturer/student evaluations at the end of each semester

Prescribed Learning Resources

This module consists of 3 components. At least one prescribed book for each has been provided:
Music: Odendaal, R. M., & De Jager, T. (2017). *Creative Arts Education: Vol. First edition*. Van Schaik Publishers.
Visual Arts: Wachowiak, F. (1977). *Emphasis Art. A Qualitative Art Program for the Elementary School* (3rd Ed.). New York: Harper & Row Publishers. Compilation of notes based on the relevant topics mentioned in the "Module Content".
Drama: Bowell, P. & Heap, B. S. (2013). *Planning Process Drama: Enriching Teaching and Learning* (2nd Ed.). Oxfordshire, England: Routledge

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%

Learning and Teaching Enhancement Strategies
Continuous module reviews and student-lecturer evaluations.

Prescribed Learning Resources:

Roffey-Barensten, J. and Malthouse, R. (2015). *Writing your Research Proposal: Contemporary Education Studies.* Thalassa Publishing: London. ISBN-10: 1500619663 and ISBN-13: 978-1500619664

Bertram C, Christiansen, I (2014). *Understanding Research: An Introduction to Reading Research*: ISBN: 9780627031175.

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,

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

Learning and Teaching Enhancement Strategies.
Consultations on Research Report Writing, Data Collection, Analysis etc.

Prescribed Learning Resources
Brynard, D.J.; Hanekom, S.X and Brynard, P.A. (2014). *Introduction to Research*. ISBN: 9780627030178.
Bertram C., Christiansen, I. (2014). *Understanding Research: An Introduction to Reading Research*. **ISBN:** 9780627031175.

Additional learning resources:
American Psychological Association (2010). *Publication manual of the American Psychological Association (6th Ed.)*. Washington, DC: American Psychological Association.
Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4*th *.ed.)*. Boston: Pearson.

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, **r**esearch on Namibian schools and instructional leadership practices, **e**ducation Act and leadership practices in Namibian schools, **e**ducation Act and the role of school boards in Namibia. **Managing the school, classroom, learners/learning and support systems:** school culture and school improvement, **s**chool mission and vision statements, **s**chool 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%

Learning and Teaching Enhancement Strategies
Student /lecturer evaluations, Module curriculum review, reflective essay feedback, **Prescribed**
Learning Resources
Editors: Steven B. Sheldon, Tammy A. Turner-Vorbeck (2018). *The Wiley handbook of Family, School and Community Relationships in Education.* Published: 21 December 2018. Online ISBN: 9781119083054/DOI: 10.1002/9781119083054, 2019 John Wiley and Sons, Inc.
Brodie, K. (2013) 'The power of professional learning communities', *Education as Change*, 17(1), pp. 5–18.

Additional Learning Resources
Professional Learning Communities in South African Schools and Teacher Education.

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%

Learning and Teaching Enhancement Strategies
Module curriculum review, student -lecturer evaluation, moodle reports

Prescribed Learning Resources
Coetzee, S. A., Van Niekerk, E. J., Wydeman J.L. (2010*). An Educator's Guide to Effective Classroom Management*.
Pretoria: Van Schalik publisher
Musaazi, J. C. S. 1982. *The Theory and Practice of Educational Administration*. London: Macmillan Publishers Van der
Westhuizen (2016). Schools as Organisations. Pretoria: Van Schalik publisher.

PART B: MODULE DESCRI.PTOR:	
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 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%
Learning and Teaching Enhancement Strategies
Module curriculum reviews, lecturer/student evaluations, Moodle reports
Learning Resources
Ornstein, A.C. and Hunkins, F.P. (2018). *Curriculum: Foundations, Principles and Issues* (3rd Ed). Boston: Allyn and Bacon
Print, M. (2020). *Curriculum Development and Design* (2nd ed.). Taylor and Francis.

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: Athletics Namibia; All Namibia Netball Association; Namibia Football Association;
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. Ilustrate 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%.

Learning and Teaching Enhancement Strategies

Lecturer reflections and student feedbacks, end of semester student-lecturer evaluation etc.

Prescribed Learning Resources

Byl. J. (2013). Organizing Successful Tournaments. Human Kinetics. https://www.amazon.in/Organizing-Successful-Tournaments-John-Byl/dp/1450460275#detailBullets_feature_div

YDF Manual for Sports Event Management: Guidelines for the Organization and Management of Development Events. (2011). Deutsche Gesellscahft fűr Internationale Zusammenarbeit (GIZ) for the Youth Development through Football (YDF) project. South Africa. Retrieved from http://www.za-ydf.org/giz/YDF%20Manual%20for%20Sport%20Event%20Management/YDF%20Manual%20for%20Sports%20Event%20Management.pdf

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 inclusive learning environment.
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.

Learning and Teaching Enhancement Strategies
Discussion forum, continuous module review, lecturer/student evaluation.

Prescribed Learning Resources
Nel., N., Nel M. and Hugo A. (Eds) (2013). *Learner Support in a Diverse Classroom: A guide for Foundation, Intermediate and Senior Phase teachers of Language and Mathematics.* Pretoria. Van Schaick.
Hardman J. (2017). Second Impression. *Child and Adolescent Development: A South African Socio-Cultural Perspective.* Southern Africa. Oxford University Press.

Additional Resource
Donald, D., Hardman J., Lazarus S. and Moolla N. (2017). *Educational Psychology in Social Context: Ecosystemic Applications in Southern Africa.* Southern Africa. Oxford University Press.

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.
Learning and Teaching Enhancement Strategies
Lecturer/student evaluation, Moodle Reports.

Prescribed Learning Resources
Donald D., Lazarus S. and Moolla (2014). *Educational Psychology in Social Context: Ecosystemic Applications in Southern Africa*. 5th Edition. Cape Town.
Gous I. and Roberts J. (2015). *Teaching Life Orientation: Senior and FET Phases*. Cape Town. Oxford University Press.

Additional resources
Haihambo Ya-Otto and Edna Rooth. *Let's do Life Skills. Teachers' Work Book*. Cape Town. Oxford University Press.
No Author. (n/d). *Life Skills Text Books (Grade 8 – 12)*. Solid Foundations.
Mvula, L. I. (n/d). *Be Careful of the Decisions you make*. Windhoek.

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%.

Learning and Teaching Enhancement Strategies.

Mid-semester student feedback, student-lecturer evaluation, etc.

Prescribed Learning Resources

o Clark-Wilson, A., Donevska-Todorova, A., Faggiano, E., Trgalová, J., Hans-Georg, W., (2021). *Mathematics Education in the Digital Age: Learning, Practice and Theory*. Routledge: America.
o Aldon, G., and Trgalová, J. (n.d). *Technology in Mathematics Teaching*. Sprinlger.
o Clark-Wilson, A., Robutti, O., Sinclair, N., (2014). *The Mathematics Teacher in the Digital Era: An International Perspective on Technology Focused Professional Development*. Sprinlger.

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%

Learning and Teaching Enhancement Strategies
Student-lecturer evaluations
Formative assessment tasks will be used to monitor student progress.

Prescribed Learning Resources
Higgs, P., and Smith, J. (2003). *Rethinking Truth*. Juta and Co.
Reid, G. (2005). *Learning styles and inclusion*. London: Paul Chapman.

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 **i**ntroduction 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%
   o   Assignments: 20%
   o   Analysis and evaluations: 20%
   o   Program designs: 20%
   o   Portfolio: 40%

Learning and Teaching Enhancement Strategies
The module content, tests and examination papers, and answer scripts will be internally and externally moderated. Peer evaluations and student-lecturer evaluations will be conducted during and at the end of each semester. In addition, student performance during formative assessments will be monitored to assess student progress.

Prescribed Learning Resources
https://www.tandfonline.com/doi/pdf/10.1080/02640410410001675324?needAccess=true. Eliminating the dichotomy between theory and practice in talent identification and development: considering the role of psychology
https://link.springer.com/content/pdf/10.1007/s40279-017-0803-2.pdf Talent Identification in Sport: A Systematic Review
https://www.nutritionist-resource.org.uk/memberarticles/the-importance-of-sports-nutrition

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.   Discus 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**;** Ecosytems 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%)

Learning and Teaching Enhancement Strategies
The module content, tests and examination papers, and answer scripts will be internally and externally moderated. Peer evaluations and student-lecturer evaluations will be conducted during and at the end of each semester. In addition, student performance during formative assessments will be monitored to assess student progress.

Prescribed Learning Resources
Moore, T.J. and Asay, S.M. (Latest edition) Family Resource Management. Sage Publishing. ISBN: 9781544370620

https://www.ifhe.org/

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.	

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 inclution 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 vegetariens, 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 selotions 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%%
  o Assignments: 40%
  o Analysis and evaluations: 10%
  o Formative Tests: 25%
  o 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%)

Learning and Teaching Enhancement Strategies

The module content, tests and examination papers, and answer scripts will be internally and externally moderated. Peer evaluations and student-lecturer evaluations will be conducted during and at the end of each semester. In addition, student performance during formative assessments will be monitored to assess student progress.

Prescribed Learning Resources

Sizer, F.S. and Whitney, E.N. (Latest addition) Nutrition Concepts and Controversies. Cengage Learning, USA. ISBN-978-1-305-63938-6

Smolin, L.A. and Grosvenor, M.B. (Latest addition) Nutrition: Science and applications. 3rd Edition, Wiley, Hoboken. ISBN- 13 978-0-470-52474-9

WHO and in-country policies and guidelines

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%%
- o   Assignments: 20%
- o   Analysis and evaluations: 20%

- o   Formative Tests: 20%
- o   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%)

Learning and Teaching Enhancement Strategies

The module content, tests and examination papers, and answer scripts will be internally and externally moderated. Peer evaluations and student-lecturer evaluations will be conducted during and at the end of each semester. In addition, student performance during formative assessments will be monitored to assess student progress.

Prescribed Learning Resources

- o   Moore, T.J. and Asay, S.M. (Latest edition) Family Resource Management. Sage Publishing. ISBN: 9781544370620
- o   Swart, N. (Latest Edition) Manage your money - basic financial life skills for South Africans. Van Schaiks. ISBN: 9780627027161 or eISBN: 9780627028816

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%%
- o Assignments: 20%
- o Analysis and evaluations: 20%
- o Formative Tests: 20%
- o 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%)

Learning and Teaching Enhancement Strategies

The module content, tests and examination papers, and answer scripts will be internally and externally moderated. Peer evaluations and student-lecturer evaluations will be conducted during and at the end of each semester. In addition, student performance during formative assessments will be monitored to assess student progress.

Prescribed Learning Resources

Moore, T.J. and Asay, S.M. (Latest edition) Family Resource Management. Sage Publishing. ISBN: 9781544370620

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. 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.	

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%
- o   Assignments: 20%
- o   Analysis and evaluations: 20%
- o   Formative Tests: 20%
- o   Portfolio: 40%

Learning and Teaching Enhancement Strategies

The module content, tests and examination papers, and answer scripts will be internally and externally moderated. Peer evaluations and student-lecturer evaluations will be conducted during and at the end of each semester. In addition, student performance during formative assessments will be monitored to assess student progress.

Prescribed Learning Resources

Scheule, B and Frye, M.S. (Latest Edition) Introductory to Foods. Pearsons. ISBN-13: 9780134554839
Brown, A.C. (Latest Edition) Understanding Food Principles and Preparation. Cengage. ISBN-978-1-337-55756-6
de Villiers, S. J. A. (Latest Edition) Cook and Enjoy. Human and Rousseau. ISBN-9780798149198

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. T**erminology:** 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%
- o   Assignments: 20%
- o   Analysis and evaluations: 20%
- o   Formative Tests: 20%
- o   Portfolio: 40%

Learning and Teaching Enhancement Strategies
The module content, tests and examination papers, and answer scripts will be internally and externally moderated. Peer evaluations and student-lecturer evaluations will be conducted during and at the end of each semester. In addition, student performance during formative assessments will be monitored to assess student progress.

Prescribed Learning Resources
Scheule, B and Frye, M.S. (Latest Edition) Introductory to Foods. Pearsons. ISBN-13: 9780134554839
Brown, A.C. (Latest Edition) Understanding Food Principles and Preparation. Cengage. ISBN-978-1-337-55756-6
Niehaus, C. (2011) Let's Bake, SBN-0798151250, 9780798151252.

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%
o Assignments: 20%
o Analysis and evaluations: 20%
o Formative Tests: 20%
o Portfolio: 40%

Learning and Teaching Enhancement Strategies

The module content, tests and examination papers, and answer scripts will be internally and externally moderated. Peer evaluations and student-lecturer evaluations will be conducted during and at the end of each semester. In addition, student performance during formative assessments will be monitored to assess student progress.

Prescribed Learning Resources

o Sizer, F.S. and Whitney, E.N. (Latest addition) Nutrition Concepts and Controversies. Cengage Learning, USA. ISBN-978-1-305-63938-6
o Smolin, L.A. and Grosvenor, M.B. (Latest addition) Nutrition: Science and applications. 3rd Edition, Wiley, Hoboken. ISBN- 13 978-0-470-52474-9
o Latest WHO and in-country policies and guidelines
o Namibian Food and Nutrition Guidelines
o Food and Nutrition Security Policy

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	1st 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 sstatistical 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:
o Continuous Assessment (test, assignments and a project) 50%
o Examination 50% (1x3 hour Examination paper).

A final mark of 50% is required to pass this course.

Learning and Teaching Enhancement Strategies

Moodle platform reports insights, continuous module review, lecturer/student evaluation, and assessments moderation

Prescribed Learning Resources

Mendenhall, W., Beaver, R.J., and Beaver, B.M. (2009). Introduction to Probability and Statistics, 13th Edition. Belmont, CA: Brooks/Cole, Cengage learning

Recommended/Electronic resources

Students are welcome to make use of any textbooks that cover the above topics. There are books in the Library that can be useful as reference material such as:

Illowsky, B. and Dean, S. (2018). Introductory Statistics. Rice University, Houston, Texas 77005. Retrieved from, https://openstax.org/details/books/introductory-statistics

Glass, G. V., and Hopkins, K. D. (1996). Statistical Methods in Education and Psychology. 3rd Edition. Boston: Allyn and Bacon.

Sullivan, M. and Mizrahi, A. (2004). Mathematics an Applied Approach. 8th Edition. Chicago: John Wiley and Sons, INC.

Upton, G., Cook, I. (2001). Introducing Statistics. 2nd Edition. Oxford: Oxford University Press.

Willemse, I. (1994). Statistical Methods and Financial Calculations. 2nd Edition. Kenway: Juta and Co, Ltd.

Newmark, J. (1988). Statistics and probability in modern life. 4th edition. Saunders college publishing. USA.

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%

Quality Assurance Arrangements

o   The final examination question paper, memoranda, and scripts will be externally moderated.

o   Students complete an evaluation form towards the end of the semester and evaluate teaching and learning materials and the lecturer's performance.

o   Regular review of the module content and prescribed material every five years or when the need arises

o   Monitoring of student progress through feedback on student assessments.

Learning Resources

Prescribed Learning Resources:

o   Nelson, D.L. and Cox, M.M. 2017, Lehninger – Principles of Biochemistry W.H Freeman and Company, 7th Ed., New York: Macmillan Higher Education. ISBN-13: 978-14641-2611-6/ ISBN-10:1-4641-2611-9

Recommended Learning Resources:

o   Reginald H. Garrett, R.H. and Grisham, C.M. 2017, Biochemistry, 6th Ed., Brooks/Cole, Cengage Learning., Boston, USA. ISBN10: 1-305-57720-5 or ISBN13: 978-1-305-57720-6

o   Pratt, C. W., and Cornely, K. 2021, Essential Biochemistry, 5th Ed., John Wiley and Sons Inc. ISBN: 978-1-119-71945-8/ ISBN: 978-1-119-71285-5

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 evolutional 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, Anthocerophyta, Bryophyta, Lycophyta, Pterophyta, Cycadophyta, Gingkophyta, 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).

Learning and Teaching Enhancement Strategies
The following initiatives have been proposed for assuring the quality of the programme
1. Internal and External moderation of examination papers and scripts

2. Student evaluation of teaching and materials
3. Regular reviews of Module content and prescribed material
4. Effective supervision and monitoring of assignments, tests and examinations
5. Accreditation

Prescribed Learning Resources
Prescribed text
o Graham LE, Graham JM and Wilcox LW. 2006. Plant Biology. 2nd ed. U.S.A: Pearson education, Inc.
o *Recommended texts*
o Moore R, Clark WD and Vodopich DS. 1998. *Botany*. 2nd ed. New York: WCB/McGraw Hill.
o Rudall P. 2007. *Anatomy of the Flowering Plants*: *An introduction to structure and development*. 3rd ed. New York: Cambridge University
o Martin J I and Bill E. 2006. *Plants*: *diversity and Evolution*. 1st ed.: Cambridge University Press.
o Keddy P. 2007. *Plant and Vegetation*: *Origins, processes and consequences*. 1st ed: Cambridge University Press.

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:
o Lectures: these will be carried out via face to face and online mode (blended method).
o Practical Assignments: students will enhance their knowledge by solving problems relate to module content
o 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:
o 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:
- 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%

Learning and Teaching Enhancement Strategies
The following initiatives have been proposed for assuring the quality of the programme
- o External moderation of examination question papers, memoranda, and scripts by senior academics
- o Student evaluation of teaching and learning materials
- o Regular review of the module content and prescribed material every five years or when the need arises
- o Monitoring of student progress through feedback on student assessments

Learning Resources
Prescribed Learning Resources:
- o Nelson, D.L. and Cox, M.M. 2017, Lehninger – Principles of Biochemistry W.H Freeman and Company, 7th Ed., New York: Macmillan Higher Education. ISBN-13: 978-14641-2611-6/ ISBN-10:1-4641-2611-9
- o Abbas, A.K., Litchman. A.H., Pillai, S. 2012, Cellular and Molecular Immunology 7th Ed., Elsevier Saunders. ISBN: 9780808924258

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:
- o Continuous assessment will make up 50% of the module grade consisting of a combination of Tests, Case studies, and Practical reports.
Summative assessment:
- o **Examination**: 1 x 2h 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%

Learning and Teaching Enhancement Strategies
The following initiatives have been proposed for assuring the quality of the programme
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

Prescribed Learning Resources:
- o Campbell, N.A., Reece, J.V., Urry, L.A., Cain, M.L., Wasserman, S.A., Minorsky, P.V. and Jackson, R.B. 2015, Biology, 10th ed. Harlow, England: Pearson.
- o Solomon, E., Martin, C., Martin, D.W. and Berg, L.R. 2014, Biology, 10th ed. Harlow, Stamford, USA: Cengage Learning.
- o Electronic Resources:
- o Appropriate e-resources will be provided to students, or where impossible a guide to such resources will be provided

D.4.16 BACHELOR OF EDUCATION (SECONDARY) (HONOURS) (LEVEL 8) DEGREE (10BEDC) (Phasing out, No New-intake in 2025)

D.4.17 BACHELOR OF EDUCATION (SECONDARY) (HONOURS)OLD CURRICULUM FRAMEWORK YEAR 2,3,4

YEAR 2 (Credits 145)

Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Teaching Practice Phase 1	ETP 3699	3 weeks	6	3	None
School Subject 1 x 2		2 x 4		32	
School Subject 2 x 2		2 x 4		32	
Integrated Media and Technology Education 2	CFS3729	2 + 1 hp	7	8	CFS 3629 (Integrated Media and Technology Education 1)
English for Teachers 1	EET 3589	1+ 2hp	5	4	LCE 3419 (English Communication and Study Skills); LEA3519 (English for Academic Purposes)
Total				79	

Semester 2					
Course	Code	Periods	Level	Credit	Pre- and Co-requisite
General Teaching Methodology	CFG 3782	3 +2hp	7	12	None
Inclusive Education 1	PSI 3702	2+1hp every 2nd 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 sub-ject con-tent

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	PSG 3722	2+2hp	7	8	None
Educational Foundation 2	FMS 3742	3 +2hp	7	12	None
School Subject 1		4		16	
School Subject 2		4		16	
Educational Management	FMA 3702	2	7	8	None
Total				76	

YEAR 4 (Credits 132)

Semester 1					
Course	Code	Periods	Level	Credits	Pre-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	PSG 3880	2 for seven weeks + 2 hp every second week	8	(4)	Pre-requisite PSG 3722 (Guidance and Counseling 1)
First Aid Education	MFA 3699		6	None credit bearing	
Course	Code	Periods	Level	Credits	Pre-requi-site
Career Specialisation: Two electives					
Assessment and Evaluation	CFD 3880	6 for 7 weeks for semester one	8	(12)	60 % in Pre-requisite CFE 3701(Assess-ment & Evaluation of Learning)
School Leadership and Management	FMD 3880		8	(12)	60% in Pre-requisite FMA 3702 (Educational Manage-ment)

Course	Code	Periods	Level	Credits	Pre-requisite/Co-requisite
Educational Technology	CFD 3890		8	(12)	60% in Pre-requisite CFS 3729 (Integrated Media and Technology Education 2)
Inclusive Education	PSD 3880		8	(12)	60% in Pre-requisite PSI 3702 (Inclusive Education 1)
Life Skills	PSD 3890		8	(12)	60 % in Pre-requisite PSG 3702 (Guidance and Counseling 1)
Curriculum Planning and Development	CCD3880		8	(12)	60 % in Pre-requisite CFC 3702 (Curriculum Development & Practice)
Sport Organisation and Administration	MPD 3880		8	(12)	60% in Pre-requisite FMA 3702 (Educational Manage-ment)
Arts and Culture Development and Organisation Advanced school subject content	LID 3880		8	(12)	60 % inPre-requisite FMA 3702 (Educational Manage-ment)
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	CFD 3880	3 for 14 weeks for semester 2	8	(12)	60 % in Pre-requisite CFE 3701 (Assess-ment & Evaluation of Learning)
Assessment and Evaluation	FMD 3880				60% in Pre-requisite FMA 3702 (Educational Manage-ment)
School Leadership and Management	CFD 3890				60% in Pre-requisite CFS 3729 (Integrated Media and Technology Education 2)
Educational Technology	CFD 3890				60% in Pre-requisite CFS 3729 (Integrated

					Media and Technology Education 2)
Inclusive Education	PSD 3880				60% in Pre-requisite PSI 3702 (Inclusive Education 1)
Life Skills	PSD 3890				60 % in Pre-requisite PSG 3702 (Guidance and Counseling 1)
Curriculum Planning and Development	CCD3880				60 % in Pre-requisite ECFC 3702 (Curriculum Develop-ment & Practice)
Sport Organisation and Administration	MPD 3880				60% in Pre-requisite FMA 3702 (Educational Manage-ment)
Arts and Culture Development and Organisation Advanced school subject content	LID 3880				60 % in Pre-requisite FMA 3702 (Educational Manage-ment)
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 2025**)

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	Scool Subjects Combinations	Credits
EBG 3809*	Biology/Geography	8
EBM 3809	Biology/Mathematics	8
EBQ 3809	Biology/Home Economics	8
EBX 3809	Biology/ Physical Education	8
EMA 3809	Mathematics/Accounting	8
EME 3809	Mathematics/Economics	8
EMG 3809*	Mathematics/Geography	8
EMP 3809	Mathematics/Physical Science	8
EMS 3809	Mathematics/Computer Studies	8
EAB 3809	Accounting/Business Studies	8
EAE 3809	Accounting/Economics	8
EBE 3809	Business Studies/Economics	8
EDT 3809	Design and Technology	8
EEA 3809	English/Afrikaans	8
EED 3809	English/German	8
EEF 3809	English/French	8
EEG 3809*	English/Geography	8
EEH 3809	English/Otjiherero	8
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 Entrpreneurship/ 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 *(half course)*	GHE 3621	2+2hpx 3pw	6	8	GHE 3581
Settlements Geography *(half course)*	GHE 3641	2+2hpx 3pw	6	8	GHE 3582
Geomorphology *(half course)*	GHE 3601	2+2hpx 3pw	6	8	GHE 3581
Economic Geography *(half course)*	GHE 3661	2+2hpx 3pw	6	8	GHE 3582
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Biogeography *(half course)*	GHE 3642	2+2hpx 2pw	6	8	None
Social Geography *(half course)*	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: *Practical 3*. 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 1st, 2nd and 3rd 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 form the Fcaulty 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+1tut	6	12	AFE 3581 and AFE 3582
Management Accounting IA	AAM 3691	3+1tut	6	12	None
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting IB	AFE 3692	3+1tut	6	12	AFE 3581 and AFE 3582

Year 3					

Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 2A	AFE 3781	3+1tut	7	12	AFE 3691 and AFE 3692
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Financial Accounting 2B	AFE 3782	3+1tut	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-requiste)
Object Oriented Programming 2	COS 3612	4+1hp	6	16	CMP 3512 (Prerequisite); CMP 3691 (Co-requisite)
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Software Engineering	CMP 3731	4+1hp	7	16	CMP 3512 and CMP 3692
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Web Design and Programming	CMP 3772	4+1hp	7	16	CMP 3692 and CMP 3612
Year 4					
Semester 1 and 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Database Programming	CMP 3872	4+1hp	8	16	CMP 3772, CMP 3612 and CMP 3692

Offered only in combination with Mathematics

MATHEMATICS

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Calculus 1	MAT 3611	4+2tut	6	16	MAT 3511 and MAT 3512 OR MAT 3531 and MAT 3512
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Calculus 2	MAT 3612	4+2tut	6	16	MAT3511 and MAT3512 OR MAT3531 and MAT3512
Statistics for Educators	MSE 3612	4	6	16	None
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requisite
Function of Single Variables 1	MAE 3771	4+2tut	7	16	MAT 3611 and MAT 3612
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Function of Single Variables II	MAE 3772	4+2tut	7	16	MAT3 611 and MAT 3612
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requisite
Euclidian Geometry	MAE 3872	4+2tut	8	16	MAE 3771 and MAT 3611

BIOLOGY

Year 2					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Animal Form and Function	BLG 3611	4+3hp	6	16	BLG 3511 BLG 3512

Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Human Biology	MBL 3652	4+3hp	6	16	None
Plant Form and Function	BLG 3612	4+3hp	6	16	BLG 3511 BLG 3512
Year 3					
Semester 1					
Course	Code	Periods	Level	Credits	Pre-requi-site
Cell Molecular Biology, Microbiology and Genetics for Educators	MBE 3771	4+3hp	7	16	BLG 3611, BLG 3612
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Environmental Biology for Educators	EBE 3772	4+3hp	7	16	BLG 3611; BLG 3612
Year 4					
Semester 2					
Course	Code	Periods	Level	Credits	Pre-requi-site
Behavioural Ecology	EBL3812	4+3hp	8	16	EBE3772 (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

D.4.18 COURSE DESCRIPTORS (SYLLABI): BACHELOR OF EDUCATION (SECONDARY)(HONOURS)

YEAR 2

Course Title: TEACHING PRACTICE PHASE 1

Code:	ETP 3699
NQF Level:	6
Semester Offered:	1st 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:	1st semester, Year 2
Contact Hours:	2+1hp every 2nd 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 ULEA 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 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:	2nd 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 an classroom management.

Course Title: INCLUSIVE EDUCATION 1

Code:	PSI 3702
NQF Level:	7
Semester Offered:	2nd 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 2ND 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:	2nd 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:	2nd 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.

Course Title: TEACHING PRACTICE PHASE 2

Code:	ETP 3799
NQF Level:	7
Semester Offered:	1st semester, year 3
National Professional Standard Competencies:	C 1, C 2, C6; C 7, C 9, C10; C11; C 12, C 13, C 15; C28
Contact Hours:	3 Weeks
Credits:	3
Prerequisite:	ETP 3699 (Teaching Practice Phase 1)
Course Assessment:	Final assessment 100% Contribution to final assessment mark: Portfolio 80% Lesson preparation 10% Lesson presentation 10%

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

Course Title: TEACHING METHODS SCHOOL SUBJECT 1 & 2

Code:	See list below for individual codes
NQF Level:	7
Semester Offered:	1st & 2nd 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:	1st 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:	1st 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:	2nd 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:	Continious 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:	2nd 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:	2nd 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:	2nd 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:	1st semester, Year 4
National Professional Standard Competencies:	C 1, C4, C 5, C 6, C7, C8, 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	Scool Subjects Combinations	Credits
EBG 3809*	Biology/Geography	8
EBM 3809	Biology/Mathematics	8
EBQ 3809	Biology/Home Economics	8
EBX 3809	Biology/ Physical Education	8
EMA 3809	Mathematics/Accounting	8
EME 3809	Mathematics/Economics	8
EMG 3809*	Mathematics/Geography	8
EMP 3809	Mathematics/Physical Science	8

EMS 3809	Mathematics/Computer Studies	8
EAB 3809	Accounting/Business Studies	8
EAE 3809	Accounting/Economics	8
EBE 3809	Business Studies/Economics	8
EDT 3809	Design and Technology	8
EEA 3809	English/Afrikaans	8
EED 3809	English/German	8
EEF 3809	English/French	8
EEG 3809*	English/Geography	8
EEH 3809	English/Otjiherero	8
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:	1st and 2nd 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 Entrpreneurship/ 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:	1st and 2nd 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:	1st & 2nd 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:	1st & 2nd 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:	1st and 2nd 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:	1st & 2nd 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:	1st & 2nd 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:	1st and 2nd 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)
Courser 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 Administartion. 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:	2nd 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

D.5 Important Note to B.Ed Students
D.5.1 As the School of Humanities, Society and Development offers year-courses in the fourth year of study, BEd students will lose at least six weeks of lectures due to the teaching practice programme of the School of Education. Since the School of Humanities, Society and Development recognises the fact that it is responsible for the provision of school subject content courses indicated in the relevant sections of the School of Education curriculum framework, special arrangements (as per the regulation below, C.8.2) have been put into place so that the affected students are not put to a disadvantage due to loss of lecturing hours. *C.5.2* BEd students intending to take school subject(s) in the School of Humanities, Society and Development at fourth year level must contact the relevant department(s) in the School of Humanities, Society and Development before the end of the third year in order to receive information and self-study materials to be used in their absence from lectures during the teaching practice period taking place at the beginning of their fourth year. It is the student's responsibility to contact the relevant department(s) to obtain instructions and materials before the end of his/her third year of study

AFRIKAANS

YEAR ONE

Course Title: FOUNDATIONS OF AFRIKAANS STUDIES A

Module Code	LAS 3581
NQF Level	5
Semester Offered	1st 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.

Quality Assurance Arrangements
Student evaluation after each semester that the module is offered; internal moderation of examinations; review with each review cycle, with the input from internal and external stakeholders.

Learning Resources
Prescribed Learning Resources
Module study materials (as prepared for CODeL)
Peacock, M., Scheepers, R., McLachlan, T. and Gouws, R.H. (2010). *X-kit Essensiële gids Afrikaans*. Cape Town: Pearson Education South Africa.

Recommended Learning Resources
Beter Afrikaans: https://beterafrikaans.co.za
Carstens, W.A.M. (2018). *Norme vir Afrikaans. Moderne Standaardafrikaans*. Sixth edition. Pretoria: Van Schaik.
De Vries, A.H. (Ed.). (2012). *Die Afrikaanse Kortverhaalboek*. Cape Town: Human & Rousseau.
Luther, J. (Ed.). (2009). *HAT Afrikaanse skoolwoordeboek*. Cape Town: Pearson Education South Africa.
Luther, J. (Ed.). (2011). *Longman-HAT English-Afrikaans / AfrikaansEngels Skoolwoordeboek*. Kaapstad: Pearson Education South Africa.
Luther, J. (Ed.). (2013). *HAT Taal-en-Feitegids*. Cape Town: Pearson Education South Africa.
Luther, J., Pheiffer, P. & Gouws, R.H. (Eds.). (2015). *Handwoordeboek van die Afrikaanse Taal*. Sixth edition. Cape Town: Pearson Education South Africa.
Pharos Dictionaries Online: https://www.pharosaanlyn.co.za
Pheiffer, F. (Ed.) (2017). *Oxford Afrikaans-Engels Skoolwoordeboek / English-Afrikaans School Dictionary*. Second edition. Cape Town: Oxford University Press South Africa.
Taalkommissie van die S.A. Akademie vir Wetenskap en Kuns. (2017). *Afrikaanse Woordelys en Spelreëls*. Eleventh edition. Cape Town: Pharos.
Uys, I. (2002). *Die Afrikaanse Makro Gids*. Cape Town: Pharos.
Virtuele Instituut vir Afrikaans: https://viva-afrikaans.org

Module Title: LAS 3592   Foundations of Afrikaans Studies B

Module Code:	LAS 3582
NQF Level:	5
Semester Offered:	2nd semester, Year 1
Notional Hours:	120
Contact Hours:	3 lectures plus 1 tutorial per week for one semester
NQF Credits:	12
Prerequisite:	None
Compulsory/Elective:	Compulsory
Module Assessment:	Continuous assessment 60% (minimum 3 assessment opportunities in the form of tests and graded assignments). Examination 40% (1 x 2 hour examination paper). Minimum final mark required to pass: 50%

Module Aims
This module continues to foster language awareness with the students and to provide them with the skills, subject knowledge and knowledge of sources required to enable them to successfully read and produce Afrikaans texts, including the reading, appreciation and basic analysis of poems.

Learning Outcomes/Specific Outcomes
On completing the module students should be able to:
describe and apply the normal word order of Afrikaans sentences;
use correct spelling and punctuation;
define and apply pragmatic competence;
write a summary, informative essay, and argumentative essay and demonstrate text comprehension;

| distinguish between the different sub-genres of poetry; |
| appreciate, analyse and interpret poems in Afrikaans. |

Module Content

This module further develops the student's skills in comprehending, appreciating and writing a variety of texts in Afrikaans based on knowledge of the grammatical and pragmatic basics of the language, and of spelling and punctuation. Students will also be continue the study of literature by familiarising themselves with poetry in Afrikaans. *Hierdie module ontwikkel studente se vaardighede in die begrip, waardering en skryf van 'n verskeidenheid tekste verder, gebaseer op kennis van die grammatikale en pragmatiese basis van die taal, sowel as spelling en interpunksie. Studente sit ook die studie van die literatuur voort deur vertroud te raak met Afrikaanse poësie.*

Methods of Facilitation of Learning

The module will be facilitated through learning activities such as lectures, online content and exercises; written assignments, group work, class discussions and presentations.

Quality Assurance Arrangements

Student evaluation after each semester that the module is offered; internal moderation of examinations; review with each review cycle, with the input from internal and external stakeholders.

Learning Resources

Prescribed Learning Resources

Module study materials (as prepared for CODeL)

Peacock, M., Scheepers, R., McLachlan, T. and Gouws, R.H. (2010). *X-kit Essensiële gids Afrikaans*. Cape Town: Pearson Education South Africa.

Recommended Learning Resources

Beter Afrikaans: https://beterafrikaans.co.za

Brink, A.P. (Ed.). (2008). *Groot Verseboek*. Cape Town: Tafelberg.

Carstens, W.A.M. (2018). *Norme vir Afrikaans. Moderne Standaardafrikaans*. Sixth edition. Pretoria: Van Schaik.

Luther, J. (Ed.). (2009). *HAT Afrikaanse skoolwoordeboek*. Cape Town: Pearson Education South Africa.

Luther, J. (Ed.). (2011). *Longman-HAT English-Afrikaans / AfrikaansEngels Skoolwoordeboek*. Kaapstad: Pearson Education South Africa.

Luther, J. (Ed.). (2013). *HAT Taal-en-Feitegids*. Cape Town: Pearson Education South Africa.

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YEAR TWO

Course Title: AFRIKAANS LINGUISTICS

Code:	LAF 3611
NQF Level:	6
Semester Offered:	1st 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:	1st 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:	2nd 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:	1st 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:	2nd 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:	1st and 2nd 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:	1st 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st 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:	2nd 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:	1st 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:	1st 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:	1st 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:	1st 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:	1st 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:	2nd 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:	1st and 2nd 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:	1st and 2nd semester, Year 4
Contact Hours:	2 for 28 weeks
Credits:	16
Prerequisite:	Admission to the fourth year level
Course Assessment:	Continuous assessment 60% Examination 40% (1 x 3 hour paper)

Course Aim:

In this course students take a closer look at a specific literary period and its authors. Furthermore, students learn to effect a textual analysis of some depth and complexity by looking at a text in its historical and social context as well as paying close attention to literary genres and their conventions.

Course Title: CONTEMPORARY FRENCH SOCIETY AND LANGUAGE

Code:	LFS 3840
NQF Level:	8
Semester Offered:	1st and 2nd 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:	1st and 2nd 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:	1st 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:	2nd 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:	1st 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:	1st 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:	1st 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:	1st 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:	2nd 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st 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:	2nd 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:	1st 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 LITERATUR**E

Code:	LGS 3632
NQF Level:	6
Semester Offered:	2nd 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:	2nd 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:	1st 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:	1st 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	1st 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:	2nd 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:	1st and 2nd 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:	1st 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	1st 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:	2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st 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:	2nd 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:	1st 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:	1st 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-workIn 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:	2nd 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:	1st 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:	2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st 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:	2nd 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 nomahaneno womaraka wa Afrika na wina nokutja omaraka wa Namibia ye na orupe vi ku na omahaneno 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 okuhanewa. Oviune pekepeke vyomaraka nozombazu pekepeke oku maku hungirirwa nokusasanekwa motjirihongwa hi, tjimuna omarukiro womana, omiano vyouzamumwe, omahungiriro omahahungama nozongaro zomeritjindiro potuveze pekepeke. Ovahongwa mave raerwa kutja ve yakure ozondya zeraka poo omahungiriro wotukondwa otjomekurisiro weraka

YEAR TWO

Course Title: **SPEECH SOUNDS AND SOUND SYSTEMS**

Code:	LSS 3631
NQF Level:	6
Semester Offered:	1st 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 movina 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 ovina ovinandengu momerihongero nomakondononeno weraka.
Momerihongero wozombosiro nomaposisiro wazo, ovahongwa mave tjiwa omiano mbi ungurisiwa kokutara kutja ozombosiro zene nde ri ozonandengu meraka ndo: omapangununino 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 okuhana omaheero womambo otja kozotona zawo momaraka tjiva.
Ngunda otjirihongwa hi amatji kurisa ounongo wovahongwa momatjangero nomatamunino womambo, otjo tji zika ongunde ovahongwa ku mave rihongere ozombosiro nomaposisiro wazo momaraka handumba. Otjirihongwa hi otjo otjipaturarandjira ku ihi HLHM 3632 Phonology & Morphology of Otjiherero (Omerihongero wozombosiro zOtjiherero nOndungiro yOmambo wOtjiherero) na ihi HLHD 3820 Historical Linguistics of Otjiherero (Ekuruhungi rEraka rOtjiherero).

Course Title: **POETRY OF OTJIHERERO**

Code:	LHP 3611
NQF Level:	6
Semester Offered:	1st 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:	2nd 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 konḓonona nokukahurura ozombosiro nondungiro yomambo wOtjiherero. Otjirihongwa hi tji yandja ondjiviro ombaturuke movitjitwa noviuṋe vyeraka mbi ri mourekoto wouripura wovahongwa nu mbu ve ha tjiwa kutja vi ri vi. Ngunda otjirihongwa hi amatji hongo ovahongwa okuungurisa eraka raina osemba mokuhungira na mokutjanga, otjo katji hongo ouheze weraka.

YEAR THREE

Course Title: **SYNTAX OF OTJIHERERO**

Code:	LHS 3731
NQF Level:	7
Semester Offered:	1st 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 konḓonona nokukahurura omihewo vyOtjiherero, ondungiro yavyo nokutja omihewo vi hondjwa vi kumwe. Otjirihongwa hi tji yandja ondjiviro ombaturuke movitjitwa noviuṋe vyongaramatika yOtjiherero mbi ri mourekoto wouripura wovahongwa nu ndji ve ha tjiwa kutja i ri vi. Ondjiviro nounongo mbu ve rihongo mba mau tungu ongunḏe yomaungurisiro wongaramatika nomiano omisemba vyomahungiriro, nondando yomaungurisiro omasemba weraka momahakaeneno.

Course Title: **CREATIVE WRITING IN OTJIHERERO**

Code:	LHC 3712
NQF Level:	7
Semester Offered:	2nd 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 noviuṋe 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:	1st and 2nd 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 noviuṋe 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:	1st and 2nd 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 motjiwaṋa, 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 wokupanguṋuna nokumema mau ungurisiwa. Otjirihongwa matji tara komahandjauriro woviuṋe vyomiano omisemba vyomahungiriro nomaheero, omapanguṋunino wouhungi wokotjinyo noutjangwa (tj. omahungi, omazuvarisiro, ouhungi wovirandisiwa, omaronga) novahongwa okuungura ouhungi wavo oveni.

Course Title: **ADVANCED ISSUES IN THE LINGUISTICS OF OTJIHERERO**

Code:	LHE 3820
NQF Level:	8
Semester Offered:	1st and 2nd 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 Khoesaan languages) will introduce students to the evolution of the current views. Students will be equipped for own studies by studying the processes involved in linguistic change as well as the approaches of historical linguistics and methods of reconstruction. An introduction to the principles and concerns of dialectology will prepare them for the language-specific studies and possible projects in them.

Language-specific component: Students will engage in the historical reconstruction and dialectology of Otjiherero within its family, with comparative inspection of related languages. Conclusions will be drawn on the pre-colonial history, migrations, cultural contact and language change. Features of dialects of Otjiherero will be examined.

Omurya: Otjirihongwa hi tji na orupa rumwe rwovahongwa avehe (ovivike 14) mbe rihonga omaraka wa Afrika na rwarwe rweraka arihe ku ro orini (ovivike 14), ovahongwa veraka arihe pu mave hongwa peke ku vo oveni. Motjirihongwa hi eraka arihe mari hepa kutja omuhongwa auhe ma kare notjiungura tji ma konḓonona.

Orupa rwovahongwa avehe pamwe: Morupa ndwi ovahongwa mave hongwa ounahepero womerihongero womakuruhungi womaraka, pu mape rihongwa omarundurukiro womaraka otja koruveze tji ru kaenda. Mape hongwa omiano pekepeke vyomahaṋeno womaraka nekuruhungi romahaṋeno womaraka, omuano omaraka mbu ye yendayenda omaye runduruka nga tji maye yekuvaza pu ye ri nai. Ovahongwa mave hongwa okurihongwa ku vo oveni mokurihonga omiano vyomarundurukiro womaraka nomiano mbi ungurisiwa mokukonḓonona ekuruhungi romaraka. Omatjivisiro wozungunḓe nomatokero wozondya zeraka ovahongwa oku mave tarere ekuruhungi reraka ravo nokupaha mo oviungura mbi mave sokukonḓonona.

Orupa rweraka ku ro orini: Ovahongwa mave rihongo ekuruhungi romarundurukiro wOtjiherero nozondya zaro otja komuhoko waro, na wina okurisasaneka ku na omaraka warwe wopopezu poo omazamumwe na ro. Omakutiro maye zu mekuruhungi indi ekurukuru, ekuruhungi romeyero wOvaherero nomihoko vyarwe, omahakaeneno womihoko nomarundurukiro weraka. Oviuṋe vyozondya zOtjiherero mavi konḓononwa.

PORTUGUESE

YEAR ONE

Course Title: **BASIC PORTUGUESE PATTERNS**

Code:	LPS 3511
NQF Level:	5
Semester Offered:	1st 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:	2nd 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:	1st 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:	2nd 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st 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:	1st 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:	2nd 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:	2nd 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:	1st 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:	1st 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 pape)

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:	1st 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:	2nd 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	1st 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:
<u>International Financial Reporting Standards (IFRS):</u> Revenue (IAS18), Inventories (IAS2), Property, plant and equipment (IAS16), Intangible assets (IAS38), Impairment of assets (IAS36).
<u>Groups:</u> 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:	2nd 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:
<u>Groups:</u> Introduction to basic group financial statements consolidated and separate financial statements (IAS27) – business combinations (IFRS3), Sundry aspects concerning group statements and Intra-group transactions.
<u>International Financial Reporting Standards (IFRS):</u> 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:	1st 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;
<u>Groups:</u> 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).
<u>International Financial Reporting Standards (IFRS):</u> 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:	1st 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	1st semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3571 (Microeconomics); EMA 3572 (Basic Macro-economics)
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:	1st semester, Year 2
Contact Hours:	4 hours for 14 weeks
Credits:	16
Prerequisite:	EMI 3571 (Microeconomics); EMA 3572 (Basic Macro-economics)
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:	2nd 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:	2nd 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:	1st 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:	2nd 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:	2nd 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 1assignment) 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:	1st 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:	1st 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	2nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	CMP3512 Programming Fundamentals 2
Co-requisite:	CMP3691 Object Oriented Programming 1

Course Assessment:	Continuous Assessment 50% (2 tests and 2 assignments) Examinations 50%: (1 x 3 hour paper)

Course Aim:
Review of Object-orientation and Abstract Data Types; Modifiers; Linked Lists and Doubly linked lists; Utility Classes; Vectors and Type Parameters; Abstract Classes; Exceptions ;Threads; Class Invariants; Applets; Unit testing; Class and inheritance s; Generic methods; Class and inheritance; Basic design patterns for classes; Class design; Design by contract; Design by abstraction; Project: requirements; Frameworks and GUI; GUI program; GUI collections and I/O ; GUI layouts; design patterns; object-oriented design and specification ; Basic design patterns for classes; Encapsulation; Unit testing of classes; Automated testing tools; Exception handling; Inheritance and Polymorphism; Design for inheritance. ; Generalized containers and iterators; Interfaces; Applets, Streams and file manipulation.

YEAR THREE

Course Title: **SOFTWARE ENGINEERING**

Code:	CMP3731
NQF Level:	7
Semester Offered:	1st 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:	2nd 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:	2nd 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:	1st 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 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:	1st 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:	1st 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 x 3). Matrices: addition, multiplication, scalar multiplication, transpose (for up to 3 x 3), elementary matrices, diagonal, triangular and symmetric matrices, determinant and inverse (for up to 3 x 3), solutions of systems of linear equations by Cramer's rule (for up to 3 x 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:	2nd 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:	1st 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:	2nd 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:	2nd 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:	1st 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 R, Archimedean property of 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:	2nd 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 Darbaux 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:	2nd 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 R^2: theorem of Desargues, theorem of Pappus, ratios, examples of affinities. The real Euclidean plane 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:	1st 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 domein 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:	2nd semester, Year 1
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	Faculty Entry Requirements
Course Assessment:	Continuous assessment 50% (minimum 3 tests 75%, laboratory component 15%, tutorial assignments 10%) Examination 50%: 1 x 3 hour paper).

Course Aim:

This course is designed for students that have insufficient background in chemistry and for non-chemistry majors .It is an introduction to topics in general and organic chemistry, and biochemistry. The following will be covered:
Content:

Classification of Matter: Mixtures and Pure substances; Physical States of Matter; Physical and Chemical Properties. Extensive and Intensive properties. Measurements: Units, Significant figures; Precision and Accuracy, Factor Label Method. Atomic structure and the Periodic table; Electron configuration; Physical and Chemical properties as predicted from groups. Ionic compounds and Molecular compounds: Writing chemical formulae and naming of ionic and molecular compounds. Average Atomic Mass. The Mole Concept; Percent Composition, Empirical formula and Molecular formula. Stoichiometry: limiting reagent, percent yield. Solutions: electrolytes and non-electrolytes, aqueous solutions, ionic equations; concentrations:

percent concentration; molarity, molality; dilution of solutions; structure and solubility. Types of bonds; Lewis structures; Resonance structures; Molecular geometry: the VSEPR model, Polarity of molecules. Acid-base equilibrium: properties of acids and bases; relations of acids and bases, self ionisation of water; strengths of acids and bases; the pH scale; hydrolysis of salts; buffers; acid-base titration. Introduction to organic chemistry: organic compounds; structural formulae and conformations; functional groups; Classes of hydrocarbons: alkanes, cycloalkanes: alkanes; alkenes and alkynes; oxidation and reduction; addition reactions; stereo-isomerism. Alcohols, phenols, thiols, ethers: organic compounds of oxygen; common alcohols and phenols. Carboxylic acids and esters, amines and amides: Introduction to carbohydrates, lipids and porphyrins.

Course Title: DIVERSITY OF LIFE

Code:	BLG 3512
NQF Level:	5
Semester Offered:	2nd 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:	1st 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 that 2 tests and 2 assignments); Practicals 50% (not less that 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:	2nd 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 that 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:	2nd 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:	1st semester, Year 3
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	16
Prerequisite:	BLG 3612 (Plant Form and Function), BLG 3611 (Animal Form and Function), MBL 3652 (Human Biology)
Course Assessment:	Continuous assessment 40% ([50% theory+50% practicals] minimum of 2 tests and 2 Assignments), Examination 60% (1 x 3hour paper)

Course Aim:

This is a broad based course that will start with an introduction to the chemical basis of cellular processes, an overview of mitosis and meiosis, Mendelian & non-Mendelian Genetics: monohybrid crosses, dihydrid 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, enriSCHEnt 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:	2nd 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	2nd 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 & Solubilty 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:	1st 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:	1st 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, Canot 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:	2nd 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:	2nd semester, Year 2
Contact Hours:	4 hours and 1 practical per week for 14 weeks
Credits:	8
Prerequisite:	CHM 3511 (Chemistry IA), CHM3512 (Chemistry IB)
Course Assessment:	Continuous Assessment 50% (minimum 2 tests 80%, laboratory component 20%) Examination 50%: (1 x 2 hour paper)

Course Aim:

This course is a survey of the chemistry of carbon compounds, their nomenclature, physical properties, structure and reactions with an introduction to reaction mechanisms and stereochemistry. The following topics will be covered: Alkanes and cycloalkanes: nomenclature, physical properties, bond rotation, conformations, ring strain, bicyclic and polycyclic alkanes, synthesis and reactions of alkanes; Alkenes and alkynes: physical properties and synthesis (Zaytev's Rule), addition reactions (hydrogenations, halogenations, hydrations), Markovnikov's Rule, index of hydrogen deficiency; Ionic reactions: nucleophilic substitutions, elimination reactions; Radical reactions: free radicals, halogenation of alkanes, chain reactions; Stereochemistry: stereoisomers, enantiomers, chirality, diastereomers, meso

compounds, optical activity. Alkyl halides: physical properties, synthesis, reactions; Alcohols and ethers: physical properties, synthesis, reactions.

YEAR THREE

Course Title: MODERN PHYSICS

Code:	PHY3759
NQF Level:	7
Semester Offered:	1st 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:	2nd 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:	2nd 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:	2nd 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:	1st semester, Year 1
Contact Hours:	4 hours per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment 60%
	Examination 40% (1 x 3 hour paper plus exhibition/ presentation)

Course Aim:
This is the introductory module that will provide a theoretical base and build up basic practical knowledge needed for creating the appropriate visual art forms expected. This will be done through researching of and orking in three diverse art and design activities to stimulate individual creativity to provide an art and design vocabulary. This module

together with *HVPD 3532 Principles of Design* will provide background for visual art and design courses to follow from second year level onwards

Course Title: **TEXTILES AND FASHION BASICS**

Code:	VPD 3610
NQF Level:	6
Semester Offered:	1st and 2nd 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	2nd 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:	1st 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:	2nd 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:	2nd 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:	1st 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%. (1x 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:	1st 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:	2nd 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:	1st 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:	1st 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:	2nd semester, Year 2
National Professional Standard Competencies:	(C 1)
Contact Hours:	2 for14 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:	1st 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:	2nd 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:	2nd 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:	1st 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	1st 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:	2nd 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:	2nd 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 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:	1st 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:	1st 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:	2nd 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:	2nd 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:	1st 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:	2nd 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:	2nd 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:	1st 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:	2nd 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:	2nd 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:	1st 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:	1st 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:	2nd 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:	2nd 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:	2nd 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:	2nd 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:	1st 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.

CourseTitle: **ELECTRONICS FOR EDUCATORS**

Code:	MTT 3712
NQF Level:	7
Semester Offered:	2nd 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:	2nd semester, Year 4
National Professional Standard Competencies:	(C 1)
Contact Hours:	4 hour per week for 14 weeks
Credits:	16
Prerequisite:	None
Course Assessment:	Continuous assessment:50% (At least 3 assessments) Examination: 50% (1 x 3 hour paper)

Course Aim:

This course is designed to make working models and practical products using the concepts, knowledge and skills listed, and resistant materials, components and kits. In this module the practical application of design, make and evaluate a static structure take place. Students are guided to use the principle of levers to design and make a simple machine that is structurally sound. Students develop skills to use electric motors and solenoids to power simple mechanical models, and both bread-boarded and PCB built electronic circuits to control them. Students are guided how to integrate mechanical systems that are used to drive mechanical systems and use a battery as an electrical energy storage/conversion device, apply energy costs of powering systems and show how, through good design and manufacture, the energy demand can be reduced.

E. POSTGRADUATE DEGREES

E.1 MASTER OF EDUCATION PROGRAMMES

E.1.1 RATIONALE AND PROGRAMME DESCRIPTION

Education is faced with complex challenges for which undergraduate education may not provide adequate solutions. The M. Ed aims at bridging that gap. This programme is designed to cater for postgraduate students intending to pursue a level 9 degree in education and thereby more in-depth knowledge and skills in their respective areas of educational specialisations.

The programme can be done either by coursework and thesis or by thesis only. It is expected of students who opt for the coursework and thesis option to adhere to the required modules as stipulated under the specific programme in this prospectus. In addition, students will be required to complete, an advanced compulsory module for all postgraduate students in "Academic Writing for Postgraduate Students".

E.1.2 PURPOSE OF THE QUALIFICATION

The purpose of this qualification is to produce experts capable of promoting advanced teaching and research in specialised areas of Education as indicated below. Candidates may choose one of the following specialisation streams:

E.1.3 SPESIALISATION PER DEPARTMENT

Department of Apllied educational Sciences
Master of Education (Curriculum Instruction and Assessment Studies)
Master of Education (Educational Technology)
Master of Education (Leadership, Management and Policy Studies)
Master of Education (Sport Education)
Master of Education (Mathematics Education)
Master of Education (Science Education)
Master of Education (Inclusive Education)
Master of Education (Literacy and Learning)
Master of Education (Early Childhood Education)-Not intake 2022
Master of Educational Psychology (Guidance and Counseling)
Master of Education (By Thesis)

Department of Higher Education *and Lifelong Learning*
Master of Education (Adult Education)

Department of Apllied educational Sciences
Note: UNAM calculate Masters' credits at a ratio of 1.5 to the undergraduate programmes. Therefore, a full module is equal to 24 credits per semester and a double module 48 credits per year.

E.1.4 SPECIAL REGULATIONS FOR THE M. ED DEGREE

Subject to the provisions of the Regulations for Postgraduate Courses of study of the University of Namibia, the following Special Regulations of the School of Education shall apply.

E.1.5 CRITERIA FOR ADMISSION

The general admission requirements for all M. Ed programmes (excluding M. Ed in Adult Education) are indicated below. The normal admission requirements for admission to the M. Ed programme shall be:

a. A B.Ed degree (level 8) from this or any recognised university or equivalent institution with at least a 60% average or its equivalent
b. A Bachelor's degree with a concurrent Professional Qualification, meeting level 8 requirements. The average for all the qualifications should be 60% average or its equivalent and
c. At least two years of appropriate post bachelor's professional experience in education which may be acquired concurrently with part-time bachelor's (undergraduate) studies. and
d. Prospective students must also satisfy specific requirements of the School of Education i.e. oral and/or written admission tests. and
e. At least two (2) satisfactory professional references. Where appropriate, evidence of potential to perform successfully in graduate level programme.

In addition, students should meet specific requirements for certain areas of specialisation as listed below:

Master of Education (Adult Education):
- 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

E.1.6   MODE OF DELIVERY

The programme shall be delivered through full time or part time face to face mode.

E.1.7   DURATION OF STUDY

The duration of the programme shall be two (2) years minimum on full-time basis and four (4) years maximum, while on part-time the duration of the programme shall be a minimum of three (3) years and maximum of five (5) years.

Note: Students who initially registered as full time students will only be allowed to change their offering type to part time during consecutive years of registration with written approval of the University.

E.1.8   TEACHING-LEARNING MODEL

The teaching and learning model will be based on the student-centred approach which is characterized by seminars, self-study elements, lectures, projects, individual and/or group activities, discussions, tutorials, etc.

E.1.9   ASSESSMENT CRITERIA

The assessment of students' academic achievement shall involve the following basic segments:

E.1.10   CONTINUOUS ASSESSMENT

Students will be assessed through continuous assessment work in forms of assignments, tests, homework and such exercises, as may be in conformity with the general norm in this University Continuous assessment shall have a weighting of 50% of the Final Mark in a Module/Double module. A Continuous Assessment mark of 50% will be required for each Module/Double module in order to sit for the examination.

E.1.11   EXAMINATION

Students' performance in all taught modules will also be assessed through written examinations. The general rubric of the examination shall conform to the General Regulations of the University of Namibia. The Examination shall count for 50% of the Final Mark in a Module/Double module. A subminimum of 40% is required for each paper.

E.1.12   FINAL MARK

The final mark in each module/double module shall consist of the total Continuous Assessment and Examination scores on a 50/50 basis. A student needs to have an average of 50% for each module in order to pass that module.

E.1.13   SUPPLEMENTARY EXAMINATIONS

There shall be allowance for supplementary examinations for students who fail to pass the requirements in a module or modules. The eligibility and other issues for supplementary examinations shall be determined by the provisions of the General Regulations for examinations of the University of Namibia.

E.1.14   APPROVED CURRICULUM REQUIREMENTS

It is expected of students who opt for the coursework and thesis option to offer the required courses whose breakdown is as follows:
- 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)

E.1.15 ADVANCEMENT AND PROGRESSION

Before a student can proceed to the thesis phase (in the case of the coursework and thesis students), s/he must first successfully pass all coursework examinations.

E.1.16 REQUIREMENTS FOR QUALIFICATION AWARD

To qualify for the award of the Masters of Education a student must:
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.

E.2 CURRICULUM COMPILATION PER SPECIALISATION

E.2.1 DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES

E.2.1.1 MASTER OF EDUCATION (CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES) (10MECA)

	Module Name	Module Code	Periods	NQF Level	Pre-requisite	Credits
YEAR 1	*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

	Module Name	Module Code	Level	Periods	Pre-requisite	Credits
YEAR 2	*Seminar*	ESS 5929	9	*2 day seminars: One in semester one and one in semester two; 28 hrs practical work*	*Successful completion of all taught courses* *Co-requisite: EETM 5980*	*18*
	Thesis	ETM 5980	9	*Individual supervision*	*Successful completion of all taught courses* *Co-requisite: EESS 5928*	*90*
	TOTAL CREDITS YEAR 2					*108*

Total Credits: 240 credits

E.2.1.2 MASTER OF EDUCATION (EDUCATIONAL TECHNOLOGY) (10MEET)

	Core	Code	Periods	NQF Level	Pre-requisite	Credits
YEAR 1	*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

	Course	Code	Level	Periods	Pre-requisite	Credits
YEAR 2	Seminar	ESS 5929	9	2 day seminars: One in semester one and one in semester two; 28 hrs practical work	Successful completion of all taught courses Co-requisite: EETM 5980	18
	Thesis	ETM 5980	9	Individual supervision	Successful completion of all taught courses Co-requisite: EESS 5928	90
	TOTAL CREDITS YEAR 2					108

Total Credits: 240 credits

E.2.1.3 MASTER OF EDUCATION (LEADERSHIP, MANAGEMENT AND POLICY STUDIES) *(10MELP)*

	Courses	Code	Periods	NQF Level	Pre-requisite	Credits
YEAR 1	Academic Writing for Postgraduate Students	UAE5819	4 p/w+1pr	9	None	
	Advanced Educational Research	EAR 5910	4 p/w	9	None	48
	Educational Leadership & Management	FME 5980	3 p/w	9	None	36
	Educational Law and Policy Studies	FME 5920	2 p/w	9	None	24
	Electives (Choose one combination)					
	Philosophy of Education	FMP 5929	2 p/w	9	None	12
	AND					
	Sociology of Education	FMP 5949	2 p/w	9	None	12
	OR					
	Comparative Education	FMC 5929	2 p/w	9	None	12
	AND					
	History of Education	EMC 5949	2 p/w	9	None	12
	TOTAL CREDITS YEAR 1					132

	Course	Code	Level	Periods	Pre-requisite	Credits
YEAR 2	Seminar	ESS 5929	9	2 day seminars: One in semester one and one in semester two; 28 hrs practical work	Successful completion of all taught courses Co-requisite: EETM 5980	18
	Thesis	ETM 5980	9	Individual supervision	Successful completion of all taught courses Co-requisite: EESS 5928	90
	TOTAL CREDITS YEAR 2					108

Total Credits: 240 credits

E.2.1.4 MASTER OF EDUCATION (SPORT EDUCATION) *(10MEPE)*

	Core	Code	Periods	NQF Level	Pre-requisite	Credits
YEAR 1	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

	Course	Code	Level	Periods	Pre-requisite	Credits
YEAR 2	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	90

					Co-requisite: EESS 5928	
	TOTAL CREDITS YEAR 2					108

Total Credits: 240 credits

E.2.1.5   MASTER OF EDUCATION (MATHEMATICS EDUCATION *(10MEME)*

	Core	Code	Periods	NQF Level	Pre-requisite	Credits
YEAR 1	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

	Course	Code	Level	Periods	Pre-requisite	Credits
YEAR 2	Seminar	ESS 5929	9	2 day seminars: One in semester one and one in semester two; 28 hrs practical work	Successful completion of all taught courses Co-requisite: EETM 5980	18
	Thesis	ETM 5980	9	Individual supervision	Successful completion of all taught courses Co-requisite: EESS 5928	90
	TOTAL CREDITS YEAR 2					108

Total Credits: 240 credits

E.2.1.6   MASTER OF EDUCATION (SCIENCE EDUCATION *(10MESE)*

	Core	Code	Periods	NQF Level	Pre-requisite	Credits
YEAR 1	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

	Course	Code	Level	Periods	Pre-requisite	Credits
YEAR 2	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 1

Course Title	Code	Periods	NQF Level	Credits
Semester 1				
Academic Writing for Postgraduate Students	UAE5819	4	9	
Advanced Educational Research Methodology (core)	EAR 5910	4	9	(24)
Theories of Literacy (core)	PSL 5981	3	9	18
Literacy in multi-lingual context (core)	PSL 5991	3	9	18
Reading and writing difficulties (core)	PSL 5961	3	9	18
Total				78
Semester 2				
Advanced Educational Research Methodology (core)	EAR 5910	4	9	(24)
Initial literacy in First Language (core)	PSL 5962	3	9	18
Theories of Learning (core)	PSL 5902	3	9	18
ELECTIVES Teaching Literacy Skills (elective)	PSL 5982	2	9	12
Language Education policy (elective) Not on offer for 2016	PSL 5922	2	9	12
Pragmatics and Discourse Analysis (elective) Not on offer for 2016	PSL 5992	2	9	12
Language Culture and Cognition (elective) Not on offer for 2016	PSL 5942	2	9	12
Total				72
Total credits for Year 1				150

YEAR 2

Course Title	Code	Periods	NQF Level	Pre-requisite/Co- requisite	Credits
Semester 1 and 2					
Seminar	ESS 5928	2 day seminars one in semester one and one in semester two; 28 hrs practical work	9	*Successful completion of all taught courses*	18
Thesis	EDM 5910	Individual supervision	9	*Successful completion of all taught courses* *Co-requisite: EESS 5928*	90
Total credits year two					108

Total credits: 258 Credits

E.2.1.8   MASTER OF EDUCATION (EARLY CHILDHOOD DEVELOPMENT) (10MECD)

YEAR 1 (132 credits)

Course	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)
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

		72
Total		
Total credits year one		132

YEAR 2 (108 credits)

Semester 1 and 2					
Course Title	Code	Periods	NQF Level	Pre-requisite/Co-requisite	Credits
Seminar	ESS 5928	2 day seminars one in semester one and one in semester two; 28 hrs practical work	9	Successful completion of all taught courses	18
Thesis	EDM 5910	Individual supervision	9	Pre-requisite: Successful completion of all taught courses Co-requisite: EESS 5928	90
Total credits year two					108

Total credits: 240 Credits

E.2.1.9   MASTER OF EDUCATION (INCLUSIVE EDUCATION *(10MEIE)*

YEAR 1

Course Title	Code	Periods	Level	Credits
Semester 1				
Academic Writing for Postgraduate Students	UAE 5819	4	8	
Advanced Research Methodology In Educational Psychology	PSR 5910	4	9	(24)
Theoretical Framework For Inclusive Education	PSI 5981	3	9	18
Collaboration And Teamwork In The Inclusive Setting	PSI 5901	2	9	12
ELECTIVES: (students shall select only one of the following options for two semesters): Deaf Education and Communication Reading and Writing Difficulties* Managing Emotional and Behavioural Difficulties Visual Impairment and Braille Systems	PSI 5900 PSL 5961 PSI 5940 PSI 5960	2 + 2 hrs Practicum	9	(12)
Total				66
Semester 2				
Advanced Educational Research Methodology (Core)	PSR 5910	4	9	24
Teaching And Learning In Differentiated Classrooms	PSI 5982	3	9	18
Assessment And Evaluation For Learning	PSI 5902	2	9	12
ELECTIVES: (students shall select only one of the following options for two semesters): Deaf Education and Communication Teaching Literacy Skills* Managing Emotional and Behavioural Difficulties Visual Impairment and Braille Systems	PSI 5900 PSL 5982 PSI 5940 PSI 5960	2 + 2 hrs Practicum	9	12
Total				66
Total credits year one				132

YEAR 2

Course Title	Code	Periods	Level	Pre-requisite/Co- requisite	Credits
Semester 1 and 2					
Seminar	ESS 5928	2 day seminars one in semester one and one in semester two; 28 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

E.2.1.9.1 MODE OF DELIVERY

The programme will be offered through the modes of coursework and thesis. The programme shall be offered by the Department of Applied Educational Sciences through full-time and part-time face-to-face mode at the Windhoek Main Campus. The programme shall also be offered via video conferencing mode [Hifikepunye Pohamba Campus (HPC), Katima Mulilo Campus (KMC), and Rundu Campus (RC)] as far as equipment and facilities allow and students who make use of this option shall attend practical sessions face-to-face as prescribed by the Department.

E.2.1.10 MASTER OF EDUCATIONAL PSYCHOLOGY (GUIDANCE AND COUNSELING) *(10MEGC)*

E.2.1.10.1 PURPOSE OF THE PROGRAMME

The purpose of this programme is to prepare selected students for registration as Educational Psychologists with the Social Work and Psychology Council of the Health Professions Councils of Namibia (HPCNA).

E.2.1.10.2 CRITERIA FOR ADMISSION

The normal admission requirements for Master of Education programmes shall apply. In addition students intending to pursue this programme will be expected to meet the following admission requirements.
An Honours degree in Psychology OR a four-year (level 8) Bachelor's degree with Psychology as a major with at least a C grade average (60-69%) is required for the degree.
AND
A professional teacher training qualification.

E.2.1.10.3 MODE OF DELIVERY

The programme will be offered through the modes of coursework and thesis. The programme shall be offered by the Department of Applied Educational Sciences through full-time and part-time face-to-face mode.

E.2.1.10.4 DURATION OF STUDY

The duration of the programme shall be two (2) years minimum on full-time basis and four (4) years maximum, while on part-time the duration of the programme shall be a minimum of three (3) years and maximum of five (5) years.
Note: Students who initially registered as full time students will only be allowed to change their offering type to part time during consecutive years of registration with written approval of the University.

E.2.1.10.5 ASSESSMENT CRITERIA

Assessment of both the coursework and the theses shall be in accordance with the general regulations of the University of Namibia.
Whereas the continuous assessment shall constitute 50%, the final examination-assessment shall constitute 50%.
This degree shall be in accordance with the general regulations of the University of Namibia which include the use of external examiners.

E.2.1.10.6 ADVANCEMENT AND PROGRESSION

Before a student can proceed to the thesis (in the case of the coursework and thesis students), s/he must first successfully pass all coursework examinations.

E.2.1.10.7 INTERNSHIP AND REGISTRATION AS EDUCATIONAL PSYCHOLOGIST

The Department is responsible only for presenting the theoretical training programme. It is the responsibility of students to seek and apply for internships. Even though the Department may assist students, they remain primarily responsible for seeking and applying for internships as well as the process of registration.

E.2.1.10.8 CURRICULUM COMPILATION

YEAR 1

Course Title	Code	Periods	NQF Level	Credits
Semester 1				
Academic Writing for Postgraduate Students	UAE 5819	4	8	
Advanced Research Methodology In Educational Psychology	PSR5910	4	9	(24)
Counselling Theories and Applications	PSG5900	2 +2 pr		(12)
Assessment In Educational Counselling	PSG5920	1 +1 Pr		(6)
Advanced Child and Adolescent Psychopathology	PSG5940	1 +1 pr		(6)
Professional Identity and Ethics In Counselling	PSG5901	2		12
Career Development and Counselling	PSG5921	2		12
Guidance Programme Planning	PSG5941	2		12
Total				84
Semester 2				
Advanced Research Methodology in Educational Psychology	PSR5910	4	9	24
Counselling Theories and Applications	PSG5900	2 +2 pr		12
Assessment In Educational Counselling	PSG5920	1 +1 Pr		6
Advanced Child and Adolescent Psychopathology	PSG5940	1 +1 pr		6
Learning Support Strategies	PSG5902	2 +2 Pr		12

Group Processes in Counselling	PSG5942	2 + 2pr			12
Total					72
Total credits year one					156

YEAR 2

Course Title	Code	Periods	NQF Level	Pre-requisite/Co- requisite	Credits
Semester 1 and 2					
Seminar	ESS 5928	2 day seminars one in semester one and one in semester two; 28 hrs practical work	9	Successful completion of all taught courses	18
Thesis	EDM 5910	Individual supervision	9	Pre-requisite: Successful completion of all taught courses Co-requisite: EESS 5928	90
Total credits year two					108

Total credits: 264 Credits

E.2.1.10.9 REQUIREMENTS FOR QUALIFICATION AWARD

A student must meet all the programme requirements in order to be awarded the Master of Educational Psychology (Guidance and Counselling) Degree.
To qualify for the award of the Master of Educational Psychology (Guidance and Counselling) Degree a student must:
have registered and passed all required course work per area of specialisation;
have passed the postgraduate seminar module;
have completed and passed the thesis as well as passed an oral examination of the M. Ed Thesis, which must comply with the specifications of the Regulations for postgraduate Courses of study of the University of Namibia, and fulfill all other requirements which the Department, the Faculty and the University may specify.

E.2.1.11 Master of Education (BY THESIS) (10MEDU)

E.2.1.11.1 ADMISSION REQUIREMENTS M. ED BY THESIS ONLY

Subject to the provisions of the Regulations for Postgraduate Studies of the University of Namibia, the following Special Regulations of the School of Education shall apply:

Students may register for the degree by thesis alone provided they have satisfied the Department/Faculty, and Senate of their ability to conduct research, by submitting to the Department/School a comprehensive research proposal in the approved form. An honours degree (level 8) or at least a second class first division 12(1) in the first degree (level 8) shall normally be an additional requirement. Students should also show proof of level 8 knowledge in their area of specialisation. Senate may require the student to audit certain courses, under this arrangement.

NOTE: The offerings of this program are subjected to the availability of suitable supervisors. It will remain the prerogative of the School of Education to determine the number of Master of Education and Ph.D. students that can be enrolled each year.

E.2.1.11.2 DURATION OF STUDY

The duration of the programme shall be two (2) years on full-time and three (3) years on part-time. An extension of the registration period of up to six (6) months beyond the stipulated deadlines may be granted by relevant committees, if valid reasons are advanced.

NOTE: Students that have register initially as full time students will only be allowed to change their offering tipe to part time during consecutive years of registration with written approval of the University.

E.2.1.11.3 MODE OFDELIVERY

The programme will be offered full time or part time.

E.2.1.11.4 REQUIREMENTS FOR QUALIFICATION AWARD

To qualify for the award of the Master of Education, a student must:
have passed the postgraduate seminar course;
have completed and passed the thesis as well as passed an oral examination of the M. Ed Thesis, which must comply with the specifications of the Regulations for postgraduate course of study of the University of Namibia, and fulfill all other requirements which the Department, the Faculty and the University may specify.

E.2.2 DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING

E.2.2.1   MASTER OF EDUCATION (ADULT EDUCATION) (10MAED)

<table>
<tr><td></td><td>Module Name</td><td>Module Code</td><td>Periods</td><td>NQF Level</td><td>Pre-requisite</td><td>Credits</td></tr>
<tr><td rowspan="9">YEAR 1</td><td>Academic Writing for Postgraduate Students</td><td>UAE5819</td><td>4 p/w+1pr</td><td>9</td><td>None</td><td></td></tr>
<tr><td>Advanced Educational Research</td><td>EAR 5910</td><td>4 p/w</td><td>9</td><td>None</td><td>48</td></tr>
<tr><td>Foundations of Adult Education</td><td>MAE 5980</td><td>3 p/w</td><td>9</td><td>None</td><td>36</td></tr>
<tr><td>Choose two electives</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Twentieth Century Thinkers</td><td>AMT 5900</td><td>2 p/w</td><td>9</td><td>None</td><td>24</td></tr>
<tr><td>Adult Education Policy Studies</td><td>AMP 5920</td><td>2 p/w</td><td>9</td><td>None</td><td>24</td></tr>
<tr><td>Mass Communication in Adult Education</td><td>AMM 5940</td><td>2 p/w</td><td>9</td><td>None</td><td>24</td></tr>
<tr><td>Advanced Community Education Studies</td><td>AMC 5960</td><td>2 p/w</td><td>9</td><td>None</td><td>24</td></tr>
<tr><td>TOTAL CREDITS YEAR 1</td><td></td><td></td><td></td><td></td><td>132</td></tr>
</table>

<table>
<tr><td></td><td>Module</td><td>Module Code</td><td>Level</td><td>Periods</td><td>Pre-requisite</td><td>Credits</td></tr>
<tr><td rowspan="3">YEAR 2</td><td>Seminar</td><td>ESS 5929</td><td>9</td><td>2 day seminars: One in semester one and one in semester two; 28 hrs practical work</td><td>Successful completion of all taught courses
Co-requisite: EETM 5980</td><td>18</td></tr>
<tr><td>Thesis</td><td>ETM 5980</td><td>9</td><td>Individual supervision</td><td>Successful completion of all taught courses
Co-requisite: EESS 5928</td><td>90</td></tr>
<tr><td>TOTAL CREDITS YEAR 2</td><td></td><td></td><td></td><td></td><td>108</td></tr>
</table>

Total Credits: 240 credits

E.3   COURSE DESCRIPTORS: MASTERS PROGRAMMES

YEAR ONE
E.3.1   COMPULSORY COURSES FOR ALL STREAMS
Course Title: ACADEMIC WRITING FOR POSTGRADUATE STUDENTS

<table>
<tr><td>Code:</td><td>UAE5819</td></tr>
<tr><td>NQF Level:</td><td>8</td></tr>
<tr><td>Semester Offered:</td><td>1st or 2nd semester, Year 1</td></tr>
<tr><td>Contact Hours:</td><td>4 hours per week for 14 weeks</td></tr>
<tr><td>Credits:</td><td>16</td></tr>
<tr><td>Pre-requisite</td><td>Must be a postgraduate student</td></tr>
<tr><td>Assessment:</td><td>Continuous assessment 50% (critical reading assignment, annotated bibliography, term paper)
Examination 50%   A three hours written examination</td></tr>
</table>

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:	1st & 2nd semester, Year 1
National Professional Standard Competencies:	
Contact Hours:	4 hours per week for 28 weeks
Credits:	48
Prerequisite:	None
Assessment	Continuous assessment 50%. At least 4 assessments Examination 50% A three hours written examination

Course Aim:
The main purpose of this module is to enable M. ED students to learn how to conduct postgraduate quantitative and qualitative research in education. To attain this goal, students will be exposed to varieties of educational knowledge generation and construction. In addition, students will be exposed to different alternative ways of packaging research knowledge to serve educational policy and practice ends.

YEAR TWO

E.3.2 COMPULSORY COURSES FOR ALL STREAMS

Course Title: **THESIS**

Code:	ETM 5980
NQF Level:	9
Semester Offered:	1st and 2nd semester, Year 2
Contact Hours:	4
Credits:	90
Prerequisite:	Successful completion of all taught modules
Co requisite	Postgraduate Seminar (EESS 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:	1st & 2nd semester, Year 2
Contact Hours:	2 day seminars, one in semester 1 and 1 in semester 2 and 28 hr s practical work
Credits:	16
Prerequisite:	Successful completion of all taught modules
Co requisite	Thesis (EETM 5980)
Assessment:	Continuous assessment 100%

Course Aim:
The main purpose of this module is to enable postgraduate students to practise advance computer and technology skills, use technology for data analysis and assessing information skills. In addition the course will enable the postgraduate students to prepare, improve, present and critique research proposals and theses.

E.4 COURSE DESCRIPTORS: MASTERS PROGRAMMES

E.4.1 DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES

E.4.1.1 MASTER OF EDUCATION (CURRICULUM INSTRUCTION AND ASSESSMENT STUDIES) (10MECA)

Course Title: PRINCIPLES OF CURRICULUM THEORY, DESIGN AND IMPLEMENTATION

Code:	CMC 5980
NQF Level:	9
Semester Offered:	1st & 2nd 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:	1st & 2nd 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:	1st & 2nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Prerequisite:	None
Assessment:	Continuous assessment: 50% (At least two assessments per semester, one of which is a student presentation.) Examination: 50% (A three hours written examination)

Course Aim:
This module develops a student's understanding, skills and dispositions regarding evaluation of different educational issues such as: purposes of evaluation; approaches and models of evaluation; steps of formative and summative evaluations; undertaking school audits; curriculum and project evaluation; performance appraisals of teachers; components of evaluation reports and evaluating educational policies.

E.4.1.2 MASTER OF EDUCATION (EDUCATIONAL TECHNOLOGY) (10MEET)

Course Title: EDUCATIONAL TECHNOLOGY PROJECT

Code:	CMP 5980
NQF Level:	9
Semester Offered:	1st & 2nd 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:	1st & 2nd 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:	1st & 2nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	International Computer Driver's License (ICDL) or equivalent
Assessment	Continuous assessment 50% (At least two assessment tasks) Examination 50% (A three hours written examination)

Course Aim:

This module focuses on the integration of technology into the classroom and other instructional settings. The module will focus on understanding the technology of education and the applications of emerging technologies for enhancing curriculum development and implementation. Although the module is practically oriented, it will explore the foundations of educational technology; the evolution of educational media; ICT for educators, planning and managing resources and strategies for student achievements, tracking student achievement using a spreadsheet, assessing and evaluating student achievement of subject matter and technology skills with a formative e-portfolio system. The module aims at building confidence to make technology an embraceable tool for excellent teaching and learning.

E.4.2.1 MASTER OF EDUCATION (LEADERSHIP, MANAGEMENT AND POLICY STUDIES) (10MELP)

Course Title: **EDUCATIONAL LEADERSHIP AND MANAGEMENT**

Code:	FME 5980
NQF Level:	9
Semester Offered:	1st & 2nd 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:	1st & 2nd 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:	1st or 2nd 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:	1st or 2nd 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:	1st or 2nd 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:	1st or 2nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment	Continuous Assessment 50% and examination 50%. A three hours written examination. At least two graded assessment through a combination of projects, essays and tests.

Course Aim:
The aim of this advanced module is to equip student with in-depth knowledge and understanding of the nature and development of History of Education and contribution that this subject can make to economic and social development. The module will further critically examine major landmarks and educational reforms in Namibia since independence.

E.4.3   DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING
E.4.3.1 MASTER OF EDUCATION (ADULT EDUCATION) (10MAED)

Course Title: FOUNDATIONS OF ADULT EDUCATION

Code:	MAE 5980
NQF Level:	9
Semester Offered:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50% (A three hours written examination)

Course Aim:

The aim of the module is to allow students understand advanced principles of community development in practice. The module empowers students to contextualize their understanding of community building theories within the framework of current development thinking in general. Moreover, the module aims to equip students with knowledge and understanding of the theory of sustainable development and education for sustainability as well as skills of structuring and managing effective partnerships between institutions of learning and other entities in communities and communities for effective education. Students will obtain clarity and understanding on the current views on community development based on the practical situation in Namibia and also in Africa and the Third World.

E.4.4.2 MASTER OF EDUCATION (SPORT EDUCATION) *(10MEPE)*

Course Title: **PROFESSIONAL PRACTICE IN SPORT EDUCATION**

Code:	MSE 5980
NQF Level:	9
Semester Offered:	1st and 2nd 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:	1st and 2nd 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 imapact on organisationsof 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:	1st and 2nd 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 ofl 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:	1st and 2nd semester, Year 1
Contact Hours:	2 hours per week for 28 weeks
Credits:	24
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:
The module is designed to capture different outcomes and delivery frameworks to address the social ills or 'pathology' within a particular social context. It will take an in-depth review of sociology in sport, and evaluate theoretical perspectives of sport for development programmes and its practical implications. It will be examining multi-stakeholder involvement and partnerships, as well as priorities of both global and local stakeholders. Furthermore, it will look at how social capital is generated to facilitate social transformation, community development and social identity formation across socio-cultural and political divides. An analysis will be done of several case studies that will illuminate the development dynamics that is continually contributing to the construction of knowledge in this field of scientific inquiry.

E.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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st or 2nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% Examination 50%. (A three hours written examination)

Course Aim:

The aim of this advanced module is to equip students with critical enquiry and the professional knowledge and expertise in linking mathematics with the world outside the classroom. It will provide the students with the information and knowledge that will enable them to answer the often asked question of "Why do we teach mathematics?"

E.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:	1st and 2nd 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 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.

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:	1st and 2nd 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:	1st and 2nd 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:	1st and 2nd 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:	1st or 2nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50%
	Examination 50%. (A three hours written examination)

Course Aim:
The aim of this advanced module is to equip students with critical enquiry and the professional knowledge and expertise in linking science with the world outside the classroom. It will provide the students with the information and knowledge that will enable them to answer the often asked question of "Why do we teach science?"

E.4.4.5 MASTER OF EDUCATION (INCLUSIVE EDUCATION *(10MEIE)*

Course Title   RESEARCH METHODOLOGY IN EDUCATIONAL PSYCHOLOGY

Code:	PSR 5910
NQF Level:	9
Semester Offered:	1st & 2nd 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:	1st 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:	1st 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:	2nd 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 that 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:	2nd 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:	1st & 2nd 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:	1st & 2nd 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:	1st & 2nd 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:	1st 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:	2nd semester, Year 1
Contact Hours:	2 hours per week plus 2 hrs practical for 28 weeks

Credits:	24
Co-requisite:	PSL 5961 (Reading and Writing Difficulties)
Assessment:	Continuous assessment 50% At least 4 assessments Examination 50% A three hours written examination

Course Aim:
The purpose of this module is to enable students to gain insight into and apply principles, approaches and methods of teaching literacy skills.

Course requirements and expectations
Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

E.4.4.6 MASTER OF EDUCATION (LITERACY AND LEARNING (10MEDL)

Course Title: THEORIES OF LITERACY (CORE)

Code:	PSL 5981
NQF Level:	9
Semester Offered:	1st 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:	1st 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:	1st 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:	2nd 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:	2nd 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:	2nd 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:	2nd 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:	2nd 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:	1st semester, Year 1
Contact Hours:	2 for 14 weeks
Credits:	12
Assessment:	Continuous assessment 50%At least 2 assessments Examination 50%

Course Aim:
The purpose of this module is to provide students with insight into how language influences cognition and the evolution of culture in order to plan and influence social development. This will enable students to plan and influence socio-cultural development through literacy programmes.

Course Requirements and Expectations:
Punctuality and regular class attendance; acquisition of prescribed material is compulsory; reading of prescribed materials in advance; active participation in class discussions and seminars; assignments handed in on time; plagiarism, cheating and other forms of academic dishonesty are prohibited; admission to exams depends upon successful attainment of the required continuous assessment mark; engaging in learning circles is recommended'

E.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:	1st & 2nd 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:	1st & 2nd 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:	1st 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:	1st 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:	2nd 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:	2nd 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:	2nd semester, Year 1
Contact Hours:	2 hours per week for 14 weeks
Credits:	12
Pre-requisite	None
Assessment:	Continuous assessment 50%　　At least 2 assessments Examination 50%　A three hours written examination

Course Aim:
This module will provide in-depth knowledge and awareness of the importance and role of play as a tool to promote development and learning. It will further provide a framework for understanding developmentally appropriate practices in the early childhood years (0 to 8 years). The development of learning and teaching material using locally available material will form an important component of this module.

Course requirements and expectations
Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

E.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:	1st & 2nd 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:	1st & 2nd 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:	1st 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:	1st 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:	1st 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:	2nd 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:	2nd 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:	2nd semester, Year 1
Contact Hours:	2 hours per week plus 2hrs practical for 14 weeks
Credits:	12
Pre-requisite:	None
Assessment:	Continuous assessment 50% At least 2 assessments Examination 50% A three hours written examination

Course Aim:
The purpose of this module is to provide students with basic knowledge and skills to enable them to work effectively as group leaders in a cultural diverse society.

Course requirements and expectations
Students should maintain a minimum of 80% class attendance and will be expected to participate actively in class discussions. They are expected to read beyond the prescribed texts and to work independently. They should be clear with the assessment policies and maintain academic integrity. Students must also acquaint themselves with regulations on plagiarism and abide to these.

F.1 DOCTOR OF PHILOSOPHY IN EDUCATION

F.1.1 RATIONALE FOR THE PROGRAMME

Studying for a PhD in Education allows students to become experts in specialized areas of education, as well as gaining high quality research training that would equip them to undertake other educational research projects. All PhD students carry out original research work under the guidance of supervisors.

THE SCHOOL WILL OFFER PHD PROGRAMMES THAT ARE GOVERNED BY THE GENERAL REGULATIONS FOR DOCTORAL PROGRAMMES AS DOCUMENTED IN THE RELEVANT SECTIONS OF UNAM'S GENERAL REGULATIONS. THE SCHOOL WILL OFFER A PROGRAMMES LEADING TO THE ATTAINMENT OF DOCTOR OF PHILOSOPHY IN EDUCATIONAL (PHD IN EDUCATION). THE FOLLOWING SPECIALISATION PROGRAMMES WILL BE OFFERED BY THE VARIOUS DEPARTMENTS IN THE SCHOOL:

F.1.2.1 DEPARTMENT OF APPLIED EDUCATIONAL SCIENCES

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

F.1.2.3 DEPARTMENT OF HIGHER EDUCATION AND LIFELONG LEARNING

Doctor of Philosophy in Education: Adult Education (10DEDA)

F.1.3 APPLICATION PROCEDURES

In addition to the application procedures stipulated in this prospectus and the Guidelines for Post Graduate Programmes in the General Information and Regulations Prospectus, the following School of Education procedures shall apply:

A student who intends to study for a Doctor of Philosophy degree with the School of Education must first discuss the intended programme with the respective Department to establish whether the intended research problem of investigation is viable, and whether there will be staff available to supervise him or her;
The applicant must also submit a Working Title and an acceptable outline of the proposed research project by using the approved UNAM guidelines to the Head of Department. The topic must be in the area of specialization of the student.
Acceptance to proceed with the study shall be granted by SENATE only after receiving recommendations from the Departments through the School and UNAM Postgraduate Studies Committees.
Students shall be notified by the School of Postgraduate Studies of the outcome of their applications.
Only successful students shall be allowed to proceed with their studies.

F.1.4 ADMISSION CRITERIA

F.1.4.1 SPECIAL REGULATIONS FOR PH. D DEGREE BY DEPARTMENTAL SPECIALISATION

Although all Doctoral Programmes in the School are governed by the General Regulations for Doctoral Programmes, as documented in this Prospectus and the relevant sections of UNAM's general regulations, the following additional regulations will govern the programmes in the School.

All students enrolling for a PhD in the School of Education who have not taken and passed the required research methodology courses shall be required to enroll and pass the Advanced Educational Research courses as offered in the UNAM M. Ed programme (i.e. EAR 5910: Advanced Educational Research Methodology) and the Academic Writing for Postgraduate Students course.
In addition, it is compulsory that all students should pass the Postgraduate Seminar (EPS 6080).

The Doctor of Philosophy in Education (PhD) will be offered in compliance with the general regulations and guidelines for postgraduate studies at the University of Namibia stipulated in this prospectus and the Regulations and Guidelines for Post Graduate Programmes in the General Information and Regulations Prospectus.

In addition, the following School of Education regulations will apply:
Candidates normally must show proof of 60% or more for the thesis part of their Master's degree.
Prospective candidates must also satisfy specific requirements of the School of Education, i.e. must have related work experience and will be subjected to an oral and/ or written admission tests.

Notwithstanding the above admission criteria, the Department shall limit the number of admissions per academic year on the basis of available qualified staff for supervision of PhD Dissertations.

F.1.5   SPECIFIC ADDITIONAL ADMISSION REQUIREMENTS PER DEPARTMENT:

Department of Applied Educational Sciences

F.2   DOCTOR OF PHILOSOPHY IN EDUCATION: CURRICULUM STUDIES

Candidates for admission into PhD programme should be in possession of an appropriate Master of Education (M. Ed) (level 9) degree or equivalent form a recognized University or Institution of Higher learning.

F.3   DOCTOR OF PHILOSOPHY IN EDUCATION: MANAGEMENT AND ADMINISTRATION/ LAW AND POLICY STUDIES/ COMPARATIVE AND HISTORY OF EDUCATION/ PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Candidate must be in possession of a Master's degree (level 9) or equivalent from a recognized institution of higher learning in the selected area of specialisation. The areas of specialisation on offer are: Educational Management and Administration, Educational Law and Policy Studies, Philosophy and Sociology of Education and Comparative and History of Education;

F.4   DOCTOR OF PHILOSOPHY IN EDUCATION: MATHEMATICS EDUCATION/SCIENCE EDUCATION

Hold a Master's degree (level 9) in Mathematics Education or Science Education or related field of study or equivalent from the University of Namibia or from any recognized institution of higher learning.

F.5   DOCTOR OF PHILOSOPHY IN SPORT EDUCATION

Students will hold a relevant Master's degree (level 9) obtained from the University of Namibia or equivalent; and be considered by University staff to be an appropriate candidate for the degree.

F.6   DOCTOR OF PHILOSOPHY IN EDUCATION: SCHOOL GUIDANCE AND COUNSELLING/ EARLY CHILDHOOD EDUCATION/INCLUSIVE EDUCATION.

Students for admission to the doctoral programme of the Department of Educational Psychology and Inclusive Education must be in possession of a Master's degree (level 9) or equivalent from a recognized institution of higher learning in the chosen field of study. The areas of specialization on offer are School Guidance and Counselling, Early Childhood Education and Special Needs Education/Inclusive Education.

Department of Higher Education and Lifelong Learning

F.7   DOCTOR OF PHILOSOPHY IN EDUCATION: ADULT EDUCATION

Hold a Master's degree in Adult Education (level 9) or a related field of the University of Namibia or from a recognized institution of higher learning. The related fields in this context shall include: Education; Community Development; Social Welfare; and Mass Communications.

Subject to the provisions of the Regulations for Postgraduate Courses of study of the University of Namibia, the following Regulations of the SCHOOL of Education shall apply:

F.1.6   REGISTRATION PROCEDURES

In addition to the registration procedures stipulated in I.4.3 of this prospectus and the Regulations and Guidelines for Post Graduate Programmes in the General Information and Regulations Prospectus, the School of Education shall apply:

An applicant becomes a student of UNAM upon registration after approval of the intended topic of study and acceptance of candidature by SENATE.
Accepted students must comply with registration formalities of UNAM including payment of required fees.
Students should not proceed with their studies until registration formalities are completed. Supervisors have a right to ask for proof of registration.

F.1.7   MODE OF DELIVERY

The PhD programme in the School of Education will be offered by research only (dissertation mode only).

The degree will be awarded on the basis of an original and substantial contribution to knowledge in the form of a dissertation as judged by experts in the identified field of study.
The research and dissertation will constitute the entire body of work that will be assessed.
The dissertation will carry a value of 360 NQF credits all of which will be on level 10.

NOTE: Students opting for this option have to assure the School of Education that they have taken and passed relevant research methodology courses in their previous programmes.

F.1.8   Duration OF STUDY

Under normal circumstances students will be required to complete their studies within a minimum of three years and a maximum of five years. The student should remain registered for the entire period of study. If the student does not register he/she shall be considered to have dropped out of the program.

F.1.9   REQUIREMENTS FOR QUALIFICATION AWARD

The total number of credits for the PhD programme is 378 credits. All these credits are on level 10 of the NQF. The Dissertation carries 360 credits. In addition to the 360 credits each student must complete a compulsory Seminar course (EPS 6080) of 18 credits.

Conferment of the PhD shall be in accordance with the general regulations of UNAM which stipulate:

"The final approval on the degree awarded to prospective students shall be granted by UNAM Senate on recommendation by the Postgraduate Studies Committee, (after assessing the recommendations by the examiners)"

MODULE DESCRIPTION FOR DOCTOR OF PHILOSOPHY EDUCATIONAL STUDIES

F.8   DOCTOR OF PHILOSOPHY EDUCATIONAL STUDIES (PH.D. EDUCATION STUDIES)

Course Title: POSTGRADUATE SEMINAR

Code:	EEPS 6080
NQF Level:	9
Contact Hours:	2 x 2 day seminars
Pre-requisite	None

Course Aim:
The module will enable the postgraduate students to prepare, improve, present and critique research proposals and dissertations The main purpose of this module is to enable Doctoral students to develop analytical, evaluation and presentation skills. Through this seminar they will be able to contribute ideas and to debate at the cutting edge of their area of specialisation.

Course Requirements and Expectations:
Compulsory attendance of seminars, submission of completed proposal/ dissertation on time, active participation in discussions and seminars; plagiarism, cheating and other forms of academic dishonesty are prohibited; engaging in learning circles is recommended.

All students enrolling for a PhD in the School of Education who have not taken and passed the required research methodology courses shall be required to enroll and pass the Advanced Educational Research courses as offered in the UNAM M.Ed programme (i.e. EAR 5910: Advanced Educational Research Methodology) and the Academic Writing for Postgraduate Students course.
In addition it is compulsory that all students should pass the Postgraduate Seminar (EPS 6080).

Course Title: DISSERTATION

Code:	EEDM 6000
NQF Level:	9
Contact Hours:	N/A
Credits:	360
Pre-requisite	None
Co requisite	Postgraduate Seminar (EEPS 6080)

Course Aim:
Candidates will undertake research in an approved topic in an area of specialisasion 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.

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